



Northern Illinois University



2014 Self-Study Report



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Table of Contents

<u>Lists of Tables and Figures</u>	vii	<u>Campus Awareness, Preparation, and Engagement</u>	11
<u>Letter from the Chair of the Board of Trustees</u>	vii	<u>Document Overview</u>	11
<u>Letter from the President</u>	ix	<u>Chapter 1: MISSION</u>	13
<u>Readers' Notes</u>	xi	<u>Core Component 1.A.</u>	15
<u>Introduction</u>	1	<u>Mission Statement Update Process</u>	15
<u>Institutional Overview</u>	2	<u>Excellence and Engagement</u>	16
<u>Accreditation History</u>	4	<u>Teaching and Learning</u>	16
<u>HLC Outcomes from the 2004 Comprehensive Visit</u>	4	<u>Research, Scholarship, Creativity, and Artistry</u>	17
<u>NIU Response to Concerns from the 2004 Comprehensive Visit</u>	4	<u>Outreach and Service</u>	17
<u>Mid-cycle Report on Off-campus Program Delivery</u>	5	<u>Staffing and Enrollment Profile</u>	17
<u>Institutional Changes since the Last HLC Comprehensive Visit</u>	6	<u>Core Component 1.B.</u>	18
<u>Curricular Changes and Innovations</u>	6	<u>New Mission Document & Distribution</u>	18
<u>Administrative/Organizational Changes</u>	6	<u>Core Values</u>	18
<u>Institutional Planning</u>	6	<u>Core Component 1.C.</u>	19
<u>Infrastructure and Physical Changes</u>	6	<u>Promoting and Assessing Diversity</u>	20
<u>State of Illinois Mandates</u>	7	<u>Diversity Programs, Services, and Initiatives</u>	21
<u>February 14: Forward, Together Forward</u>	7	<u>Presidential Commissions</u>	23
<u>The 2014 Self-Study Process</u>	8	<u>Core Component 1.D.</u>	21
<u>Mission Statement Update Task Force</u>	9	<u>Contributing to the Advancement of Knowledge</u>	23
<u>Self-Study Committees</u>	9	<u>Diversity</u>	23
<u>Subcommittee Membership</u>	9	<u>Access</u>	24
<u>Workload</u>	10	<u>Engagement</u>	24
<u>Communication and Transparency</u>	10	<u>Research and Artistry</u>	24
<u>Campus Resources</u>	10	<u>Student Success</u>	24
		<u>Technology</u>	24
		<u>Shared Governance</u>	24
		<u>Public Purpose</u>	24
		<u>Regional Presence and Community Outreach</u>	24
		<u>Chapter Summary</u>	25

Successes	25	Core Component 3.A	46
Challenges	25	Degree Programs	46
Opportunities	25	Baccalaureate Programs	46
		Goals and Outcomes	46
		Undergraduate Curriculum	47
		Graduate Programs	48
		Goals and Outcomes	48
		Graduate Curriculum	49
		College of Law Program	49
		Modes of Program Delivery	49
		Off-campus Programs	49
		Online Degree Programs	50
Chapter 2: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT	27	Core Component 3.B	51
Core Component 2.A	28	Undergraduate Programs	51
Institutional Ethics	28	General Education Program	52
Human Resources Policies and Procedures	29	Undergraduate Curricular Enhancement Opportunities	54
Illinois State Officials and Employees Ethics Act	29	Honors	54
Ethics and Integrity Resources	29	Foundations of Excellence	55
Continuing Refinement of Integrity and Ethics Policies	30	Undergraduate Student Opportunities for Research and Artistry	56
Intercollegiate Athletics	30	Graduate Programs	57
University Governance Structure	31	College of Law Program	58
NIU Board of Trustees	31	Human and Cultural Diversity	59
University Council	31	Research, Scholarship, and Artistry	60
Constituent Groups	32	Core Component 3.C	61
Curricular Processes	33	Staffing Trends	61
Fiscal Integrity	34	Verification of Credentials	63
Annual Budget Process	34	Institutional Support and Programming	64
Budgetary Approval by the Board of Trustees	35	Division of Academic Affairs	64
Auxiliary Functions	35	Division of Research and Graduate Studies	64
Holmes Student Center	35	Faculty Development and Instructional Design Center	65
Center for Governmental Studies	36	Office of Student Engagement and Experiential Learning	66
Community School of the Arts	36	Additional Institutional Support	66
Conference Office	36	Human Resource Services	67
Convocation Center	36	Core Component 3.D	68
Health Services	36	Placement and Preparatory Programs	69
Housing and Dining	37	Advising and Academic Support	70
Huskie Bus Service	37	Research Guidance	72
Lorado Taft Field Campus	37	Teaching Infrastructure	72
NIU Employees Credit Union	37	Resource and Support Centers	75
Northern Illinois University Press	37	Core Component 3.E	75
Northern Public Radio	38	Co-curricular Experiences	76
Parking Services	38	Outreach Experiences and Community Engagement	77
Police and Public Safety	38	Instructional Infrastructure	77
Regional Sites	38	Libraries	77
Core Component 2.B	38	Museums	78
Catalogs and Handbooks	39	Technology	79
Transparency in Communication and Outreach	39	Chapter Summary	79
Voluntary System of Accountability/College Portrait	39	Successes	79
Text Alert/Safety Alerts	40	Challenges	80
Freedom of Information Act	40	Opportunities	80
Clery Report	40		
Core Component 2.C	40	Chapter 4: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT	81
Committees	41	Core Component 4.A	82
Regulations and Bylaws	41	Program Review	82
Core Component 2.D	42	Additional Means of Measuring Program Quality	84
Core Component 2.E	42		
Ethics in Teaching and Learning	42		
Research Integrity	43		
Chapter Summary	44		
Successes	44		
Challenges	44		
Opportunities	44		
Chapter 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT	45		

Review of Assessment Plans	84	Fees and Technology Surcharge	110
Internal and External Review of Doctoral Dissertations	84	Capital Development Funding	111
External Review of Doctoral Departments	84	Expenditures	111
Accreditation, Licensures, and Certifications	85	Technology	111
External Advisory Committees	85	Classroom and Course Management	112
Prerequisites and Rigor	85	Infrastructure and Outreach	113
Transfer Policies and Processes	86	Distributed Learning Technology	114
Undergraduate	86	University Libraries	114
Graduate	87	Campus Safety	114
College of Law	87	Physical Plant	115
Post-Baccalaureate Measures of Student Success	88	Core Component 5.B	115
Alumni Surveys	88	The NIU Board of Trustees	116
College of Law Program	89	Institutional Shared Governance	116
Off-Campus Trends	89	University Council	116
Core Component 4.B	90	Faculty Senate	117
Program Assessment Processes and Outcomes	91	Supportive Professional Staff Council	117
Annual Assessment Update	92	Operating Staff Council	117
General Education	93	Student Association	117
Voluntary System of Accountability	93	NIU Foundation	117
Division of Student Affairs and Enrollment Management	94	Northern Illinois University Alumni Association	118
Core Component 4.C	94	Northern Illinois University Research Foundation	118
Goals and Mechanisms for Student Success	95	Core Component 5.C	119
Recruitment	96	Vision 2020	119
Retention	96	Research Investment	120
Persistence and Completion	98	Enrollment Investment	121
Measuring Retention and Completion Improvement	99	Academic Enrichment Investment	122
Chapter Summary	101	Technology Investment	124
Successes	101	Great Journeys Strategic Plan	125
Challenges	102	Student Affairs and Enrollment Management	127
Opportunities	102	Other Divisional Planning	128
Chapter 5: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS	103	Future of Vision 2020	129
Core Component 5.A	104	Core Component 5.D	130
Funding Overview	104	Improvement and Accountability	130
Budgeting Process	105	Evaluation	131
Internal Budget Process	106	Chapter Summary	131
External Budget Process	106	Successes	131
Funding Sources	107	Challenges	131
General Revenue Fund	107	Opportunities	131
University Income Fund	108	Conclusion	133
		Index	137
		Appendix A	141



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List of Tables

Table 2-1	<u>History of FOIA requests, FY2011-FY2013</u>	40	Table 4-3	<u>Baccalaureate Alumni Survey results by graduation year, 2009-2011</u>	88
Table 3-1	<u>General education course offerings as of AY2013-2014</u>	52	Table 4-4	<u>Graduate Alumni Survey results by graduation year, 2009-2011</u>	88
Table 3-2	<u>General education course review cycle</u>	53	Table 4-5	<u>Alumni Survey trend analysis, 2009-2011 off-campus (regional site) baccalaureates</u>	89
Table 3-3	<u>Undergraduate Research and Artistry Day participation (number of poster presentations)</u> ..	56	Table 4-6	<u>Percent of academic programs meeting the criteria for each annual assessment update area for AY 2008-2009 through AY 2011-2012</u>	92
Table 3-4	<u>Undergraduate Research Opportunities participation (number of students)</u>	57	Table 4-7	<u>Value-Added estimate results of CLA administration, AY2011-2012</u>	94
Table 3-5	<u>Student travel awards funded by the Graduate School 2010-2013</u>	58	Table 4-8	<u>Value-Added estimate results of CLA administration, AY2012-2013</u>	94
Table 3-6	<u>Number of university staff by employee category, Fall 2008-Fall 2012</u>	62	Table 4-9	<u>Enrollment targets and realizations (undergraduate and graduate), 2011-2013</u>	96
Table 3-7	<u>Graduate faculty ratios as of October 2013</u>	63	Table 4-10	<u>Application and enrollment data for Latino students, 2008-2012</u>	97
Table 3-8	<u>Conference funding provided by the Division of Research and Graduate Studies (funds in US \$)</u> ..	64	Table 4-11	<u>Undergraduate student financial aid, FY2008-FY2012</u>	98
Table 3-9	<u>FDIDC program participation, 2007-2012</u>	66	Table 4-12	<u>Graduation rates for first-time, full-time students, Fall 2012 and Vision 2020 targets</u>	99
Table 3-10	<u>Sabbatical outcomes summaries AY2006-2007 through AY2009-2010</u>	67	Table 4-13	<u>MAP-Works outcomes data, 2009-2012</u>	100
Table 3-11	<u>Employee Assistance programs for faculty and staff</u>	68	Table 5-1	<u>Summary of budgeted revenue by source (\$ in thousands)</u>	105
Table 3-12	<u>ACCESS A+ program re-enrollment outcomes AY2012-2013</u>	69	Table 5-2	<u>Credit hours generated and instructional cost per credit hour FY2007-FY2011</u>	108
Table 3-13	<u>ITS Enterprise Resource Planning training programs for faculty and staff</u>	73	Table 5-3	<u>Tuition and fees in US \$, FY2006 – FY2012</u>	109
Table 3-14	<u>Number of students served, Office of Student Academic Success, AY2009-2010 through AY2012-2013</u>	77	Table 5-4	<u>Tuition and Fee Waiver Expenditures FY2010 - FY2012 (US \$ in thousands)</u>	110
Table 4-1	<u>History of academic program review and follow-up, AY2007-2008 through AY2012-2013</u>	83	Table 5-5	<u>Capital projects by fund source and project category, FY2008-FY2012 (US \$ in millions)</u>	110
Table 4-2	<u>Sample curricular processes and meeting minutes</u>	86	Table 5-6	<u>Print volume (pages printed) for computing labs, AY2011-2012 and AY2012-2013</u>	112

Table 5-7 External funding in support of research in US \$, FY2009-2012 120

Table 5-8 Vision 2020 enrollment allocations in US \$, FY2012-FY2014 121

Table 5-9 Enrollments by racial/ethnic category, Fall 2010-Fall 2012 122

Table 5-10 Vision 2020 academic enrichment initiatives in US \$, FY2012 - FY2015 123

Table 5-11 Status and early outcomes of Vision 2020 academic enrichment investments 124

Table 5-12 Great Journeys initiatives and expenditures, Phase I 126

List of Figures

Figure 1-1 NIU's curricular offerings 2

Figure 1-2 Ethnicity of students enrolled Fall 2012 2

Figure 1-3 Gender of students enrolled Fall 2012 2

Figure 1-4 NIU's nine administrative divisions 3

Figure 1-5 NIU's accreditation history 4

Figure 1-1 Mission Update Task Force timeline 15

Figure 1-2 Faculty and staff ethnicity and gender statistics, Fall 2012 17

Figure 1-3 Age distribution of undergraduate students, Fall 2012 19

Figure 2-1 Committee structure of the NIU Board of Trustees 31

Figure 2-2 Standing committees of the University Council 32

Figure 2-3 Standing committees of the Faculty Senate 32

Figure 2-4 Standing committees of the Supportive Professional Staff Council 33

Figure 2-5 Overview of NIU's external budgeting process 35

Figure 2-6 Overview of Board of Trustees' budget oversight 35

Figure 3-1 Writing Center usage by clients and sessions, 2007-2012 72

Figure 3-2 Blackboard usage statistics, 2005-2012 74

Figure 4-1 Two-year timeline for program review 82

Figure 4-2 Ongoing inputs and reporting into the program review process 83

Figure 4-3 Alumni Survey satisfaction data, 2005-2009 90

Figure 4-4 Retention and graduation rates, Fall 2012 97

Figure 4-5 Degrees per FTE by degree demographics (Illinois average degree productivity is 25) 99

Figure 5-1 Overview of NIU's external budgeting process 106

Figure 5-2 History of state appropriations by source of funds (excluding retirement funds) 107

Figure 5-3 Undergraduate cost comparisons (tuition and fees) at public universities, FY2007-FY2011 109

Figure 5-4 Estimated cost savings with virtual machine implementation 111

Figure 5-5 Integration of major planning initiatives/relationships 119

Figure 5-6 Great Journeys Strategic Planning timeline 125

Letter from the Board Chair

Fall 2013



Dear Site Team Members,

On behalf of the eight members of the Northern Illinois University Board of Trustees, I welcome you to the campus of NIU and wish you a productive and enlightening visit. We also thank you for your service on the site team for the Higher Learning Commission.

Members of the Board of Trustees take our oversight responsibilities seriously and have assembled a governance structure that regularly requires us to consider the results of program reviews and new initiatives. We enjoy opportunities to engage NIU's talented leadership on, and improve our understanding of, the objectives and outcomes of NIU's curricular and co-curricular programming, professional development initiatives, and student services. Therefore, we look forward to integrating the results of your review into our dynamic governance process.

While you visit our campus, we also hope you will endeavor to identify some of the unique qualities that draw so many to NIU. I recall my own early impressions of NIU when I arrived as an undergraduate with many aspirations and much optimism. NIU was my first choice for a university, where I found the means to establish a foundation for career success and I began a lifelong relationship with a community that is more like a family than an institution. Something very special continues to draw me to NIU, as today I could not be prouder than to serve on NIU's governing board and participate in achieving its mission.

Your visit comes at an ideal time in NIU's history, a period characterized by new leadership and transformation. As such, we will make good use of your findings as we craft NIU's bold future. My colleagues and I are delighted to welcome you.

Sincerely,

A handwritten signature in black ink that reads "John R. Butler". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

John R. Butler, Ph.D.
Chair, Board of Trustees

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Letter from the President

Fall 2013



Dear Reader:

I am pleased to present this Self-Study Report prepared for our March 2014 comprehensive visit by the Higher Learning Commission for the purpose of reaffirming our accreditation. This report is the culmination of more than two years of hard work and intense scrutiny by dedicated faculty, staff, students, and administrators, and it not only tells the story of how our university has continued to evolve since the last HLC comprehensive visit in 2004, but also provides a glimpse of our future plans, opportunities, and challenges.

Since my arrival on campus in July 2013, I have spent a considerable amount of time learning about, listening to, and looking at all things NIU. In addition to the documentation of evidence showing how NIU addresses the accreditation criteria set down by the Commission, this Report confirmed many of the things I've already learned about NIU. It's provided me with good insights into where we have come from over the last decade and where we need and want to go in the future. As you read this report I'm sure that you too will be impressed by the continued attention to the quality of our academic programs and the attainment of student learning outcomes, the expansion of our outreach and engagement initiatives, the evolution of our research efforts, the achievements of our alumni, our fiscal resourcefulness in a difficult budget climate, and our emergence from the tragic event of 2008, among many other accomplishments.

In the past months nearly 800 faculty, staff, students, alumni, and friends of the university have taken part in Bold Futures Workshops—exercises in communication, brainstorming, prioritizing, and bridge building as we visualize ways to solve our biggest challenges. This effort is unleashing the intellectual might and passion of our Huskie community to embrace a collaborative culture of change and innovation. While the future holds both challenges and opportunities for us, I'm confident that our approaches to planning and the quality of our employees and students will serve us well as we continue to fulfill our mission "to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service."

I extend my sincere thanks to all of those who contributed to the self-study process and the development of this Report. I look forward to the opportunity to showcase NIU to the campus visit site team.

Go Huskies!

Best,

A handwritten signature in black ink that reads "Doug Baker". The signature is written in a cursive, flowing style.

Douglas D. Baker
President

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Readers' Note

We have provided numerous links to documents and websites throughout the self-study report and the appendices. Hyperlinks appear in the text as underlined, semi-bold text to distinguish them from running text. Hyperlinked documents and webpages are housed on a secure Blackboard site which will require you to login with the login name and password you have been provided.

List of abbreviated forms

While we have attempted to provide full names in much of the report, we provide this list of commonly used acronyms and abbreviated forms for your reference.

Acronym or Abbreviation

AAC&U	American Association of Colleges and Universities
APLU	Association of Public and Land-grant Universities
APPM	Academic Policies and Procedures Manual
ARRA	American Recovery and Reinvestment Act of 2009
A.A.	Associate in Arts
A.S.	Associate in Science
B.G.S.	Bachelor of General Studies
Board	NIU Board of Trustees
Carnegie	Carnegie Foundation for the Advancement of Teaching
CHANCE Program	McKinley "Deacon" Davis CHANCE Program
CLA	Collegiate Learning Assessment
Clery Act	Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
Clery Report	NIU Annual Safety and Security Report
Constitution and Bylaws	Constitution and Bylaws of Northern Illinois University
CUC	Committee on the Undergraduate Curriculum
Ethics Act	State Officials and Employees Ethics Act
Foundations of Excellence	Foundations of Excellence in the First College Year
GA	Graduate Assistant
GC	Graduate Council
GCCC	Graduate Council Curriculum Committee
GECC	General Education Core Curriculum
GR	Graduate
Great Journeys	NIU Great Journeys Strategic Plan
IAI	Illinois Articulation Initiative
IBHE	Illinois Board of Higher Education
IRB	Institutional Review Board
ISBE	Illinois State Board of Education
ITS	Information Technology Services
J.D.	Juris Doctor
LGBT	Lesbian, Gay, Bisexual, Transgender
NSF	National Science Foundation
NSSE	National Survey of Student Engagement
Office of the Provost	Office of the Executive Vice President and Provost
SA	Student Association
SPS	Supportive Professional Staff
TA	Teaching Assistant
UCC	Undergraduate Coordinating Council
UG	Undergraduate
Vision 2020	Vision 2020 Initiative

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Table of Contents

Introduction	1
Institutional Overview	2
Accreditation History	4
HLC Outcomes from the 2004 Comprehensive Visit	4
NIU Response to Concerns from the 2004 Comprehensive Visit	4
Mid-cycle Report on Off-campus Program Delivery	5
Institutional Changes since the Last HLC Comprehensive Visit	6
Curricular Changes and Innovations	6
Administrative/Organizational Changes	6
Institutional Planning	6
Infrastructure and Physical Changes	6
State of Illinois Mandates	7
February 14: Forward, Together Forward	7
The 2014 Self-Study Process	8
Mission Statement Update Task Force	9
Self-Study Committees	9
Subcommittee Membership	9
Workload	10
Communication and Transparency	10
Campus Resources	10
Campus Awareness, Preparation, and Engagement	11
Document Overview	11

Introduction

Northern Illinois University presents this self-study report in partial fulfillment of the Higher Learning Commission's (HLC) requirements for continued accreditation. In creating this document, the NIU community undertook an extensive and intensive analysis of its mission, policies, operations, and day-to-day practices; we used the self-study process to reflect on our successes, our challenges, and our vision for the future. This introduction will provide background and context for the evidence presented in the following chapters, each focusing on one of the five HLC Criteria for Accreditation. This introduction will also address specific concerns from the previous self-study and outline significant changes since the last accredi-



**Northern Illinois
University**

tation visit by the Higher Learning Commission.

The information in this self-study report is an accurate representation of NIU until October 2013. On October 11, 2013, President Baker announced “sweeping organizational changes designed to promote collaboration and integration within the academic and organizational structures of the university.” These changes are enumerated in an [NIU Today article](#).

The team of consultant-evaluators and the Commission will be provided with updated information concerning these organizational changes at the time of the site visit.

Institutional Overview

Northern Illinois University’s mission to promote

leges. In addition, we offer undergraduate minors and certificates as well as graduate certificates and concentrations as illustrated in Figure I-1.

NIU, which was chartered in 1895 as Northern Illinois State Normal School and offered its first classes in September 1899, occupies a 756-acre campus in DeKalb, Illinois. Since our inception, we have undergone three name changes: in 1921 to Northern Illinois State Teachers College; in 1955 to Northern Illinois State College; and in 1957 to Northern Illinois University. These name changes reflect the changing missions and demography of our university and of the northern Illinois region. In addition to the DeKalb campus, NIU also operates three regional sites in northern Illinois providing academic programming, conference services, and professional development: NIU Hoffman Estates, NIU Naperville,

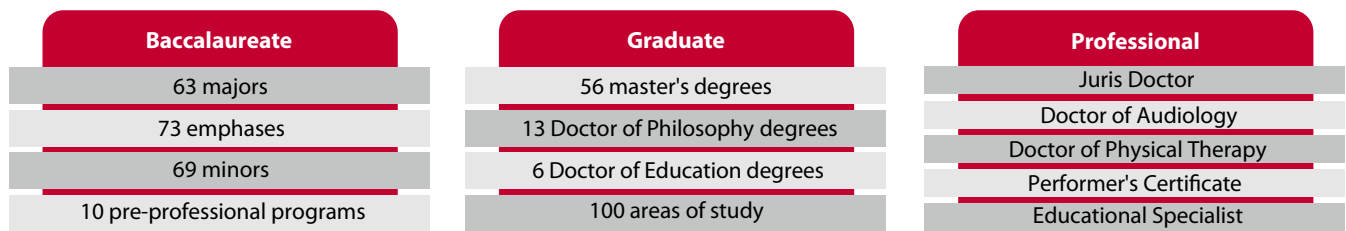


Figure I-1 NIU's curricular offerings

excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service is reflected in our history, our current activities, and our plans for the future. For over 100 years, NIU has played a key role in serving and advancing the northern Illinois region. We have evolved into a comprehensive university that attracts students from around the globe while still primarily serving the residents of Illinois.

We offer baccalaureate, graduate, and professional degrees in 39 academic departments/schools housed in seven degree-granting col-

leges and NIU Rockford. NIU also operates the 144-acre Lorado Taft Field Campus near Oregon, Illinois as an outdoor education and conference center.

In Fall 2012, NIU enrolled 21,862 full-time and part-time students engaged in undergraduate, graduate, and law programs both in DeKalb and at NIU off-campus locations. Figure I-2 displays Fall 2012 enrollment demographics by student ethnicity for the four largest identified groups; historical data on enrollments by racial/ethnic identity are available in the [2012 Data Book](#), sections B-1 through B-3.

Figure I-3 displays the Fall 2012 enrollment de-

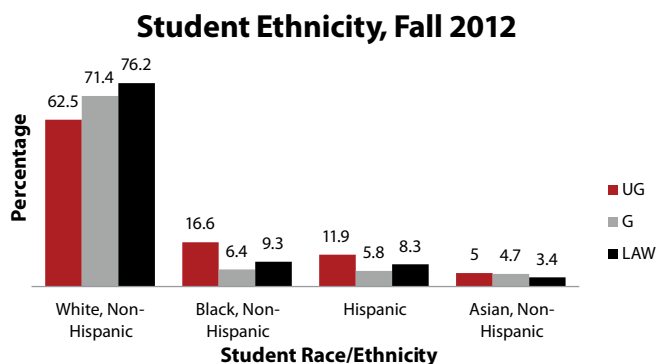


Figure I-2 Ethnicity of students enrolled Fall 2012

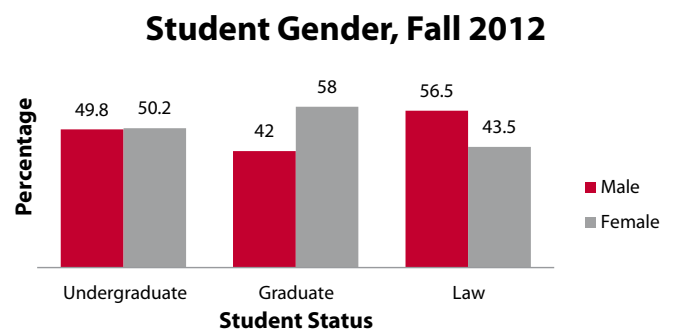


Figure I-3 Gender of students enrolled Fall 2012

mographics by gender. Historical data on female enrollments is available in the 2012 *Data Book*, section B-4.

Reflecting its mission to serve a regional population of lifelong learners, the mean age of NIU's undergraduates is 22; of graduate students, 32; and of law students, 26. Students come largely from the northern Illinois region, and over 500 are admitted as **international students**. In Fall 2011, close to 45 percent of the undergraduate population were transfer students with over 50 percent of the juniors and 60 percent of the seniors identified as transfer students, most from area community colleges.

NIU employs over 5,700 faculty, staff, and graduate assistants, and, as the largest employer in DeKalb County, the university brings a richness and diversity to the community through its employees. Over 10 percent of the faculty come from outside the US, and 55 percent of the faculty identify as having two or more ethnicities. Faculty, supportive professional staff, and graduate assistants make up 57 percent of our employees with civil service (operating staff) employees making up the remaining 43 percent.

Day-to-day functions of the university are housed in nine administrative divisions, each with staff and programs that broadly support the institutional mission. Figure I-4 lists these administrative units and their major functions. The vice presidents of

each of these divisions report directly to the president and serve as members of the **President's Cabinet**. The Division of Academic Affairs (including the Division of Research and Graduate Studies) and the Division of Student Affairs and Enrollment Management, work systematically and in concert to provide curricular programs, co-curricular opportunities, and support services to address our core teaching, learning, and scholarship mission.

A long-standing tradition and one of the core values in **NIU's Statement of Vision and Mission** is our system of shared governance that incorporates input from faculty, staff, administration, and students in decision- and policy-making. While the **NIU Board of Trustees** is the final institutional authority, its focus is one of oversight and policy determination; therefore, the Board delegates the conduct of administration and management to the president and the conduct of teaching and research to the university faculty. The **University Council** is the comprehensive governing body with broad representation from university administration, faculty, operating staff, supportive professional staff, and students. The faculty predominate in all policy decisions relating to curricula, admissions, academic standards, and the faculty personnel process.

In addition, there are four bodies representing specific constituents who actively participate in the governance process:

Division of Academic Affairs	Oversees seven academic colleges, the Graduate School, research, libraries, and a number of academic support units that promote student engagement, retention, and success
Division of Student Affairs and Enrollment Management	Oversees enrollment and provides co-curricular services that support intellectual, personal, and civic growth
Division of Finance and Facilities	Administers budgets, capital projects, and other financial, facility, and resource management
Division of Outreach, Engagement, and Information Technologies	Provides centralized support for outreach, partnership, and engagement activities and technological infrastructure
Division of University Advancement	Engages in fund-raising, managing philanthropy, and building relationships with NIU alumni
Division of University Legal Services	Provides guidance and representation to constituents regarding official university business and operations
Division of University Relations	Coordinates and delivers the university's strategic communications and marketing initiatives
Division of Public Safety and Community Relations	Oversees public safety management, crisis response, and community affairs
Intercollegiate Athletics	Oversees athletics administration, academic support services, and compliance

Figure I-4 NIU's nine administrative divisions

- The **Faculty Senate**, composed of elected faculty members and representing all faculty
- The **Supportive Professional Staff Council**, representing professional staff whose primary responsibilities are administrative or academic professional support
- The **Operating Staff Council**, representing the civil service employees of the university
- The **Student Association**, serving as the student voice for the university

The Board officially acknowledges and authorizes the university affiliation with the Higher Learning Commission as our exclusive accrediting entity. NIU is included in the Research University (high research activity) category of the Carnegie Foundation for the Advancement of Teaching, and the Carnegie Foundation also recognizes the university in its voluntary Community Engagement classification in Curricular Engagement and Outreach and Partnerships. NIU is a member of the Association of Public and Land-grant Universities. The university and its colleges have institutional membership or other affiliations in or with the American Association of Colleges for Teacher Education, the American Council on Education, the American Association of State Colleges and Universities, the Council of Graduate Schools, and the Universities Research Association. **Twenty-six agencies** accredit selected colleges and programs across the university.

Accreditation History

We enjoy a long history of institutional accreditation, as illustrated in Figure I-5.

Upon the Higher Learning Commission (HLC) review in 2004, the university received continued accreditation with the stipulation to report

on two areas requiring institutional attention and Commission follow-up. Our 2007 response to these concerns about the documentation of graduate learning and general education assessment is discussed in the following sections.

HLC Outcomes from the 2004 Comprehensive Visit

In its Report of a Comprehensive Evaluation Visit, the 2004 HLC site team noted that “processes in place to support assessment are good ones and should be continued toward a timely completion of the full cycle of assessment in all programs.” The Commission required a report confirming documentation of assessment in all programs:

While significant progress has been made in assessment of student academic achievement at Northern Illinois University in the past two years, much remains to be done. Specifically, the assessment of general education and graduate programs requires attention as does approval for the many assessment plans not yet accepted. In areas where assessment is successfully implemented, the sharing of results and their use in decisions about pedagogy, curricula, and other factors that influence student learning should be strengthened.

NIU Response to Concerns from the 2004 Comprehensive Visit

Our 2007 Progress Report on Assessment submitted to the HLC noted that, at the time of the 2004 site visit, documentation of assessment in graduate programs was incomplete and that the general education assessment program had not been implemented in a systematic man-

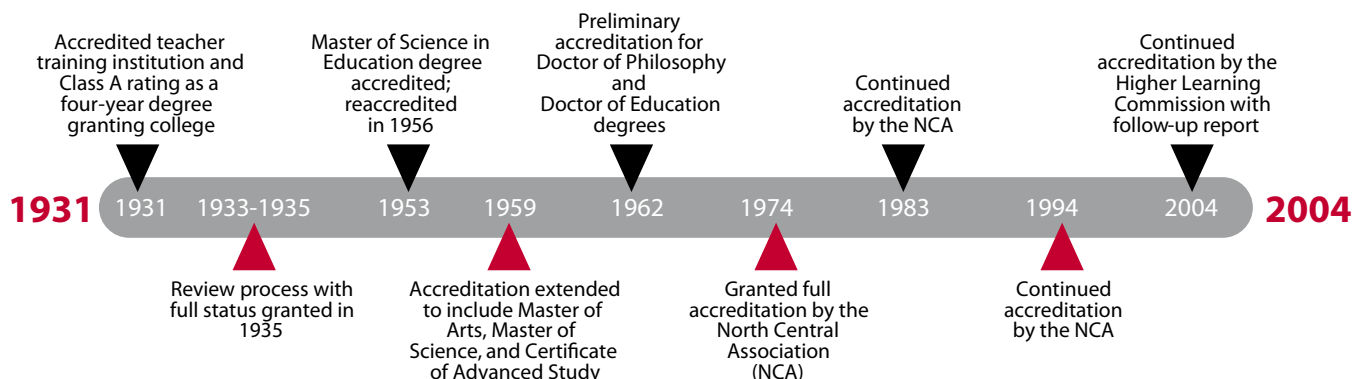


Figure I-5 NIU's accreditation history

ner. The commission required NIU to “confirm implementation of assessment in all programs and summarize results and actions taken as a result of assessment of those programs.”

The University Assessment Panel and the Office of Assessment Services improved the schedule for reviewing and providing feedback on assessment programs and status reports on a systematic basis, provided feedback on the needed revisions of graduate assessment programs, and implemented a successful and ongoing annual update assessment process that documents the systematic implementation of assessment programs for the graduate and undergraduate programs. The University Assessment Panel also set targets for meeting assessment criteria through an annual assessment update process for all programs. This process continues to be an effective means for documenting assessment initiatives and providing feedback to the graduate academic programs and the Graduate Council.

The General Education Committee addressed the concerns in its AY2005-2006 systematic implementation and documentation of a new assessment plan including a revision to the cyclical review of general education courses. While the committee successfully continued to use a common resubmission form for general education courses, it also determined that general education assessment needed to focus on direct assessment measures. The General Education Committee initiated a cyclical review of each of the general education goals. In AY2006-2007 this was undertaken for Goal A, which aims to assess students’ abilities in writing, speaking, and reasoning necessary for continued learning. Direct assessment measures for this goal included the University Writing Project (a redesign of an earlier Junior-Level Writing Project), the First-Year Composition Assessment, and an assessment of technology skills (Train and Assess IT™). In addition, an analysis of indirect measures of all general education goals via student focus groups was reported in the 2007 report. Although an assessment plan was in place, it was not fully implemented. In AY2012-2013 a new general education assessment plan was developed and approved.

In the 2007 report, the General Education Committee agreed to provide the Vice Provost for Academic Planning and Development with a report on assessment data from the following initiatives: ongoing course resubmissions, new course submissions as they arise, and a cyclical review of all general

education goals. Two avenues of assessment for the general education program are addressed in the above initiatives: assessment of student learning outcomes at the course level and assessment of selected general education learning outcomes across the university. The assessment status report was submitted in AY2012-2013 along with the newly developed assessment plan, which was approved by the University Assessment Panel. We identify and discuss the challenges and the successes in the process of general education assessment further in Chapter 3, particularly with respect to the gathering and analysis of direct assessment data addressing the general education goals.



NIU Naperville Regional Site

Mid-Cycle Report on Off-Campus Program Delivery

In 2010, we submitted a report to the HLC about our off-campus program locations and participated in a site visit with a peer evaluator. At the time, we were approved to offer degrees at 21 locations in the State of Illinois, with the majority of them delivered at the three regional sites in Hoffman Estates, Naperville, and Rockford. Responsibility for off-campus degrees is shared at the division, college, and department/school level, with the Division of Academic Affairs and the Division of Outreach, Engagement, and Information Technologies providing broad oversight for administrative matters. Colleges and departments/schools oversee academic matters including advisement, instruction, admission, and staffing.

Institutional Changes since the Last HLC Comprehensive Visit

NIU has seen a number of significant changes in the past 10 years. The NIU community has strategically planned for and responded to curricular innovations, administrative change, and infrastructure needs. While discussion of these changes appears throughout this self-study, a brief sample is presented here:

Curricular Changes and Innovations

While it is the prerogative and the mandate of the professorial faculty to review and revise departmental curricular offerings within our system of shared governance, we have also engaged in a number of campus-wide efforts in the last decade:

- Development of baccalaureate goals and outcomes (2008-2010)
- Creation of the Center for P-20 Engagement (2008)
- Implementation of external review of doctoral departments (2008)
- Approval of new Ph.D. programs in art education (2008) and geography (2009) and professional doctorates in audiology (2006) and physical therapy (2009)
- Establishment of the Academic Advising Center, (2004), the Office of Student Academic Success (2009), and the Office of Student Engagement and Experiential Learning (2010)
- Initiation of the Course Transformation Project (2012)

Administrative/Organizational Changes

Since the last site visit we have seen a number of important changes in upper administration and in administrative organization (As noted earlier in this chapter, updated information concerning organizational changes will be provided at the time of the site visit.):

- Appointment of a new executive vice president and provost (2006)
- Reconfiguration of the Graduate School into the Division of Research and Graduate Studies with a new vice president and a separate dean of the Graduate School (2007-2008)

- Creation of the Division of University Relations (2009)
- Restructuring of the Division of Outreach, Engagement, and Information Technologies (2010-2011)
- Reconfiguration of Academic and Student Affairs into two divisions: the Division of Academic Affairs and the Division of Student Affairs and Enrollment Management (2012)
- Creation of a new Division of Public Safety and Community Relations and appointment of its vice president (2013)
- Appointment of a new vice president for Student Affairs and Enrollment Management (2013)
- Appointment of a new university president (2013)

Institutional Planning

A number of initiatives have guided our planning including the NIU Great Journeys Strategic Plan ("Great Journeys"), which focuses on academic planning and initiatives; the True North Capital Campaign; and the Vision 2020 Initiative ("Vision 2020"), which addresses university-wide planning:

- Great Journeys Strategic Plan (2007-Present)
- True North Capital Campaign (2007)
- Vision 2020 Initiative (2010-Present)
- Enrollment Management Strategic Plan (2012)

Infrastructure and Physical Changes

In addition to major renovations of existing campus buildings, new construction serving students, staff, and alumni has been completed along with significant technology improvements in classroom and public spaces:

- Renovation and restoration of Altgeld Hall (completed 2004)
- Opening of Barsema Alumni and Visitors Center (2005)
- Opening of Jeffrey and Kimberly Yordon Center (2007)
- Completed integration of financial, human resources, and student information systems (2009)
- Significant renovations to Cole Hall, including a renovated Museum of Anthropology (2012)

- Opening of [New Residence Hall Complex](#) (2012)
- Renovation and reopening of [Gilbert Hall residence](#) (2013)
- Completion of a Wi-Fi initiative for instructional and residential spaces (2013)
- Initiation of Stevens Building renovations (2013)

State of Illinois Mandates

As a state-supported university, we are regulated by a number of mandates related largely to fiscal matters:

- [Truth-in-Tuition](#) legislation guaranteeing undergraduate students a fixed tuition rate for four continuous academic years (2004)
- State Officials and Employees Ethics Act requiring annual ethics training for all employees (2004)
- [Performance funding](#) legislation tying state funding to outcomes (2012)
- Ongoing State of Illinois [pension and budget reform](#)

February 14: Forward, Together Forward

On February 14, 2008, the NIU community experienced a tragic event—a classroom shooting incident in which 21 students were wounded and five lost their lives. This event shook the campus community; however, the community received a groundswell of practical and emotional support.

NIU received an outpouring of assistance from over 500 professional counselors who volunteered their services. The university canceled all events, including classes and athletic competitions, for 10 days as a period of mourning and to initiate an investigation of the incident. Throughout this time, student counseling services were available around the clock, both in the residence halls and at the [Counseling and Student Development Center](#), a grief counseling hotline was established, and faculty and staff were encouraged to contact the [Employee Assistance Program](#) to discuss their concerns and obtain counseling services. A public [memorial service](#) was held in the NIU Convocation Center on Sunday, February 24, and classes resumed on Monday, February 25 with a full complement of trained counselors available in every classroom throughout this first week of classes after the incident.

Locally, regionally, and nationally, NIU was not-

ed for its handling of this event. In 2009, the NIU Alumni Association awarded the first responders with the F. R. Geigle Service Award. Some additional recognitions we received include:

- The Public Relations Society of America presented the Office of Public Affairs with [two awards for its work following the campus shooting](#)
- The university president received the [Student Affairs Administrators in Higher Education President's Award](#) in 2010
- Two archivists from NIU's Regional History Center were recognized in 2012 by the Society of American Archivists for their work in assembling and maintaining a [digital archive of materials](#) related to the event

Since February 2008, we have revised and integrated our Emergency Operations Plan, and Information Technology Services has installed a new voluntary [text message/notification system](#), a broadcast message to the NIU-IPTV system, and a computer workstation alert system. A detailed review of incidents prior to the shooting, the critical response to the incident, and efforts in the aftermath of the incident are found in the [Report of the February 14, 2008 Shootings at Northern Illinois University](#). Below we discuss additional campus responses to and outcomes from this incident.

Through the generosity of more than 1,600 donors honoring the five students whose lives were lost, we created the Forward, Together Forward Scholarship Endowment. Since Spring 2009, five \$4,000 [scholarships](#) have been awarded annually to continuing undergraduate students who demonstrate strength of character through a strong work ethic, motivation, inspiration, integrity, a high regard for others, and intellectual curiosity. In addition, several scholarships and individual endowments have been established to honor the students we lost.

We established a number of support services in response to the events of February 14. Some of these were initiated in a focused response to repercussions from the event and in service to the immediate victims and their families while others were directed to the community at large:

- The Office of Support and Advocacy was created and was authorized as the central point of coordination for victims and their families, offering counseling services, academic advising and monitoring, advocacy for support services, and

programmatic academic and community efforts

- An initiative of the [Counseling and Student Development Center](#), Healing Huskies, has evolved to be a source of healing and strength for students navigating any grieving process
- The [Northern Pact](#) was created to help students understand, embrace, and integrate five expectations for the NIU community—that NIU is just, open, caring, disciplined, and celebrative
- The DeKalb/Sycamore community embraced the phrase taken from the NIU Fight Song, [“Forward, Together Forward,”](#) displaying it on posters throughout DeKalb, Sycamore, and surrounding communities as a symbol of strength in the face of adversity, in honor of the lives of those lost, and to reaffirm the support of the local community
- Municipalities, the university, local charitable groups, and local businesses developed the [Huskies on Parade](#) project in which artists decorated life-sized white fiberglass Huskie dog statues, many of which remain on display on campus and throughout the community
- NIU operationalized a State of Illinois threat assessment mandate by establishing a Student Threat Assessment Team and an Employee Threat Assessment Team
- All faculty and staff are provided with an easy reference [Faculty & Staff Guide for Assisting Emotionally Troubled Students](#), and an [NIU Emergency Response Guide](#) is distributed widely across campus at the start of every fall semester
- Over 200 suggestions for an enduring memorial were submitted to an advisory group who recommended and planned a [Reflection Garden and Memorial Walk](#). This memorial, which was funded by private, corporate, and civic donations, was dedicated in February 2009

The 2014 Self-Study Process

The self-study process began early in October 2011 with the appointment of a coordinator of the self-study and chair of the HLC Steering Committee. In an initial step in self-assessment and institutional reflection, the president and provost took the opportunity to task a campus group with reviewing and updating NIU’s Mission Statement to better reflect the current environment, goals, and vision of the university.



The Forward, Together Forward Memorial at NIU

Mission Statement Update Task Force

In December 2011, the president constituted the [Mission Update Task Force](#) to review the existing Statement of Mission and Scope and make recommendations to the NIU Board of Trustees for revisions. The result was a new [Statement of Vision and Mission](#) approved by the Board in May 2012. Details about the process and the outcomes of this task force are elaborated in Chapter 1.

Self-Study Committees

The Accreditation Steering Committee chair along with the Vice Provost for Academic Planning and Development and the Associate Vice Provost for Academic Outcomes Assessment, working as an oversight team, identified a number of potential Steering Committee members from the faculty throughout the campus. Focusing on organizing the self-study around the five new HLC criteria, they envisioned nine subcommittees each chaired by a member of this committee. In December 2011, [the university president appointed](#) nine members of the professorial faculty and five ex officio members from the provost's staff and the Office of Financial and Institutional Research to the committee; the Steering Committee met for the first time on December 9, 2011.

All the members of the Steering Committee were encouraged to attend the 2012 HLC Annual Meeting, particularly the PEAQ Workshop on Self-Study. All but one member attended, and some stayed through the three-day general session as well. In a debriefing session shortly after the annual meeting, the committee discussed their experiences and shared information about resources and strategies for the self-study.

The HLC Steering Committee as of June 2013:

- Doris Macdonald, Associate Professor,
Department of English; HLC Self-Study
Steering Committee Chair
- Brianno Coller, Professor, Department of
Mechanical Engineering
- Marc Falkoff, Associate Professor,
College of Law
- Bill Goldenberg, Presidential Teaching
Professor, School of Music
- Mary Elaine Koren, Associate Professor, School
of Nursing and Health Studies

Murali Krishnamurthi, Presidential Teaching
Professor, Department of Industrial and
Systems Engineering; Director, Faculty
Development and Instructional Design
Center

Lara Luetkehans, Associate Professor and Chair,
Department of Educational Technology,
Research and Assessment

Kristen Myers, Professor, Department of
Sociology; Director, Women's
Studies Program

Beth Towell, Associate Dean for Undergraduate
Academic Affairs, College of Business

Laura Vazquez, Professor, Department
of Communication

Ex Officio:

Carolinda Douglass, Vice Provost for Academic
Planning and Development, Office of the
Executive Vice President and Provost;
HLC Liaison

Dan House, Director, Office of Financial and
Institutional Research, Division of Finance
and Facilities

Donna Lynn, Office Administrator, Office of the
Executive Vice President and Provost

Sherrill Morris, Acting Associate Vice Provost for
Academic Outcomes Assessment, Office of
the Executive Vice President and Provost

Jeff Reynolds, Director, Operational Analysis
and Reporting, Office of the Executive Vice
President and Provost

Virginia Cassidy, Vice Provost for Special
Projects, Office of the Executive Vice
President and Provost

Subcommittee Membership

Members of the subcommittees were recruited in a number of ways. Division vice presidents, the president of the Student Association, program directors, and governing councils were asked to identify faculty, staff, and students to serve. In addition, [a call to participate went out to the entire NIU community](#). All identified individuals were invited by the president to serve and were instructed that "the subcommittee's role is to gather, review, and analyze information to provide evidence of how well NIU is meeting the criterion and how we have

made improvements over the last 10 years, as well as to outline future plans." Responses to the invitations were positive, and [each subcommittee](#) was constituted with 10 to 15 faculty, staff, and students.

Workload

The president and provost were in attendance at the first Steering Committee meeting to give the charge to the committee. From January 2012 throughout AY2012-2013, the Steering Committee and subcommittees continued to meet regularly to gather and evaluate evidence and to provide documentation and evidence for the self-study report and for inclusion in the Resource Room. The Steering Committee chair attended all initial subcommittee meetings to answer any questions about the charge to the subcommittees and to encourage them to review the criteria for accreditation with special attention to the criteria specific to their subcommittee. Steering Committee members were free to organize their subcommittees as they saw fit, and many chose to create smaller working groups of two to four people to gather evidence for sub-components of the relevant criteria. In Spring 2013, subcommittees were also tasked with reviewing drafts of the chapters and providing feedback to the Steering Committee. In AY2013-2014 the Steering Committee continued to meet to critique the self-study report and prepare for the site visit.

Beginning in Fall 2012, a number of individuals on campus with expertise in organizing and maintaining both electronic and physical documents for accreditation were identified and invited to be members of a team to advise the oversight team in the organization and creation of the Resource Room. These individuals brought expertise in assessment, digital record keeping, and accreditation processes to conceptualizing the Resource Room and implementing a clear, organized, and accessible filing and naming system for the relevant documents.

Communication and Transparency

The office administrator in the Office of the Executive Vice President and Provost established and maintained a Blackboard community site for use by the Steering Committee and the subcommittees as they collected and shared data. Special training sessions for those unfamiliar with the Blackboard course management platform were scheduled

through the Faculty Development and Instructional Design Center whose staff continued to be available throughout the self-study process for advice and troubleshooting. All subcommittee members had access to their committee's file exchange, e-mail, and discussion group features through which they shared information on resources, data, and meeting notifications. The Blackboard community was ultimately an effective means of communicating important information within and among subcommittees.

Campus Resources

Thirty-seven individuals, including vice presidents, directors, and deans each received a letter from the president notifying them that they had been identified as campus resources and encouraging them to participate as fully as possible and/or designate staff to serve as a contact for the self-study process. The [contact list of NIU resource people](#) was cross-referenced to the HLC criteria, providing the Steering Committee with quick reference for sources of information. During the process of self-study, we relied on many additional campus resource people as well as the expertise of individual members of their subcommittees.

In Summer 2013, the oversight team expanded to include

Carolyn Craddock, Administrative Assistant,
Office of the Executive Vice President
and Provost

Christopher Parker, Associate Vice Provost for
Academic Outcomes Assessment, Office of
the Executive Vice President and Provost

Ritu Subramony, Academic Accreditation
Researcher, Office of the Executive Vice
President and Provost

In addition, a number of individuals were intensively engaged in the preparation of the report and the preparation of the electronic and physical Resource Room:

Stephen Wallace, Associate Director, Office of
Assessment Services

Tawanda Gipson, Research Associate, Office of
Assessment Services

Mary-Lou Read-Dreyer, Associate Director,
Office of Publications

Jeff Strohm, Graphic Design Manager,
Office of Publications

Tony Wedick, Graphic Designer Associate,
Office of Publications

Jennice O'Brien, Director, Web Communications

Daniel Ihm, Associate Director, Information
Services

Jeannine East, Editor, Web Communications

Nick Choban, Senior Director, Information
Technology Services

Jason Rhode, Director of Distributed Learning,
Faculty Development and Instructional
Design Center

Campus Awareness, Preparation, and Engagement

News of the self-study process and of the upcoming site visit was first disseminated on campus early in Spring 2012. A [reaccreditation website](#) was established in March to provide the entire NIU community with up-to-date information on the process, including Steering Committee agendas and minutes. The campus-wide [call for participation on subcommittees](#) followed in April. This Web page was regularly updated as new information or campus awareness information became available. In September 2012, a countdown to the site visit clock was posted, and in October 2012, a PowerPoint overview presentation developed for campus awareness was also posted.

In Spring 2012, the Steering Committee chair also began meeting with various constituencies on campus including governance councils, university committees, and interest groups, as well as with each of the [college senates](#). In addition to preparing members of the NIU community with information about the accreditation process, these visits also provided NIU leaders with the opportunity to familiarize themselves with the HLC, with the process and timeline for preparing for continued accreditation, and with opportunities for them and their constituents to publicize and participate in the preparations for the site visit. The Board has been updated quarterly on the progress of the HLC self-study. A draft of the self-study document was posted on our HLC 2014 Web page for campus community comment during the month of September 2013 along with an online comment opportunity. Written responses to the self-study

report were reviewed by the oversight team and final editorial revisions were made in October 2013.

Document Overview

In the following chapters we present evidence and examples of the university's eligibility for continued accreditation. Each of the numbered chapters corresponds to one of the HLC criteria for self-study. In an effort to be systematic and transparent, we attempt to address the core components directly, with responses to the subcomponents integrated into the text and exemplified in linked Resource Room documents and Web pages. However, readers may find occasional overlapping information and redundancies as we respond to core components for different criteria. Attempts have been made to guide readers through internal linking in the document where appropriate. Each chapter concludes with a section outlining institutional successes, challenges, and opportunities that derive from self-study and self-reflection by all constituents of Northern Illinois University.

Additional materials, including our Institutional Snapshot, Federal Compliance Materials, and Substantive Change Application, are included as appendices as required by the Higher Learning Commission.



*Huskies on Parade: "Huskie Paws,"
painted by Professor of Art Charlotte Rollman*

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Table of Contents

Chapter 1: MISSION	13
Core Component 1.A	15
Mission Statement Update Process	15
Excellence and Engagement	16
Teaching and Learning	16
Research, Scholarship, Creativity, and Artistry	17
Outreach and Service	17
Staffing and Enrollment Profile	17
Core Component 1.B	18
New Mission Document & Distribution	18
Core Values	18
Core Component 1.C	19
Promoting and Assessing Diversity	20
Diversity Programs, Services, and Initiatives	21
Presidential Commissions	23
Core Component 1.D	21
Contributing to the Advancement of Knowledge	23
Regional Presence and Community Outreach	24
Chapter Summary	25
Successes	25
Challenges	25
Opportunities	25

Chapter 1: MISSION— The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Northern Illinois University’s Statement of Vision and Mission clearly reflects institutional goals and aspirations and recognizes in its statement of values the ways in which NIU serves its many constituents. The Mission is current in its articulation of the university as it functions today as well as in its goals and plans for the coming years. In this chapter we introduce the Statement of Vision and Mission, discuss the process by which it has been revised, and illustrate the ways we have publicly articulated our mission and integrated it into the life of the university.

Statement of Vision and Mission

The vision of Northern Illinois University is to be the premier student-centered, research-focused public university in the Midwest, contributing to the advancement of knowledge for the benefit of the people of the region, the state, the nation, and the world.

With this vision, the mission of the university is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service.

In pursuing our vision and fulfilling our mission, the university values:

- A community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual
- Access for a broad spectrum of students to high quality undergraduate, graduate, and professional programs that prepare them to be lifelong learners and productive, socially conscious citizens
- Engaged teaching and learning that evolves from the synergy of research, artistry, and service
- Research and artistry in creating, transmitting, expanding, and applying knowledge
- Student success supported through academic and co-curricular programming and activities
- The application of current technology in enhancing and broadening all institutional endeavors
- A system of shared governance that incorporates input from faculty, staff, and students in decision- and policy-making
- Commitment to a public purpose addressing regional, state, national, and global challenges and opportunities

When the self-study process was initiated, the university mission was found within our long-standing Statement of Mission and Scope:

The central mission of the university is the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. In fulfilling that mission, Northern Illinois University meets the needs of students for liberal, professional, technical, and lifelong education. Mindful of the changing needs of the society it serves, the university reviews its programs at regular intervals, assesses their quality and their capacity to fulfill their objectives, and expressly commits itself to their continuing development or redirection when appropriate.

While this mission has served us well, and while its core focus on teaching, research and artistry, and service is still our core mission, the statement needed to be updated and streamlined to reflect the current NIU environment. The current [NIU Statement of Vision and Mission](#) was revised in Spring 2012 with the participation of faculty, staff, students, and the NIU Board of Trustees and in accordance with our system of shared governance. Thus, one of the first outcomes of our self-study was a revised statement of vision and mission.

To foster transparency and understanding of the new statement among community members, external stakeholders, and the public, we have posted the statement on the NIU website and made it visible in a number of venues online and in print. We discuss the process for revision in [Core Component 1.A](#) and the means for publicizing the mission in [Core Component 1.B](#) below. Discussion of the relationship between the mission and institutional budgeting, planning, and priorities is found in Chapter 5.

While our Statement of Vision and Mission is a guiding document for all our institutional endeavors, many other units on campus have also developed mission statements that align with our mission. Each college has a mission statement as do many departments/schools and other support and administrative units; for example:

- The [Division of Student Affairs and Enrollment Management's mission](#) explicitly states its

alignment with the institutional mission in support of intellectual, personal, and civic growth

- The College of Law's mission echoes the values of the university mission in preparing students for the profession, in pursuing scholarship, in providing educational access, and in serving the public good
- The mission of the College of Liberal Arts and Sciences is to foster excellence in fields of intellectual inquiry and creative achievement in the humanities, social sciences, natural sciences, and mathematical sciences
- The School of Music's mission reflects its focus on building artistic and intellectual foundations for professional careers in music
- The Department of Sociology's mission is to promote the tradition of a liberal arts education by providing sociological and other intellectual tools to analyze key social issues
- Campus Recreation states their alliance with the educational mission of NIU by engaging students in achieving a lifelong appreciation for pursuing healthy lifestyles through its comprehensive programs, leadership development, and employment opportunities

Core Component 1.A: The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Mission Statement Update Process

As part of our comprehensive self-study, and in light of the goals of our strategic plan, Vision 2020, we saw fit to re-assess our mission statement. In December 2011, the president constituted the Mission Update Task Force with broad membership from faculty, staff, and administrators representing governance and policy-making groups.

We garnered feedback on the drafted revision in a variety of ways:

- Task Force members who represented the Academic Planning Council and the University Assessment Panel presented drafts of the revisions to their respective bodies
- The Faculty Senate reviewed the draft during their February 2012 meeting, providing individual and collective feedback
- Deans in all colleges sought feedback from their councils, senates, and other governing bodies
- Students were consulted through the Student Association and by their participation on various councils

The revised mission statement was approved by the Board in May 2012. Figure 1-1 presents a timeline of the work of the Mission Update Task Force.

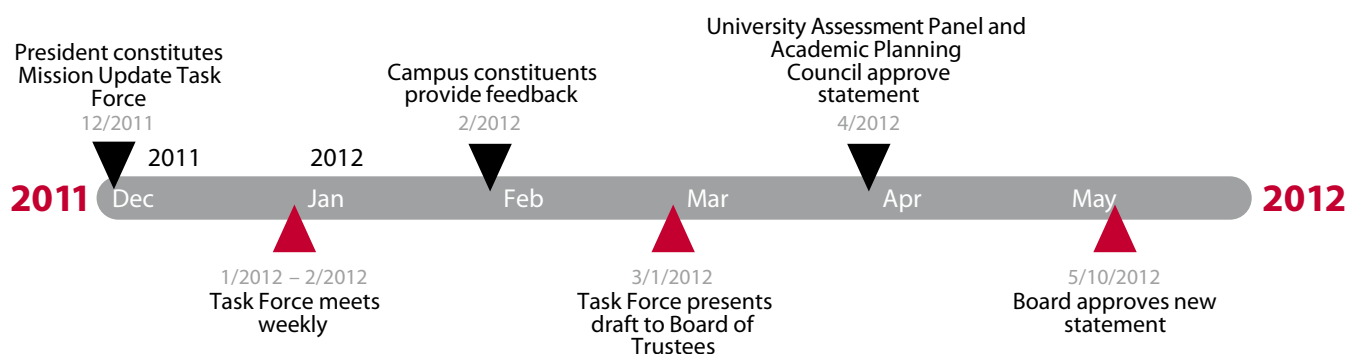


Figure 1-1 Mission Update Task Force timeline

Excellence and Engagement

We have numerous initiatives that exemplify our commitment to excellence and engagement throughout the university. These are discussed more fully in Chapter 3 and Chapter 4. One example of our commitment to excellence and engagement is found in our system of reward and regard for all employees. [Various faculty awards](#) recognize excellence in teaching, scholarship, and engagement:

- NIU Board of Trustees Professorships
- Presidential Research Professorships
- Presidential Teaching Professorships
- Presidential Engagement Professorships
- Excellence in Undergraduate Teaching Awards
- Excellence in Undergraduate Instruction Awards

In addition, we recognize and reward the support provided by staff in pursuit of our mission:

- [Presidential Supportive Professional Staff Awards for Excellence](#)
- [Outstanding Service Awards](#) for civil service employees

Individual departments/schools and colleges also recognize their faculty and staff with various awards for teaching, scholarship, and service. For example, the [College of Liberal Arts and Sciences](#) annually recognizes faculty and staff for their service to the college as does the [College of Health and Human Sciences](#).

Students are also recognized for excellence in academic study through scholarships and other awards:

- [Lincoln Academy Student Laureate](#)
- Forward, Together Forward Scholarships
- Outstanding Women Student Awards
- Kevin D. Knight Student Leadership Awards
- Outstanding Graduate Student Awards

"I came in with the mindset that I was going to make the most of everything NIU had to offer me."

—Sarah Stuebing,
2013 Lincoln Laureate

In addition, we extend recognition for excellence and engagement to our alumni in awards that honor their professional and personal success and involvement in civic, cultural, or charitable activities:

- Distinguished Alumni Awards
- F. R. Geigle Service Award

- Outstanding College Alumni Awards
- Outstanding Young Alumni Awards

Teaching and Learning

As a comprehensive doctoral university offering degrees from the baccalaureate to the doctorate, NIU's commitment is to promote excellence and engagement in our educational mission and to promote the advancement of knowledge as a distinct institutional vision. Our undergraduate, graduate, and law programs are designed to support a broad spectrum of learners. NIU's commitment to our mission and core values is apparent in all academic programs.

Responsibility for oversight of academic programs is vested in the [Division of Academic Affairs](#), which houses seven colleges, the Division of Research and Graduate Studies, and a number of [academic support units](#). These units collaborate with other student support services to promote excellence and engagement in teaching and learning for students, faculty, and staff at all levels. Our role in serving the region, but with wider impact, is encouraged through [experiential learning](#), [engagement](#), and [Global NIU](#) opportunities and events. Institutional support for excellence in teaching and learning is exemplified through ongoing professional development programs, many of which bring speakers of national repute to our campus each year.

The [Division of Student Affairs and Enrollment Management](#) provides co-curricular opportunities and critical services beyond the classroom that facilitate student recruitment and success. The division's departments implement programming and provide support services such as campus child care, health enhancement, and recreation as well as co-curricular initiatives such as transfer student support, sophomore experience programs, and career services.

Recent initiatives from some of these departments reflect many of the core values of the NIU Mission:

- A climate of respect and dignity for the NIU community is exemplified in the Spring 2012 Week of Inclusion, sponsored by the [Disability Resource Center](#), the [Lesbian, Gay, Bisexual, Transgender \(LGBT\) Resource Center](#), and a number of student interest organizations
- Many students are served through [Military Student Services](#) and [Off-Campus and Non-traditional Student Services](#), collaborating throughout the academic year to help familiarize

students with various departments and staff across campus

- The [Latino Resource Center](#) has provided training for multiple departments across campus as well as within the community regarding the [Dream Act](#) and works with undocumented students

Further evidence of our commitment to teaching and learning is seen in our investment in pedagogical infrastructure. All students, whether on campus or off campus, have access to current instructional technologies including smart classrooms, the Blackboard course server, and numerous electronically available library and research resources.

Research, Scholarship, Creativity, and Artistry

Our commitment to the advancement of knowledge is operationalized in our commitment to active and engaged scholarship and artistry. Expectations for faculty scholarship are articulated at the college and department/school level, and scholarly activity is a requirement for tenure and promotion. The [Division of Research and Graduate Studies](#) encourages faculty to meet this aspect of the mission through a number of initiatives:

- Competitive internal grants for research and artistry
- Extensive support for external grant opportunities provided through the Office of Sponsored Projects
- Workshops and institutes for research organized through college research development specialists in collaboration with the Office of Sponsored Projects and the Faculty Development and Instructional Design Center

Support for student engagement in research, scholarship, and artistry is evidenced in undergraduate research initiatives, graduate teaching, research, and staff assistantships, and service and internship opportunities. Further discussion of student scholarship is found in Chapter 3.

Outreach and Service

In meeting our commitment to a public purpose, the university community addresses local, regional, state, national, and global challenges and opportunities in a variety of ways—through faculty, staff, and stu-

dent participation in university governance; through professional public service activities; through curricular offerings in the region; and through outreach partnerships. [Core Component 1.D](#) provides further discussion of these important institutional endeavors.

To engage our campus and community, we publish *NIU Today*, the official daily online university news outlet, featuring [Engagement](#) and [Community](#) sections, which highlight news and events pertinent to our diverse readership. The NIU website offers additional informational resources; for example, the publication [Today's Challenges, Tomorrow's Solutions](#) showcases faculty research activities, emphasizing contributions to a healthier society and an overall commitment to the public good. NIU's long-standing commitment to supporting [nontraditional students](#) across our service region is specifically addressed by a variety of convenient options for working adults seeking degrees, certificates, or other educational credentials. The [Center for P-20 Engagement](#) has been [recognized by the state](#) for its coordinated work in more than 30 multi-college initiatives, partnerships, and projects with external partners. From 2010-2013, these initiatives have engaged 1,372 NIU students, 280 NIU faculty, 2,763 P-12 teachers, 46,714 P-12 students, and 11,800 community members.

The Division of Public Safety and Community Relations exemplifies the commitment we have to promoting a safe and respectful living and learning community by supporting dialogue with the university community, local law enforcement and leadership agencies, and the neighborhoods surrounding the campus.

Staffing and Enrollment Profile

We employ highly qualified full-time and part-time faculty and staff in academic, support, and administrative roles. Student employees and graduate

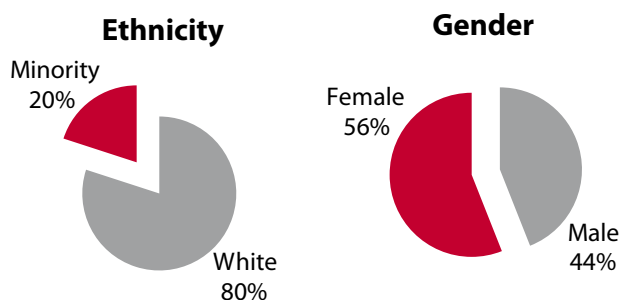


Figure 1-2 Faculty and staff ethnicity and gender, Fall 2012

assistants complement and enhance the human resources of NIU while gaining valuable skills and training outside of the classroom. We pay particular attention to recruiting people with diverse backgrounds and experience, supported by a [comprehensive search process](#) that fulfills our commitment to equal opportunity and the recruitment and retention of a diverse faculty and staff.

Since the last site visit, we have seen an upward trend in a diversified student population without a significant corresponding increase in faculty and staff diversity. As noted in Figure I-2 in the Introduction, in Fall 2012, 37.5 percent of undergraduates, 29 percent of graduate students, and 24 percent of law students reported minority status. As noted in Figure 1-2, Fall 2012 saw 20 percent of faculty and staff reporting minority status, and 56 percent were female. Further discussion of staffing trends and diversity initiatives is found in Chapter 3.

Descriptions of our planning and budgeting priorities and their alignment with our mission are found in Chapter 5.

Core Component 1.B: The mission is articulated publicly.

- 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**
- 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**
- 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

Our long-standing Statement of Mission and Scope was consistently published on the main NIU website and linked from various NIU Web pages. Colleges, divisions, and programs within the university developed mission statements for their units that were consistent with the university mission. The mission has played a prominent role in our success in garnering new degree programs and centers that directly reflect the tenets of the mission. Departments/

schools explicitly report on programmatic alignment with the mission during the program review process. The revised Statement of Vision and Mission was approved by the Board of Trustees in May 2012.

New Mission Document and Distribution

In Fall 2012 the Division of University Relations coordinated with the accreditation self-study oversight team to develop a plan for a publicity campaign, prioritizing campus-wide familiarity with the revised Statement of Vision and Mission. Efforts continued in 2013 to reinforce our statement to current students, faculty, and staff, while introducing it to new and prospective members of the NIU community. The following are examples of the variety of distribution methods we used:

- The initial announcement of the Board's approval of the revised statement was published in [NIU Today](#)
- A reorganized, searchable mission Web page on the NIU website was redesigned to include links to relevant news articles about the mission statement
- The Statement of Vision and Mission was featured in the [2013 President's Report](#) and was integral to the inaugural NIU Celebration of Excellence week in April 2013
- A searchable "[Mission](#)" link to featured news articles and events on campus is available for articles published in [NIU Today](#)

Core Values

In addition to articulating the vision and mission of NIU, the Statement of Vision and Mission also articulates core values statements that capture our commitment to diversity, access, engagement, research and artistry, student success, technology, shared governance, and public purpose. These core values permeate the daily life of NIU, and the university community strives to live its mission. We seek a diverse student body, providing support services and resources to meet a continuum of student needs:

- Academic opportunities afford students with a range of skills to succeed and include special initiatives such as:
 - The [Counseling, Help, and Assistance Necessary for a College Education \(CHANCE\) Program](#)

- The [University Honors Program](#)
- Graduate assistantships and fellowships
- The [academic success program in the College of Law](#)
- Access to academic programs is enhanced via articulation with Illinois community colleges under the [Illinois Articulation Initiative](#)
- Student success in curricular and co-curricular activity is coordinated through the [Office of Student Academic Success](#), the [Academic Advising Center](#), and the Division of Student Affairs and Enrollment Management
- Students are encouraged from their first year at NIU to engage in [research and artistry](#) supported through the [Office of Student Engagement and Experiential Learning](#) and the [Division of Research and Graduate Studies](#)
- Recruitment and admission programs encourage a diverse student body, which is supported by [supplemental undergraduate instruction programs](#) and [targeted graduate fellowships and awards](#)
- Flexible program availability provides access, especially for nontraditional and place-bound students, through [off-campus academic offerings](#)
- Educational access is facilitated through extensive financial aid support, with over 90 percent of Fall 2012 undergraduates receiving aid in the form of scholarships, awards, grants, loans, and work study
- Student support opportunities that meet the needs of [diverse students](#), including but not limited to military veterans, nontraditional and off-campus students, Latino/a students, and LGBT students

In Chapter 3 and Chapter 4 we discuss how these and other programs and initiatives demonstrate our commitment to student access, engagement, and success.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect

attention to human diversity as appropriate within its mission and for the constituencies it serves.

NIU is a multicultural community that cultivates, promotes, and celebrates [diversity](#) broadly, including but not limited to ethnicity, socio-economic status, ability, gender, and age. Approximately one third of our students come from [diverse ethnic backgrounds](#). The student body also includes more than 500 international students. Additionally, NIU has a history of serving nontraditional students. In Fall 2012, our students ranged in age from 16 to 72, with a mean age of undergraduates of 22.2 years, of graduate students 32.6 years, and of law students 26.3 years. Figure 1-3 presents the age distribution of Fall 2012 undergraduate students.

Recognizing that diversity is not relegated to one area of the university, the Division of Academic Affairs, the Division of Student Affairs and Enrollment Management, and the Division of Human Resource Services collaborate to develop and deliver programs and initiatives that clearly identify and highlight available diversity resources and inform subsequent efforts toward improving campus diversity in all its forms. In conjunction with the collaborative [Diversity Development Plan](#), the diversity and inclusion opportunities offered on campus enrich the educational experience for all students, faculty, and staff by exposing them to deeper levels of understanding of culture and cultural differences, and to an appreciation of all people. Our goal is to foster intercultural competency and engagement among all members of the campus

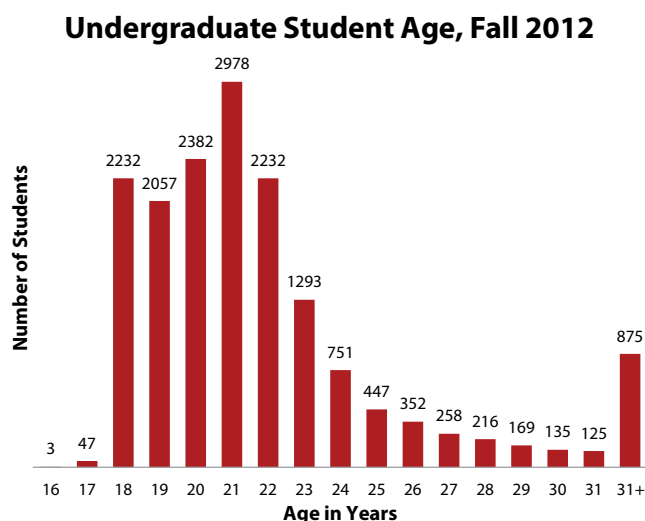


Figure 1-3 Age distribution of undergraduate students, Fall 2012

community and beyond through various programs:

- The Multicultural Curriculum Transformation Institute
- The nationally recognized [Dialogue on Diversity, Race, and Conflict program](#)
- The [Ally Program](#) in the LGBT Resource Center
- Housing and Dining's [Project R.E.D.](#) (Residents Engaging in Diversity) events
- The [Huskie Service Scholars program](#)

The [Academic Diversity Programs Advisory Committee](#) oversees academic diversity minors and certificate programs, reviewing them annually and making recommendations to program directors, coordinators, and the Division of Academic Affairs. In June 2011, the provost appointed a coordinator of [Academic Diversity Programs](#) to provide leadership in promoting undergraduate and graduate interdisciplinary diversity and certificate programs and resources. We recognize this as an area of opportunity to continue to diversify our academic programs.

In September 2013, NIU awarded an honorary Doctor of Humane Letters degree to Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand for her work in heritage protection; traditional Thai music; and the teaching, learning and assessment of the Thai language.

Promoting and Assessing Diversity

Multiculturalism permeates our university, from admissions to graduate education. We recognize the need to promote multicultural understanding and richness at NIU through the following initiatives:

- A focus on diversity in the curriculum from general education interdisciplinary requirements to diversity minors to multicultural curriculum transformation
- Recruiting efforts focused on traditionally underserved populations
- Tuition waivers offered to promising students from underrepresented populations and to graduate students that provide access to higher education along with the increased opportunity for multicultural interaction in and out of the classroom
- Retention efforts that include academic tutoring, counseling, and centralized/decentralized

student advising

- [Presidential Commissions](#) that advise the administration on matters related to minorities, women, people with disabilities, and sexual orientation and gender identity
- Ongoing diversity training through the [Multicultural Curriculum Transformation Institute](#), professional programs, internships/practica, and individual experiences
- Campus resource centers that address the needs of the NIU community through information, support, and co-curricular programming
- Scholarships and awards that recognize excellent minority students and encourage their retention
- Promotion of opportunities that focus on diversity such as study abroad, Diversifying Faculty in Illinois awards, and international student recruitment
- The [Diversity Leadership Summit](#) to foster collaboration among leaders of the numerous programs, committees, and offices that focus on diversity
- Development [through Global NIU](#) of graduates with a global perspective supported through internationally oriented curricula, study abroad opportunities, international training programs, and interdisciplinary centers for international studies
- Equal employment opportunities, hiring guidelines, and recruitment training at all levels through the [Office of Affirmative Action and Diversity Resources](#)

We evaluate our commitment to diversity for those we serve and those we aim to serve through regular assessment of activities and programs.

Examples of assessment methods include:

- The [program review process](#) that includes explicit discussion of programmatic measures of diversity in faculty and student demographics and in course work
- Goal C and Goal D of the General Education program, which are designed to help students develop an appreciation of cultural diversity; the assessment of many courses in the program demonstrate how they meet these goals
- Annual reports that resource centers submit, which include assessment of diversity initiatives

- A faculty salary equity study that investigated the processes by which faculty salaries were determined in order to ascertain whether women and/or minorities were disadvantaged by those processes

The following awards and accolades from national organizations are external validation of our commitment to a diverse university community:

- In 2006, we were recognized as one of the 100 best campuses for LGBT students in the nation by the 2006 Advocate College Guide for LGBT Students
- In 2008, we were recognized as a National Role Model by Minority Access Inc., a non-profit organization that identifies, honors, and publicizes institutions committed to diversity
- We have been identified as an institution of first choice for military veterans with a high ranking from the Military Times in its 2013 Best for Vets: Colleges Survey and with a spot on Victory Media's Military Friendly Schools® list
- We are ranked in the top 150 universities according to Washington Monthly's College Guide Rankings in the following categories:
 - Social Mobility (recruiting and graduating low-income students)
 - Research (producing cutting-edge scholarship and Ph.D.'s)
 - Service (encouraging students to give something back to their country)
- We are among the top 100 colleges in the nation in awarding baccalaureate and master's degrees to Hispanic students, according to Hispanic Outlook in Higher Education Magazine

Diversity Programs, Services, and Initiatives

We go beyond compliance with the letter and the spirit of federal and state mandates regarding equal opportunity and access in the workplace, and we strive to achieve faculty and staff diversity that more accurately reflects the student body. The NIU Center for Diversity Resources houses the Office of Affirmative Action and Diversity Resources, which maintains policies, services, and practices that facilitate the active recruitment and retention of a representative and qualified diverse faculty and staff workforce who are capable of educating students and serving the region, state,

and world with distinction in the coming decades. Guidelines for employment searches and appointments ensure that equal opportunity is offered in all faculty, supportive professional staff, civil service, and administrative appointments.

We support the interests of diverse constituencies through many programs and centers:

- Asian American Center
- Center for Black Studies
- Center for Burma Studies
- Center for Latino and Latin American Studies
- Center for Southeast Asian Studies
- Disability Resource Center
- Lesbian Gay Bisexual Transgender Resource Center
- Latino Resource Center
- Women's Resource Center
- Women's Studies Program

This commitment assists in achieving a consistent pursuit of excellence characterized by an institutional culture that values and reflects diversity and is committed to ensuring equal employment opportunity. Faculty and staff diversity demographics are monitored and reported annually in the Data Book, and some colleges have diversity in both students and staff. However, maintaining workforce diversity is an ongoing challenge for us. On the one hand, we operate in a competitive geographic region, competing with state and private universities and colleges as well as a number of proprietary institutions of higher education to attract the same minority faculty

candidates. On the other hand, our campus is situated far enough away from a major urban center to be considered rural, hence potentially less attractive.

In meeting the needs and expectations of a community of diverse people and ideas, the Division of Human Resource Services offers training programs in areas ranging from federal regulations (e.g., ADA, EEOE, FERPA) to effective workplace supervisory practices. For example, the non-discrimination/harassment policy and complaint procedure training for employees and students is designed to provide information on developing policies and procedures that protect the legitimate rights of NIU employees and students as derived from applicable state and federal laws. This training reinforces our valuing of a community of diverse people in a climate of respect for the intrinsic dignity of each individual and reinforces the position of the univer-

sity that discrimination and harassment are not tolerated in any form.

The Committee on Multicultural Curriculum Transformation promotes multicultural curricular transformation on campus. In addition to offering programs related to multiculturalism, the committee coordinates the bi-annual Multicultural Curriculum Transformation Institute, a hallmark of the long-standing infusion of diversity throughout the curriculum. A part of NIU since 1994, the institute's purpose is to provide faculty and instructors with information, guidance, and inspiration to transform current courses or to create new ones to reflect the importance of multiculturalism. Since its inception, more than 200 faculty and supportive professional staff have participated in transforming curricula.

One Multicultural Curriculum Transformation Institute participant was awarded an NIU grant to implement the BaFa' BaFa' program in her class. Students completing this program reflected a change to more open mindedness, acceptance, and understanding, forcing a shift in how they view diversity within disability.

A formal assessment plan was adopted for the institute in 2013. It includes three learning outcomes for the faculty who attend the institute and two learning outcomes for students who enroll in transformed courses:

- Faculty will provide more information to students about diverse populations in society
- Faculty are more sensitive to issues faced by diverse populations in society and on campus
- Faculty will improve classroom strategies and processes to better serve diverse students
- Students will demonstrate knowledge about diversity issues
- Students will demonstrate analytical skills and critical thinking related to diversity

Preliminary results from the assessment measures will be available in AY2013-2014, and results will be used in developing the Spring 2015 Multicultural Curriculum Transformation Institute.

Our commitment to diversity is also reflected in our curricular activities. Diversity is initially addressed throughout the undergraduate curriculum with the requirement of general education courses to address diversity content. In addition, academic diversity

programs include 10 undergraduate minors and undergraduate and graduate certificates. Further, in our system of program review, programs report on student and faculty diversity demographics and programmatic plans to increase or maintain diversity at both undergraduate and graduate levels.

We have designed several initiatives and programs at both the college and the university levels that promote an inclusive level of awareness and appreciation of our diverse community. These include:

- Academic field studies programs
- The Unity in Diversity Committee
- Living Learning Communities
- The Lifelong Learning Institute
- The appointment of a Coordinator for Academic Diversity Programs
- The creation of a Diversity and Inclusion Summit
- Baccalaureate learning outcomes addressing global interconnections and intercultural competencies

The Diversity Development Plan is the first step in the creation of a comprehensive framework for and recognition of the various diversity components for NIU faculty, staff, and students. Some specific initiatives from this plan are expected to include activities related to:

- Increasing enrollment, retention, and graduation rates of a diverse student body
- Increasing applications from, and employment and retention of, diverse faculty and staff
- Promoting an inclusive level of awareness of and appreciation for a diverse university community, including through curricular and co-curricular opportunities
- Expanding and promoting diversity-related training activities and programming
- Supporting a comprehensive compliance program consistent with NCAA guidelines to improve equity in intercollegiate athletics

The Division of Student Affairs and Enrollment Management oversees co-curricular programs and services focused on NIU's rich cultural diversity. These include various resource centers and specialized student services in a number of communities of practice:

- Student Involvement and Leadership Development which provides oversight for a number of student organizations
- Off-Campus and Nontraditional Student Services whose focus is on students who live off campus, commute, have children, are military students, and/or are over the age of 24
- Health Enhancement whose focus is on student-centered health promotion information, materials, and interventions to assist students in understanding health issues and to make healthy lifestyle and socially responsible choices

Presidential Commissions

Our long-standing commitment to diversity is demonstrated by the establishment of Presidential Commissions (consisting of faculty, staff, and students), which are the primary channel for communication with the university president on issues and concerns affecting their constituency. Current commissions, some of which have been in existence for over thirty years, focus their work on:

- The Status of Minorities (established 1978)
- The Status of Women (established 1980)
- Persons with Disabilities (established 1989)
- Sexual Orientation and Gender Identity (established 1993)

These commissions assist with various campus activities including advocacy, informal networking, annual student and faculty awards, policy review, and educational programming, including online self-study and workshops.

Core Component 1.D: The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified

external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Education is our primary purpose, and we confront the challenges of this public obligation with a focus on our core mission to advance knowledge. In our Statement of Vision and Mission, we demonstrate our commitment to the public good widely construed—including the university and local community, the broad region and changing demographics we serve, and the increasingly globalized economic and social environment. As a not-for-profit, public university, NIU endeavors to establish community outreach and disseminate knowledge. Through our course offerings and community programs, we provide counsel, services, and partnerships to children and their parents, schools and their teachers, communities and their leaders, and businesses and their owners and employees throughout the region.

Our commitment to public and professional service is well established in our governing documents and personnel process. In addition to participating in typical department, college, and university service commitments, faculty are encouraged to serve in academic and organizational advisement, mentoring, and other student-oriented service. Professionally-oriented public service activities—scholarly activities other than those of an instructional or research nature—are an important part of the university's obligations, particularly as they relate to our central educational mission. Faculty service is valued in its capacity to enrich the teaching mission, and this regard is reflected in department/school and college awards for service.

Contributing to the Advancement of Knowledge

NIU is committed to excellence in our instructional mission and in the sharing and development of knowledge. We recognize, too, that our mission is accomplished in an atmosphere of support for the teaching, research, and artistry that are the hallmarks of a comprehensive university education. The core values of the Statement of Vision and Mission are exemplified across campus in the following small sample of stories from the university's official publication, *NIU Today*:

Diversity

- College of Law recognized for efforts in diversity (2010)
- Watson studies education policy in Eurasia (2010)

- [Southeast Asian Youth Leadership alum's video \(2012\)](#)
- [Latino Resource Center encourages advanced degrees \(2013\)](#)
- [Forty-fifth anniversary of CHANCE program \(2013\)](#)

Access

- [GSRA prepares for second annual event \(2010\)](#)
- [Rockford high-schoolers' college summer camp \(2011\)](#)
- [Sigma Nu promotes autism awareness \(2012\)](#)
- [Edcamp Northern Illinois provides free professional development \(2013\)](#)
- [Admitted Student Day draws record crowd \(2013\)](#)

Engagement

- [URAP showcases collaboration \(2010\)](#)
- [ENGAGE! website seeks students/faculty \(2010\)](#)
- [NIU recognized for engaged learning \(2011\)](#)
- [NIU researchers collect Antarctic samples \(2013\)](#)
- [Empty Bowls event to support Hope Haven \(2013\)](#)

Research and Artistry

- [NIU's Huskie Research Rookies program \(2010\)](#)
- [NIU grant partners with local aerospace industry \(2011\)](#)
- [2011 Presidential Research professors selected \(2011\)](#)
- [Undergraduate Research and Artistry Day \(2011\)](#)
- [NIU's inaugural Celebrating Excellence event \(2013\)](#)

Student Success

- [Cora Caulfield named to Academic All-MAC team \(2010\)](#)
- [Engineering students work with Caterpillar \(2010\)](#)
- [NIU sociology class inspires IMSA minds \(2012\)](#)
- [Student Lincoln Laureate wins Fulbright Grant \(2012\)](#)
- [Defensive lineman earns NCAA Postgrad Scholarship \(2013\)](#)

Technology

- [NIU and Kishwaukee offer bachelor's degree \(2010\)](#)
- [NIU offers social media \(2010\)](#)
- [NIU professor conducts Facebook research \(2012\)](#)
- [College of Education at the forefront of online learning \(2013\)](#)
- [Engineers Without Borders Third World efforts \(2013\)](#)

Shared Governance

- [Operating staff awarded for outstanding service \(2010\)](#)
- [SPS Council seeks nominations for awards \(2011\)](#)
- [Faculty senate seeks applicants for SPS personnel advisor post \(2012\)](#)
- [University Council reviews Ombudsperson \(2013\)](#)
- [BOT Professorship lecture: "Building Ethical Leaders" \(2013\)](#)

Public Purpose

- [Rural Health Careers Camp returns \(2010\)](#)
- [Barsema a winner of National Purpose Prize \(2010\)](#)
- [Team Light Up Africa finalists for Dell seed money \(2012\)](#)
- [New sampling methods in Chesapeake Bay \(2012\)](#)
- [NIU to help Myanmar's higher education \(2013\)](#)

Regional Presence and Community Outreach

The [Division of Outreach, Engagement, and Information Technologies](#) provides centralized support for many outreach and engagement activities delivered by NIU's seven colleges, conducts its own programs with partners across the region, and collaborates with various university units to deliver off-campus courses and programs and regional development activities. The regional academic mission of NIU is best represented in its [10-year report to the Academic Affairs, Student Affairs, and Personnel Committee of the NIU Board of Trustees](#) and its September 2010 report to the HLC on off-campus locations. The university also integrates public service with our curricula via partnerships with school districts through the [Center for P-20 Engagement](#).

A number of publicly available reports provide [historical context](#), discuss [outcomes measures](#), and exemplify [regional infrastructure development](#).



Examples of the numerous roles this division serves throughout the region include the following:

- In September 2013, NIUNet lit up more than 2,000 miles of high-speed broadband networks constructed across the region with more than \$130 million in federal and state grants. A series of conferences are being offered to connect 700 local agencies with NIU faculty and staff who are developing applications for the new network
- The **Center for P-20 Engagement** connects resources, expertise, research, and services available across the university to external partners. For example, **STEM Outreach** hosts on- and off-campus activities for the community to encourage and promote scientific literacy and enthusiasm for science, technology, engineering, and mathematics



The annual STEMfest is held in the Convocation Center.

- The **Center for Governmental Studies** is engaged in a number of regional and state-wide activities, including applied research initiatives in collaboration with governmental entities and Civic Leadership Academy workshops on practical topics central to effective governmental leadership in the 21st century. Their work falls into four key areas:
 - Workforce Development and Human Services
 - Public Management and Training
 - Community and Economic Development
 - Association Management
- NIU is one of only four regional offices in the world for the **PASCAL International Observatory**, which focuses on regional development, social equity, and environmental sustainability through the collaborative efforts of academics, NGOs, government entities, higher education, and the private sector

Chapter Summary: Successes, Challenges, and Opportunities

On examination and reflection of the evidence presented in this chapter, we believe we have met expectations for Criterion 1. In this self-study exercise, however, we have identified a number of institutional successes we can continue to build on, challenges we have yet to meet, and opportunities that can guide us in accomplishing our mission.

Successes

- NIU provides a wide spectrum of resources to help support the needs of our diverse community and enjoys campus-wide awareness of and participation in diversity initiatives
- We offer the flexibility of program and course delivery through a well-established regional presence, facilitating access to quality educational opportunity in the region and beyond
- Our Carnegie Community Engagement Classification identifies us as leaders in community and curricular engagement
- We adhere to a collaborative shared governance model that engages a broad community
- Our updated mission statement captures our commitment to excellence and engagement in all our endeavors

Challenges

- We must continue our efforts to recruit and retain diverse faculty and staff to parallel the increasing diversity of our students
- We must direct student recruiting efforts to respond to changing regional demographics

Opportunities

- We should meet the challenge of changing demographics especially in offering greater access to increasingly diverse current and prospective students
- Our numerous diversity initiatives can be more cohesive to better capitalize on the opportunities available through the diverse cultures, backgrounds, and perspectives of our faculty, staff, and students
- It will be essential to continue to enhance communication about and integration of our mission into all campus activities

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Table of Contents

Chapter 2: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT	27
Core Component 2.A	28
Institutional Ethics	28
University Governance Structure	31
Curricular Processes	33
Fiscal Integrity	34
Auxiliary Functions	35
Core Component 2.B	38
Catalogs and Handbooks	39
Transparency in Communication and Outreach	39
Voluntary System of Accountability/ College Portrait	39
Text Alert/Safety Alerts	40
Freedom of Information Act	40
Clery Report	40
Core Component 2.C	40
Committees	41
Regulations and Bylaws	41
Core Component 2.D	42
Core Component 2.E	42
Ethics in Teaching and Learning	42
Research Integrity	43
Chapter Summary	44
Successes	44
Challenges	44
Opportunities	44

Chapter 2: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

**The institution acts with integrity;
its conduct is ethical and responsible.**

Northern Illinois University has established ethical standards for all of our employees and students. These policies clearly demarcate the expectations of ethical behavior and the consequences for breaches of policy. We rely on employees throughout the university to act with integrity. Through screening during the hiring process, including a required criminal background check, and through continuing training and support for all employees, we demonstrate our commitment to integrity and ethical conduct. Violators of established standards of ethical behavior are subject to the sanctions specified in applicable policies.

In order to achieve our basic purposes—to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service—we have adopted policies and procedures that are presented to the public in a number of foundational documents. Most clearly articulated in the *Bylaws* and *Regulations* of the Board of Trustees, the *Constitution and Bylaws of Northern Illinois University*, the *Academic Policies and Procedures Manual*, and the *Business Procedures Manual*,

these policies and procedures demonstrate an institutional commitment to ethical and responsible conduct in all operations and in relationships with all our constituencies, whether internal or external. Charged with maintaining an ethical environment for university employees and participants of the campus community, we abide by all state and federal regulations including the [State Officials and Employees Ethics Act](#) and the [Illinois Governmental Ethics Act](#).

The discussion in this chapter provides an overview of institutional governance, functions, and processes. The evidence provided demonstrates that we oversee and apply established policies and procedures to meet the requirements of the HLC with respect to integrity, ethics, and responsible stewardship.

Core Component 2.A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

The eight-member NIU Board of Trustees is charged with the responsibility to [operate, manage, control, and maintain the university](#) and has broad authority for discharging this responsibility. The Bylaws of the Board authorize the president to develop institutional policies, implement procedures, and engage the university community in activities that fulfill the purpose and mission of the university.

The [Constitution and Bylaws](#) guides institutional governance and procedure through its descriptions of the structures, roles, and responsibilities of the main governing body—the University Council. The constitution also stipulates that faculty share predominantly in all policy decisions that involve the faculty personnel process, curriculum, admission, and academic standards. Provisions are made for substantial undergraduate student and Graduate Council participation in decision-making processes. The Bylaws lay out [process and procedure for personnel, committee structure](#), appeals, and [grievances](#) in accordance with the conditions of the constitution.

The [Academic Policies and Procedures Manual \(APPM\)](#) includes all policies and procedures for matters such as curriculum, graduate assistantship appointments, and policies on issues including class fees, class sizes, and research ethics. The Division of Academic Affairs website describes the [policy](#)

[adoption process](#) as new policies and procedures are developed and existing ones modified.

As an institutional standard, all faculty, staff, and students are expected to act in an ethical manner, with honesty and integrity. [NIU Compliance Administration](#), in conjunction with the University Ethics Officer, oversees a strong institutional ethical system where compliance is an integral part of university operations and organizational performance. This office coordinates compliance initiatives distributed across the university. In all undertakings, faculty, staff, and students must act professionally and collegially and contribute to a positive work environment as stipulated in a number of guiding documents:

- The [Statement on Professional Behavior of Employees](#)
- The [Statement of Professional Ethics for Faculty](#)
- The [Statement of Professional Ethics for Members of the Supportive Professional Staff](#)
- The [Operating Staff Ethics Statement](#)
- The [Student Code of Conduct](#)

In all, institutional processes for shared governance ensure fair and equitable consideration of individuals and activities. Additional policies and procedures, including those pertaining to ethical conduct, resource stewardship, and employee rights and responsibilities are referenced in the publication, [Employee Conduct, Accountability and Ethics in the Workplace: A Reference Guide](#).

Institutional Ethics

As a major public institution of higher education, we operate in a heavily regulated environment. In this setting, compliance is an integral part of university operations and organizational performance. A wide range of state and federal legal requirements pertain to the day-to-day operations of the university. Additionally, *Board of Trustees Regulations and Bylaws*; the Compliance, Audit, Risk Management and Legal Affairs Committee of the Board; the *Constitution and Bylaws of NIU*; and internal university policy documents establish other procedural requirements. Accordingly, compliance responsibility is distributed across many offices and departments among the divisions of the university.

Some of the responsibilities of the [Department of Compliance Administration](#) include providing [guidelines for records administration and reten-](#)

“If we are to persevere in the long term, we must ensure that every decision we make meets the highest standards of integrity, trust, professional ethics, and standards of performance.”

—NIU President
Doug Baker

tion, disseminating information on rules and procedures for whistle blower protection and revolving door prohibitions, and hosting our work time reporting online tool. The department is also responsible for oversight of Title IX and ADA compliance.

Human Resources Policies and Procedures

Human Resource Services supports faculty, staff, retirees, and their families with the information necessary to understand the benefits associated with employment at NIU. Human Resource Services also offers programs and workshops as a benefit of employment for personal and professional development and for general improvement of the quality of life and employee morale at NIU.

Human Resource Services sustains our mission by supporting the value of a community of diverse people, ideas, services, and scholarly endeavors in a climate of respect and dignity. This division oversees hiring procedures and compliance with federal employment regulations, such as those enforced by the EEOC. General personnel procedures are defined in the *Constitution and Bylaws*. Various service areas within the division provide training and support to individuals on campus with hiring responsibilities. Chapter 3 includes discussion of hiring policies and appropriate credentialing of employees.

Illinois State Officials and Employees Ethics Act

Under the terms of the State Officials and Employees Ethics Act, all employees, regardless of employment category or employment status, are required to complete upon hire and at least annually, an ethics training program. The Ethics Act establishes the training frequency and general standards, while the university participates in the development and administration of training programs to comply with these standards. Employees who do not complete the training as directed may be subject to disciplinary action.

The Ethics Act also mandates work time reporting for all salaried employees (except faculty) who

complete an online report of all time worked, to the nearest 15 minutes. Employees on hourly pay status document all time worked through the twice monthly payroll process. All other employees complete a monthly benefits usage statement.

Ethics and Integrity Resources

There are a number of resources available to faculty, staff, and students to support ethical practices and monitor institutional integrity.

Our ethics officer is a state-mandated, local liaison to the Illinois Office of the Executive Inspector General. The ethics officer provides information about state employees' responsibilities regarding statutorily mandated behaviors and responds to requests for institution-specific information from administrators and employees when they are unsure of their existing or anticipated responsibilities. This individual is the first point of contact for the reporting of unethical conduct. As part of the compliance administration team, the ethics officer explains and enforces any additional policies of the Board and Human Resource Services to assist administrators with their own understanding and the training of their employees. In addition, the ethics officer ensures that the Board receives information about any violations of the Ethics Act.

The Office of the Ombudsperson is a confidential, neutral, and independent resource for conflict resolution on campus, advising individuals regarding university policies, procedures, and office roles. The office serves an important role in maintaining openness and ethical behavior on campus, helping to facilitate the well-being of the campus community, and serving all constituencies. In addition, the person in this role is tasked with noting trends in concerns across campus and making policy recommendations to improve the campus climate. The ombudsperson serves as a member of several committees and councils and as an ex officio member of four Presidential Commissions. Annual reports for this office, which include usage statistics and analyses of trends in consultations, are publicly available online.

To ensure fair and ethical treatment of all faculty, supportive professional staff, and administrators on campus, Article 9 of the *Constitution and Bylaws* establishes the position of faculty and supportive professional staff personnel advisor. Elected by the Faculty Senate from the ranks of full-time tenured faculty, the advisor serves as a resource

person for university personnel policies and procedures. The advisor assists faculty members who are experiencing difficulties or dissatisfaction with the personnel process, recommends changes or clarification in the personnel process, and serves as a grievance officer as necessary. The faculty and SPS personnel advisor reports to the University Council and the Faculty Senate at least **annually**.

Within the Division of Student Affairs and Enrollment Management, the **Office of Community Standards and Student Conduct** coordinates the university judicial system, publishes the **Student Code of Conduct**, and oversees the **Student Conduct Board** and the **Student Conduct Advisory System** in which students are active participants. The office assists students, staff, and faculty in maintaining an environment conducive to learning by promoting student engagement through **self-assessment**, responsible behavior, healthy and critical decision making, and the upholding of community standards.

The **Student Code of Conduct** allows for review of student conduct decisions by both an independent merit appeal board and, in cases of suspension, by the vice president of the Division of Student Affairs and Enrollment Management or a designee. Any person (student or non-student) can file a complaint against a student for violating the student code of conduct. Transparency in the student conduct system is most evident in the Web page we maintain that presents **statistics for hearings, outcomes, and sanctions for the academic year**.

Continuing Refinement of Integrity and Ethics Policies

We encourage responsible conduct and seek to make improvements to enhance and publicize current policies and to increase transparency in our operations. We take responsible conduct seriously and regularly revisit our integrity and ethics policies to ensure that our actions align with our policies. To clarify our ethics policies and procedures, we announced additional initiatives in 2012 that reflect our commitment to the institutional ethos of promoting ethical behavior and creating transparent procedures:

- A management study of the university's accounting system, processes, procedures, and policies to ensure adequate staffing levels and procedures for the critical operational areas of accounting,

risk management, internal audit, and compliance

- A new Division of Public Safety and Community Relations, established in Spring 2013, led by a vice president who reports directly to the president, to assure continued accountability in the area of public safety
- A new Board of Trustees committee, the Compliance, Audit, Risk Management and Legal Affairs Committee, established in August 2013; they review information on compliance and report to the Board regularly
- A detailed assessment of the services, management, and operational policies and procedures of the Division of Public Safety and Community Relations to ensure best management practices and fiscal efficiency
- A comprehensive review of all of the policies, procedures, and accounts within departments that inventory and dispose of university material property

Intercollegiate Athletics

NIU Intercollegiate Athletics' **Office of Compliance and Student Services** strives for integration with the campus units that deal directly with our student-athletes to assure compliance with the letter and spirit of all NCAA, Mid-American Conference, and NIU regulations. The office provides thorough, detailed guidance for student athletes, coaches, boosters, recruits, and other university personnel who deal directly with student-athletes, including financial aid officers, the registrar, and student support staff. This unit maintains a **compliance website** where both athletic department personnel and institutional colleagues share information to ensure that checks and balances are sustained throughout the system. The office maintains a comprehensive rules and resources education program as a key component of its commitment to compliance. The associate vice president and director of athletics, as a member of the President's Cabinet, is involved with advancing the integration of the department with the entirety of the campus and with the university mission. Intercollegiate Athletics files a financial report annually with the NCAA. The report is reviewed by an outside firm and represents a snapshot of sources and uses of funds for the indicated fiscal year. The Board of Trustees regularly receives reports of any NCAA violations, which come through the Compliance, Audit, Risk Management

and Legal Affairs Committee as deemed necessary.

University Governance Structure

A core value of our [Statement of Vision and Mission](#) is a system of shared governance that incorporates input from faculty, staff, and students in decision- and policy-making. Through committee and council membership, the interactions among campus constituents and their representatives foster openness and participation in much of our policy setting. Our main governing bodies are the NIU Board of Trustees and the University Council; in addition, the Faculty Senate, Operating Staff Council, and Supportive Professional Staff Council represent their constituencies in shared governance. Each of these welcomes broad participation and each assigns responsibilities to its various standing committees. The university community is apprised of the extent of shared governance through publication in a variety of sources including the preamble to the [Constitution and Bylaws](#), the online [Handbook for Department Chairs/ School Directors](#), and in a number of sections of the [APPM](#). As a public university, we are subject to and comply with the [Illinois Open Meetings Act](#). Approved minutes of meetings of the governing bodies and their committees are disseminated both in print and electronically.

The shared governance structure of the university maintains its commitment to integrity through a system of checks and balances involving multiple institutional constituents. These governance and oversight bodies are also discussed in Chapter 5.

NIU Board of Trustees

The mission of the NIU Board of Trustees is to exercise its governing and delegative authority to support the university’s mission and enhance its contribution to the region, the state, and the nation. The Board delegates the administration and management of the university to the president, and, through the president, entrusts the conduct of teaching and research to the university faculty.

[Committee liaisons](#) regularly report to the full Board. The constitution of the standing committees is found in the Board *Bylaws*. Reports are also made to the Board by liaisons for the IBHE, the Universities Civil Service Merit Board, the NIU Foundation, the Northern Illinois University Alumni Association, and the Northern Illinois Research Foundation. Summaries of these reports are included in [Board meeting minutes](#) available online. In August 2013, the Board approved a change to its committee structure to eliminate the Legislation, Audit and External Affairs Committee and to establish two committees: the Legislation and External Affairs Committee and the Compliance, Audit, Risk Management and Legal Affairs Committee. Figure 2-1 presents the Board committee structure. Further information about Board committees is found in [Core Component 2.C](#).

University Council

Because the *Constitution and Bylaws* stipulate that faculty have the primary authority and responsibility to develop, sustain, and enhance the intellectual quality and reputation of NIU and to maintain its academic integrity, governance is a shared process with faculty and staff predominance in many policy decisions through representation on councils and committees.

Whenever possible and constitutionally appropriate, we include student membership and membership from the instructor rank in department/school, college, and division governance. For example, the [Student Association](#), serving as the voice of the student body to the administration, explicitly encourages students to serve on [nine university-level committees and councils](#). Instructors employed under the [collective bargaining agreement](#) may serve on department/school, college, and university committees as permitted by individual bylaws or charters.

The [University Council](#), chaired by the university president, consists of representatives of the faculty, administration, supportive professional staff, operating staff, and students. It establishes educa-



Figure 2-1 Committee structure of the NIU Board of Trustees

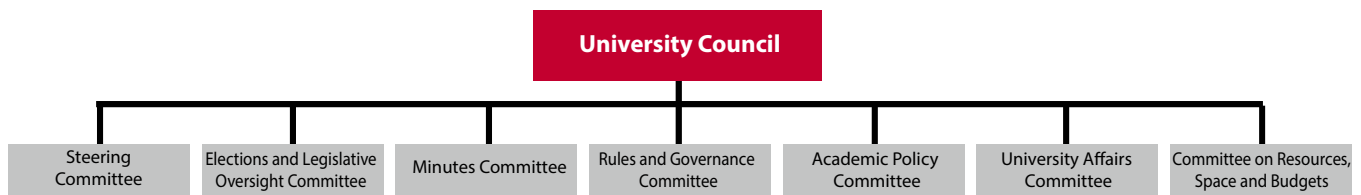


Figure 2-2 Standing committees of the University Council

tional and academic policies of the university. The council receives reports from **multiple committees** concerned with policies on matters such as curriculum, assessment, and benefits, among others.

The council website links readers to relevant policy documents including the [APPM](#) and the [Statement of Professional Ethics for Faculty](#). The University Council also acts upon reports from its seven standing committees (see Figure 2-2), as well as boards, commissions, or councils whose actions affect the educational and academic policies of the university. Agendas, minutes, and transcripts of the University Council meetings are posted on the [University Council website](#). Recent matters addressed by this council exemplify broad university participation:

- Developing a formal student grievance policy with participation from the University Affairs Committee and the Office of the Ombudsperson
- Discussing and approving budget priorities each spring. The [February 27, 2013 report](#) from the Committee on Resources, Space, and Budgets is illustrative of this annual exercise in shared governance.
- Considering the implementation of online student evaluation of teaching and developing revised language in the *APPM* that assigns responsibility for decision-making on this matter to individual departments/schools

Constituent Groups

The [Faculty Senate](#) is charged with promoting a climate of academic freedom, maintaining an optimal learning environment, promoting research

and artistry, representing faculty concerns to the administration, defining standards of faculty ethics and professional responsibilities, and maintaining those faculty governance roles stipulated in the *Constitution and Bylaws*. The senate has seven standing committees (see Figure 2-3) whose duties include investigating issues and forwarding proposals, documents, and concerns to the full senate for its consideration, which are then forwarded to the appropriate university officer. An important responsibility of the Faculty Senate is the annual evaluation of the faculty and supportive professional staff personnel advisor.

The [Operating Staff Council](#), functioning as a committee of the whole, represents NIU's civil service employees. It is an integral part of the university governance system through its participation, communication, advisement, and assistance on the resolution of issues and the formulation of policies relevant to the general welfare of operating staff employees. Through its council, the operating staff communicate concerns to the relevant administrative bodies, to the appropriate vice president(s), or to the president of the university, and have the right of ultimate appeal to the Board. Annual activity of the council includes the administration of the Operating Staff Dependent Endowed Scholarship.

The support of the Operating Staff Council and the University Benefits Committee was integral in the recent Board of Trustees approval of an amendment to the Board Regulations revising the maximum vacation accrual limitation for non-exempt Civil Service employees who have 15 or more years of service. The proposal was developed and proposed by NIU's Administrative

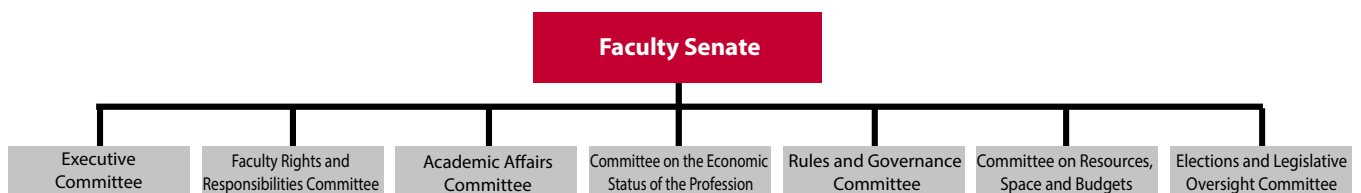


Figure 2-3 Standing committees of the Faculty Senate

Professionals Advisory Council in August of 2010.

Supportive professional staff are professionals whose primary responsibilities are administrative or academic professional support. The [Supportive Professional Staff Council](#) provides a means of communication within this constituency on campus. It is a vehicle for articulating the interests and concerns of supportive professional staff to other constituents of the university community through its subcommittees (see Figure 2-4) and its participation in various governance bodies. A recent activity of this group was to recommend changes to the policy on the accrual of unused vacation time for temporary supportive professional staff; these changes were passed by the Board in March 2013 and implemented in FY2014.

While shared governance and broad constituent participation are embedded in our day-to-day activities, another example of shared responsibility occurs in the constitution of ad hoc committees such as the [Mission Update Task Force](#) and the [Presidential Search Advisory Committee](#). This latter group included 28 faculty, operating staff, supportive professional staff, administrators, and students who collaborated to review recommendations from an [executive search firm](#) and interviewed 10 initial candidates, recommending four of them for consideration by the Board. [Sixty-two additional individuals](#) representing multiple campus and community constituencies met with the four candidates and forwarded their recommendations to the Board. At its meeting of April 2, 2013, the Board announced its decision to appoint Douglas D. Baker as the twelfth NIU president.

The Student Association plays a critical role in our system of shared governance as they voice the concerns and questions of the student body to the administration. Student Association executives are elected each spring semester through a campus-wide election. The association executives and senators work to motivate students to be active campus leaders and to participate in campus

governance through student membership on nine campus policy setting committees and councils. In addition, Student Association Executive members serve on the University Council. The organization also oversees funding for various student organizations and [participates in a number of support services](#) including campus child care, recreational services, and student legal services.

Curricular Processes

[Article 14 of the Constitution and Bylaws](#) outlines the principles governing curriculum development, the development of the instructional program, and the particulars of faculty, student, and administrative involvement in the processes. It reiterates that ultimate campus responsibility for the development of the university's instructional program shall reside in the university faculty. [Article 15 of the Constitution and Bylaws](#) requires that each college discharge its curriculum responsibilities through a college curriculum committee whose minutes are forwarded to the relevant graduate or undergraduate council. For example, the [College of Business curriculum committee website](#) describes the composition and duties of the committee and links to all posted minutes for the last 10 years.

As noted in the *Constitution and Bylaws*, faculty predominate in all policy decisions relating to the university curriculum, with curricular change decisions initiated at the department and program level. Change recommendations are forwarded to relevant college curricular bodies for discussion, and those that are approved are forwarded to either the [Committee on the Undergraduate Curriculum](#) or the [Graduate Council Curriculum Committee](#). These committees are responsible for resolving any questions concerning substitution, alteration, addition, or deletion of courses and programs, with particular attention paid to cross-college concerns (such as course content duplication), [general operating](#)



Figure 2-4 Standing committees of the Supportive Professional Staff Council

procedures, and university policy. While these processes reflect our commitment to shared governance, they are also time consuming and resource intensive and can extend the curricular approval process.

Membership on these committees is representative of the campus and includes student input. Substantive changes in policies must be reported to the University Council for approval. The *Undergraduate Catalog* and the *Graduate Catalog* are updated annually online and in print to reflect approved curricular changes.

The processes described below are examples of our institutional commitment to open and honest discussion of curricular policies and procedures at many levels prior to approval:

- Associate deans from each of the colleges regularly meet as an ad-hoc advisory group to the vice provost and the dean of the Graduate School to discuss matters of curriculum and academic policy
- Advising deans select a member to serve on the Academic Policies and Academic Standards Committee, which reports to the Undergraduate Coordinating Council
- The Undergraduate Coordinating Council, comprised of faculty and undergraduate students from each undergraduate degree granting college, establishes general policies for undergraduate education and encourages cooperation among departments and colleges. Annually, the six standing committees of the Undergraduate Coordinating Council report a summary of their actions to the University Council
- The Graduate Council, represented by faculty from each of the graduate degree granting colleges and with student representation, establishes standards and policies governing admission, retention, and award of graduate degrees. It also determines guidelines for selection of graduate faculty and approves curriculum changes. Nine standing committees report regularly to the Graduate Council on matters ranging from curricular policy to graduate awards to colloquium speaker series funding
- The Committee on Initial Teacher Certification has responsibilities including reviewing and approving all curriculum, policy, and procedural proposals specific to initial teacher certification and reviewing and advising on preparation of

reports for relevant external accreditation. Individual teacher certification/licensure programs are charged with reviewing program-level policy and curriculum and do so often in consultation with this committee and the Committee on Advanced Professional Certification in Education. Approved curricular proposals are forwarded to the Committee on the Undergraduate Curriculum or the Graduate Council Curriculum Committee, as appropriate

- The Division of Academic Affairs posts and archives online minutes from both undergraduate and graduate curriculum committees. Minutes are also shared directly, through email, with departments proposing curricular changes, and are presented ultimately to the Undergraduate Coordinating Council or the Graduate Council for acceptance and/or action

While academic policies and curricular oversight are determined by shared governance overseen in the Division of Academic Affairs, the Division of Student Affairs and Enrollment Management has responsibility for recruiting and admitting students. Admission to NIU follows the standards set by the Academic Policies and Academic Standards Committee for baccalaureate students. Graduate students are admitted to the Graduate School following policies approved by the Graduate Council Standards Committee and on recommendation from individual graduate programs. Recruitment and admission to the College of Law are overseen by the College of Law's Office of Admissions and Financial Aid.

Fiscal Integrity

The Division of Finance and Facilities has primary responsibility for effective and efficient financial, facility, and resource management, supporting the overall mission. The division administers our annual operating and capital budgets, capital projects, facilities, and financial and human resource services.

Annual Budget Process

The Office of Budget and Planning in the Division of Finance and Facilities provides an overview of the state funds acquisition process on their website, which also presents a budgeting calendar for both internal and external operating budgets. The NIU Business Procedures Manual presents procedures for procurement and oth-

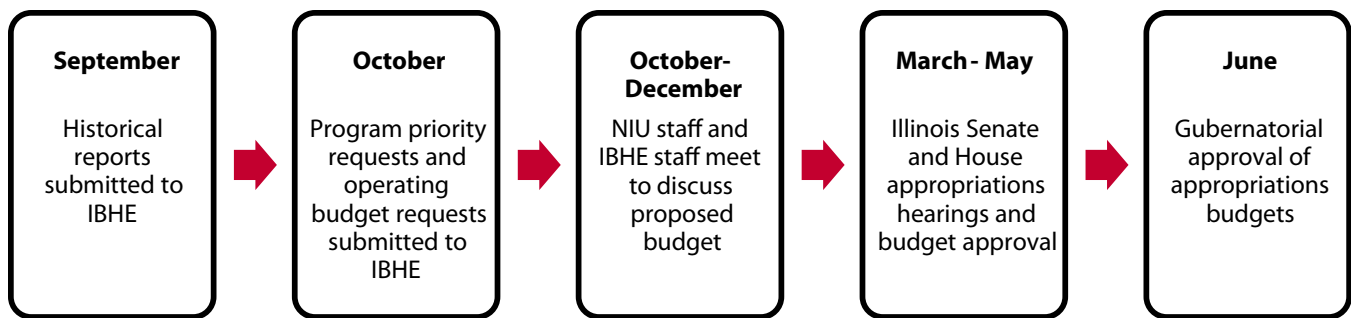


Figure 2-5 Overview of NIU's external budgeting process

er budgeting; in addition, [online FAQs](#) provide the relevant budget process information.

As a public university, our external budgeting process is largely driven by the Illinois Board of Higher Education (IBHE) and the Illinois General Assembly. Figure 2-5 presents an overview of the process, and detailed discussion of internal allocation of appropriated and non-appropriated budgets is found in Chapter 5.

Budgetary Approval by the Board of Trustees

The Board is kept apprised of budgetary and fiscal issues in keeping with its charge to maintain broad oversight of university operations. The Board's Finance, Facilities and Operations Committee is responsible for reviewing Board-level policy concerns and transactions related to financial affairs, physical facilities, and operations and for providing the full Board with advice and counsel relative to such matters. Each spring the Board provides interim budget approval as is statutorily required to maintain continued operations after the start of the new fiscal year and before the [approval of the budget in September](#). Figure 2-6 presents an overview of the Board approval processes.

The [Internal Audit Department](#), operating in compliance with the [Illinois Fiscal Control and Internal Auditing Act](#), provides independent and objec-

tive assurance and consulting services to assist the Board and university management in the effective discharge of their oversight, management, and operating responsibilities. Chapter 5 provides details about budget planning and expenditures, especially as related to the objectives of the university mission.

Auxiliary Functions

We identify a number of auxiliary functions that support students, faculty, staff, and surrounding communities. Consulting the HLC definition, we identify auxiliary services broadly. While many of these units operate budgets and derive revenue independently of our institutional budgeting process, all employees are NIU employees and subject to our standards of ethical and responsible conduct. Additionally, all business and financial transactions are conducted in compliance with university, state, and federal policies. Furthermore, some auxiliary units operate in compliance with external accreditations or regulations that may determine additional policy. We discuss each of the identified auxiliary services below.

Holmes Student Center

The [Holmes Student Center](#) is a focal point for community life at NIU, offering activities, programs,

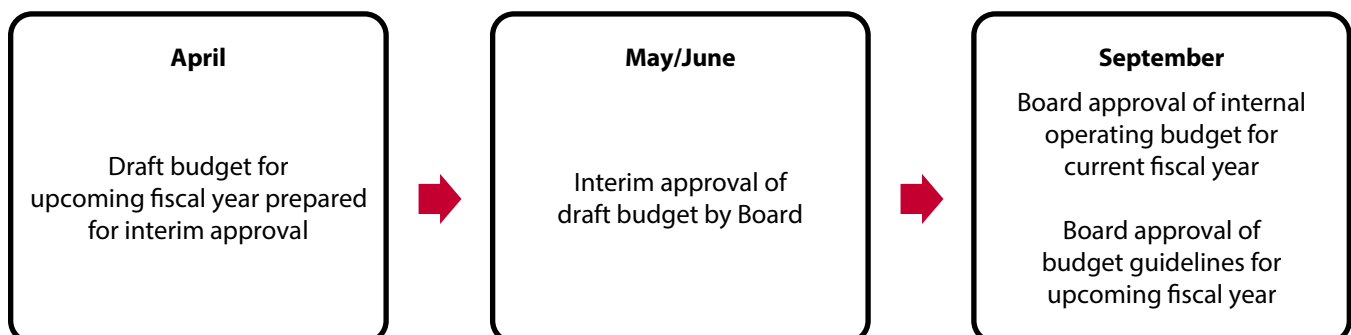


Figure 2-6 Overview of Board of Trustees' budget oversight

services, and facilities to enhance the cultural, social, educational, and recreational interests of our community. The center provides places to study, computer labs, restaurants, the university bookstore, banking services, conference/banquet/catering facilities, and a full-service hotel. In Fall 2013, the main floor computer lab in the center was transformed into a multipurpose lab and coffee lounge area, available seven days a week, with flexible group study space, desktop work stations, wireless internet access, and a printer/business center. The coffee shop also serves the needs of visitors attending events in the student center and offers continental breakfast for hotel guests.

Some of the services administered through the Holmes Student Center include the following units that support our educational and service mission:

- [University Bookstore](#)
- [Holmes Student Center Conferences](#)
- [Holmes Student Center Hotel](#)
- [Huskies Den](#)
- [Food Services](#)

Center for Governmental Studies

The [Center for Governmental Studies](#) is a public service, applied research, and public policy development unit within the Division of Outreach, Engagement, and Information Technologies. The center employs a full-time staff who work in interdisciplinary teams directly with community leaders in governmental and non-governmental organizations to deliver policy analysis, management consulting, information systems, applied research reporting, and professional development services. One example of their efforts, funded by the Illinois State Board of Education, is the [Illinois Interactive Report Card](#), a repository for information on K-12 schools throughout the state.

Community School of the Arts

The [Community School of the Arts](#), an outreach program of the College of Visual and Performing Arts, brings talented teachers in the region together with children, teens, and adults at all levels of ability. Approximately 500 people from more than 50 different cities and towns in the region come to NIU each semester for private lessons in art, theatre,

and music, for group classes in music and art, and to participate in music ensembles. As a member of the National Guild for Community Arts Education, our community school is committed to making high quality arts education accessible to all and offers both talent- and need-based scholarships for children. The school received [three grants](#) in 2011, 2012, and 2013 from the National Endowment for the Arts to help recruit artists and teachers whose talents enrich the lives of people in the community.



Suzuki violin lesson at Community School of the Arts

Conference Office

The [NIU Conference Office](#) arranges campus facilities and services for use by university and community clients. Planning and event coordination is centralized in this office, promoting collaborative and efficient use of our resources and facilities. The office works primarily with clients requesting concurrent use of multiple campus facilities during a single event or ongoing use of one or several facilities over extended periods.

Convocation Center

The 10,000 seat [NIU Convocation Center](#) is a multipurpose facility that hosts a variety of events, most notably the undergraduate, graduate, and law commencement ceremonies at the end of each fall and spring semester. The center serves as a single venue for over 200 campus and community social, academic, and athletic events.

Health Services

[NIU Health Services](#) provides ambulatory medical and psychiatric health care for our students to support them in their academic pursuits. With national

accreditation by the [Accreditation Association for Ambulatory Health Care](#), Health Services is available to all registered students who have been assessed on-campus tuition and fees. Health Services are available to students whether or not they are enrolled in the [NIU Student Health Insurance Plan](#), and certain limited services are available to faculty and staff. There are no charges for physician's services, x-rays, most lab tests, and most other services at Health Services. There are fees for medications, immunizations, missed appointments, and certain specialized medical procedures and supplies.

Housing and Dining

A unit within the Division of Student Affairs and Enrollment Management, [Housing and Dining](#) manages the operation and staffing of all residence halls on campus and all dining facilities located within our residence halls. Over 4,000 students are housed each year, and in Fall 2012 a new state-of-the-art residence hall opened, housing 1,000 students. Collaborative partnerships with faculty and student support services enhance the residential experience encouraging students to learn, grow, and be successful within a complex and diverse world. This mission is exemplified in the dynamic [living learning communities](#) programs supported by this office. The department belongs to both the [Association of College and University Housing Officers - International](#) and the [National Association of College and University Food Services](#). In addition, this department implements standards of the [Council for the Advancement of Standards in Higher Education](#) for both housing and residential life programs and dining service programs.

Huskie Bus Service

Public transportation for NIU began as the Huskie Line in 1971 and has grown to a fleet of 18 buses offering approximately two million rides to students, staff, and DeKalb/Sycamore residents during the 34,400 hours of service annually. The system is funded entirely from student fees and fare box revenues, and the student mass transit board oversees the operations of the system. An extensive fare-free area includes the campus and parts of the City of DeKalb. The [Huskie Line](#) has an excellent service record, with an average number

of only five complaints per 100,000 passengers.

Lorado Taft Field Campus

The [Lorado Taft Field Campus](#) facilities are available to both university and non-university groups for conferences, workshops, meetings, and retreats. The area is available throughout the year for functions such as weekend educational conferences, outdoor education and team building programs, university retreats, and administrative staff meetings. The field campus offers outdoor education programs to over 6,000 elementary and middle school students each year.



The Lorado Taft Field Campus

NIU Employees Credit Union

The [Credit Union](#) is a member-owned and not-for-profit financial institution. Membership is open to any NIU employee, employee family or household member, NIU retiree, DeKalb Public Library employee, and employees of the Credit Union. The credit union is a member of the federal [National Credit Union Association](#) and is governed by a Board of Directors elected by and from its membership.

Northern Illinois University Press

Since its founding in 1965, the mission of [Northern Illinois University Press](#) has been to support and enhance the reputation and research mission of the university by publishing outstanding works of scholarship for a global audience. The NIU Press also promotes understanding of the Midwest through books on regional history and culture. With over 600 titles in print, the press has a broad range of specialist and general readership. It is noted for its Slavic and East European studies series, its Southeast Asian studies publications, and its Switchgrass Book

imprint, focused on novels with midwestern settings and themes.

Northern Public Radio

Another service of Northern Public Radio is the Northern Illinois Radio Information Service (NIRIS) through which volunteers read and broadcast daily newspapers, magazines, books, and other materials for people with print and visual impairments.

With two local stations and three repeater stations, [Northern Public Radio](#) provides programs and services throughout Northern Illinois as a member of the National Public Radio Digital Network. In [FY2012](#), the university contributed twenty-three percent of the radio station revenue, with the remainder of the budget self-generated, mostly through listener

support. The station has garnered numerous local and national broadcasting awards and is regulated by and compliant with all FCC regulations.

Parking Services

[Parking Services](#) is responsible for the enforcement of parking regulations, for the maintenance of parking facilities, and for a bicycle sharing program for students, staff, and faculty. This office coordinates with other units on campus to alert individuals to opportunities for alternative transportation. By state statute, Parking Services must be self-funded and receives no money from the university for its operations; all operational costs for this unit come from permit sales, citation revenue, and parking meter and paystation revenue.

Police and Public Safety

With more than 60 sworn officers, the [Department of Police and Public Safety](#) provides service and protection to the campus community. All NIU police officers receive advanced training beyond basic law enforcement training and are required to be certified, or will be certified, as emergency medical technicians. This department also coordinates with local law enforcement agencies to maintain safe campus and neighborhood environments. The Huskie Patrol and the Late Night Ride Service are two of the safety services that this department oversees.

Regional Sites

The [three regional sites](#)—NIU Hoffman Estates, NIU Naperville, and NIU Rockford—are dual-purpose facilities with multimedia learning environments for academic classes and professional programs as well as full-service daytime conference centers. Each site primarily serves a target region in northern Illinois: the north and northwest suburbs, the western suburbs, and the Rockford and state-line area. Each site has flexible conference space that provides revenue for ongoing operations.

Core Component 2.B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationship.

We provide students and the public at large with relevant institutional information in multiple venues. University, college, and degree program information (including estimated costs and faculty degrees and rank) is most completely presented in the [Undergraduate and Graduate Catalogs](#) and in the [College of Law Student Handbook](#), each of which is published annually and available for review online and in hard copy. In addition, many curricular and co-curricular programs produce handbooks, flyers, and advisory informational documents, which are made available at student orientations or on request. The [Office of Financial and Institutional Research](#) produces the annual [Data Book](#) which reports on our admission, enrollment, retention, costs and expenditures, and staff and student demographics.

Our website hosts many Web pages with clear, complete, and current information. The online [A-Z index](#) provides multiple routes to information, from governance documents and procedures to individual department and school Web pages to a host of co-curricular organizations and events. For example, following the [Accreditation and Affiliation](#) link in the A-Z Index leads the reader to a page that displays the HLC accreditation seal and description of institutional and college affiliations and accreditations. From here a reader can visit the rankings and recognitions page or the HLC 2014 re-accreditation Web page or the Division of Academic Affairs' official listing of accredited programs. The NIU home page links directly to

[NIU Fast Facts](#), which provides overview data about our university. The [College Portrait](#) provides detailed, searchable institutional information.

Catalogs and Handbooks

The supplemental materials submitted with this report in Materials Set II include faculty, staff, and student handbooks. Below, we highlight the major guiding documents for the university community:

- The [Undergraduate Catalog](#), the [Graduate Catalog](#), and the [College of Law Student Handbook](#) identify NIU as a public institution and provide students with up-to-date information on admission policies and procedures, graduation requirements, academic regulations, faculty credentials, expenses, housing, financial aid, and other student services, as well as detailed descriptions of programs of study and course offerings. These documents are updated annually in compliance with approved curricular and other policy changes. Beginning in AY2006-2007, the online catalogs became the definitive versions of program descriptions and of academic policies and procedures. Information about examinations and class schedules is available on our website
- The [Student Handbook](#) provides students an introduction to curricular and co-curricular programs in general and guides them to specific contacts within colleges, departments, organizations, and service units
- The calendar-based [Family Handbook](#) is a resource guide for families as they help students transition into the university community. This



Northern Illinois University Family Handbook

publication received an award for Outstanding Orientation Publication from NODA, the Association for Orientation, Transition and Retention in Higher Education

- Many departments/schools and colleges provide their own handbooks as guides for students interested or enrolled in their programs
- The reference guide, [Employee Conduct, Accountability and Ethics in the Workplace](#), serves as a university-wide resource for applicable policy statements, rules, and regulations from federal, state, and university sources
- Handbooks for [Operating Staff](#) and for [Supportive Professional Staff](#) serve as guidance documents providing policy overviews for these employment classifications and referring readers to official governance and policy documents
- Human Resource Services provides [information about student employment](#) on their website and publishes a [Department Guide for Student Employment](#), which defines student worker employment categories, duties, rights, and responsibilities

Transparency in Communication and Outreach

In addition to catalogs and handbooks, we present ourselves to the public and the university community through publications, brochures, press releases, websites, and participation in the Voluntary System of Accountability.

Strategic communications and marketing initiatives are delivered in a number of venues:

- Daily online publication of [NIU Today](#)
- The quarterly university magazine, [Northern Now](#)
- The annual [President's Report](#)
- Integrated [social media](#)
- The [State Pension and Budget Update Web page](#)
- Marketing materials for recruitment of faculty, staff, and students
- The NIU website

While individual institutional units publish and maintain their own Web pages, they are encouraged to develop pages within a standard university template.

Voluntary System of Accountability/ College Portrait

We participate in the Voluntary System of Accountability and regularly update our College Portrait, providing a snapshot of student experiences and student learning outcomes that highlight our academic programs, athletics, student life, financial matters, and hands-on learning opportunities. We also provide comparison data regarding many issues relevant to potential students and their families, including:

- The cost of in-state versus out-of-state education
- Students’ graduation and attrition rates
- Students’ race, ethnicity, and gender
- The percentage of students who applied, who were accepted, and who enrolled

The Net Price Calculator Web page is linked directly to the College Portrait site, providing estimated college costs to current and prospective students.

Text Alert/Safety Alerts

All students and employees who provide mobile phone numbers are automatically subscribed to our emergency notification system to receive timely safety advisories and emergency alert text messages. Students have the option of adding contact information for up to two family members if, for example, their parents would also like to receive these messages. All students and employees also receive safety bulletins at their NIU e-mail address, a service from which they cannot opt out. The primary purpose of the service is to notify the immediate campus community as quickly as possible in the event of an emergency situation; however, for the benefit of the public as well as the university community, we also maintain an emergency information website and update safety bulletins through social media.

Freedom of Information Act

Table 2-1 History of FOIA requests, FY2011-FY2013

	Request for Contracts/Agreements	Request for Police Report	Request for Purchasing Documents	Requests for Other*	Total Requests	Denied Requests	Cancelled Requests
FY 2011	34	48	1	58	141	0	8
FY 2012	57	27	5	55	144	3	4
FY 2013	51	53	7	101	212	9	4

* Including directory information, copies of email messages, and university data.

We are committed to providing information about the university to requestors in compliance with the federal Freedom of Information Act and Illinois Public Act 096-0542. Verbal and written requests are submitted through the Media and Public Relations office in the Division of University Relations. Various reports, minutes, statistics, and resource documents are available via links at NIU’s FOIA website. Table 2-1 summarizes FOIA requests and actions for FY2011-2013.

Clery Report

The federal Clery Act mandates the reporting of safety statistics on and around campus. In compliance with this Act and the Illinois Campus Security Enhancement Act, the Annual Safety and Security Report (the Clery Report) compiles statistics for the previous three years concerning reported crimes occurring on campus, in certain off-campus buildings or property owned or controlled by NIU, and on public property within, or immediately adjacent to and accessible from, university property. The report also includes institutional guidance on campus security policies concerning alcohol and drug use, crime prevention, the reporting of crimes, and other matters. The Clery Report is accessible from the A-Z Index in a downloadable PDF version, and hard copies of it are made available in various offices around campus and upon request from the Department of Police and Public Safety.

Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies

during its decision-making deliberations.

3. **The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.**

4. **The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

In accordance with the Northern Illinois University Law (110 ILCS 685/30-1 et seq.) and related legislation, the State of Illinois charges the Board with responsibility to operate, manage, control and maintain the university and assigns to it broad authority for discharging this responsibility. While the **Board is the final institutional authority**, its focus is one of oversight and policy determination. The president is delegated to administer and manage the university while the faculty are delegated the responsibility for teaching and research. Further discussion of the roles and responsibilities of the Board is found in Chapter 5.

Each member of NIU's Board of Trustees is appointed by the Governor of Illinois with the consent of the Illinois General Assembly, except for the student trustee who is elected by the students. The Board functions under its own set of *Bylaws* and *Regulations* that it has the authority to amend. Information about current members is posted online for purposes of public information. Article VIII of the Board Bylaws and the Board's conflict of interest policy address conflict of interest and requirements for full disclosure. New trustees are advised of this bylaw restriction upon entering the duties of office. In accordance with the oversight role of the Board, and in keeping with long-standing practice, NIU's *Constitution and Bylaws* recognizes that university governance is a shared process.

The Board meets as a whole at least four times each year and in committees as needed. The annual schedule for all meetings is posted online and updated as required. All meetings are also announced via public notice with agendas posted in the Office of the President, in Holmes Student Center, and online at least 48 hours in advance of the announced meeting. Minutes of meetings are available online.

Committees

The Board regulations provide for **five standing committees** whose agendas are prepared by the university in consultation with the committee chair. This practice exemplifies how institutional priorities are preserved and enhanced:

- The Executive Committee acts on behalf of the Board and discusses and offers counsel on university operations as needed
- The Academic Affairs, Student Affairs and Personnel Committee reviews Board-level policy concerns and transactions related to academic programs, student affairs, and personnel administration and provides advice and counsel on these matters to the Board
- The Compliance, Audit, Risk Management and Legal Affairs Committee has oversight concerning laws, regulations, and policies that pertain to university operations; the legal and risk management functions of the university; and the compliance and audit functions of the university
- The Legislation and External Affairs Committee monitors pending state and federal legislation as well as administrative agency activity that impacts university interests and management
- The Finance, Facilities and Operations Committee reviews board-level policy concerns and transactions related to financial affairs, physical facilities, and operations
- Ad hoc committees are established by the Board for only so long as is warranted by their specific purpose or charge. For example, the Ad Hoc Committee on Sponsored Research Activity and Technology Transfer was formed in Summer 2013 to provide the Board an opportunity to better understand our external funding strategy and our technology transfer operations

Regulations and Bylaws

The *Regulations* and *Bylaws of the Board of Trustees* are publicly available on the NIU website, and the various policies (e.g., Conflict of Interest Policy, Emeritus Status) are available as PDF documents. The agendas, minutes, and audio recordings of Board meetings are also available on the website. Board regulations stipulate that, if there are any inconsistencies or conflicts between Board regulations and regulations within other

entities, Board regulations take precedence.

Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Freedom of thought, inquiry, and scholarly and artistic expression for faculty, staff, and students is fundamental and essential to the maintenance of our academic community. This commitment and the affording of equality of treatment and due process are enshrined in [Article 9 of our Constitution and Bylaws](#) and in [Article III of the Board Regulations](#). In addition to its shared governance role in defining standards of faculty ethics and responsibilities, the [University Council](#) and [Faculty Senate](#) are charged with preserving academic freedom and maintaining an optimal learning environment.

In all of its actions, the university acts to uphold the principles of freedom of thought and expression, creating an environment conducive to the unfettered exploration of ideas, pursuit of knowledge, and scholarly and artistic expression; for example:

- Our commitment to shared governance and our adherence to the [Illinois Open Meetings Act](#) provide ample opportunity for university constituents to participate in decision making at all levels. Shared governance includes more than the opportunity to serve, as in advertised and open meetings—it affords all of our community members a voice in relevant governance decisions
- The [Solicitation/Free Speech Policy](#) and the [Policy Concerning Demonstrations](#) protect the rights of freedom of expression on campus; Martin Luther King Jr. Memorial Commons is the permanent Free Speech Area on campus
- University committees are a major venue for freedom of expression in policy and curricular matters, and [Article 10 of the Constitution and Bylaws](#) provides specific direction in the matter of faculty academic freedom
- The [APPM](#) relates primarily to such academic matters as might arise in the conduct of the daily business of the university. The protection of academic freedom is iterated in the [University Collegiality Policy](#), in the [Statement of Professional Ethics for Faculty](#), and in the section on [Research Integrity](#)
- Beginning in February 2012, the University Council and Faculty Senate began electronic distribution of [Faculty Matters](#), a newsletter created to keep the faculty informed about relevant policies and issues affecting them. In addition to providing updates on policies and procedures, the publication also directs faculty to a number of resources where they may find relevant policies and procedures

Core Component 2.E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

While it is the responsibility of all individuals at NIU to adhere to ethical practices, our commitment to integrity in the use, discovery, and dissemination of knowledge is manifest in a number of institutional units and information sources. Relevant units include the [Office of Research Compliance](#), the [Office of Community Standards and Student Conduct](#), the [Faculty Development and Instructional Design Center](#), and [Human Resource Services](#).

We are committed to creating an environment conducive to discovering new knowledge and providing public service through the development of many forms of intellectual property, some of which may have commercial value that needs to be protected through patenting and copyright protection mechanisms. We have traditionally recognized and continue to foster and support the development of inventions, copyrightable materials, and other intellectual property for public use and benefit, and we do so according to the most recent policy in the [APPM](#). A number of additional policy statements guiding daily activities of the faculty, staff, and students are easily referenced in the [Employee Conduct, Accountability and Ethics in the Workplace](#) guide.

Ethics in Teaching and Learning

Information about academic integrity, including the [responsible conduct of research](#) and the [fair use of copyrighted material](#), is available online for both students and faculty. In addition to providing guidelines about ethical use of information, the Faculty Development and Instructional Design Center promotes effective research and teaching with a number of publicly available [tutorials for NIU faculty and staff](#), graduate teaching assistants, and students. These include [two online tutorials](#) on academic integrity, one designed for [students](#) and one for [faculty](#), and one on [effective writing practices](#). Each semester the Faculty Development and Instructional Design Center receives requests from US and international universities for permission to use these tutorials.

As of June 2013, two NIU online tutorials on academic integrity have received:

- 7,377,163 hits
- 181,317 visits
- 122,626 unique users from 95 countries

New faculty and graduate assistants are particularly encouraged to participate in the [Teaching Effectiveness Institutes and/or in the Teaching Assistant Orientations](#) offered by the Faculty Development and Instructional Design Center at the beginning of each semester. In these workshops, participants explore tools and processes for engaging students and for maintaining standards and effective teaching practices.

Many faculty use the [SafeAssign](#) tool in Blackboard for student paper submissions, ensuring academic integrity while helping students identify how to properly attribute sources, paraphrase, and otherwise participate in responsible academic discourse. In addition to [catalog statements on plagiarism](#), a number of academic units—[English](#), [accountancy](#), and [law](#), for example—make plagiarism statements and resources available to students and faculty.

Research Integrity

Within the Division of Research and Graduate Studies, the [Office of Research Compliance and Integrity](#) oversees the ethical and responsible conduct of research at NIU. The office was established to help researchers, and the university as a whole, to achieve and maintain ethical principles and compliance with federal, state, and university regulations governing research. This compliance begins at the department/school level with the [authorized departmental](#)

[reviewer](#) who advises researchers and vets applications. The process is yet another way that we monitor integrity in research and scholarly practice as well as guidance in ethical research conduct.

As an institution that receives federal funding to conduct research with human participants, we are required to have our Institutional Review Board (IRB) review all research that directly or indirectly involves human subjects and to set forth institutional policy governing such research. The primary responsibility of the IRB is to safeguard the rights of [human research subjects](#). In recent years, the IRB has broadened its scope to include safeguarding the investigators themselves through, for example, the [institutional biosafety program](#). The IRB promotes policies and procedures and provides training through tutorials, workshops, and videos. IRB membership, review procedures, review outcomes, and review submission processes are described on the [Office of Research Compliance and Integrity](#) website.

The Office of Research Compliance and Integrity acts as a liaison between the vice president for research, the various committees required to monitor research activities, and researchers. While NIU principal investigators can be certified through the [Collaborative Institutional Training Initiative](#) regarding human subject research, the office also offers a variety of [training, workshops, and tutorials](#) on a number of topics in the ethical and responsible conduct of research. Continuing education is required of principal investigators and students as well as IRB members. Training is delivered in face-to-face sessions, in online modules, and in conjunction with the Faculty Development and Instructional Design Center. New in 2012, the office developed a [short screening form](#) to assist student and faculty researchers to determine whether a scholarly activity constitutes research with human subjects requiring IRB oversight.

All graduate students undertaking any thesis or dissertation research, regardless of the scope of the projects, are required to complete an online [IRB Inquiry Form](#) to ensure that they and their mentors consider IRB requirements early and to permit the Graduate School to monitor compliance. This form is typically submitted shortly after a thesis/dissertation topic receives formal approval; its submission is not a substitute for formal IRB approval if warranted. The establishment of this requirement for all graduate research is one way that the university ensures compliance. It also serves as an opportunity for all emerging scholars in graduate programs to familiar-

ize themselves with research compliance procedures.

Chapter Summary: Successes, Challenges, and Opportunities

On examination and reflection of the evidence presented in this chapter, we believe we have met expectations for Criterion 2. In this self-study exercise, however, we have identified a number of institutional successes we can continue to build on, challenges we have yet to meet, and opportunities that can guide us in accomplishing our mission.

Successes

- We have comprehensive systems in place for training in and maintenance of ethical research, scholarship, and conduct
- Our governance documents address ethics, integrity, and freedom of expression
- The NIU Board of Trustees functions as an independent oversight body and has regulations that address any potential conflicts of interest
- We offer multiple means of delivery to communicate information to faculty, staff, students, and the community

Challenges

- We need to improve transparency and communication across all university functions
- We need to continue to refine a system of checks and balances for monitoring compliance across all divisions
- We need to find mechanisms to channel items through the shared governance system in a timely manner to decrease time consuming and resource intensive service obligations on faculty and staff

Opportunities

- We will continue the integration of Compliance Administration with all functions of the university



Table of Contents

<u>Chapter 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT</u>	45
<u>Core Component 3.A</u>	46
<u>Degree Programs</u>	46
<u>Modes of Program Delivery</u>	49
<u>Core Component 3.B</u>	51
<u>Undergraduate Programs</u>	51
<u>Graduate Programs</u>	57
<u>College of Law Program</u>	58
<u>Human and Cultural Diversity</u>	59
<u>Research, Scholarship, and Artistry</u>	60
<u>Core Component 3.C</u>	61
<u>Staffing Trends</u>	61
<u>Verification of Credentials</u>	63
<u>Institutional Support and Programming</u>	64
<u>Core Component 3.D</u>	68
<u>Placement and Preparatory Programs</u>	69
<u>Advising and Academic Support</u>	70
<u>Research Guidance</u>	72
<u>Teaching Infrastructure</u>	72
<u>Resource and Support Centers</u>	75
<u>Core Component 3.E</u>	75
<u>Co-curricular Experiences</u>	76
<u>Outreach Experiences and Community Engagement</u>	77
<u>Instructional Infrastructure</u>	77
<u>Chapter Summary</u>	79
<u>Successes</u>	79
<u>Challenges</u>	80
<u>Opportunities</u>	80

Chapter 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides high-quality education, wherever and however its offerings are delivered.

The mission of Northern Illinois University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. This mission is elaborated in our core values to provide access for a broad spectrum of students to high-quality undergraduate, graduate, and professional programs that prepare graduates to be lifelong learners and productive, socially conscious citizens. In this chapter we demonstrate how our courses and programs provide students and instructional staff with the infrastructure and resources necessary to support effective teaching and learning. From our baccalaureate programs to our doctoral-level programs, we promote the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills. This chapter also includes discussion of curricular and co-curricular programming and services that support an enriched educational environment, affording student learning and effective teaching both in and out of the classroom.

The official and authoritative sources of information

about programs and degree requirements are the [Undergraduate Catalog](#), the [Graduate Catalog](#), and the [College of Law Student Handbook](#). In promoting transparent representation, departments/schools review handbooks as needed, paying particular attention to course offerings. Changes are made at the discretion of faculty and their respective departments/schools and as deemed appropriate by college and university curricular bodies. (See Chapter 2 for more information about the curricular change process.) The catalogs are updated annually based on approved curricular and policy changes. The NIU website provides up-to-date information in the [current online catalogs](#), and older editions are archived.

NIU engages in the state-mandated assessment of program review, which is implemented on an eight-year rotation. A robust system of programmatic evaluation is in place at NIU including an extensive peer review process. Our descriptions of process, quality indicators, and outcomes of program review and institutional assessment are fully elaborated in Chapter 4.

Core Component 3.A: The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Degree Programs

Every degree program has established a set of [student learning outcomes](#) and assessments indicating what students will know, will be able to do, and/or will value upon receiving their degree. Departments/schools develop student learning outcomes for their degree programs that differentiate between degree levels. By making student

learning outcomes and assessment measures publicly available, the university articulates its goals and expectations for students at all levels. For example, we communicate our expectations for graduate level course work in the [Academic Policies and Procedures Manual \(APPM\)](#) and the [Graduate Catalog](#).

Courses numbered 100-499 are offered for undergraduate credit exclusively; courses numbered 500-799 are for graduate and law credit exclusively; and courses numbered 800-900 are for College of Law credit exclusively. Graduate-level courses for which there exists an undergraduate equivalent (typically courses that are offered simultaneously as 400/500 courses) cannot constitute more than 50 percent of the hours applied toward a graduate degree, and syllabi for 400/500 courses must clearly address the difference in rigor, learning outcomes, and assessment measures for undergraduate and graduate credit. A list of all degrees offered along with program-specific [student learning outcomes](#) is found on the Office of Assessment Services website. We offer no dual credit, contractual, or consortial degree programs.

Baccalaureate Programs

The NIU baccalaureate degree experience enables graduates to think critically, to create, and to communicate by participating in an engaged learning environment that prepares them for success in a diverse, global society. Graduates are prepared to understand the impact of history on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students are exposed to a broad range of experiences and knowledge through the study of natural sciences, social sciences, the humanities, and the arts. Students develop their knowledge, capacities, and abilities through an intentionally designed curriculum that integrates general education, the students' majors, and other learning opportunities outside the classroom. Our baccalaureate programs prepare graduates to be lifelong learners who are empowered, informed, and responsible citizens.

Goals and Outcomes

In September 2008, the [Baccalaureate Review Task Force](#) was established as a crucial component of the Great Journeys Strategic Plan to gather information

and propose new baccalaureate goals to guide general education reform. Through multiple iterations of potential goals and outcomes statements, and with extensive input from the campus community, the Committee on the Undergraduate Curriculum approved three baccalaureate goal definitions:

- *Critical thinking*—involves literacy, reflectivity, and understanding how to gather and make sense of various forms of information before accepting or formulating an opinion or conclusion
- *Creativity*—uses a combination of imagination, intellect, insight, and emotion to solve problems and transform existing ideas, images, or techniques in innovative and original ways
- *Communication*—includes the mastery of basic skills, such as language, technology, and collaboration

In addition, eight student learning outcomes were also established, identifying key competencies expected of all baccalaureate degree holders:

1. Integrate knowledge of global interconnections and interdependencies
2. Exhibit intercultural competencies with people of diverse backgrounds and perspectives
3. Analyze issues that interconnect human life and the natural world
4. Demonstrate critical, creative, and independent thought
5. Communicate clearly and effectively
6. Collaborate with others to achieve specific goals
7. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems
8. Synthesize knowledge and skills relevant to one's major or particular fields of study and apply them creatively to develop innovative outcomes

The task force used multiple, extensive approaches to gather campus input regarding the baccalaureate goals, including an online survey; faculty, staff, and employer focus groups; student-led student focus groups; and university-wide open forums. In 2011, eight faculty teams drafted student learning outcomes rubrics for each of the eight baccalaureate goals. The rubrics were based upon the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics developed by the American Association of Colleges and Universities (AAC&U).

The eight baccalaureate student learning outcomes and the accompanying VALUE rubrics will play a crucial role in the integration of student learning across curricular (general education and major course work) and co-curricular areas of study. In other words, the baccalaureate goals will serve as the larger umbrella under which general education studies, major course work, and co-curricular learning reside. In AY2012-2013, adapted versions of the critical thinking and written expression VALUE rubrics were piloted in sections of ENGL250: Practical Writing. Using a 0-4 portfolio rating scale, a benchmark of 80 percent attainment of a score of 2.0 or higher was set (with scores of 2 or 3 identified as “progressing” and 4 as “proficient”). In Fall 2012, 79.6 percent of students attained this benchmark. In Spring 2013, instructors worked to align all ENGL250 sections with a revised common syllabus and assignments. In that semester, 94.4 percent of participating students met the benchmark, and these scores are now robust enough to warrant a departmental consideration to raise the portfolio benchmark to 85 percent meeting a minimum of overall rank of 2.0.

In July 2013, a team of five NIU faculty and staff led by the vice provost attended the AAC&U Institute on Integrated Learning to develop strategies for aligning general education, major, and co-curricular activities and to discuss strategies for assessing integrative learning components across campus using [VALUE rubrics](#). In AY2013-2014 modified versions of the written expression and critical thinking VALUE rubrics were implemented for use on first-year and senior student papers in partial fulfillment of the [student learning outcomes section of our College Portrait](#) where, as part of the Voluntary System of Accountability, we publicly report common information about student learning outcomes.

Undergraduate Curriculum

Our [baccalaureate degrees](#) prepare graduates for success in a diverse, global society by participating in an engaged learning environment. Graduates develop their knowledge, capacities, and abilities through a curriculum that integrates general education, the students' majors, and educational opportunities outside the classroom. Degrees are offered in 71 fields of undergraduate study in the Colleges of [Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing](#)

Arts. Student learning outcomes are made publicly available through the [student learning outcomes Web page](#) and links in the *Undergraduate Catalog*.

The basic [undergraduate curriculum](#) consists of a minimum of 120 semester hours:

- 29-41 semester hours devoted to general education core competency and distributive studies course work
- At least 12 semester hours of major departmental courses taken at NIU
- A minimum of 40 semester hours at the upper-division (300 and/or 400 level)
- No more than eight semester hours in elective physical education activity courses
- No more than six semester hours in workshop or special/multiple topic courses outside the major

The *Undergraduate Catalog* details all program requirements, thresholds, and course prerequisites to help students determine appropriate degree paths. Likewise, the online [degree path website](#) helps guide students toward successful degree completion by suggesting course sequence planning and pacing for degree attainment within four years. For example, a typical degree path from the [College of Business](#) provides students the proper timing and pacing of each academic major as well as general education requirements and student learning outcomes. This degree path tool, which is discussed further in Chapter 4, helps students take ownership of their education and prepares them for productive meetings with academic advisors.

Undergraduates may pursue initial teacher certification/licensure in various programs. For over 30 years, teacher certification/licensure at the secondary level has required undergraduates to earn a major in the discipline while also pursuing course work in pedagogy and human development, among other requirements. Coordination for close to 50 undergraduate and graduate programs thus requires coordination among departments/schools, colleges, and the University [Office for Teacher Certification](#). By providing intensive preparation in content fields, teaching pedagogy, and clinical settings, we are committed to assuring that all candidates recommended for certification/licensure have the knowledge and skills needed to teach and lead in a complex and ever-changing society. Candidates for teacher certification/licensure must pass content exams, the [Test of Academic Proficiency](#),

and the [Assessment of Professional Teaching](#) in order to receive their license from the state.

Graduate Programs

Graduate education at NIU is characterized by a diversity of purpose, and our programs provide for advanced learning in fields ranging from the purely theoretical to the purely applied. All programs hold in common a set of overarching [learning expectations](#). Building on the knowledge, skills, and abilities that students possess, our graduate programs seek to develop among students specialized knowledge in a discipline or across disciplines. Programs train students to act as innovators, problem solvers, advanced practitioners, creators of knowledge, and keepers of their discipline.

Goals and Outcomes

Learning expectations for all graduate programs are stated in the *Graduate Catalog*, differentiating the levels of study. In AY2011-2012, the Graduate Council established an ad hoc committee in response to a request by the Office of the Provost based primarily on a January 2011 report on degree qualifications issued by the [Lumina Foundation](#). The committee proposed a "Learning Expectations" section for inclusion in the *Graduate Catalog* under "Requirements for Graduate Degrees." The statement broadly distinguishes the difference among the master's-level, professional doctorate-level (Juris Doctor, Doctor of Audiology, and Doctor of Physical Therapy), and research doctorate-level (Doctor of Philosophy and Doctor of Education) degrees. These degrees differ from one another and from the Performer's Certificate and undergraduate-level degrees. The Graduate Council approved the statement and the requisite catalog change at their April 2012 meeting, and the [online catalog](#) reflected the change in August 2012.

Individual departments/schools and graduate programs reflect these learning expectations and the means for their measurement in their assessment plans. Student learning outcomes are updated on the eight-year program review cycle and more frequently as necessary; they are made publicly available through the [Student Learning Outcomes Web page](#) and links in the *Graduate Catalog*.

Graduate Curriculum

Students pursuing a master's degree must successfully:

- Complete a minimum of 30 semester hours of graduate credit with a minimum GPA of 3.00/4.00
- Pass a written and/or oral comprehensive examination (excepting those programs noted in the *Graduate Catalog*).

For the professional doctorates ([Doctor of Audiology](#) and [Doctor of Physical Therapy](#)), students must complete:

- Variable hours in traditional course work
- Full-time clinical experiences
- A culminating research project

For the Ph.D., students must:

- Complete at least 72 semester hours of graduate course work beyond the baccalaureate, of which a minimum of 12 hours are dissertation credit
- Demonstrate competency in at least one research tool, defined as a relevant foreign language or languages or as a methodology for conducting research

Students pursuing an Ed.D. degree must complete at least 90 semester hours of graduate work beyond the baccalaureate degree, including the dissertation.

Students pursuing a Performer's Certificate (in Music) must complete 10 semester hours of ensemble and private applied study and 4-12 semester hours of internship and research course work; in addition, they must present a series of at least four performances and presentations.

College of Law Program

The College of Law offers the Juris Doctor (J.D.) degree with best practices as identified by the college's specialized accreditors, the American Bar Association and the Association of American Law Schools. Requirements include:

- 90 credit hours
- Minimum of 65 credit hours in regularly scheduled law school courses
- Minimum of 55 credit hours taken at the NIU College of Law
- Minimum 2.2 GPA overall
- Completion of all course work within a period of seven calendar years

Modes of Program Delivery

Most of our classes are offered in a face-to-face format with the support of a variety of pedagogical technologies. The goals, outcomes, and curricula outlined above are consistent throughout all modes of delivery. All programs, regardless of where or how delivered, are subject to the same curricular process, undergo the same program review process, and meet the same assessment criteria. All students are held to the same academic standards regardless of where or how programs are offered, as outlined in the *APPM*.

Off-Campus Programs

Historically, NIU has had a strong off-campus presence in its service region, beginning in the 1930s with programs for employed school teachers offered at multiple locations throughout northern Illinois. These early programs have evolved to include numerous NIU off-campus sites and course and program offerings through various modes of delivery. Departments/schools take steps to ensure the quality of their programs, especially in hiring appropriately credentialed instructional personnel and providing them orientation to and support for their classes prior to the beginning of the semester. All programs are combined with approved, written assessment plans and status reports that delineate learning outcomes using multiple direct and indirect assessment methods. Students enrolled off campus meet the same educational objectives and learning outcomes as those on campus, and transcripts do not distinguish among courses delivered in various modes, further demonstrating our commitment to consistent academic standards for all of our programs.

Responsibility for programs delivered off campus is shared at three levels: division, college, and department/school. The Division of Academic Affairs and the Division of Outreach, Engagement, and Information Technologies provide broad oversight and support for programs and courses offered at venues other than on campus. The long-standing collaborative relationships and ongoing communication across the three levels of the organization contribute to the successful delivery of our off-campus programs.

The majority of the programs delivered off campus

"NIU has done a tremendous job of modeling how sites off campus should be run."

—HLC 2010 report on off-campus programs



1959: “English via TV2”— NIU has long participated in the delivery of distance learning as a commitment to serving the region.

are scheduled for part-time enrollments, and students are apprised of the course delivery schedule and work with advisors from the academic units to develop a program plan and to monitor progress toward the degree. For example, the [Department of Technology’s](#) off-campus course rotation schedule is posted on their Web page and updated annually.

Online Degree Programs

With the emergence of technologically mediated instruction offered at a distance as an important component of higher education, we have committed to implementing recognized best practices in distance education, specifically electronically offered [degree programs](#). This commitment reflects quality

measures found in regional accreditation standards, as would be applicable in any learning environment.

- NIU's online programs:
- M.S. in Geography
 - M.S. in Nursing
 - M.S. in Industrial Management
 - M.S.Ed. in Instructional Technology
 - M.S.Ed. in School Business Management

measures found in regional accreditation standards, as would be applicable in any learning environment.

Because online teaching requires learning about new pedagogies and constantly evolving technology tools, the [Task Force on Distributed Learning](#) proposed an Online Teaching Certificate to provide faculty

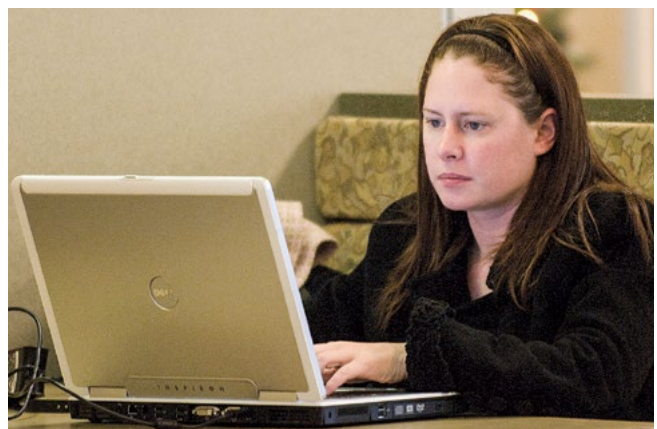
with a rich learning experience, prepare them for teaching online, and empower them to design, develop, deliver, and manage their online courses effectively. Based on the recommendations of the task force, the Faculty Development and Instructional Design Center has developed a comprehensive

Online Teaching Certification program, which will be implemented after the selection of academic programs for online delivery and the identification of faculty in those degree programs who will need training in online teaching. Our substantive change request, being submitted as an appendix to this report, provides further details on the implementation and growth of distributed learning at NIU.

With the submission of our substantive change request, we are poised to increase our online degree program offerings. As of AY2012-2013, NIU offered five online degree programs that met the HLC definition of distance education programs. As with off-campus offerings, online program quality is assured through adherence to guidelines in the APPM for [undergraduate](#) and [graduate](#) courses.

Our online courses are designed to serve residents of the region, reaching students needing flexibility while they earn a degree, yet using technology to offer personal interaction—through online discussion, small group activities, blogging, or standard online meeting times. A number of avenues for instructional support are available:

- [e-Learning Services](#) offers assistance to faculty and staff in developing online courses, providing resources for, among others, educational technology, lecture capture, web conferencing, virtual environments, and simulations
- The [Faculty Development and Instructional Design Center](#) offers seminars, workshops, and individual consultations on distributed learning pedagogy
- Individual colleges provide consultations and resources for faculty on an as-needed basis.



2013: Online courses provide flexibility and personal interaction for students at NIU.

- The [Off-Campus Academics Web page](#) is rich in resources for off-campus and distributed instruction and learning

Core Component 3.B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

NIU is committed to active intellectual inquiry as evidenced in its mission. Our [Carnegie Foundation classifications](#) recognize the university for research productivity and for [community and curricular engagement](#). With a Carnegie classification as a Research University (high research activity), faculty in all of our colleges engage in programs of scholarship and artistry that garner national and international reputations and contribute to the creation and dissemination of knowledge. Students at all levels are also able to participate in clinical experiences, engage in collaborative and independent research, create academic and creative portfolios, and hone

their spoken and written communication skills while mastering modes of inquiry and application of knowledge specific to their disciplines and degree level. As noted in [Core Component 3.A](#), students meet program-specific learning outcomes for all undergraduate and graduate programs as addressed in each program's assessment plan and [annual assessment update](#). Many curricula are enriched by the participation of external advisory committees and clinical faculty who bring professional expertise to the academic programs.

We value our role in creating a community of diverse people, ideas, services, and scholarly endeavors. In so doing, we provide students at all levels with academic opportunities that expose them to a range of people and experiences. In addressing this core component, we have organized this section around our degree program offerings, including discussion of the general education program.

Undergraduate Programs

At the baccalaureate level, the university offers 71 [academic majors](#) and 69 [minors](#) in six colleges. Twenty-one undergraduate [certificates of study](#) are available to students who complete a specified coherent set of undergraduate courses around a particular theme.

Across the university, we see programs articulating student learning outcomes that address core skills such as student engagement in collecting, analyzing, and communicating information; student mastery of disciplinary modes of inquiry; and student reflection and adaptability to changing environments:

- Through case analyses and internship performance, students pursuing the B.S. in Operations and Information Management demonstrate how to generate and evaluate solution alternatives, make decisions, and draw conclusions
- Through course work and student teaching, students in the B.S.Ed. program in Special Education design and implement research-based lesson plans and unit plans for students with disabilities based on individual student needs and characteristics
- Through course assignments and external review of capstone projects, students seeking a B.S. in Electrical Engineering explore the impact of engineering solutions in a global and social context
- Students pursuing a B.S. in Nutrition, Dietetics,

and Hospitality Administration demonstrate effective oral and written communication skills, using current technology where appropriate, through course assignments and a senior portfolio

- In the Department of Geography, B.A. and B.S. students are expected to apply geographical principles to interpret the present and past and plan for the future using capstone projects, internships, and employer surveys
- Juried exams, portfolio review, and self-evaluation of students pursuing a B.F.A. in Theatre Arts demonstrate a professional work ethic that includes collaborative skills and respect for the creative process
- Students pursuing a B.G.S. degree show through classroom and portfolio assessments that they can communicate critical, creative, and original thought clearly and effectively

General Education Program

The purpose of our general education curriculum is to help students attain a sound liberal education and acquire sufficient general knowledge and intellectual versatility to enable them to become informed and resourceful members of society. To this end, the general education requirements for all students in baccalaureate programs are organized into two components: core competencies and distributive studies. Core competency requirements in English, oral communication, and mathematics are satisfied either through course work, competency examination, or credit by examination.

In meeting English competency requirements, the First Year Composition Program prepares students for participation in the academic and professional discourses that they will encounter in their

Table 3-1 General education course offerings as of AY2013-2014

Area of Study	Number of Courses Listed in Catalog
Core Competency	11
Humanities and the Arts	40
Sciences and Mathematics	38
Social Sciences	24
Interdisciplinary Studies	27

undergraduate studies. COMS100 prepares undergraduates to develop oral communication skills, and various mathematics courses, most typically MATH 101 or higher, develop students' quantitative and analytic reasoning skills. Distributive studies area requirements are in humanities and the arts, sciences and mathematics, social sciences, and interdisciplinary studies (see Table 3-1). Students who have completed an Associate in Arts or an Associate in Science degree from one of the Illinois community colleges participating in the Illinois Articulation Initiative are considered to have completed all NIU general education requirements.

The current General Education Program is organized in support of four goals and their subgoals:

- Goal A: Students develop habits of writing, speaking, and reasoning necessary for continued learning
 1. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically
 2. Students communicate in a manner that unites theory, criticism, and practice in speaking and writing
 3. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information
 4. Students are able to access and use various information resources
- Goal B: Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences
 1. Students demonstrate a knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present
 2. Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s)
 3. Students demonstrate a knowledge of the cultural traditions and philosophical ideas that have shaped societies, civilizations,

Table 3-2 General education course review cycle

Area of Study	Academic Review Year				(Projected)
Humanities and the Arts	1985	1992	1999-2000	2006-2007	2014-2015
Interdisciplinary Studies	1985	1994	2001	2010	2016
Social Sciences	1990	1996	2002	2011	2017
Sciences and Mathematics	1991	1997-1998	2003	2012	2018
Core Competency	1985	1991	2004	2013	2019

and human self-conceptions

4. Students demonstrate an understanding of the scientific method and an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences
- Goal C: Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues
 - Goal D: Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity

In Spring 2011, the [Student Advisory Council on Learning Outcomes](#) reviewed general education syllabi, taking the opportunity to improve student and faculty understanding of expectations for student learning in the general education program.

As undergraduates complete their general education requirements, they also begin to develop skills in the eight student learning outcomes of the baccalaureate experience. As mentioned above, the baccalaureate goals and the VALUE rubrics are currently being reviewed with the goal of integrating them for student learning across all baccalaureate curricular and co-curricular areas of study.

Curricular and policy oversight and monitoring for the general education program resides with the [General Education Committee](#) that reports to the [Undergraduate Coordinating Council](#). Following procedures outlined in the [APPM](#), the General Education Committee evaluates submis-

sions for new courses in the general education program and reviews course resubmissions on a six-year cycle to ensure their continued appropriateness for the goals of the program. Each course approved for general education identifies which goals and subgoals it will address and assess. Following a standard rubric for review, courses are approved, referred to departments/schools for further information, or not approved. Table 3-2 presents the course review cycle history.

According to the course review cycle, courses in the interdisciplinary distributive category were to have been resubmitted and evaluated in 2009-2010. The General Education Committee suspended the resubmission process that year to participate in the pending baccalaureate review, and the overall course resubmission cycle was altered. In addition to revising the review cycle, the General Education Committee streamlined the resubmission form to make the process more user-friendly and to facilitate data collection through direct assessment methods. Adopted in 2010, the form was first used by the interdisciplinary course group in its resubmission process. Data on recent course submissions and resubmissions are maintained in a database, and sample [submission](#) and [resubmission](#) forms are available online to guide programs.

The resubmission process requires sponsoring departments to submit evidence of the assessment of a limited number of general education goals—a maximum of three for any course—intended to aid departments/schools in efficiently providing complete resubmission documents. When reviewing resubmission documents, committee members use a [standardized rubric](#).

From 2007-2012, the General Education Committee reviewed a total of 111 new or resubmitted courses. Eighty-seven courses were approved, 23 were sent back for additional information (most typically

because of insufficient assessment documentation), and one was not approved for lack of evidence.

In January 2013, the General Education Committee received approval from the University Assessment Panel for the [General Education Assessment Plan](#) and in September 2013 submitted a General Education Assessment Report. This report summarizes the actions of the committee and includes data gathered from other university initiatives such as the University Writing Project and the National Survey of Student Engagement, where both direct and indirect assessment of the impact of the general education curriculum on student learning are noted.

One of the ways we have assessed general education outcomes, through in-house assessment of early and late stage undergraduate student writing skills using embedded course assignments, occurs during the first-year composition sequence and through the University Writing Project. During the composition sequence (most typically ENGL103 and ENGL104) students produce a portfolio of writing products that are sampled and evaluated by a cadre of raters calibrated in the use of our in-house rubric. The [2012 First Year Composition Program Report](#) documents an improvement in writing skills across the course sequence. The University Writing Project samples student writing assignments from junior and senior level courses that are evaluated using the same rubric. The [2012 report](#) for this project provides data from classes in AY2011-2012 and shows that, across the university, over 88 percent of students met or exceeded expectations.

The current structure of the general education program is in the process of being reevaluated. With the establishment of the new baccalaureate goals in 2010, the appointment of a general education coordinator in Summer 2012, and the establishment of the [General Education Visioning Task Force](#) in Spring 2013, work began to reevaluate the role of the general education program in meeting the eight baccalaureate goals within the internal institutional context and within the external context of the Illinois Articulation Initiative.

We are considering new possibilities for restructuring the program by conducting an internal evaluation of general education issues. In Fall 2013, the General Education Visioning Task Force administered two surveys, one for faculty and one for students, which were designed to get feedback about the general education program as a whole, the teach-

ing of general education courses, and the general understanding of the relationship between general education and the baccalaureate goals. The General Education Assessment Plan describes a process for developing models for general education programs and for getting feedback from the NIU community. Ultimately, any changes to the general education curriculum will follow the channels of shared governance and be submitted to the General Education Committee and the Undergraduate Coordinating Council for approval.

Undergraduate Curricular Enhancement Opportunities

We offer many opportunities for students to engage in activities that encourage intellectual growth and an understanding of the human and cultural diversity of the world in which they live and work. Discussion below highlights three examples of recent curricular enrichment activities.

Honors

[The University Honors Program](#) provides an enriched educational experience for students of high intellectual potential through specialized courses and academic advising, engaged learning opportunities, a customized living-learning community, and extracurricular programming. Students can pursue [honors](#) in one of three ways: lower-division, upper-division, or university. Each option has its own credit hour, seminar, and GPA requirements. To graduate with university or upper-division honors, students must, among other things, complete an [Honors Capstone](#)—an individualized project, thesis, or study undertaken with the supervision of a faculty member of the student's choosing. Since AY2009-2010, over 340 students from all of the undergraduate degree-granting colleges have completed honors capstone projects.

The University Honors Program supports undergraduate students in a number of ways:

- [Expand Your Education \(EYE\)](#) grants help fund University Honors student research projects, often capstone projects. The number and amount of grants varies from year to year
- The [University Honors Summer Scholars Program](#) began in Summer 2012, supporting two University Honors students who presented

their work during the two-week inaugural [Celebrating Excellence](#) event in April 2013. These students also reported on their activities with [occasional blog postings](#). The program continued in Summer 2013 with three students from two colleges participating

Since Fall 2010, administrative restructuring in the honors program has resulted in a number of changes in the program:

- The number of minority students in the program has nearly doubled since Fall 2010 (from 122 to 234)
- The [Peer Mentor Program](#) was established in August 2011 to help students acclimate effectively to the Honors Program
- In 2012 the program recruited 104 transfer students with an average GPA of 3.66
- The entering University Honors freshmen class of 2016 is the largest since 1987 with 226 freshmen with an average ACT score of 29 and an average high school GPA of 3.94
- The number of stand-alone University Honors courses for AY2012-2013 more than doubled from 32 to 67
- Two-thirds (44) of the AY2012-2013 stand-alone courses were offered in the general education program
- The total number of students in the program has grown by 25 percent since 2010 (to 1,090 in Spring 2013)

In addition, a number of new initiatives are being undertaken including expanded scholarship processes, targeted minority recruiting, increased course funding, and revised assessment processes. In Summer 2013, the honors program began the process of developing a sequence of University Honors assessments with the aim of having a program plan in place by January 2014. The University Honors Committee assisted by ensuring that the goals and objectives for the EYE Grants are at the core of the assessments and that the assessment remain grounded in measurable, academic elements.

Foundations of Excellence

From 2008-2010, NIU participated in [Foundations of Excellence in the First College Year](#), a national

program to develop the best possible experience for its first-year students. This initiative was an outgrowth of Great Journeys led by the Division of Student Affairs and Enrollment Management in collaboration with the Division of Academic Affairs and the [Gardner Institute for Excellence in Undergraduate Education](#).

Using the Foundations of Excellence® model, nine Dimension Committees (Transitions, Diversity, All Students, Faculty, Learning, Roles and Purposes, Organization, Philosophy, and Improvement) composed of 100 NIU administrators, faculty, staff, and students evaluated NIU policies and practices regarding the first-year experience. This two-year process paralleled the work of the Baccalaureate Review Committee. Data were collected from two online surveys, two supplemental surveys to targeted populations, 17 focus group interviews, and feedback from stakeholders as well as analysis of websites, documents, and data related to the first-year experience and current programs and activities. The Dimension Committees made recommendations that have led to the creation of a philosophy statement about NIU's commitment to the first-year experience along with a series of action statements and recommendations to improve the learning, success, and persistence of our first-year students. Minutes of the [Committee for the Undergraduate Academic Environment](#) include discussion of the recommendations and of the philosophy statement that guides initiatives in first-year student support.

Several important initiatives have already been developed since Foundations of Excellence® launched in 2008. Many of these have been supported by Great Journeys as well as by the Division of Academic Affairs:

- The [MAP-Works](#) student survey tool
- The first-year [Common Reading Experience](#)
- The development of [four-year degree paths](#)
- [Themed Learning Communities](#)
- The expansion of the [First-Year Success Series](#)
- [REACH \(Retention Effort for All incoming Huskies\)](#) programs

Discussion of the outcomes of some of these programs is found in [Core Component 3.D](#), [Core Component 3.E](#), and Chapter 4. The outcomes for first-year programming are also presented in the [First-Year Connections 2012 Report](#).

Table 3-3 Undergraduate Research and Artistry Day participation (number of poster presentations)

Year	College of Business	College of Education	College of Engineering and Engineering Technology	College of Health and Human Sciences	College of Liberal Arts and Sciences	College of Visual and Performing Arts	Total
2010	3	2	36	6	59	1	107
2011	4	4	12	11	91	1	123
2012	9	4	30	15	103	3	164
2013	2	2	35	19	114	4	176

Undergraduate Student Opportunities for Research and Artistry

The Division of Academic Affairs, which includes but is not limited to the colleges, the Division of Research and Graduate Studies, and the Office of Student Engagement and Experiential Learning, provides undergraduate research opportunities to students through a number of programs that engage students in short- and long-term research experiences such as the following:

- The **Research Rookies** program introduces freshmen and sophomores to academic research and artistry through guided research with a faculty mentor
- **Undergraduate Special Opportunities in Research and Artistry (USOAR)** awards provide funding for students who wish to engage in a research or artistry project with a faculty sponsor
- **Undergraduate Research Assistantships (URA)** allow undergraduates to have paid assistantships to work on research projects with faculty
- **Undergraduate Travel Scholarships (UTS)** of up to \$300 per student to support undergraduates traveling to present their research or artistry at national/regional/local peer-reviewed conferences
- **Undergraduate Research and Artistry Day (URAD)** affords students the chance to showcase their faculty-sponsored research or artistry in poster sessions. Table 3-3 presents participation numbers for this event since its inception
- In Summer 2013, a **Summer Research Opportunities Program (SROP)** was piloted with 10 students working with 10 faculty in seven different departments in three colleges

Integral to the success of **Undergraduate Research and Artistry Day** is the evaluation of student presentations by faculty, staff, and participants.

In Spring 2013:

- 70 percent of student presenters were judged able to write an abstract that clearly represented their projects
- 70 percent of the projects were judged to have significant results that would impact future studies and/or interpretations
- 92 percent of the undergraduates indicated that they had to apply theories or concepts to new situations when preparing their research and artistry for presentation
- 91 percent of student participants had to synthesize and organize ideas, information, or experiences into new, more complex interpretations and relationships for this event

The undergraduate research and engagement programs administered through the Division of Academic Affairs have seen increasing participation from entering first-year students through to graduating seniors. In AY2013-2014, 33 students are participating in the Undergraduate Research Apprenticeship Programs (URAP).

Several academic colleges and other units offer their own research opportunities for students within specific majors and academic programs:

- In **Operation ETank**, one of our NSF-funded Research Experiences for Undergraduates (REU), students participate in mentored research in the energy sector, with aspects of ethics and the economy incorporated into broader problems
- The **College of Liberal Arts and Sciences Undergraduate Research Apprenticeship Program**

Table 3-4 Undergraduate Research Opportunities participation (number of students)

AY	Research Rookies	USOAR	URA	UTS	URAD	SROP	REU	URAP
2010-2011	17	31	NA	NA	180	NA	NA	21
2011-2012	38	30	NA	25	230	NA	11	23
2012-2013	39	40	60	18	262	10	13	28

(URAP) pairs faculty with undergraduates to engage in faculty research in one-to-one mentoring relationships

- The **Promise Scholars Program** allows new freshmen and sophomore students enrolled in a STEM major or undecided about their major to participate in a summer pre-college program as well as in research with faculty, peers, and national corporations

Participation numbers for these undergraduate research opportunities over the past three academic years are presented in Table 3-4.

Graduate Programs

Graduate education is characterized by its diversity of purpose, ranging from the academic to the applied. All programs hold in common overarching learning expectations. Building on the knowledge, skills, and abilities that students possess, graduate programs seek to develop among students specialized knowledge in a discipline or across disciplines. They prepare students to act as innovators, problem solvers, advanced practitioners, and creators of knowledge. The Graduate School regularly undertakes external review of dissertations as a means of assessing learning outcomes. The process and outcomes of this review are discussed in Chapter 4, as are the processes for thesis and dissertation defense and for external review of doctoral programs. The *Graduate Catalog* makes explicit learning expectations that differentiate between master's, professional doctoral, and research doctoral levels.

At the master's and professional doctorate levels, students apply knowledge in their discipline or across disciplines when they master advanced content

and skills. They apply that knowledge in innovative ways to solve problems, to contribute to scholarly discourse, or to engage in mature performance of their craft. As innovators, scholars, and performers, students exhibit a high level of competency in critical thinking when they demonstrate their knowledge and skills or when they independently apply appropriate research methods, concepts, and theories within their fields of study. They communicate effectively and professionally both orally and in writing.

At the research doctorate level, students evince knowledge in their discipline or across disciplines when they become specialists in the content and skills necessary to be independent researchers and

original contributors to knowledge within their fields. They understand and appreciate the philosophy and historical development of their discipline as a field of inquiry, and they know how that philosophy and history shape their own research. As independent researchers, they identify problems and develop solutions by employing appropriate research methods. They also effectively communicate their knowledge in a scholarly fashion and disseminate that knowledge orally and in writing.

We support the development and professionalization of graduate students in a number of ways. In addition to graduate assistantships administered by individual programs, the Graduate School sponsors a limited number of competitive **fellowships, assistantships, and awards** for graduate study:

- University Fellowships provide support for students toward their non-doctoral graduate degrees
- Dissertation completion awards provide funding for full-time and part-time doctoral students in the final year of dissertation writing

The [Research Experience for Undergraduates](#) program funded by the National Science Foundation provides summer research opportunities for non-NIU undergraduates. We launched a similar [Summer Research Opportunities Program](#) for NIU students in Summer 2013.

Table 3-5 Student travel awards funded by the Graduate School, 2010-2013

AY	Total Amount Awarded	Number of Awards	Number of Departments Represented
2010-2011	\$10,930	79	20
2011-2012	\$10,603	31	13
2012-2013	\$10,430	46	19

- A number of named fellowships and awards support underrepresented groups
- FUEL (Focus on Undergraduate/Graduate Engaged Learning) supplemental assistantships provide funding for students working with faculty on undergraduate research or community-based projects of their own design
- Great Journeys assistantships support graduate assistants to help faculty pursue external funding

In our role to professionalize graduate students, we provide a number of programs and services:

- We award grants for graduate student travel to professional meetings and conferences to present original research, scholarship, or artistry. Grants are awarded as matching funds with funds secured from academic departments/schools and/or colleges (see Table 3-5)
- An annual student-organized conference by the [Graduate Student Research Association](#) provides a forum for students to share their experiences, discuss their research interests, and learn from fellow students
- Various graduate assistantships prepare master’s and doctoral students with teaching, research, and administrative experiences
- The University Writing Center offers a [dissertation completion boot camp](#) program each summer to support students at various stages of the dissertation process
- The [GA Experience website](#) is an informational and resource site for networking and professionalization opportunities

The Graduate School oversees the distribution of a portion of graduate student fees collected to support the [Graduate Colloquium](#). Identified, recruited, and proposed by graduate students, colloquium speakers present a combination of public lectures, seminars, master classes, and workshops. In requiring that students themselves identify topics and speakers and coordinate funding applications, the

Graduate School and participating departments/schools provide valuable professionalization and networking opportunities for students. The colloquium provides a direct link between student fees and the teaching, learning, and public service mission of the university. Lists of speakers are published on the [Graduate School website](#) and the Graduate School maintains a longitudinal record of fund expenditures.

The Graduate School encourages students to apply for Illinois’s [Diversifying Higher Education Faculty in Illinois](#) (DFI) Fellowships targeting underrepresented groups. NIU was funded for 14 fellows in Fall 2012 and 12 in Spring 2013, ranking second among Illinois public doctoral granting institutions; several DFI state alumni are employed at NIU.

College of Law Program

As the only public law school in the greater Chicago area, the NIU College of Law was founded on a core belief that a high-quality, challenging legal education should not be cost prohibitive. In its history, NIU Law has built a proud tradition of graduating students not only skilled in legal knowledge and practice, but also imbued with a high degree of community responsibility, committed to serving the needs of a diverse and ever-changing society. With its 2010-2015 Strategic Plan well established, the College of Law regularly reviews and evaluates its defined goals and initiatives. The college has strict policies on student employment both on and off campus; however, it particularly encourages public service and pro bono activities as part of its commitment to [co-curricular programming](#), to student success, and to serving in the public interest. Various [experiential learning](#) opportunities exist in clinical and [pro bono work](#), in externships, in skills and practice training, and in [competition](#):

- The [Northern Illinois University Law Review](#) is a student-edited journal that publishes articles

designed to assist the legal community and to stimulate critical discussion of current legal, policy, and social issues. Up to 25 second-year law students are selected each year to publish the review

- The student-run **Moot Court Society**, the **Trial Advocacy Society**, and various competitions afford students opportunities to practice legal argument and trial skills
- The **Zeke Giorgi Legal Clinic** in Rockford, Illinois affords clinical experience to students interested in civil justice and juvenile justice, and the **NIU College of Law/Hesed House Community Law Center** in Aurora, Illinois is a clinical site for legal issues that may contribute to health problems in the area's indigent population
- **A number of externships** also allow students to work under supervision in a variety of legal specializations

College of Law alumni serve the public as judges, state's attorneys, and special prosecutors. Many also serve the profession as leaders in the Illinois Bar Foundation, the Illinois Bar Association, and county and regional bar associations across the country.

The college pays particular attention to employment status and Illinois Bar Examination pass rates for graduates. Co-curricular opportunities and assessment are discussed in **Core Component 3.E** and in Chapter 4.

Human and Cultural Diversity

We are a multicultural community that cultivates, promotes, and celebrates diversity. Students are afforded a number of opportunities that recognize the human and cultural diversity in which they work and live. These include curricular and co-curricular programs as well as campus resources and events, some of which are noted below:

- Numerous NIU-sponsored **study abroad opportunities** expose learners to academic, cultural, and service experiences. Some programs offered recently include:
 - Experiential Learning and Development Administration in Tanzania
 - Exploring Information Systems Applications

and Practice in China

- Introduction to Doing Business in the European Union in Bordeaux, France
- Health Studies in Belize
- Theatre and Performance at the Moscow Art Theatre in Russia
- Youth, Schools, and Culture in Japan
- Robotics and Manufacturing in China
- College of Law Summer Program in Agen, France
- Cultural Diversity and Minority Relations in Thailand
- Campus organizations design and sponsor campus activities to acknowledge and celebrate diversity especially in conjunction with established recognition events such as Women's History Month, Black History Month, and National Hispanic Heritage Month
- Established in 1963 as an outgrowth of the country's first Peace Corps training program for Southeast Asia volunteers at NIU, the **Center for Southeast Asian Studies** has, since 1997, been a federally funded National Resource Center for Southeast Asian Studies, one of only four in the country. Through academics and public outreach, the center works to increase knowledge and understanding of Southeast Asia's 11 countries
- Faculty involved in research across the globe encourage student participation, particularly through institutional support such as Undergraduate Special Opportunities in Artistry and Research grants and through federal support such as Fulbright-Hayes grants
- Since 1972, more than 2,000 students have participated in one of the longest-standing engaged learning opportunities on campus, the Foreign Language Residence Program. In this academic residence program, our students live and study with native speakers and fellow language learners in daily, active practice of many of the languages we teach
- Over 500 international students from over 50 countries study at NIU each year, many working as graduate assistants where they have regular opportunities to interact with students, faculty, and staff

Research, Scholarship, and Artistry

Fulfillment of our mission requires effective instruction or librarianship, substantive research and artistic outcomes, and professionally related public service. It is the responsibility of all faculty members to be engaged in the pursuit of excellence in generating, transmitting, applying, and preserving knowledge. Faculty and staff engage in research, scholarship, and artistry in all of the colleges, mindful of their obligation to exercise critical self-discipline and judgment in their investigations. We encourage intellectual honesty in free and open inquiry and provide an intellectual climate in which such open inquiry can flourish. This includes the freedom to pursue research on any intellectual path. Adherence to these standards protects the integrity of the scholarly enterprise, provides a positive climate to which future generations of scholars are exposed, promotes public appreciation of intellectual pursuit, and enhances public trust in the university and its stewardship of both public and private funds.

In addition to tenured and tenure-track faculty, non-tenure-track [research faculty appointments](#) are typically supported by extramural research grants and contracts and other non-appropriated funds. The duration of these appointments may vary from one year to multiple-year terms based on funding availability, the nature of the projects, and other contractual agreements in the grants and contracts that support these appointments. The primary responsibilities of research faculty include documented activities recognized by the disciplines as scholarly work such as pursuing research, seeking extramural funding, and generating knowledge in the form of publications and intellectual property. Although these appointments are non-teaching in nature, academic units, centers/institutes may assign responsibility for seminar and colloquium courses and for undergraduate or graduate research advising as appropriate.

We are also committed to creating an environment conducive to discovering new knowledge and providing public service through the development of [many forms of intellectual property](#), some of which may have commercial value that needs to be protected through patenting and copyright protection mechanisms. The university has traditionally recognized and continues to foster and support development of inventions, copyrightable materials, and other intellectual property for public use and benefit.

Our [workload policy](#) affords units flexibility in assignments to allow faculty to fulfill their research and artistry obligations, which may include the following activities:

- The preparation of peer reviewed articles and books; of reports, presentations, and other manuscripts for publication; and of creative performances or exhibits
- The development of new skills, abilities, or backgrounds related to research or creative activities and/or preparing a new area of research or creative activity
- Participation in performance groups and/or collaborative creative exhibits
- Preparation of a major new proposal for which the faculty member would be a principal investigator/project director
- Service as the principal investigator, chief administrator, or director/supervisor of a research, scholarship, or creative activity supported by a grant or contract funded by extramural sources
- Significant service to the profession as journal editor, conference chair, or officer in a professional association

Externally funded grants and contracts are significant and necessary to maintain an adequate research environment for our doctoral and other graduate programs; to ensure our ability to attract and retain quality faculty, staff, and students; and to serve as a generator of regional economic growth and community development. Research, public service, instruction, and creative projects advance the goals of the sponsoring agencies and assist us in realizing our academic, research, and service mission. The [Office of Sponsored Projects](#) assists faculty and staff in their efforts to secure funding for projects from external sponsors. This office works to identify appropriate funding sources and opportunities to support research and scholarly programs, facilitates the acquisition and interpretation of sponsor guidelines, formulates grant and contract budgets, assists in the preparation of grant proposals and contractual agreements, and handles non-financial issues that arise with sponsored projects after the award has been made. Discussion of research guidance is found in [Core Component 3.D](#), and discussion of internal and external research funding is found in Chapter 4 and Chapter 5.

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

We recognize the academic ranks of professor, associate professor, and assistant professor as well as a number of non-tenure-track teaching and research ranks. Faculty with the rank of instructor are bound by a Collective Bargaining Agreement between NIU and the University Professionals of Illinois. Clinical faculty appointments, an employment category approved by the University Council in 2009, are typically made without tenure and are reserved for those whose primary responsibilities are overseeing the delivery of professional services to clients or patients. Tenured and tenure-track NIU faculty teach at all levels from general education to undergraduate to graduate, and all instructional staff are provided various opportunities for professional and personal development. The *Constitution and*

Bylaws also makes provision for various tenure-track joint appointments between departments/schools and colleges; visiting appointments at faculty ranks are outlined in these provisions. Supportive Professional Staff are hired primarily with administrative duties (whether tenured as faculty in a college or not), and Operating Staff employees are members of the State Universities Civil Service System.

Our goal is to recruit and retain faculty of national stature from diverse cultural and ethnic backgrounds, attentive to developments in their respective disciplines, and capable of educating students who will be able to serve the region, the state, the nation, and the world with distinction. Recruiting and credentialing of faculty and staff follows policy approved by the NIU Board of Trustees and appearing in the APPM and in various collective bargaining agreements. Job descriptions outline requisite credentials and skills and are posted online through the Division of Human Resource Services. In complying with the Illinois Campus Security Enhancement Act (110 ILCS 12/5), we require pre-employment criminal background investigations of all faculty, supportive professional staff, civil service, affiliate, adjunct, and extra help as well as for many graduate assistant, student employment, and volunteer positions.

Instructional staff promote student-faculty consultation outside of class through office hours, study sessions, and electronic means such as online discussion boards and virtual meeting rooms. Individual academic units may have established guidelines for office hours in their personnel policies and procedures and these follow university policy. Faculty office hour requirements for the instructor rank are stated in the instructors' collective bargaining agreement. In general, faculty members who teach are expected to maintain regular office hours or other means for promoting student-faculty consultation, in accordance with department/school policy or the University Professionals of Illinois collective bargaining agreement.

Staffing Trends

In order to meet our commitment to our educational mission, we strive to plan for changes in staffing needs and trends at all levels. Reports on these data

Table 3-6 Number of university staff by employee category, Fall 2008-Fall 2012

* Includes, but is not limited to the instructor rank, whether members of the bargaining unit or not

** Includes, for example, extra help and temporary employees

Employment Status	2008			2009			2010			2011			2012			Percent Change 2008-2012		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Faculty																		
Tenured & Tenure-Track	783	1	784	786	0	786	760	0	760	742	1	743	742	0	742	-5.2	100	-5.4
Other*	183	258	441	172	268	440	175	257	432	173	267	440	187	267	454	+2.2	+3.5	+2.9
Supportive Professional Staff																		
Tenured & Tenure-Track	36	0	36	39	0	39	46	0	46	45	0	45	38	0	38	+5.6	0	+5.6
Other	827	69	896	832	88	920	866	74	940	881	74	955	857	70	927	+3.6	+1.4	+3.5
Civil Service Status Positions																		
Exempt (Salaried) Civil Service	360	8	368	367	8	375	357	7	364	345	6	351	350	7	357	-2.8	-12.5	-3.0
Non-Exempt (Hourly) Civil Service	1,307	53	1,360	1,275	48	1,323	1,227	44	1,271	1,238	37	1,275	1,210	38	1,248	-7.4	-28.3	-8.2
Faculty, SPS & CS Total	3,496	389	3,885	3,471	412	3,883	3,431	383	3,813	3,424	385	3,809	3,384	382	3,766	-3.2	-1.8	-3.1
Civil Service Non-Status**			851			891			853			886			697			-18.1
Graduate Assistants			1,319			1,290			1,347			1,343			1,319			0
Total			6,055			6,064			6,013			6,038			5,782			-4.5

are published annually in the *Data Book*. The most recent employee data are presented in Table 3-6.

The workforce decrease from 2008-2012 includes a 5.4 percent decrease in tenured and tenure-track faculty. This change has an impact on all aspects of our mission, with constraints on faculty time for advising, mentoring, research, and service commitments. The concomitant increase in “other” faculty—primarily part-time at the rank of instructor—provides flexibility and support for our teaching mission as we hire the most qualified individuals for high-need areas. However, these faculty do not typically participate in research and service. The decrease in civil service employees has resulted in a decline in day-to-day support for faculty and staff as well as for institutional operations.

The loss of the tenured and tenure-track faculty has the potential to affect our ability to best serve our students and to engage in and maintain optimal levels of scholarship and service. The uncertain state funding situation, especially with respect to changes to the university employees' pension system, may already be impeding our ability to

maintain a highly qualified workforce. Our [state pension and budget update Web page](#) provides up-to-date information as well as archived resources on recent legislative and lobbying activity.

When tenured and tenure-track positions become vacant in a department/school, they revert to the college to provide the dean with the opportunity to reassign faculty lines to departments that have experienced significant growth in enrollment. When a faculty or staff position is vacated, and the position salary is over \$60,000, the Division of Academic Affairs retains 10 percent of the faculty salary, providing the Office of the Provost strategic staffing discretion across colleges. This is one way that we plan for and meet our teaching mission.

As reported in our [College Portrait](#), the 2012 student to faculty ratio is 17:1. Most undergraduate classes (74 percent) have fewer than 30 students, and 88 percent have fewer than 50 students. Our success in engaging students from their first academic year to the last is, in part, due to the availability of full-time faculty who are committed to NIU and to student success as reflected in the summary of the 2012

National Survey of Student Engagement (NSSE). Of the NSSE benchmarks for effective education practice, the Student-Faculty Interaction measure was significantly higher across all comparison groups for first-year students and for seniors compared to both the Great Lakes Public and the Carnegie Class groups.

Verification of Credentials

The university has procedures for the **annual review of all employees**, which vary by employee classification. For example, **Supportive Professional Staff performance appraisal** is an individualized process that is typically conducted on a fiscal year basis by the employee's supervisor, with an average completion rate of 80 percent annually. Operating staff evaluations are conducted annually, but we do not track compliance as these are governed by state statute. Regardless of classification, however, all employees have access to their own personnel files. The criteria for establishment of academic credentials for instructional staff are found in the *Regulations of the Board of Trustees*, and guidelines for faculty searches and appointments are found in the *APPM*. In addition, individual academic programs that offer professional degrees in business, engineering, nursing, technology, and teacher certification/licensure, among others, also have professional accreditation requirements to ensure that faculty are current in their disciplines and adept in their teaching roles. A complete list of accreditations and affiliations is available through the **Division of Academic Affairs**. We also employ Digital Measures as one way to track

and analyze faculty workload and productivity.

In recognizing effective teaching as an important criterion in evaluating instructional staff, university policy requires that student assessments of teaching effectiveness be completed for each course. After grades for a course have been posted, faculty have access to the evaluations for the course, and these evaluations play a role in annual reviews of faculty and in promotion and tenure decisions.

An important aspect of tenured and tenure-track faculty credentialing is a record of continuing excellence in research, scholarship, or artistry. One measure of faculty involvement in scholarship, creative work, and discovery of knowledge is graduate faculty membership. To ensure faculty are adept in their teaching roles and current in their disciplines, the *APPM* details the institutional policies and procedures for graduate faculty membership, for membership levels and eligibility, and for evaluating faculty credentials. Departments/schools review graduate faculty as part of their eight-year cycle of program review, making recommendations according to their guidelines that set out programmatic criteria for membership. All of the approvals for graduate faculty credentialing must pass through the personnel committees of the department/school, college, and university; thus, it is a peer-reviewed, multi-tiered credentialing process. Recommendations are forwarded to the Graduate Council for approval. In Spring 2011, the **Graduate Council approved revisions to their policy** for verifying credentials for graduate instructional staff who are not regular members of the graduate faculty.

Table 3-7 presents graduate faculty ratios in each

Table 3-7 Graduate faculty ratios as of October 2013

**Faculty in the College of Law do not hold Graduate Faculty status.*

***Some colleges have more graduate faculty than overall tenured/tenure-track faculty, a result of hiring instructional staff with graduate faculty status but without tenured/tenure-track positions.*

College/University Libraries*	Number of Tenured/Tenure-Track Faculty	Number of Graduate Faculty	Percentage of Graduate Faculty
Business	58	53	91
Education**	93	103	111
Engineering & Engineering Technology**	37	38	103
Health & Human Sciences	70	67	96
Liberal Arts & Sciences	346	345	100
Visual & Performing Arts**	88	94	107
University Libraries	27	7	26

college as of October 2013.

The faculty personnel process is a dual track system. Faculty and administrators comprise the two distinct tracks, each with independent evaluations. All faculty evaluation, irrespective of college or unit, is subject to the institutional policies and procedures for annual evaluation as found in the *APPM* ([Article 5](#) and [Article 6](#)). The evaluation process originates at the department level and progresses through the college and university levels. Each department/school and college maintains and makes available written policies and procedures for carrying out annual evaluations for merit, tenure, and promotion. Examples of such policies are found in the [Department of Operations Management and Information Systems](#) and the [School of Music](#). The president makes annual recommendations to the Board on tenure and promotion decisions. The Board also considers annual recommendations for emeritus status. Recommendations concerning promotion, tenure, retention, and salary reflect evaluation of core mission values: teaching effectiveness or librarianship, research and artistry contributions, and university and professional service and outreach.

Employment qualification requirements for [Supportive Professional Staff](#) are specific to their roles and responsibilities, which may include teaching, administration, and other support services. Civil Service (Operating Staff) qualifications, in accordance with the rules of the [State Universities Civil Service System](#), include a comprehensive set of testing and interviewing processes. A wide variety of position classifications are used in this category. The complete list of the civil service classifications used statewide can be found at the [State Universities Civil Service System website](#).

Institutional Support and Programming

Faculty and staff maintain currency in professional training and development through their divisions and university support units. We ensure the delivery of effective, high-quality academic programs and student services through ongoing opportunities for training such as those described below.

Division of Academic Affairs

The division supports professional development for faculty with a number of initiatives and [grants](#) through units including the Divi-

sion of Research and Graduate Studies, the Faculty Development and Instructional Design Center, and the Office of Student Engagement and Experiential Learning, among others.

Division of Research and Graduate Studies

Ensuring that faculty have opportunities for professional development, our academic colleges and departments/schools provide funding for faculty to present at conferences, workshops, and institutes; this support varies from a few hundred dollars to several thousand dollars depending on availability of funds and needs. Faculty participation in conferences to present research is further supported by the [Division of Research and Graduate Studies](#). Despite increasing travel and conference costs, the division has been unable to increase its base budget for this support. Regardless, a record number of faculty (312) were supported in FY2011 (see Table 3-8).

In addition to its long-standing support of conference attendance, the Division of Research and Graduate Studies established a new initiative in Fall 2012. The [PI Academy for Research and Engagement](#) provides professional development and mentoring to a cohort of tenure-track faculty with demonstrated potential and a clear expectation for attracting external funding for research, public service, or other scholarly activities and who, through that work, will be well-positioned to provide engaged learning opportunities for their students.

In AY2012-2013, 20 tenure-track faculty participated in nine professional development sessions and two external-expert sessions that addressed grant writing, particularly in how to address the NSF “broader impacts” criteria. During the year, 14 leaders in their research fields came to campus as mentors, worked with their PI Academy Scholars,

Table 3-8 Conference funding provided by the Division of Research and Graduate Studies (funds in US \$)

FY	Total Funding	No. of Faculty Funded
2008	100,000	297
2009	100,000	284
2010	100,000	275
2011	100,000	312
2012	100,000	265

and gave public presentations. The remaining six mentors visited early in FY2014. As of Fall 2013, well over \$3 million in proposal submissions were in process; numerous grant and publication reviews were provided by mentors; and joint projects, connections to federal program officers, and links to other scholarly resources and equipment were in development. Twenty-one tenure-track faculty were selected as AY2013-2014 PI Academy Scholars.

Our commitment to investing resources in faculty research, scholarship, and creative activities is reflected in the [Research and Artistry Grants](#) administered by the Division of Research and Graduate Studies. The [Research and Artistry Executive Council](#) emphasizes research/artistry support for beginning faculty. Proposals are accepted in three categories: [Opportunity Grants](#), [Facilitation Grants](#), and [Completion Grants](#). All proposals are reviewed by one or more external reviewers who provide input on the intellectual merit of the proposal, the applicant's qualifications to carry out the proposed work, and the extent to which funding will benefit the applicant. The Research and Artistry Executive Council evaluates reviewer comments and scores, and then makes recommendations for funding. Outcomes from these funded research and artistry activities include journal articles written and submitted, professional conference presentation invitations, and external funding applied for and received.

In 2011, the Research and Artistry Executive Council voted on a number of changes to their proposal and granting process:

- Outcomes reporting has been standardized and will be implemented for FY2014
- Conference presentation travel was eliminated from proposal budgets to provide increased funding opportunities. The Division of Research and Graduate Studies supports conference travel through a dedicated fund allocated to the colleges each fiscal year
- The amount of funding and size of award was increased
- Three categories of award type were created: Completion, Facilitation (formerly Enabling), and Opportunity

The [Office of Sponsored Projects](#) assists faculty, graduate students, and staff in obtaining external funding for their research, artistic, public service,

and instructional projects. Assistance is provided in developing research plans and ideas, identifying potential funding sources, interpreting funding agency guidelines, formulating budgets, and preparing and submitting grant proposals, contractual agreements, and fellowships. The office also accepts all such awards on behalf of the university and provides assistance to faculty at the time of award. The office is an administrative unit within the Division of Research and Graduate Studies that works with the [Technology Transfer Office](#) to ensure that inventions, discoveries, and materials developed under sponsored projects align with our [Intellectual Property Policy](#). The Office of Sponsored Projects also works with [Grants Fiscal Administration](#) publishing awards, grants, and expenditures in their annual reports.

A recent change to provide support for research is the assignment of staff as college research development specialists working with faculty on proposal development activities and facilitating cross-training activities in support of faculty research proposals.

Faculty Development and Instructional Design Center

The [Faculty Development and Instructional Design Center](#) is a comprehensive academic support unit for faculty, supportive professional staff, teaching assistants, and administrators on teaching effectiveness, technology integration, research, and scholarly activities. Along with offering programs of varying duration throughout the year, the center organizes a new faculty forum every fall, [teaching effectiveness institutes](#) every fall and spring semester, department chair development workshops every spring and summer semester, and [teaching assistant orientation](#) every fall semester. The online [Instructional Guide for University Faculty and Teaching Assistants](#) compiles teaching-related information from a number of sources in a reference format.

Apart from organizing over 150 institutes, workshops, and seminars annually, center staff also offer consultations and classroom observations, new faculty mentoring, resources and services on teaching effectiveness, technology integration into teaching, accessibility, and research and scholarly

Table 3-9 FDIDC program participation, 2007-2012

AY	Number of Programs	Attendance	Individual Consultations
2008-2009	164	2,060	783
2009-2010	174	1,905	770
2010-2011	158	1,947	917
2011-2012	179	2,101	1,097
2012-2013	150	2,106	1,264

activities. Table 3-9 presents professional development program and consultation figures since 2007.

This office has been [recognized nationally for its exemplary Blackboard service](#) and for its long history of leadership in the support of teaching with technology, not only for the NIU community, but as collaborators and advisors in effective Blackboard practices with fellow educators outside of NIU.

Participation in this center's programs and services is completely voluntary, and the participation figures indicate a sustained interest by faculty, teaching staff, academic administrators, and graduate teaching assistants in professional development programs. The center staff also continually assess their programs and services, and the assessment results indicate that more than 80 percent of respondents find their participation in programs and services applicable to their teaching and scholarly activities and beneficial to their students. The staff prepare extensive [annual reports](#) that demonstrate their effective program delivery and assess student and faculty impact of their programs.

Office of Student Engagement and Experiential Learning

One way that faculty are supported in curricular innovation for student engagement is through the [Course Transformation Project](#) (CTP) offered through the Division of Academic Affairs and funded by Vision 2020. The project seeks to expand on efforts in experiential learning through course redesign of large general education courses. The course transformation will, in turn, speak to the issue of the value-added learning that occurs among undergraduates in the areas of critical thinking, communication, and creativity—the three C's of the baccalaureate goals—as well as the quality

and strength of the general education program at NIU. The core of the transformation is to turn large lecture courses into blended courses that combine large group lecture, media-rich interactive online activities, and small group experiential learning.

[Six transformed courses](#) in various disciplines were taught for the first time in Fall 2013 with 678 students taking one of these specially designed courses. Course Transformation Project Faculty Fellows receive development funds to be used for a full course redesign.

In addition, CTP-Lite provides support for faculty to enrich part of their courses through innovative design, while trying out course transformation on a smaller scale. The goal of the CTP-Lite program is to increase the number and scope of courses that incorporate effective and engaging instructional strategies to provide a higher level of learning for students and to support academic success. Eight courses were taught in AY2013-2014, each with one redesigned unit, and in Fall 2013 383 students were enrolled in these courses.

Additional Institutional Support

Multicultural curriculum transformation activities are supported by the [Committee on Multicultural Curriculum Transformation](#), which reports to the executive vice president and provost. Every other year, the committee organizes the [Multicultural Curriculum Transformation Institute](#), which is designed to facilitate discussion about multicultural issues. It provides tenured and tenure-track faculty, instructors, and supportive professional staff training and support for incorporating multicultural perspectives and content into their teaching—the goal being to catalyze curricular as well as personal transformation. Faculty and staff participating on nine-month contracts are provided a \$1,000 stipend upon successful completion of their training. Institute participants have come from every college as well as from university administration. [An average of 22 instructional and supportive professional staff](#) have participated in each of the last four institutes (since 2007). In Spring 2013, the Committee implemented an assessment plan for the Multicultural Curriculum Transformation Institute.



Each fall the Division of International Programs hosts International Education Week events including a Parade of Flags with local elementary school children.

The Division of International Programs supports our global mission through a number of campus events and professional development activities related to international teaching and service. They provide a variety of student and faculty resources and activities for grants and awards, including Fulbright Day and an endowed fund for international travel. Since 2007, 26 faculty members have been supported with a total of \$33,813 from this fund.

To enhance the skills and impact of advising staff across campus, the Academic Advising Center hosts an annual Advising Summit program open to any NIU undergraduate academic advisor or academic support staff member. These summits provide information and training in a variety of topics including the use of technology in advising, changes in policies and procedures, and advising targeted groups such as first generation or undocumented students.

Another substantial professional development opportunity for tenured faculty is the availability of competitive sabbaticals. These have served to deepen the professional credentials and knowledge of faculty, thus enhancing the educational value provided by faculty at NIU and justifying the expenditure of resources to pay qualified faculty to conduct research full time.

The *Constitution and Bylaws* stipulates that the core

purpose of sabbatical leaves is for the support of the research and artistry of faculty to strengthen our academic programs. Upon completion of a sabbatical, faculty provide a report of sabbatical activities and preliminary outcomes for their departments/schools and for submission to the Office of the Provost. For the past four years, at the request of the NIU Board of Trustees, the Division of Academic Affairs has compiled a report on sabbatical outcomes two years after the sabbatical leave. Table 3-10 presents longitudinal and summary data on sabbatical expenditures and outcomes.

A number of direct educational benefits accrue from sabbaticals. The value added as a result of sabbaticals is in allowing faculty time to initiate, develop, and/or complete research and artistry projects; to develop new grant opportunities; to develop new curriculum to interact with prospective high-quality students; and to investigate and develop study abroad initiatives. The Board continues its support of sabbaticals, receives reports annually, and invites select returning faculty to present sabbatical results to the Board.

Human Resource Services

In addition to the many initiatives offered within the Division of Academic Affairs, ongoing training and professional development opportunities are available on campus through initiatives in Human Resource Services including the Employee Assistance Program.

Among its many training opportunities, the Division of Human Resource Services regularly schedules workshops and provides for individual consultations on the Americans with Disabilities Act, cultural understanding, effective supervision, and ethical conduct.

The well-being of all NIU faculty, staff, retirees, and their families is important to us as is evidenced in

Table 3-10 Sabbatical outcomes summaries AY2006-2007 through AY2009-2010

AY	Number of Faculty Sabbaticals	Number of Books and Book Chapters	Number of Peer-Reviewed Articles	Number of Exhibitions and Performances	Dollar Amount of Grant Funds Awarded
2006-2007	49	46	53	88	8.0M
2007-2008	52	16	43	10	4.8M
2008-2009	47	18	97	8	5.5M
2009-2010	58	33	79	38	2.1M
Total	206	113	272	144	20.4M

Table 3-11 Employee Assistance programs for faculty and staff

FY	Number of Programs	Attendance
2008	18	343
2009	28	273
2010	19	192
2011	28	343
2012	22	244
Total	115	1,395

our Employee Assistance Program, which provides confidential counseling and referral for personal challenges, professional coaching for workplace issues, crisis response and support including various support groups, and customized training and workshops for campus units. This program sponsors an annual Wellness Fair, annual on-campus flu shots, and a variety of Brown Bag Lunch programs. Table 3-11 provides recent usage statistics for Employee Assistance Programs.

Insurance and Benefits Operations supports all employees with benefits counseling and processing to enhance the morale and quality of life of all NIU employees. The program staff also maintain employment records related to benefits, compensation, and demographic information of the NIU workforce. Each spring we host a Benefit Choice Fair affording employees the opportunity to speak with benefits representatives in order to make well-informed decisions during the State of Illinois benefits choice period in May. The University Benefits Committee reports to the University Council; acts in an advisory capacity to the president; and reviews policies, procedures, and changes in benefits. This committee serves as a resource for employees and annuitants in addressing increasingly pressing budgetary concerns.

Among our important commitments to diversity are programs and services offered by the division for affirmative action and equal employment opportunity that encourage diversity at all levels. The Diversity Development Plan created with the cooperation of the Division of Academic Affairs, the Division of Human Resources Services, and the Division of Student Affairs and Enrollment Management recognizes various diversity components. For example, focused faculty and staff recruitment procedures

have been designed specifically to increase diversity in the current difficult recruitment markets.

Core Component 3.D: The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Our commitment to the success of all of our students is reflected in the many offices and services that support student academic success. These services begin with admissions counseling for prospective students and orientations for first-year, transfer, graduate, international, and professional students. Recognizing that our regional mission values educational access for all students, we provide advising at the university level for undecided undergraduates, at the college and department/school levels for undergraduate and graduate majors, in special advising for international and alternately admitted students, and in outreach advising for off-campus programs. Some of our campus programs are federally funded and/or mandated, while others have developed at NIU as a result of careful reflection on and strategic planning for the needs of the diverse student populations we serve.

All new undergraduate students are required to attend new student orientation during which time they meet with an academic advisor who

Table 3-12 ACCESS A+ program re-enrollment outcomes AY2012-2013

Student Status	Number of Students Served AY2012-2013	Number of Students Enrolled in Fall 2013	Percentage of ACCESS A+ Students Persisting
Freshmen	35	24	69
Sophomores	31	20	65
Juniors	18	14	78
Seniors (Graduating and Re-enrolling)	6	5	83

reviews student records and helps students select appropriate courses. The Division of International Programs offers an [orientation](#) for all newly admitted graduate and undergraduate international students at the start of each semester. In addition, every college and academic program provides [academic advising](#) for students.

University-wide resources for teaching and learning include the [Academic Advising Center](#), the [University Writing Center](#), [Information Technology Services](#), [University Libraries](#), the [Study Abroad Office](#), and a number of additional programs and centers that support learning through services and programs.

Placement and Preparatory Programs

Standards for admission and continuing enrollment at NIU are stated in the catalogs and in the *APPM* as well as in a variety of student handbooks and advising documents. Upon arrival at NIU, students are offered placement, proficiency, qualifying, and core competency [examinations](#) both for credit and for placement without credit. Results of these examinations guide student enrollment in courses and programs. Students are provided with information on the different opportunities to garner credit via Advanced Placement, College Level Examination Program, or [DANTES](#) (Defense Activity for Non-Traditional Education Support). Academic advisers, especially for our first-year students, use these data when counseling students about the appropriate foundation or prerequisite courses crucial to student success. The Office of Testing Services reports annually and longitudinally on the new student testing results and placements.

[ACCESS](#) (Access to Courses and Careers through Educational Support Services) provides opportunities for students to build academic skills through the availability of campus tutoring centers offering peer-tutoring, study groups, supplemental instruc-

tion, and reading specialists. In setting objectives for assessment, this unit evaluates select outcomes measures. For example, participation in supplemental instruction has historically resulted in course GPA improvement by 0.2 to 0.5 for developmental mathematics courses; increases are found for traditional chemistry and accountancy courses as well. In addition to noting increased usage of peer-assisted learning opportunities, student satisfaction with one-on-one and group tutoring is overwhelmingly positive, with 97 percent of students reporting that working with a tutor made a difference in their grade.

In AY2006-2007, this office phased in a new student coaching program, [ACCESS A+](#), to help students develop strong study skills. Table 3-12 presents re-enrollment statistics for AY2012-2013 for students participating in this program. Though a small sample, this is one example of our efforts at supporting student persistence to degree. The office also maintains longitudinal data on student use of ACCESS services as a function of student status and service locations. In so doing they maximize the efficient use of funds, tutorial staff, and campus space in reaching the maximum number of students. While usage statistics are not a direct measure of efficacy, if students perceive they are gaining from the program experience, they return; if they do not, they leave. Staff in ACCESS also identify campus communication about their services and faculty referrals as essential to the success of their programs. An in-house data aggregation system links data from multiple sources to provide accurate information across all programs and to monitor patterns of student use through all activities and programs. In AY2013-2014, ACCESS will continue to implement technological innovations to better serve students and provide more accurate reporting of outcomes.

The [McKinley “Deacon” Davis CHANCE Program](#) (Counseling, Help, and Assistance Necessary for a College Education) supports under-prepared stu-

dents who do not meet NIU's traditional admissions standards. CHANCE students are assigned a personal counselor and are required to attend a specialized UNIV101 course during their first year. These students are also provided academic support in their core competency courses in communication, English, and mathematical sciences. The Department of Literacy Education offers the [College Learning Enhancement Program](#), a reading/learning skills component of the Communication Skills group (English, communications, and reading) that provides developmental courses primarily to students admitted through the CHANCE program. The [CHANCE Program Strategic Plan](#) prioritizes on-campus support, retention and recruitment, and student career and graduate school planning. CHANCE students also avail themselves of tutoring assistance through ACCESS.



Attendees at the CHANCE 45th Anniversary Celebration, Fall 2013.

[Student Support Services](#) is a federal TRIO program designed to assist, support, and empower students to build a successful collegiate experience leading to graduation while fostering a campus climate supportive of diversity. The specific mission of this office is to assist students who are first generation, who are low income, or who have learning/physical disabilities through initiatives such as the following:

- Individual academic, career, and personal counseling
- Involvement with student organizations
- Academic recognition
- Group workshops
- Mentoring and career courses
- Leadership development

- Graduate and professional school preparation
- Cultural events and outings

Organizations supported through this office include TRIO Scholars, Mentoring Valuable Peers, and the College Parents Group.

The Division of Student Affairs and Enrollment Management and the Division of Academic Affairs also support other preparatory programs. For example, the [Success and Succeed Program \(S-Plan\)](#) pairs upper-division African-American students as mentors for younger students in the same major; the Black Male Initiative and Supporting Opportunities for Latinos are student organizations that have emerged to meet the needs of male students.

The [Office of Precollegiate Programs](#) works to increase the number of students who complete high school and anticipate enrolling in a postsecondary education program. Programs in this office include Upward Bound, College Bridge, and a number of summer camps and preparation programs for high school students in the region, offering tutoring, academic and cultural enrichment, career exploration, financial aid advisement, and support services designed to provide motivation and instruction necessary for post-secondary education.

Advising and Academic Support

NIU supports a centralized/decentralized advising system where advising occurs in multiple venues. The [Academic Advising Center](#) assists undecided (no declared major) undergraduate students as they develop meaningful academic plans compatible with their educational and life goals. In addition, the seven colleges of the university each have multiple ways for providing guidance and information to students regarding their academic programs. Each college and department/school has faculty and/or staff [advising and support services](#) to provide students with accurate information on academic programs, policies, procedures, and deadlines. Once undergraduates declare a major, they have a designated program of study and pursue further advising at the college or department/school level.

Nearly half of our undergraduate students transfer to NIU, the majority from Illinois community colleges via the [Illinois Articulation Initiative](#). Our [Transfer Center](#) facilitates the transfer process with counseling and advising from application to matriculation. Results from the [Fall 2012 Transfer](#)

Student Survey show that approximately 90 percent of NIU on-campus transfer students found the process of transferring to NIU to be “manageable,” “easy,” or “very easy.” In terms of study skills and knowledge in various content areas, the majority of transfer students also reported that their community college guided the “well” or “extremely well” through their transition to NIU.

Student success is an institutional priority:

- The **Office of Student Academic Success** bolsters student persistence and success through a variety of programs and workshops. Additional description of these initiatives is found in **Core Component 3.E**
- **UNIV101: University Experience and UNIV201: Transfer Experience** courses are designed to help new students adjust to NIU and develop the skills necessary to succeed in college and beyond
- **Themed Learning Communities** give undergraduate students the opportunity to engage deeply with a course theme, connect learning across two or three lower-division courses, develop relationships with peers and faculty, and ease the transition into college
- **Living Learning Communities**, jointly sponsored by Housing and Dining and an academic unit, offer programming tied to a chosen course of study, including formal and informal out-of-class interaction with professors; opportunity for career information, internships, and professional networking; educational programs to enhance classroom learning; and social and cultural activities with students and faculty
- **UNIV105: Introduction to Library and Information Research** is offered as part of a Themed Learning Community preparing students for ethical and responsible research
- The REACH (**Retention Effort for All inComing Huskies**) initiative provides resources, information, and advice to help first-year students adjust and transition to the campus. In Fall 2012, 1,360 first-year students were contacted through this program, with over 50 percent of them citing academic concerns related to advising and major courses and 25 percent citing social concerns such as homesickness and difficulty getting involved on campus
- The **Office of Student-Athlete Academic**

Support Services provides a variety of services including study groups, tutoring, a readiness/pre-screening program, academic counseling, and academic monitoring. The office works in conjunction with ACCESS to provide tutors and reading specialists who work one-on-one with student athletes. This office also partners with the Disability Resource Center to assist with the detection of learning deficiencies and learning disabilities. A number of scholarship athletes achieve academic all-American recognition.

Huskies football led the nation with three Academic All-Americans in 2012, and in 2013 placed a school-record six Huskies on the Academic All-MAC team.

Individual colleges and academic units also offer training programs and support services for faculty and students:

- The Department of Foreign Languages and Literatures’ **Language Learning Center**
- The College of Education’s **Learning Center**
- The **Business Experiential Learning Center** and **Technology Resources** in the College of Business
- Information Technology Services’ **Enterprise Services** for faculty and staff training of productivity tools
- The **Mathematics Assistance Center** in the College of Liberal Arts and Sciences
- Housing and Dining’s **ResTech** team
- The College of Education’s **College Learning Enhancement Program**
- The College of Engineering and Engineering Technology’s **tutoring, writing support, and research apprenticeship** programs

The College of Business Career Compass workshops assist college majors through self-assessment and academic and professional career decision-making.

Graduate students are assigned departmental advisors who share research and pedagogical interests, and students in the College of Law

have access to academic and employment advisors. In addition, some examples of additional support for graduate students include:

- The Graduate School’s **Future Professoriate Program** where doctoral students are mentored in preparing teaching skills and a teaching portfolio
- The College of Law’s **Academic Success Program** where first-year law students who are identified as potentially benefiting from additional assistance are tutored and mentored
- The Office of Research Compliance and Integrity’s graduate student preparation programs for all aspects of ethical, responsible conduct of research
- The Faculty Development and Instructional Design Center’s **TA Orientation** where graduate teaching assistants learn the basic principles of teaching and related responsibilities
- The School of Music’s videoconferencing technologies for **private music lessons, master classes, and performances**
- Individual departmental advising for **students-at-large** who take graduate courses prior to or in lieu of admission to a graduate program

The School of Music YouTube channel engaged its one millionth viewer in May 2013.

There are a number of services that serve all students:

- The **University Writing Center** offers services

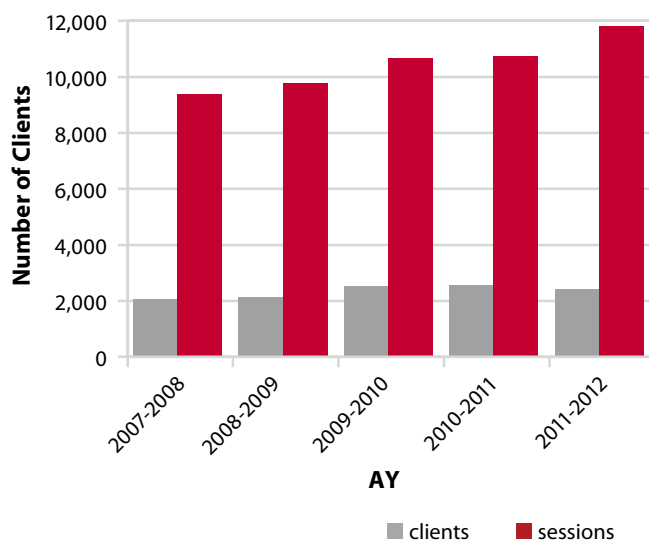


Figure 3-1 Writing Center usage by clients and sessions, 2007-2012

such as face-to-face and Skype tutoring sessions (see Figure 3-1)

- **Career Services** offers traditional career planning as well as graduate school planning and internship opportunities
- The **Counseling and Student Development Center** offers walk-in, individual, and group counseling as well as outreach education and opportunities for doctoral student interns

Research Guidance

As noted in Chapter 2, **academic integrity**, the **responsible conduct of research**, and the fair use of copyrighted material are core ethical values at NIU. The Faculty Development and Instructional Design Center promotes effective research and teaching with publicly available **online tutorials** for NIU faculty and staff, graduate teaching assistants, and students. These include **two online tutorials on academic integrity** specifically designed for students and faculty, and **one on effective writing practices**. Many faculty also use the **SafeAssign** paper submission tool in Blackboard, ensuring academic integrity while helping students identify how to participate in responsible academic discourse. In addition to **catalog statements** on plagiarism, a number of academic units—**English, accountancy, law**, for example—also make available plagiarism statements and resources. The **Student Code of Conduct** defines proscribed conduct and sanctions for academic misconduct including plagiarism and cheating. Students are encouraged from their first year of undergraduate study to participate in research.

All campus citizens are subject to the same code for ethical conduct of research as overseen by the **Office of Research Compliance and Integrity**. We have made important commitments to research opportunities for undergraduates by guiding their research ambitions to dedicated mentors and supervisors. A number of the undergraduate research initiatives are discussed in **Core Component 3.B**.

Teaching Infrastructure

In meeting the needs of students who increasingly rely on interactive connectivity for classroom and research purposes, Information Technology Services (ITS), in collaboration with the Division of Academic

Table 3-13 ITS Enterprise Resource Planning training programs for faculty and staff

FY	Workshops Conducted	Attendees
2008	295	4,021
2009	88	361
2010	192	1,175
2011	156	672
2012	245	844
Total	976	7,073

Affairs and the Division of Finance and Facilities, provides **100 percent Wi-Fi coverage** in all student and academic spaces. ITS oversees 12 general access computer labs on campus, and their Web page has links that show the **specific software available in each lab**. In addition to these technologies, academic colleges have multiple venues that advance the teaching and learning mission, including clinical practice sites, teaching labs, collaboratory classrooms, fine arts performance and studio spaces, and moot court, each of which supports the educational mission above and beyond the standard classroom. Additional faculty spaces such as research labs and studios offer graduate and undergraduate students opportunities to engage in research, scholarship, and artistry alongside peers and academic mentors. The **Smart Classroom Initiative** provides 121 gener-

al purpose smart classrooms (over 80 percent of the general purpose classrooms on campus) supported by the Office of the Provost to enhance the in-class experiences of all students. A number of individual colleges, departments/schools, and Housing and Dining areas also have their own smart classrooms, which are used for teaching and learning purposes.

Students, staff, and faculty can find a number of resources to learn NIU technologies and remain up-to-date with institutional technological changes. The **NIU Tech Guide** is a resource website for students providing helpful information regarding almost every technology that is related to NIU students. **Enterprise Resource Planning Training** offers instruction and hands-on practice for software such as Word, Excel, Access, and PowerPoint as well as for institutional technology systems (see Table 3-13).

The **Libraries Web page** lists and links to the campus museums, libraries, and collections. University Libraries are located in three locations, and Founders Memorial Library has computer labs which are used for teaching and learning purposes. The Law Library primarily supports students pursuing the J.D. degree with a large physical and electronic collection as well as numerous database and library consortia resources.

NIU has adopted the Blackboard course management system campus-wide, allowing faculty to post materials, deliver tests and surveys, hold online discussions, and employ many other course-related functions. All currently-enrolled students and teaching faculty have access to the Blackboard



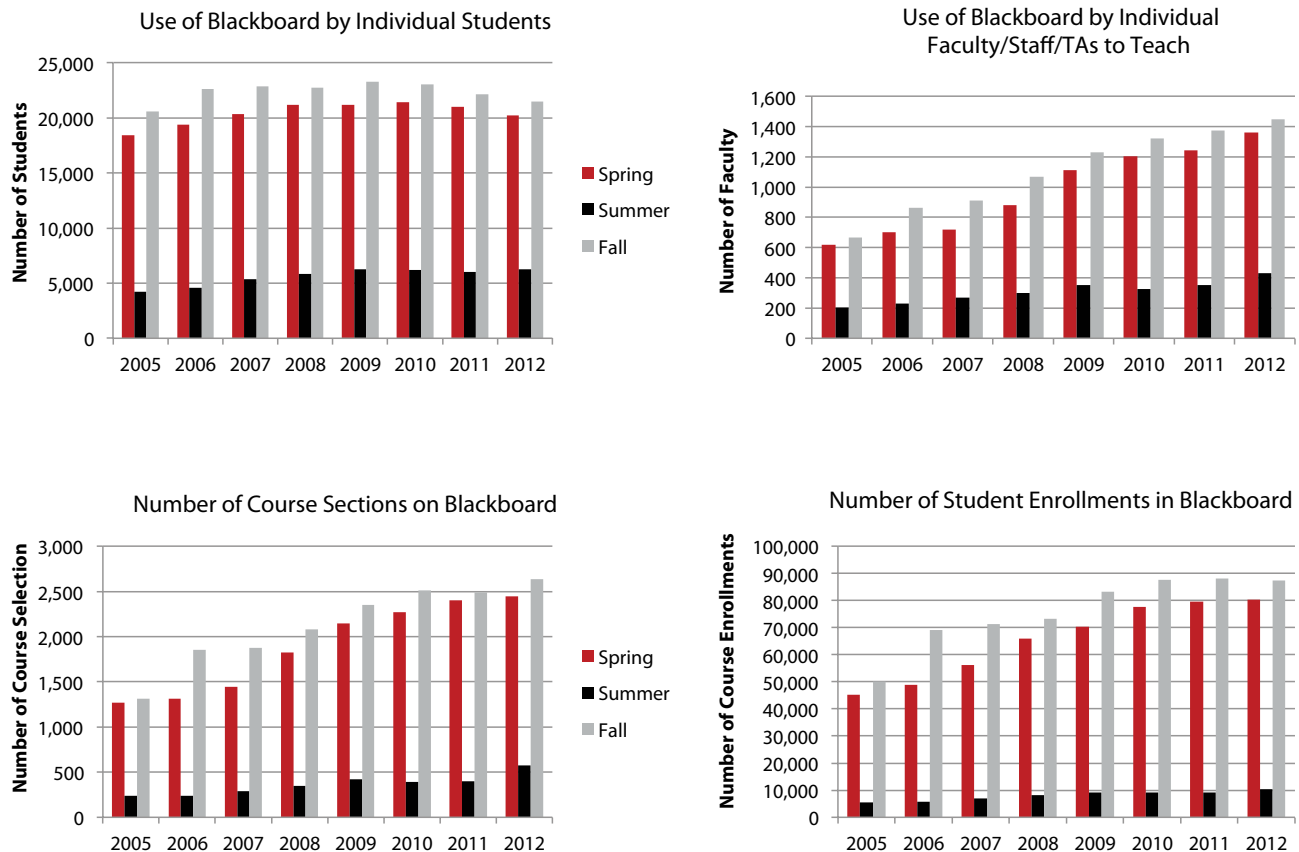


Figure 3-2 Blackboard usage statistics, 2005-2012

system. Opportunities for regular training in standard and advanced system functions are offered through the Faculty Development and Instructional Design Center's [Teaching with Blackboard Web page](#) and through regularly offered [workshops and programs](#). Blackboard usage statistics are presented in Figure 3-2, noting that, in the Fall 2012 semester, 97.5 percent of students used Blackboard as did 82.7 percent of all who taught credit courses. Each student was enrolled in approximately four courses that used Blackboard and 53.3 percent of all scheduled course sections used Blackboard. The 2011 and 2012 decrease in individual student usage is a result of a decrease in overall student enrollment.

Blackboard also provides opportunities for distance and asynchronous learning and e-mail messaging. All teaching faculty can provide online course materials through this platform for face-to-face, hybrid, or fully online courses. The last Blackboard upgrade in June 2013 expanded the system utility to include assessment analysis, online grading, and at-risk student identification and retention tools.

We provide the opportunity for instructional faculty

to incorporate Turning Technologies/Turning-Point [wireless clickers](#) into their classrooms. These audience-response devices allow for real-time assessment of student knowledge fostering dynamic engagement in classroom activities. Instructors can receive immediate feedback from students and modify instructional approaches if necessary. As of Spring 2012, faculty teaching 39 course sections involving 3,400 students made use of the TurningPoint clicker software. Clickers are integrated with the Blackboard system, allowing easy uploading of [classroom assessment measures](#).

In meeting our commitment to academic access for a broad spectrum of students, efforts are made to ensure safe and accessible technology with facilities that meet or exceed [ADA standards](#), to provide wireless and other state-of-the-art instructional technology throughout the campus, and to promote energy efficiency programs and measures. In addition to maintaining compliance with disability legislation, the university encourages the application of the [principles of universal design](#) in providing resources available for all students, faculty, and staff. This commitment to accessibility is

reflected in the adaptability of certain technology on campus. All campus general access computer labs administered by ITS, as well as the computer labs in each of the residence halls, support adaptive technology including but not limited to screen reading software and text-to-speech conversion software. Workstations are designed to allow wheelchair and similar adaptive equipment access.

Resource and Support Centers

Our approach to student support services extends beyond the classroom and the administrative offices, providing essential services to support a number of resource centers serving students as well as faculty and staff; for example:

- The Asian American Center strives to enhance the quality of college life for Asian American students and to provide cultural programming
- The Disability Resource Center creates an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society
- The Latino Resource Center serves the Latina/o student population, promoting a social justice agenda as well as an inclusive environment seeking to recruit, retain, empower, and advance Latina/o students
- The LGBT Resource Center is a place for LGBT individuals to find a sense of community and support and where an inclusive campus community is encouraged through education and advocacy
- The Women's Resource Center is a resource for the campus and local community and a support for all students
- The Center for Black Studies serves as both an interdisciplinary academic center and as a resource center serving students' professional, cultural, and social interests

Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

NIU has a long history of encouraging students to invest educational time and effort both in and out of the classroom, thus engaging them in an enriched academic environment. We have long been committed to the ideal that the student's experience outside of the classroom has a significant effect on his or her academic success and development. Students will often point to their experience in a student organization, in a student success initiative, or on an academic committee as one of the most meaningful experiences in their college careers. Co-curricular activities provide students with opportunities to practice what they learn in the classroom and to develop additional skills needed to enter the work force. NIU has received the Carnegie Foundation voluntary classification—"Community Engagement and Outreach and Partnerships"—as further evidence of our success in integrating curricular and co-curricular experiences.

The Carnegie Foundation definition of engagement as the collaboration between NIU and the larger community guides our initiatives in and out of the classroom. In 2011 a university-wide faculty workload policy was incorporated into the *Academic Policies and Procedures Manual* to include engagement as an important component for determining faculty workload. In addition, the university, colleges, and other units are dedicated to providing opportunities for students to engage in hands-on learning through research and service projects. As an outgrowth of the Presidential Task Force on Curricular Innovation, collaborations across university divisions and colleges create sustainable, relevant, student-centered, research-based programming, which incorporates experiential learning both in



Over 1,100 students participated in the 7th Annual NIU Cares Day in 2013, completing projects that ranged from yard work to making crafts to assisting with a Star Wars-themed children's fair.

and out of the classroom to promote and sustain student academic success. We also offer a rich range of co-curricular offerings through recreational programs, special interest organizations, housing and dining services, academic centers, health services, and intramural and intercollegiate athletics. Specific examples are discussed in the following sections.

Co-Curricular Experiences

Academic colleges and departments/schools offer opportunities for graduate and undergraduate students to get involved and learn leadership skills through organizations that directly pertain to majors and intended careers; many of these organizations are officially recognized by the Student Association and may also appear on college and department websites. The Division of Student Affairs and Enrollment Management creates student learning opportunities and provides critical service beyond the classroom that inspire and support intellectual and personal growth.

Multiple opportunities exist for students to be involved in the academic and co-curricular life of the university including the following examples:

- The [Center for Non-Governmental Organization Leadership and Development](#) was established in 2010 as a resource for excellence in the study, research, and practice of nongovernmental organizations. Both students and nonprofit organizations benefit from the center's service-learning, internship, and volunteer coordination
- One role of the Office of Career Services is to help students gain valuable work experience and earn course credit through [internships and co-op education opportunities](#). They also publish [annual salary and employment trend data](#) on their Web page
- The [Office of Student Involvement and Leadership Development](#) encourages community service through a number of campus and community wide events. An annual Volunteer Informational Fair helps students connect to local opportunities for service; in Fall 2012, 15 non-for-profit agencies and organizations and over 150 students attended the fair
- [Sophomore Days of Service](#) are part of a developing initiative to bolster opportunities for NIU's second-year students to develop leadership skills, deepen their commitment to NIU, determine or confirm their major, find an academic focus, and engage with campus resources such as [Career Services](#) as they move toward graduation
- Students have a number of options to exercise their rights for religious and spiritual expression. Over 21 area religious and spiritual churches, worship centers, and student organizations form the Association of Campus Religious Organizations with over 20 participating member organizations
- The [Zeke Giorgi Legal Clinic](#) in Rockford provides legal services to persons who might not otherwise have access to legal representation. The clinic also provides representation by qualifying College of Law students under the supervision of a licensed attorney
- In April 2013, the College of Law announced its [newest outreach and student engagement effort](#), the NIU College of Law/Hesed House Community Law Center in Aurora, Illinois—a free legal clinic focusing on legal issues that can contribute to health problems in the area's indigent population
- The Fall 2012 Rake Across DeKalb event drew approximately 370 student volunteers who assisted 38 local elderly and/or disabled residents with lawn care and clean-up in preparation for the winter months
- The [College of Liberal Arts and Sciences](#) is committed to engaging students in learning that takes place outside of the classroom, allowing them to get hands-on experience in practicing the discipline that they are studying and drawing on and reinforcing classroom programs of study
- The College of Engineering and Engineering Technology works with local industries and businesses in providing teams of faculty and qualified students in creative, problem-based internships through their [Engineers in Residence program](#)
- The annual [Alternative Spring Break](#) continues to engage students in service outside the local community. In Spring 2013, 15 students traveled to Newark, New Jersey and Joplin, Missouri to complete service work. They assisted with disaster relief for the May 2011 tornado in Joplin and worked in Newark with at-risk youth and also assisted with Hurricane Sandy relief
- A number of initiatives afford students the

opportunity to engage in and develop an appreciation for human and cultural diversity in and out of the classroom:

- **Study Abroad, International Education, and Fulbright Grant** opportunities
- Opportunities in physical therapy, kinesiology, speech-language pathology, and audiology for students to work with clients across the lifespan and across socio-economic groups
- Engineers without Borders and other student groups that work on projects here and abroad
- Students in **teacher certification/licensure programs** who enroll in clinical observation and practice teaching experiences that expose them to pre-collegiate students diverse in age and cultural background
- A long-standing response to our outreach mission and economic education is the **NIU Center for Economic Education**, committed to helping K-12 teachers guide their students through today's complex financial landscape by offering credit and non-credit programs, consultations, and support for **Econ Illinois's** statewide programs.

The Office of Student Academic Success was developed as a result of Great Journeys, and oversees a variety of programs for student success, one of which further enhances the economic education of our campus and community constituents in support of co-curricular and lifelong learning. For example, the **Financial Cents** program was launched in 2008 as a means to provide a comprehensive financial literacy program for the NIU community. Staff and student peer educators provide workshops, seminars, and games to educate our students and the community at large. The **Financial Literacy Collaborative** was formed in 2010 as a way to combine financial literacy efforts at NIU with campus resources and organizations and industries in the surrounding community. Table 3-14 provides student usage information on some of the programs under the auspices of the Office of Student Academic Success.

Some students have employment opportunities that enrich their skills in teaching, research, and community involvement through **internships, NIU summer camps, pre-collegiate programs, the Community School of the**

Table 3-14 Number of students served, Office of Student Academic Success, AY2009-2010 through AY2012-2013

Program	2009-2010	2010-2011	2011-2012	2012-2013
Destination Graduation	NA	108	42	24
Early Alert & Referral System	801	1,155	1,920	926
Enrollment Calls	1,158	5,867	6,866	5,724
Financial Cents	NA	459	575	735
MAP-Works	504	2,763	5,499	5,372
Mid-Semester Check	368	302	250	217
Referrals/SSS Meetings	NA	130	506	210
Soup and Success	NA	42	119	55
Total Contacts	2,831	10,826	15,777	13,263

Arts, and the Campus Recreation Center.

Outreach Experiences and Community Engagement

We are committed to regional service, partnerships, and growth. In collaboration with other university units, the Division of Outreach, Engagement, and Information Technologies assesses regional needs; develops new programs to meet those needs; and leads university activities aimed at regional economic, social, and cultural development. Initiatives developed and maintained by this division include the **Center for P-20 Engagement, WNIU/WNIJ Northern Public Radio, and the Center for Governmental Studies**. In support of our curricula, this division also coordinates the delivery of off-campus programs at the undergraduate and graduate level and oversees resource centers at our regional sites. The work of this division is more fully elaborated in **Core Component 3.A** and in Chapter 5.

Instructional Infrastructure

NIU houses a number of research and resource facilities whose presence on campus is critical to teaching and learning, including libraries, museums, computer and research labs, and online resources.

Libraries

Traditionally a core facility of any institution is its library and associated holdings. **University**

Libraries offers services and collections directly related to the teaching and learning function of the university in three campus facilities:

- Founders Memorial Library
- Faraday (Chemistry and Physics) Library
- Music Library

The University Libraries have a strong academic liaison program with specialized tenured and tenure-track faculty including subject librarians, thus maintaining consistent connections with the academic and research units of the university. Library faculty provide bibliographic and collections instruction for students and faculty both as classroom activities and in one-on-one instruction. The University Libraries are equipped with the most current information technology including:

- Over 370 scholarly databases
- Over 40,000 online journals
- Over 50,000 e-books
- Digital and special collections
- Smart classrooms, Wi-Fi connectivity, and a Digitization Lab

A new initiative, Huskie Commons, is an institutional repository that makes research conducted by members of the NIU community freely available to web users around the world. Works eligible for Huskie Commons include select faculty publications in peer-reviewed academic journals, graduate student theses and dissertations, and other student work nominated by faculty members. The repository includes faculty works and links to the full-text of 4,436 NIU graduate student theses and dissertations with access limited to NIU faculty, staff, and students.

The library system distinguishes itself in a number of other ways, including the University Archives and Regional History Center, Government Publications Depository Collection, the Rare Books and Special Collections, and the Donn V. Hart Southeast Asian collection (one of only four southeast Asian collections in the US).

The David C. Shapiro Memorial Law Library pri-

marily serves the students and faculty of the College of Law. However, Law Library facilities are also available to anyone who needs to do legal research or use government documents received through the Federal Depository Library Program.

Museums

The NIU campus houses three museums and a number of special collections which serve as venues for local, regional, and global art and artifacts:

- The Blackwell History of Education Museum contains over 11,000 textbooks, oral histories, and technology used for educational purposes. The Blackwell Museum also owns and operates the Milan Township one-room schoolhouse reconstructed on campus in 1999. Public school teachers, NIU faculty, and local organizations use the school house for educational re-enactments and demonstration teaching

Each year, the DeKalb Public Library provides 50 popular books for the Leisure Reading Room in Founders' Memorial Library, meeting student requests without expending NIU library materials funds while extending the life of DKPL materials.



The Milan Township one-room schoolhouse on campus.

- The Anthropology Museum, housed in a new facility in the remodeled Fay-Cooper Cole Hall, collects, stores, and preserves artifacts and historical records from non-western cultures. It serves as a research facility for students and faculty and as an educational resource through exhibitions at the museum and in traveling displays. The museum received grants to participate in two recent assessment programs: the Conservation Assessment Program sponsored by Heritage Preservation in 2009 and, in 2010, the Museum Assessment Program sponsored by American Association of Museums
- The dual roles of the Art Museum are to contribute to the university's educational curriculum and

to provide opportunities for art education and cultural enrichment throughout the community. The museum presents professional contemporary art exhibitions supplemented by written educational material, gallery talks, artist lectures, panel discussions, symposia, and other related activities. Exhibitions and programs are funded in part by the [Illinois Arts Council](#), Friends of the NIU Art Museum, and the Dean's Circle in the College of Visual and Performing Arts

- The Art Museum partners with the [NIU Community School of the Arts](#) and the DeKalb County Passport to Adventure Program to provide art enrichment programs to the local community
- The [Jack Olson Memorial Gallery](#), affiliated with the School of Art, displays student, professional, and visiting artwork
- The [NIU Burma Art Collection](#) displays pieces from the Burma Art Collection, part of the [Center for Burma Studies](#)
- The [NIU/Lyric Opera of Chicago Historic Scenic Collection](#) of historic theater sets, maquettes, and photographs is administered by the [School of Theatre and Dance](#)

Technology

[Information Technology Services](#) provides students with student account IDs and passwords, email service, Blackboard support, computer lab and smart classroom information, and custom web applications. There are 12 general access computer labs on campus; apart from these, the academic colleges have a total of 93 computer labs, 391 research lab spaces, 121 scientific labs, 96 clinical practice sites, 32 performance spaces, and 88 studio spaces.

All prospective, admitted, and new students receive an individual account number for all university identification (a [Z-ID](#)). This account provides students with an e-mail account as well as access to MyNIU, the integrated computer student information software system from PeopleSoft that places information from a number of units together in one Web-based portal. Through MyNIU, prospective students can check on their application status while current students can register for classes, view their current schedules, review their degree progress reports, print unofficial transcripts, manage their financial

aid and billing accounts, and make payments. The system also offers students the opportunity to sign up for NIU text alerts and access campus announcements and local weather information. All official correspondence, including class schedules and bursar statements, is addressed to student e-mail accounts, which are accessible through MyNIU.

The MyNIU/PeopleSoft Faculty Center provides instructional staff with information on their teaching schedules and their class rosters, and is the sole location for submitting final semester grades. Faculty can also maintain e-mail contact with students through their MyNIU class rosters. Since Fall 2012, we have required all instructional staff to complete course activity documentation, providing detailed information about expected student time spent in and outside of the classroom. The documentation system is integrated into the Faculty Center tool in MyNIU, requiring faculty to upload their syllabi in support of the documented time reported.

Chapter Summary: Successes, Challenges, and Opportunities

On examination and reflection of the evidence presented in this chapter, we believe we have met expectations for Criterion 3. In this self-study exercise, however, we have identified a number of institutional successes we can continue to build on, challenges we have yet to meet, and opportunities that can guide us in accomplishing our mission.

Successes

- We have tenured and tenure-track faculty who teach at all degree levels in programs that reflect our mission
- We employ qualified and committed non-tenure-track instructors who regularly interact with our undergraduate students, especially in our core competency and general education courses
- We have nationally recognized, award-winning professional development programs and services delivered through the Faculty Development and Instructional Design Center
- We have a long-standing history of successful engagement with and service to the region, primarily led through the Division of Outreach, Engagement, and Information Technologies and the academic colleges

- We have a burgeoning system of student-engaged learning opportunities coordinated through the colleges, the Division of Academic Affairs, the Division of Student Affairs and Enrollment Management, and other units across campus

Challenges

- We have to address the changing state funding and retirement issues that impede our ability to hire and retain highly talented faculty and staff and our ability to plan and operate more efficiently in both the short and long term
- We must fully develop and implement a systematic assessment of the baccalaureate student learning outcomes adopted in 2010
- We must increase program cohesion in the general education program and implement systematic assessment of the general education learning outcomes
- We need to work toward more consistent and regular reporting of the outcomes of co-curricular programs in order to assess their effectiveness and to better integrate them into our teaching, research, and service mission

Opportunities

- Our General Education Visioning Task Force is poised to address the challenges of the general education program in the context of an integrated learning model
- We are ready to implement a distributed learning model to enhance and expand modes of delivery and increase our presence in online learning
- We can increase our coordination of and communication about student engagement opportunities and outcomes at all levels
- We see an opportunity to align curricular and co-curricular activities in an integrated learning model to help students develop the skills they need to be lifelong learners and experience career success



Table of Contents

<u>Chapter 4: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT</u>	81
<u>Core Component 4.A</u>	82
Program Review	82
Prerequisites and Rigor	85
Transfer Policies and Processes	86
Post-Baccalaureate Measures of Student Success	88
<u>Core Component 4.B</u>	90
Program Assessment Processes and Outcomes	91
Division of Student Affairs and Enrollment Management	94
<u>Core Component 4.C</u>	94
Goals and Mechanisms for Student Success.....	95
Measuring Retention and Completion	99
Improvement	100
<u>Chapter Summary</u>	101
Successes	101
Challenges	102
Opportunities.....	102

Chapter 4: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Our mission has a number of core values that speak to educational quality and improvement. Our academic programs prepare our students to be lifelong learners and productive, socially conscious citizens by engaging them through academic and co-curricular programming and activities in the creation and application of knowledge. We use a broad range of measures to assess our effectiveness in fulfilling our mission, operationalized within our system of shared responsibility and governance through unit-level, institutional, and government-mandated processes for review and evaluation.

In this chapter we present evidence of our multi-faceted commitment to student success through program review and assessment of student learning. We also discuss our means for understanding and improving student retention and persistence to degree.

Core Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

We have a well-established process for the oversight of all of our educational programs that is systematically implemented by staff in the Division of Academic Affairs. The process is multi-faceted involving faculty, staff, and students at the department/school, college, and university levels as well as by the following bodies:

- The Academic Planning Council, which reviews existing programs and proposals for new degree programs; this council exercises discretion and authority over, and implements procedures for, the periodic review of academic programs for quality and consistency with the mission
- The University Assessment Panel, which provides oversight and coordination for our assessment activities

Program Review

The Illinois Board of Higher Education (IBHE) mandates that public universities in the state review their degree programs on an eight-year cycle. We have developed a program review process that addresses the IBHE’s commitment to the statewide master plan for higher education—the Illinois Public Agenda for College and Career Success. The Office of the Provost maintains the schedule for program review and makes it publicly available. Coordination of program review begins with the solicitation of data from multiple offices across the university as well as data that have been collected on an ongoing basis for individual programs. Departments typically devote a year to reviewing and compiling relevant data before submitting an initial draft of their program review to the Office of the Provost. Figure 4-1 presents a

Two-Year Timeline for Program Review

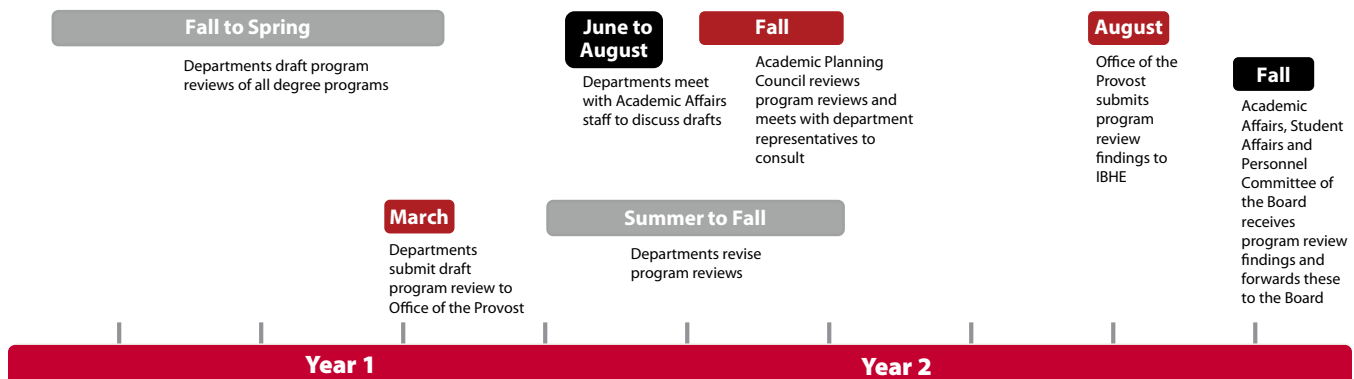


Figure 4-1 Two-year timeline for program review

typical two-year timeline for program review.

The **program review process** provides an opportunity to examine the program inputs, outputs, and outcomes and identifies areas for program improvement and future plans as described in our **Guidelines for Review of Instructional Programs**. Departments/schools use standard institutional data as well as program-specific data to document and reflect on program strengths, areas for improvement, and plans for the future. Programs must also provide analysis of benchmark comparisons of four program-identified indicators as well as baseline data and targets for the next review. Every year the Academic Planning Council provides input into the implementation of the program review process and the criteria specified in the guidelines.

Programs must provide a description of major actions taken since the last review, including changes in instructional resources, practices, and curriculum; the program review document adheres to **standard guidelines**. Following an administrative review, written program review reports are submitted to the Academic Planning Council. The subcommittees of the Academic Planning Council conduct an in-depth peer review of programs and report their recommendations, questions, and concerns to the Academic Planning Council who discuss these with representatives from the programs, departments/schools, and colleges. The council has the discretion to ask for supplemental reports for those elements of programs that require follow-up before the next program review, and each year the coun-

Table 4-1 History of academic program review and follow-up, AY2007-2008 through AY2012-2013

Academic Year	Number of Programs Reviewed	Number of Programs Requiring Follow-Up
2007-2008	25	13
2008-2009	20	7
2009-2010	14	4
2010-2011	14	2
2011-2012	17	5
2012-2013	16	8

cil evaluates the follow-up reports that have been submitted. Results of the evaluation of academic programs since 2007 are provided in Table 4-1.

Ultimately, the program review summaries are prepared for the NIU Board of Trustees, and the findings are submitted to the IBHE. The deans use program review findings and other data to set priorities in their colleges and inform budget decisions. Priority setting is further discussed in Chapter 5. Figure 4-2 graphically presents the integration of ongoing inputs and reporting into the program review process.

In Spring 2013 the provost **charged a Program Review Process Task Force** to review best practices for program review processes, to evaluate our current program review process, and to compile a set of recommendations for the Academic Planning

Ongoing Input Process for Program Review

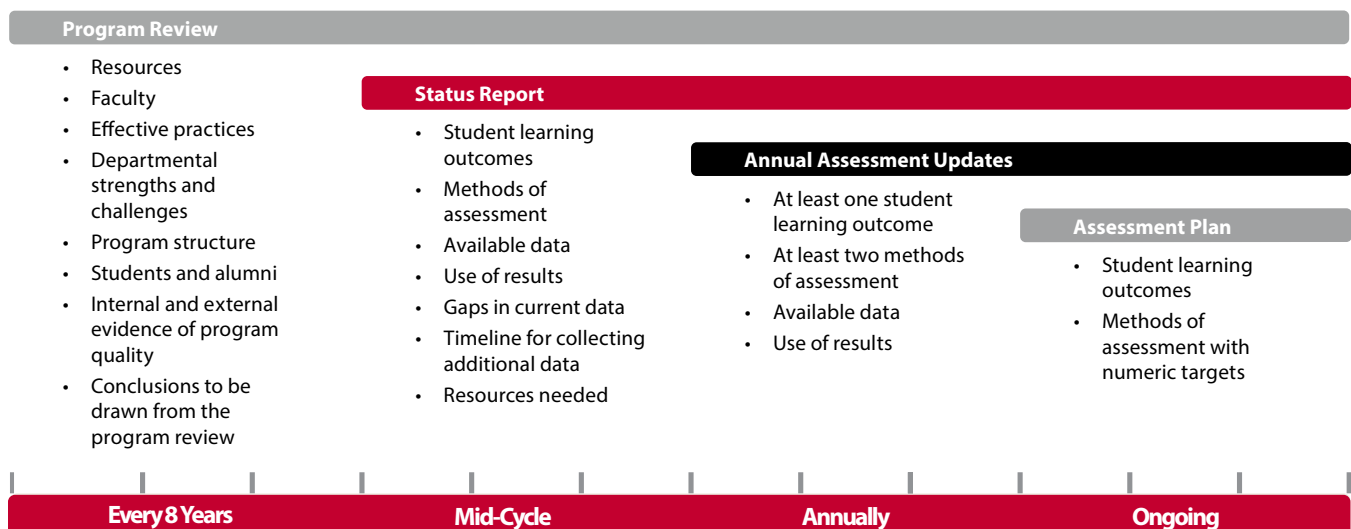


Figure 4-2 Ongoing inputs and reporting into the program review process

Council to consider for implementation beginning in Fall 2013. As they developed these recommendations, the Task Force was asked to address the effectiveness and efficiency of the process as well as the alignment of the process with institutional and other critical priorities. The recommendations of this group are found in their [meeting notes for April 15, 2013](#), and these have been submitted to the provost, the president, and the Academic Planning Council.

Additional Means of Measuring Program Quality

We engage in a number of additional processes that provide evidence of the quality of our programs and their outcomes.

Review of Assessment Plans

Based on feedback from the last HLC site visit, we have established a systematic process for documenting the implementation of assessment activities and providing formative feedback to programs. Our assessment initiatives, illustrated in Figure 4-2, feed directly into the program review process. On an annual basis, each degree program must submit a report highlighting results from two assessment methods that measure at least one of the program's student learning outcomes. The goal of the annual assessment update is to have in place a systematic process of gathering and documenting evidence of student learning and a record of using the evidence to continually improve program quality and student success. Each year the Office of Assessment Services provides formative feedback to individual degree programs and presents [summary reports](#) on the annual update process and outcomes to shared governance committees. Data from these annual updates are integral to the program review process. A standardized rubric is used to provide feedback focusing on four main areas of the assessment process: methods of assessment, student learning outcomes, data/evidence, and use of results.

Midway through the eight-year program review cycle, degree programs are required to submit to the University Assessment Panel a [status report](#) detailing the degree program's assessment activities. This report focuses on all student learning outcomes and the explicit use of student-level assessment data over a period of time to improve student learning outcomes. The University Assessment Panel, in

coordination with the Office of Assessment Services reviews each status report and provides formative feedback. This mid-cycle reporting provides an opportunity for faculty and staff in degree programs to reflect on the quality of their assessment programs and the degree to which assessment data provide evidence of student success in meeting learning outcomes. A central theme running through the coordinated annual, mid-cycle, and eight-year cycle of assessment activities is fostering the development, implementation, and use of effective assessment practices within degree programs.

Internal and External Review of Doctoral Dissertations

The presentation and defense of doctoral dissertations are the culminating scholarly activities of a research doctoral program and are, thus, rigorous public presentations undertaken only on the recommendation of the dissertation committee. Committees are constituted according to departmental, college, and Graduate School requirements and include a non-voting designee appointed by the dean of the Graduate School who receives a report from the designee on the quality and rigor of the research and the defense. This procedure is made public in the [Graduate Catalog](#). Findings from these reports are incorporated into program reviews.

We also administer a regular rotation of external dissertation reviews as part of the program review process. The dean of the Graduate School solicits samples of dissertations completed within the last five years along with the names of at least three external reviewer recommendations. The reports of the independent reviewers are submitted to the dean of the Graduate School who summarizes and distributes them to the department/school, the college, and the Division of Academic Affairs.

External Review of Doctoral Departments

Since 2009, the Division of Academic Affairs has undertaken an extensive, multi-year initiative for [external review](#) of our departments/schools that offer Ph.D. and Ed.D. degrees. The review consists of a two-day site visit by two external evaluators who review documentation, tour facilities, and meet with program constituents. Within a month of the visit, the reviewers submit their findings to the dean of the college. Initially responding to two imperatives

of the Great Journeys Strategic Plan—to preserve, strengthen, and extend our teaching and learning environment and to make NIU an institution of “first choice” for faculty, students, and staff—the initiative reflects our dedication to a teaching and learning environment committed to graduate education and maximizing regional impact. The initiative also speaks directly to the Vision 2020 goals for regional impact, outreach, and graduate education—that graduate education and research are essential to the future vitality of the university and the region. The results of these reviews provide data that are instructive to the chair, the deans, and the provost in making decisions about, but not limited to changes in curriculum, validating existing practice, and evaluating department/school resources.

Accreditation, Licensures, and Certifications

Several programs and centers are accredited by a total of **26 specialized accreditors**, and the Division of Academic Affairs oversees all **specialized accreditations**. Units must submit to the Office of the Provost all communications with and reports to accreditors for review and approval prior to their submission. The Office of Teacher Certification is also responsible for university-wide oversight and implementation of the Council for the Accreditation of Educator Preparation (CAEP) continuing accreditation and Illinois State Board of Education (ISBE) continuing approval.

Certification and licensure requirements for professional degree candidates require students to

pass the appropriate content area licensure examinations. Between 2008 and 2012 a total of 5,984 students sat for licensure examinations in forty different fields of practice, including law, accountancy, speech-language pathology, nursing, and various teaching certifications. Overall, our pass rates meet or exceed national and/or state pass rates as noted in Appendix A.

External Advisory Committees

Many colleges and programs rely on input from **external advisory committees** to recommend curricular updates, provide opportunities for experiential learning, and provide feedback on the knowledge and skills of our graduates. There are 59 such committees, comprised of alumni, employers, and other professionals within the disciplines, and they meet at least annually to fulfill their purposes. In addition, alumni from a number of programs serve as preceptors, supervisors, and mentors for current students.

Prerequisites and Rigor

The oversight of academic programs and authority over prerequisites, course-level and programmatic rigor, and learning expectations are evidenced in the multi-level process of curricular decision-making at NIU. Departments/schools, colleges, and governing councils all play a role in developing and maintaining rigorous programs of study. Processes regarding curricular changes are documented in

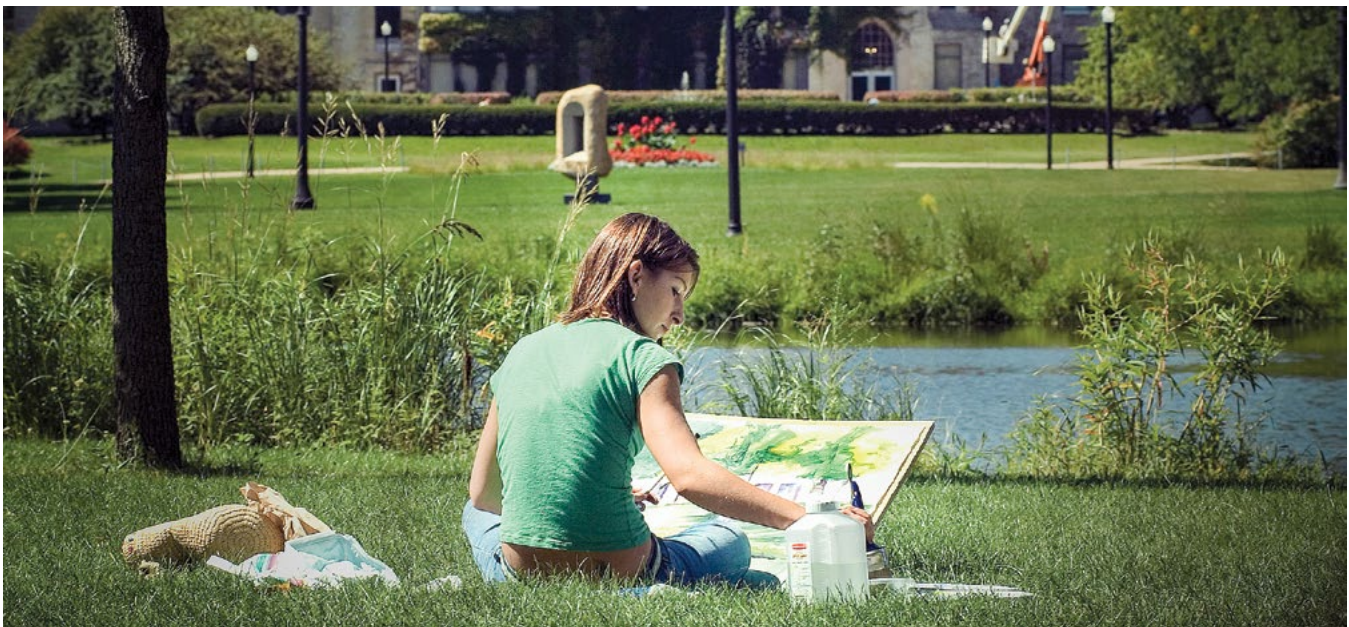


Table 4-2 Sample curricular processes and meeting minutes

UG/GR	Course or Policy	Title	Department/School	Change	College Minutes	CUC/GCCC Minutes	UCC/GC Minutes
UG	FCNS303	Hospitality Law	Family, Consumer, and Nutrition Sciences	Course Addition	Health and Human Sciences #6 (10-12-12)	CUC #3 (11-8-12)	UCC #193 (12-6-12)
UG	KNPE336	Fitness Education	Kinesiology and Physical Education	Course Deletion	Education #4 (10-12-12)	CUC #3 (11-8-12)	UCC #193 (12-6-12)
UG	GPA Calculation	Department Requirements	Mechanical Engineering	Policy Change	Engineering & Engineering Technology #2 (10-1-12)	CUC #3 (11-8-12)	UCC #193 (12-6-12)
GR	GEOG736	Geography and Film	Geography	Course Addition	Liberal Arts & Sciences #11 (5-2-12)	GCCC #1 (11-8-12)	GC #604 (11-5-12)

the relevant section of the [Academic Policies and Procedures Manual \(APPM\)](#). Course and program changes, including new courses, prerequisites, and corequisites, are initiated at the department/school level and are considered for approval through [college curriculum committees](#) whose actions are forwarded to relevant governing councils. The [Committee on the Undergraduate Curriculum](#) reviews curricular actions from college curriculum committees and reviews proposed new programs of undergraduate study, making recommendations to the [Undergraduate Coordinating Council](#). The [Graduate Council Curriculum Committee](#) provides similar oversight for graduate courses and programs and makes its recommendations to the [Graduate Council](#). Evidence of adherence to these policies can be found in various curriculum committee minutes, samples of which are presented in Table 4-2.

The *APPM* provides a simple [checklist for new course proposals](#) as well as [detailed operating procedures for new curricular items](#). Maintenance of rigor for individual courses is conducted through the curricular process, which requires all new course submissions to include a draft syllabus that includes student learning outcomes. A recently approved [syllabus policy](#) requires the distribution of a syllabus for each class, and syllabi are submitted in our course activity documentation system. Minutes from Spring 2013 meetings of the [Undergraduate Coordinating Council](#) and the [Graduate Council](#) demonstrate the shared governance approval of this policy. Highlights of the policy are included in the [April issue of Faculty Matters](#).

Any curricular changes, once approved, are incorporated into the online student information system,

MyNIU, and the undergraduate and graduate catalogs based on a standard publication schedule.

MyNIU enforces prerequisites and corequisites through the registration process. Program substitutions and waivers are controlled by departments/schools; college-level substitutions and waivers are controlled by college offices; and university substitutions and waivers are controlled by the vice provost (for undergraduate students) or the dean of the Graduate School (for graduate students). While the majority of program requirement changes are in the form of substituting a previously taken course for an NIU requirement, mechanisms are also in place for limited granting of [credit by examination](#), [proficiency credit](#), and [military experience credit](#).

Transfer Policies and Processes

Undergraduate

We follow the best practices of accreditation commissions and state agencies when accepting transfer credit into undergraduate degree programs. We participate in the [Illinois Articulation Initiative](#)—one example of an efficient institutional practice for evaluating transfer from Illinois community colleges. Sixty percent of transfer credit to NIU comes directly from Illinois community colleges. We also accept [transfer credit](#) from post-secondary institutions, with departments maintaining oversight of specific course equivalencies. Policies governing proficiency credit for undergraduate students are provided in the *APPM*. Provisions and rules explaining the acceptance of credit, transfer grades, repeated courses,

concurrent enrollment, and senior standing can be found in the [Undergraduate Catalog](#). We also support the student transfer process in other ways:

- [MyNIU](#), our academic information system, provides students access to their academic records where any transfer credit is clearly identified
- The [Transfer Center](#) provides a full range of advisory services for current and prospective students and maintains a robust [FAQs page](#) specific to transfer credit. This department is also responsible for coordinating course articulations with individual departments, and their website posts [community college articulation information](#)
- We adopt the [transfer credit practices](#) established by the American Association of Collegiate Registrars and Admissions Officers as a guide for interpreting the transferability of courses from other institutions

As part of our commitment to the region and to broad academic access, we admit a large number of students who have completed general education requirements at an Illinois community college participating in the [Illinois Articulation Initiative](#). Students entering with an Associate in Arts or an Associate in Science degree from one of these institutions are enrolled as juniors with all general education requirements completed. Approximately 1,000 new students are admitted annually through this agreement.

Once a student confirms attendance at NIU, a transcript credit evaluation report is completed by the Office of Admissions and made available to the student on MyNIU; this evaluation report is one tool used as a guide for advisement and course selection. Prospective transfer students from community colleges participating in the Illinois Articulation Initiative can search the [articulation tables](#) to identify community college courses that will maximize the number of transferable credits within their majors. All students can also review the NIU [Four Year Degree Paths](#) to see sample programs of study for every undergraduate degree. The [B.A. in Philosophy degree path](#) exemplifies the utility of the degree path tool, including extensive use of the success markers function.

In addition, a small number of select programs offer proficiency credit for prior course work completed in applied associate degree programs:

- The [R.N. to B.S. in Nursing](#)
- The [B.S. in Applied Management](#)
- The [B.S. in Technology](#) with the emphasis in

Industrial Management and Technology

- The [B.G.S. in Health and Human Sciences](#)

Graduate

The Graduate Council is the governing body responsible for oversight of graduate curricula, from admission through graduation. As at the undergraduate level, graduate curricular change begins locally, with departments/schools and programs initiating change that then must be approved at the college level and by the Graduate Council Curriculum Committee, ultimately gaining approval by the Graduate Council.

The Graduate School publishes its policy on [transfer credits](#) in the *Graduate Catalog*. While the Graduate School limits the number of credit hours that can be transferred into any degree program, it is the responsibility of individual departments to review and approve any transfer course work that may be accepted for credit toward a graduate degree at NIU. In 2012 the Graduate Council approved a new grading scale for graduate course work that includes plus/minus grades. Since that time, the minimum earned grade required for transfer credit is a B- for each course with an overall GPA of 3.0 or better. Ultimately, transfer credit is considered to be accepted toward meeting degree requirements only at the time a student is cleared to graduate from the program.

College of Law

The curriculum committee in the College of Law is responsible for considering and making recommendations to the faculty regarding all matters relating to educational policy, courses, curriculum, and all other aspects of the law educational program. In making transfer decisions, the College of Law follows a policy that requires that students accepted for [transfer into the second year of the program](#) will have successfully completed the first year at an American Bar Association accredited institution, following [ABA Standards on Legal Education](#). In all cases, the dean of students in the college meets with prospective transfer students to assess course units for transfer with the expectation that only the first year (25-32 credits) will transfer and that no credits will be accepted beyond the first-year foundation courses.

Table 4-3 Baccalaureate Alumni Survey results by graduation year, 2009-2011

* Percentage based on number of respondents answering this question.

Survey Items	2009	2010	2011
Number of Respondents	1,231	1,310	1,047
Percent Employed	79 (n=945)	76 (n=998)	77 (n=823)
Salary in US \$ - Interquartile Range (25 percentile – 75 percentile)	20,000-45,000	22,000-44,000	20,000-45,000
Of Those Employed: Employed within Nine Months of Graduation (percent)*	87 (n=523)	80 (n=489)	89 (n=462)
Job Satisfaction (percent)*	86 (n=806)	88 (n=861)	88 (n=715)
Job Related to Degree (percent)*	70 (n=662)	74 (n=726)	71 (n=583)
Degree Prepared Me for Work (percent)*	89 (n=824)	90 (n=869)	87 (n=707)

Post-Baccalaureate Measures of Student Success

We track a number of indicators of post-baccalaureate student success, both in career orientation and in further study. Primary among them are alumni surveys, which provide university data as well as select program specific data. Surveys also provide us with information about alumni employment as noted in Tables 4-3 and 4-4. [Payscale.com](#) recently identified NIU in the top third nationally and in the state for return on investment in a comparative study of graduates' salaries. [Affordable Colleges Online](#) noted in July 2013 that NIU offered the third-best return on investment among all public universities in the state, and ranked 10th overall when private institutions were included.

Alumni Surveys

We value feedback from our alumni about how graduates assess their experiences at NIU and how they reflect on the connection between their experiences at the university and their current experiences. [Alumni survey data](#) are reported annually by the Office of Assessment Services and are available through secure login for faculty, staff, and administrators. These data are incorporated into program review and other assessment initiatives. NIU is recognized across the state for our high overall return rate for these surveys (30 percent), and we are frequently consulted by other institutions for advice on return-rate improvement.

Each year we survey all baccalaureate and graduate student graduates one year after graduation. Surveys include a set of institutional questions, but individual departments may also elect to include program-specific questions in these surveys. By examining [trends in employment via the alumni survey](#) we note that

Table 4-4 Graduate Alumni Survey results by graduation year, 2009-2011

* Percentage based on number of respondents answering this question.

Survey Items	2009	2010	2011
Number of Respondents	546	607	564
Percent Employed	87 (n=476)	90 (n=544)	91 (n=516)
Salary in US \$ - Interquartile Range (25 percentile – 75 percentile)	42,000-70,500	42,000-65,000	42,000-75,000
Of Those Employed: Employed within Nine Months of Graduation (percent)*	90 (n=139)	93 (n=489)	93 (n=142)
Job Satisfaction (percent)*	95 (n=449)	95 (n=861)	94 (n=477)
Job Related to Degree (percent)*	94 (n=446)	94 (n=726)	94 (n=480)
Degree Prepared Me for Work (percent)*	95 (n=446)	95 (n=869)	94 (n=477)

Table 4-5 Alumni Survey trend analysis, 2009-2011 off-campus (regional site) baccalaureates

The first two items are based on a 1-6 rating scale with 1=strongly negative, 6=strongly positive; the remaining items are based on a 1-5 rating scale with 1=never and 5=very often.

Survey Items	2009	2010	2011
Attitude Toward Degree Major*	5.09 (1.01) n=78	5.12 (.70) n=59	5.13 (.89) n=54
Attitude Toward NIU*	5.21 (.67) n=78	5.10 (.71) n=59	5.24 (.80) n=54
Faculty's Availability	4.21 (.65) n=78	3.95 (.83) n=58	4.20 (.79) n=54
Faculty's Thoroughness with Course Material	4.21 (.61) n=78	4.00 (.72) n=59	4.28 (.71) n=54
Faculty's Expectations for High-Quality Work	4.40 (.63) n=78	4.22 (.72) n=59	4.19 (.78) n=54
Timely Feedback from Faculty	4.24 (.72) n=78	3.90 (.94) n=59	4.20 (.81) n=54
Faculty's Use of Appropriate Teaching Activities	4.19 (.76) n=78	4.03 (.83) n=59	4.30 (.69) n=54
Facilities and Equipment	4.06 (.86) n=78	4.05 (.99) n=59	4.22 (.79) n=54
Academic Advising	4.04 (.83) n=77	4.02 (.90) n=59	4.13 (.91) n=54
Availability of Required Courses	4.27 (.73) n=78	4.10 (.76) n=59	4.30 (.82) n=53

alumni are particularly well served in the job market. Results from the 2009, 2010, and 2011 baccalaureate students are presented in Table 4-3 and for graduate students in Table 4-4. Our results demonstrate that, overall, undergraduate and graduate programs succeed in preparing graduates for the workforce, and graduates show a high degree of satisfaction with their undergraduate experience, recognizing to a particularly high degree the relationship of their degree to job preparedness, particularly with respect to the following questions from the alumni survey:

- How satisfied are you with your current job?
- How closely related is your current job to your bachelor's/graduate degree major?
- In general, how well did your bachelor's/graduate degree prepare you for your present job?

In addition to data from alumni surveys, undergraduate learning outcomes are assessed at the department/school and university level using various standardized measures including those required for the [Voluntary System of Accountability](#) and the Collegiate Learning Assessment. In Fall 2013, we moved from use of the Collegiate Learning Assessment to use of the AAC&U VALUE rubrics for critical thinking and written communication. To assess student perceptions of their learning experiences, we also administer the National Survey of Student

Engagement (NSSE) every three years. Results of the CLA and NSSE assessments are discussed in [Core Component 4.B](#).

College of Law Program

The College of Law surveys its graduates with respect to employment only, and these results, along with the results of Illinois Bar examinations are discussed in [Core Component 4.B](#).

Off-Campus Trends

The Division of Outreach, Engagement, and Information Technologies regularly surveys students in [programs for which it provides support](#). Results from 2009-2011, presented in Table 4-5, indicate that students maintain overall positive attitudes toward NIU and the delivery of off-campus course work.

In addition, a report based on alumni survey data presents trends in satisfaction from students who completed their degrees primarily on-campus and from those who completed them primarily off-campus from 2005 to 2009. Results here are particularly positive for both groups. Figure 4-3 presents alumni survey satisfaction data on the willingness of alumni to recommend NIU, the perceptions that faculty had high expectations of the students, and that the edu-

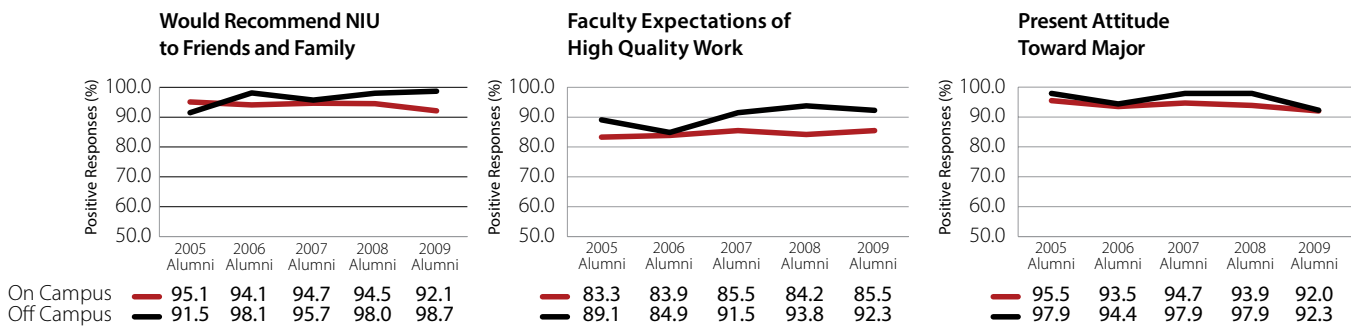


Figure 4-3 Alumni Survey satisfaction data, 2005-2009

educational experience engendered positive attitudes toward the major.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

We have a long history of supporting processes to demonstrate that students achieve learning outcomes. The Division of Academic Affairs houses the Office of Assessment Services, which coordinates, supports, and engages campus units in best practices in assessment. The campus commitment to assessment is also seen in campus participation in a variety of endeavors:

- The **Campus Assessment Network** enables interested individuals across campus to share assessment information and tools to increase

An article in [Assessment Update](#) outlines the work of the NIU Student Advisory Council on Learning Outcomes as a model and encouragement to engage students in conversations about teaching and learning.

effectiveness in our assessment practices, to develop a shared culture and common messages of assessment, and to better engage and support the broader NIU community in their assessment needs

- The **Student Advisory Council on Learning Outcomes** provides students a voice in the assessment process. A student initiative, this advisory group has made curricular recommendations to the vice provost, the college councils, and the General Education Committee; endorsed the integration of e-portfolios into the first-year composition curriculum; and presented at local and regional assessment conferences
- **Toolkit**, the newsletter for assessment was published for 10 years to provide nuts-and-bolts information to engage the campus on initiatives, best practice, and events; the final issue was published in Spring 2012
- Evidence of **scholarship from NIU faculty** focusing on assessment has appeared in the fields of art, business, education, engineering, and English
- In its **Assessing the Assessor project**, the Office of Assessment Services has begun to internally assess its functions and the projects that it administers
- A recent campus-wide inventory indicates that over 100 campus units and over 150 individuals are actively involved in assessment as part of their regular administrative and/or service commitment

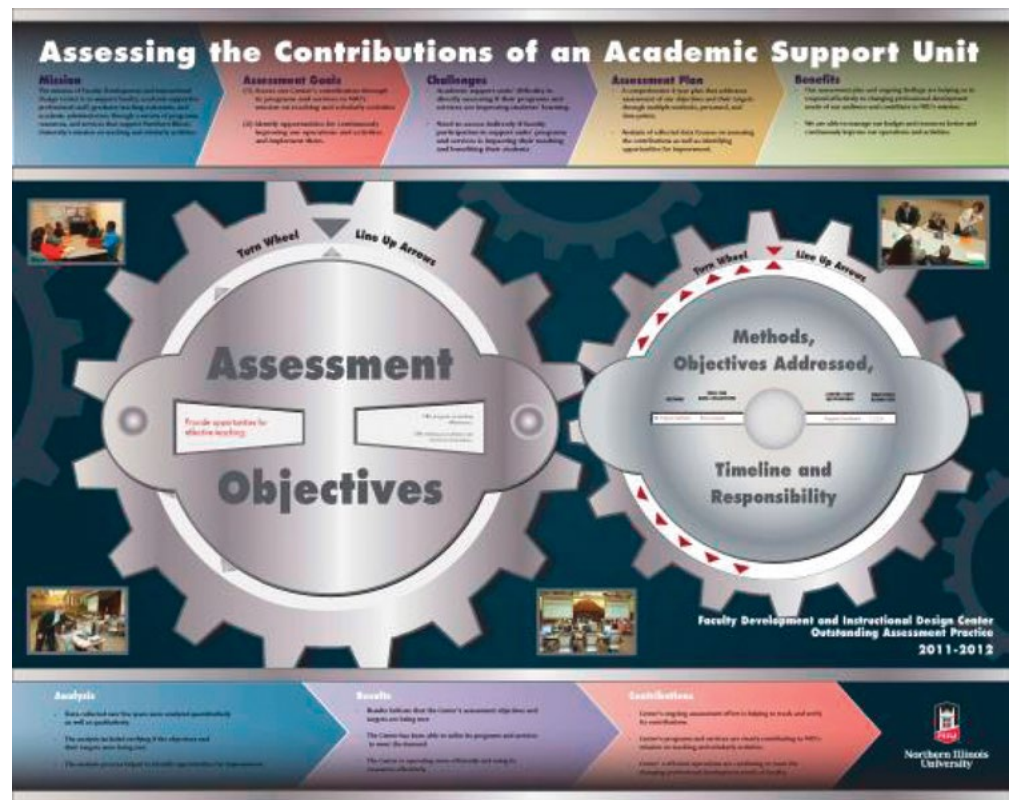
We demonstrate our core value of supporting student success through academic and co-curricular programming. **Baccalaureate learning outcomes, general education learning goals, graduate learning expectations**, and program-specific learning outcomes all address academic success. Academic and student support units have outcomes on

co-curricular program effectiveness and student learning:

- The **Orientation and First-Year Experience** offices provide a summary of survey responses that include satisfaction with the orientation event including advising, registration training, and college-specific information
- The **LGBT Resource Center** Annual Report for FY2012 includes outcomes for recruiting and training center volunteers and Ally program trainees—opportunities for students to develop critical awareness and thinking skills and develop avenues for civic engagement
- In their annual report for FY2012, Campus Child Care reported on their work on a five-year priority to develop and implement a mentoring program for student employees who are majoring in education or a field in which they will work with children and families, including the development of training tools. Another priority was the development of a parent involvement and parent education initiative

Our processes and methodologies to assess student learning reflect effective practice. As noted in **Core Component 4.A**, the robust system of assessment leading up to program review is one way that assessment measures are intentionally linked to goals for student learning. Annual assessment updates compel program administrators to be mindful of programmatic student learning outcomes. Best practice is accomplished through campus-wide modeling, showcasing, faculty development, and resource utilization:

- The Office of Assessment Services' **Assessment Manual** provides a model for assessment plans



Sample poster from 2011-2012 Assessment Expo

and status reports

- Various national assessment experts have presented on **different topics related to good assessment practices** to NIU faculty and staff members, and copies of the presentation materials are posted on the Office of Assessment Services website
- The **Sixth Annual Assessment Expo** in 2013 focused on the theme, Using Assessment Results to Improve Student Learning, and showcased the assessment efforts of 10 units

Units across campus set expectations for assessing learning, developing electronically shared sites for data and report storage, demonstrating exemplary assessment practices, and creating a culture of assessment on the campus. Faculty and staff are mentored and guided in ways to improve their effectiveness as educators and to develop appropriate measures of student learning. Assessment practices are well integrated at the program level; for example:

- Faculty in health sciences programs regularly assess the quality of clinical sites, clinical experiences, and preceptors as part of their accreditation requirements

Table 4-6 Percent of academic programs meeting the criteria for each annual assessment update area for AY 2008-2009 through AY 2011-2012

Source: 2011 *Assessment Update Report*

AY	Percent of Programs Meeting Criteria				
	Compliance	Methods	Learning Outcomes	Evidence	Use of Results
2008-2009	100	58	63	78	82
2009-2010	100	71	78	86	93
2010-2011	100	72	79	90	92
2011-2012	100	70	80	86	83

- Related to their accreditation, the College of Business has an **Assurance of Learning** team that helps ensure that learners benefit in intended ways, and assessment helps start the dialogue to stay on track if learning outcomes are not at an expected level
- As a culminating academic event, all College of Engineering and Engineering Technology students must complete a **senior design project**, which is assessed by program participants, student peers, faculty, and industry partners

Program Assessment Processes and Outcomes

Our program assessment processes and outcomes have matured over the last decade. All departmental **assessment plans** include **student learning out-**

comes, and these drive the actions and plans for curricula and for assessment. The web address for these outcomes is also included in the information section for each program in our online catalog, and a general statement in online and print catalogs refers readers to links to departmental learning outcomes. The Office of the Provost requires the submission of annual assessment updates that include explanations of how degree granting programs connect the assessment of student

Closing the feedback loop:

Undergraduate philosophy majors demonstrate their ability to present philosophical theories and arguments clearly in a 3,500-word analytical essay. After a review of student essays, the department created a set of “bookend” courses to train students explicitly and directly in analytical essay writing in the discipline.

learning outcomes to program improvements.

Annual Assessment Update

The 2011-2012 Annual **Assessment Update Report** presents the percentages of programs that have met various University Assessment Panel criteria as presented in Table 4-6. These criteria ensure that methods of assessment are relevant and appropriate, that learning outcomes are measurable and clearly stated, that evidence is summarized and stated in measurable terms, and that results are used to close the assessment loop. As an example, a number of departments use portfolios and other measures for undergraduate and graduate learning outcomes assessment. In addition, the dean of the Graduate School uses this information to assess and report on the aggregate assessment results of our graduate programs. An **interactive methods matrix** for assessment, searchable by method or by program, is hosted on the Office of Assessment Services Web page.

Staff in the Office of Assessment Services provide formative feedback on each degree program using a rubric approved by the University Assessment Panel. In addition to this annual feedback, rubric scores, suggestions, and comments are entered in a tracking database in Blackboard that presents the most recent three years of information. This trend analysis allows for in-depth discussions among

Closing the feedback loop:

Graduate student candidacy exam data from the Department of Educational Technology, Research, and Assessment indicated a gap in students' ability to use theory to frame their research. The department has revised a required theory course for all doctoral students in their program.

degree programs, college offices, and the Office of Assessment Services in closing the feedback loop and providing for continued improvement.

In programs across the university, stated program assessment criteria have been consistently met, indicating that a majority of programs are performing at a satisfactory level. However, despite this improvement there is still progress to be made within each of the individual programs. For example, between AY2008-2009 and AY2011-2012, 70 percent of the academic programs were meeting all criteria for appropriate and relevant methods, and 80 percent were meeting all criteria that learning outcomes be clear and measurable.

The College of Law meets the criteria for accreditation set by the American Bar Association and holds membership in the American Association of Law Schools. Bar examination rates and job placement statistics are the two principal measures of success used by the College of Law. In order to achieve these primary objectives, students must acquire and develop specific knowledge and skills.

Beginning in AY2012-2013, the College of Law faculty implemented a number of measures to address student preparedness and continuing success in the three-year program, including GPA monitoring, study skills, and greater participation in their [Academic Success Program](#).

College of Law alumni self report their employment placement, and all graduates are contacted directly to determine employment status. Over the last several years, the college has met or exceeded the nine-month National Association for Law Placement average for employment or advanced degree programs. The college posts on its website employment reports from both the [National Association for Law Placement](#) and the [American Bar Association](#). Information about [Illinois State Bar examination pass rates](#) is also posted on the college website and found in the university accreditation licensure pass rate table. The college has been lauded for the fact that an unusually high number of graduates seek employment in the public sector, primarily in State's Attorneys' and Public Defenders' offices. The college's strategic plan lists some of the initiatives the college is undertaking to enhance graduate placement and success.

General Education

The [General Education Committee](#) is responsible for the oversight of the general education program. The committee's work each year is largely concerned with a comprehensive review of course submissions for initial or continued approval, evaluating courses for their consistency with the general education goals and for the strength and appropriateness of their assessment processes. As noted elsewhere in this report, the documentation of general education assessment was a concern in the last HLC accreditation visit, and we have been working to improve our process and reporting in this area. Detailed discussion of general education assessment outcomes, processes, and challenges is presented in the Introduction and Chapter 3.

Voluntary System of Accountability

We participate in the [Voluntary System of Accountability \(VSA\)](#), a nationally-recognized and APLU-approved initiative designed to provide greater accountability by public institutions. As part of the VSA requirement, we update a standardized website, [College Portrait](#), which provides a public venue to present a broad range of information about NIU, including student learning outcomes and student experiences.

In order to gauge our impact on undergraduate critical thinking, analytic reasoning, and written communication skills and student learning, we have used the [Collegiate Learning Assessment \(CLA\)](#), a VSA-approved online student assessment. This online essay-based test challenges students to develop well-crafted responses to various prompts. Using convenience sampling, we recruited 99 freshmen enrolled in UNIV101: University Experience in Fall 2011 and 63 seniors from various majors in Spring 2012, and we administered the CLA to each group. We administered the CLA again in Fall 2012 and Spring 2013 to similarly recruited participants.

In interpreting CLA results, the expected performance of seniors is calculated based on their initial admission ACT score and the mean CLA performance of NIU freshmen. Results from the AY2011-2012 administration of the CLA indicate that our calculated performance level was in the near expected range for all areas tested, and our students performed as well as those from many comparison institutions, particularly in analytic writing. Table 4-7 presents CLA results for AY2011-2012, and Table

Table 4-7 Value-added estimate results of CLA administration, AY2011-2012

Source: Collegiate Learning Assessment Report

CLA Task	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower	Confidence Interval Upper	Expected Mean CLA Score
Total CLA Score	Near	-0.53	25	-1.04	-0.02	1,174
Performance Task	Near	-0.16	40	-0.73	0.41	1,182
Analytical Writing Task	Near	0.96	13	-1.59	-0.33	1,168
Make-an-Argument	Near	0.69	21	-1.42	0.04	1,146
Critique-an-Argument	Near	0.93	12	-1.54	-0.32	1,186

4-8 presents results for AY2012-2013. Overall, the value NIU added to students' writing and critical thinking skills was similar to comparison institutions; however, these results were more robust in the AY2011-2012 administration. CLA results are posted online for public perusal in the [College Portrait](#).

As part of our VSA reporting, we participate in the [National Survey of Student Engagement \(NSSE\)](#) in an effort to better understand our students' experiences of and desire for engagement opportunities. In Spring 2009, we surveyed 1,127 first-year and senior students and in Spring 2012, 1,239 first-year and senior students. Comparative results demonstrate that our students continue to feel challenged in their classes, have positive interactions with their faculty, and by their senior year, 48 percent of students participate in some form of practicum, internship, or field experience. The [2012 NSSE Executive Snapshot for 2012](#) is posted on our website.

Division of Student Affairs and Enrollment Management

The Division of Student Affairs and Enrollment Management, as part of its [annual planning process](#), incorporates learning outcomes from their strategic plans and the NIU Baccalaureate Goals into their planning worksheet. Departments report their progress on meeting the specified outcomes/goals in both annual reports submitted to the division and five-year assessment summary reports submitted to the University Assessment Panel. In the future, the goal of the division is to help identify and strengthen departmental assessments of student learning and focus assessment efforts on identifying more direct measures of student learning and to more fully assess their initiatives using longitudinal data.

Core Component 4.C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates

Table 4-8 Value-added estimate results of CLA administration, AY2012-2013

Source: Collegiate Learning Assessment Report

CLA Task	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower	Confidence Interval Upper	Expected Mean CLA Score
Total CLA Score	Near	-0.41	32	-1.04	0.22	1,153
Performance Task	Near	-0.90	17	-1.67	-0.13	1,147
Analytical Writing Task	Near	0.28	62	-0.44	1.00	1,156
Make-an-Argument	Near	0.25	59	-0.54	1.04	1,139
Critique-an-Argument	Near	0.04	49	-0.69	0.77	1,170

in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

We have set goals for student persistence and completion at both graduate and undergraduate levels as discussed below.

Through a number of reporting mechanisms, both in the Division of Academic Affairs and in the Division of Student Affairs and Enrollment Management, we analyze the effectiveness of our student retention and completion initiatives to enhance the NIU student experience. The annual *Data Book* presents data on retention, and the Office of Financial and Institutional Research prepares state and federal mandated reports on retention and graduation rates

The [NIU College Portrait](#) presents Fall 2012 data on applications, admissions, and enrollment for undergraduate and graduate students, presenting a standardized picture to prospective and current students.

Vision 2020 conceives of enrollment growth as essential to institutional viability. To that end, resources have been committed to extensive recruiting efforts, and these are more fully discussed in Chapter 5.

Goals and Mechanisms for Student Success

The retention of students at NIU and their persistence to degree completion is crucial to the sustainability of our university. Strategic recruitment is a key variable in the retention of qualified students both on campus and off. We consider best practice in student retention to include



transparent degree progress information and early warning systems that address at-risk students, providing early intervention and removing barriers to degree completion. The Enrollment Management Council—made up of the president, the provost, the chief of operations, the vice provost, five vice presidents, two deans, and three directors—has met regularly since FY2012 to provide advice on a variety of enrollment-related topics.

Recruitment

A number of units are responsible for building relationships with and among prospective students, current students, faculty and staff, and the communi-

Table 4-9 Enrollment targets and realizations (undergraduate and graduate), 2011-2013

	Fall 2011	Fall 2012	Fall 2013
New Freshmen			
Vision 2020	2,800	2,850	2,900
Actual	2,590	2,664	2,679
Percent Difference Target vs Actual	-7.5	-6.5	-7.6
New Transfer			
Vision 2020	2,350	2,350	2,350
Actual	2,134	1,913	1,881
Percent Difference Target vs Actual	-9.2	-18.6	-20.0
Continuing Undergraduate			
Vision 2020	12,500	12,625	12,814
Actual	12,582	11,975	11,254
Percent Difference Target vs Actual	+0.7	-5.1	-12.2
Total Undergraduate			
Vision 2020	17,650	17,825	18,064
Actual	17,306	16,552	15,814
Percent Difference Target vs Actual	-1.9	-7.1	-12.5
Graduate			
Vision 2020	5,795	5,905	6,040
Actual	5,365	4,984	5,020
Percent Difference Target vs Actual	-7.4	-15.6	-16.9
Law			
Vision 2020	323	321	307
Actual	319	333	304
Percent Difference Target vs Actual	-1.2	+3.7	-1.0
Total			
Vision 2020	23,768	24,051	24,411
Actual	22,990	21,869	21,138
Percent Difference Target vs Actual	-3.3	-9.1	-13.4

ty to provide students the best prospects for success:

- The **Office of Admissions** provides resources and information for undergraduate, graduate, law, international, off-campus, and non-credit students
- A number of **diversity resources** on campus work in partnership with the campus and the community to recruit and retain on-campus and off-campus students at all levels
- Vision 2020 plans include targeted recruitment of typically underserved students
- The **Student Financial Aid Office** offers the Huskie Advantage and the NIU Success Grant, both institutional grant programs aimed at providing assistance to lower-middle-income students

Table 4-9 presents our Vision 2020 enrollment targets and realizations. A number of market factors are affecting NIU enrollment numbers, and our original aspirations for growth through to 2015 will have to be revisited. However, demographic trends for specific populations have implications for recruitment and retention, and they open opportunities for NIU, which embraces diversity in academic and support services.

Recruiting efforts in FY2013 have been overseen by the Division of Student Affairs and Enrollment Management with additional funding from Vision 2020. While we have not met our Fall targets for either 2011, 2012, or 2013, recruitment efforts have resulted in increased targeted applications and admissions. For example, targeted recruiting of Latino students has resulted in substantially increased applications and admissions, but without concomitant increases in freshman enrollments (an average yield of 24.4 percent). However, as illustrated in Table 4-10, the trend for Latino transfer student yield has been much more positive with an average of 54.4 percent.

This is an area of ongoing challenge, and the division is hopeful that financial aid leveraging initiatives might positively change the trend to increase the transition of Latino applicants to enrollees. The division also engages in recruitment initiatives at Chicago area high schools and community colleges, focusing on recruiting students from various underrepresented groups.

Table 4-10 Application and enrollment data for Latino students, 2008-2012

* Yield is calculated as number enrolled divided by number admitted.

Year	Student	Applied	Admitted	Confirmed	Enrolled	Percent Yield
2008	Freshman	1,734	927	281	239	25.8
	Transfer	432	304	219	166	54.6
2009	Freshman	2,348	1,216	409	327	26.9
	Transfer	474	338	265	195	57.7
2010	Freshman	3,031	1,523	435	339	22.3
	Transfer	628	469	341	246	52.5
2011	Freshman	3,295	1,636	495	412	25.2
	Transfer	582	431	328	246	57.1
2012	Freshman	3,916	1,970	493	380	19.3
	Transfer	653	459	339	228	49.7

Retention

Student retention initiatives fall under the purview of the vice provost, with the Division of Student Affairs and Enrollment Management complementing these initiatives and supporting the Vision 2020 strategic plan. The Academic Advising Center, the Office of Student Academic Success, and the Office of Student Engagement and Experiential Learning also support our strategic priority to improve student persistence resulting in stronger retention, persistence, and graduation rates. The Enrollment Management Strategic Plan presents three outcomes: to enhance retention activities, to create a culture of retention, and to enhance off-campus student initiatives. These goals are consistent with those of the Vision 2020 Strategic Plan—focusing on improving the student-centered culture at NIU through enhanced academic and administrative support.

The current status of student retention is found in Figure 4-4, showing a 70 percent retention rate from year 1 to year 2 and a 58 percent retention rate into the junior year. Our Vision 2020 targets are to have a first-year retention rate of 78 percent in 2014 and 80 percent by 2016. We continue to strive to improve student retention and meet the goals set with Vision 2020.

A diversity of initiatives for connecting with and supporting students have been undertaken to increase student success and satisfaction and improve our retention rates, some of which we introduce here:

- **MAP-Works** is a survey based tool that helps students establish roots and develop positive habits for academic success, and an **early alert and referral system** allows faculty to help identify students who may need additional support to successfully complete their course requirements.

In Fall 2011, over 1,600 students were identified from 201 course sections for early alert. On average, each fall close to 600 students and each spring about 350 students are identified and provided support

- First-year student programs, transfer orientations and advising, TA orientations, and international student orientations coordinate many incoming students' initial experiences with NIU and our constituents, often bridging curricular and co-curricular offerings
- **Student-Athlete Academic Support Services** monitors academic progress for student athletes and provides resources and programming focusing on academic success
- Programs geared toward **military students** and other **students who are nontraditional** provide opportunities for advice, advocacy,

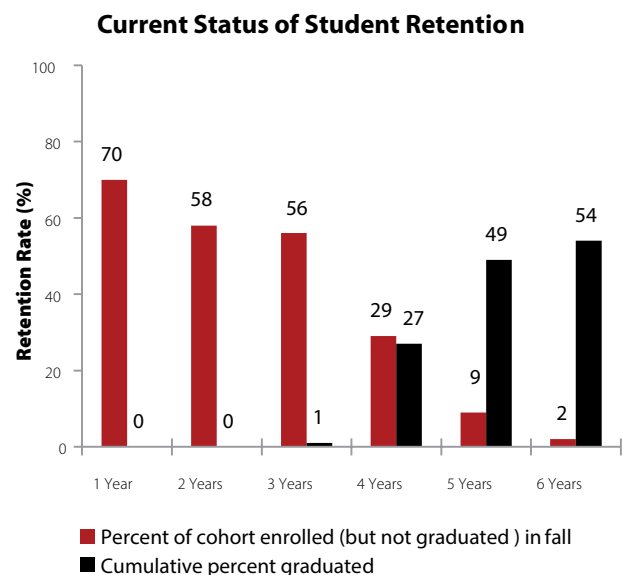


Figure 4-4 Retention and graduation rates, Fall 2012

Table 4-11 Undergraduate student financial aid, FY2008-FY2012

Source: Illinois Board of Higher Education Student Financial Aid Survey (The number of recipients was estimated for FY 2009)

FY	Grants, Scholarships, and Other Gifts		Loans		Employment		Total Financial Aid		
	Recipients	Award per Recipient	Recipients	Award per Recipient	Recipients	Award per Recipient	Recipients	Award per Recipient	Percent of UG Recipients
2008	8,526	6,428	11,018	8,315	3,705	2,209	14,145	10,930	76.7
2009	8,992	6,085	11,660	8,910	3,797	2,209	13,985	11,940	76.5
2010	9,494	7,219	12,465	9,127	3,708	2,496	14,750	12,987	82.5
2011	10,406	7,632	12,683	9,226	3,736	2,610	15,026	13,721	86.8
2012	11,058	7,618	12,407	9,436	3,786	2,618	14,918	14,159	90.1

and community building

- The Orientation and First-Year Experience Office conducted a study of the sophomore experience, and based on the results have found the need to address opportunities to more successfully meet sophomore student needs for a sense of community and engagement
- The [GA Experience initiative](#) provides resources and professional development workshops and has also identified six Graduate Assistant Competencies: Leadership, Administration, Programming, Communication, Professional Identity, and Diversity/Inclusion
- The [Academic Success Program](#) in the College of Law supports selected students in small group peer tutorial sessions focusing on specific learning and studying skills for substantive-first-year courses
- A new Blackboard course management feature—the [retention center](#)—allows instructors to use data visualization and pre-configured rules for identifying at-risk students in a course

Student financial aid plays a critical role in recruitment and retention. The vast majority of our undergraduate students rely on some form of financial aid. The data in Table 4-11 show an increase in all categories of aid, with over 90 percent of undergraduates receiving some form of aid in FY2012. Along with this increase in recipients comes a nearly 30 percent increase in average award per recipient from FY2008-FY2012.

Persistence and Completion

We have both long-established and newly-imple-

mented initiatives that focus on guiding students toward timely graduation, and we provide the following as examples:

- The [Four Year Degree Path website](#) guides current and prospective students in understanding what is expected of them in order to earn a specific degree in a timely manner
- The [MyNIU To-Do lists](#) allow students to keep track of current course schedules and to consider course options and the implications of a change in major on their plan of study and progress toward graduation
- [UNIV 101 and UNIV 201](#) are elective one-credit courses that help new students adjust to NIU and develop the skills necessary to succeed in college and beyond. In Fall 2012, over half of our incoming freshmen (55.5 percent) enrolled in a UNIV 101 course; 121 transfer students (6.3 percent) enrolled in UNIV 201, designed to support new transfer students. With an average class size of 18 students, these 12 week classes foster close student and faculty interaction and mentoring. Many sections have a volunteer upper-division peer instructor or a graduate student leader
- [Huskie Re-Connect](#) works to bring back students who have left NIU in good standing prior to graduation
- [Student success specialists](#) in the Office of Student Academic Success connect students to university resources and services to help them navigate university policies and community connections, fostering persistence to graduation
- Alternative course delivery modes serve nontraditional students with creative scheduling and

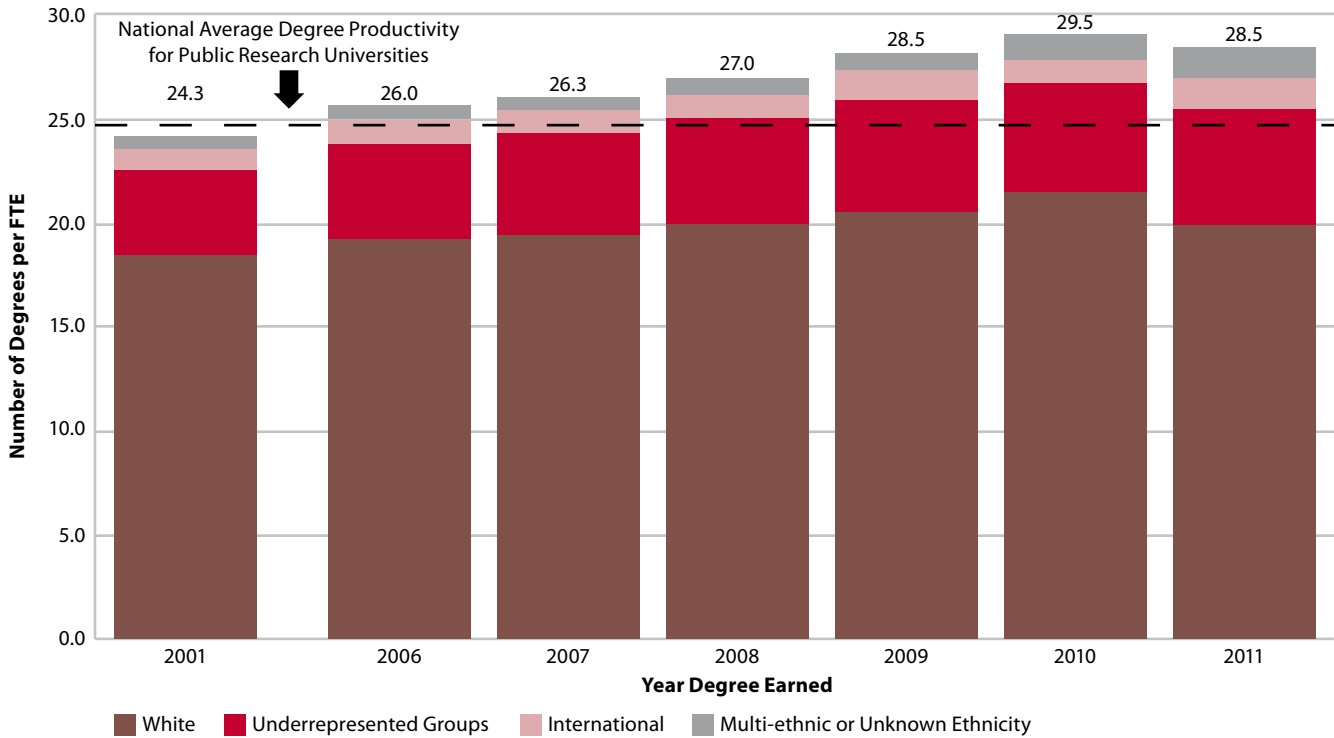


Figure 4-5 Degrees per FTE by degree demographics (Illinois average degree productivity is 25)

multimodal delivery in areas such as nursing, technology, and general studies

- The **Transfer Center** advises students regarding a 2 + 2 degree pathway consistent with the Illinois Articulation Initiative and the Illinois Student Assistance Commission
- A **periodic newsletter, The Navigator**, provides resources to help off-campus and nontraditional students stay on track as they pursue new degrees or careers

Measuring Retention and Completion

We have data that show that some initiatives mentioned have positively influenced our retention and completion rates; however, student retention and completion are affected by a multitude of factors that make it difficult to relate them directly to specific initiatives. Nationally, Illinois is recognized as a high-aid state, and institution-based funding is limited. In recent years, state appropriations for the **Illinois Monetary Award Program grants** have decreased, making the grants less available statewide, which is particularly problematic for our students who are dependent on aid. Nevertheless, there have been a number of positive measures of student persistence to degree. Vision 2020 targets for four-, five-, and six-year graduation rates are

presented along with our realizations in Table 4-12.

With respect to graduation rates, our 2012 rate has already exceeded our 2014 target rate, and if this trend continues, we will meet our 2016 targets.

Even with this success in meeting our goals, we also point out that the six-year graduation rate does not accurately reflect the success of our students as it does not include transfer students who make up 50-55 percent of all NIU graduates, nor does it include part-time students or those who “stop out.” Therefore, we also measure our student success in terms of degrees per FTE and find we are above the national and state averages as can be seen in Figure 4-5. Annual graduation rates using this metric increased by 13.5 percent between 2006 and 2010 and 21.4 percent since 2001, and our annual gradu-

Table 4-12 Graduation rates for first-time, full-time students, Fall 2012 and Vision 2020 targets

Year	Fall 2012	Target Year 2014	Target Year 2016
Four-Year Graduation Rate (cumulative percent)	27	26	30
Five-Year Graduation Rate (cumulative percent)	49	48	50
Six-Year Graduation Rate (cumulative percent)	54	52	55

Table 4-13 MAP-Works outcomes data, 2009-2012

	MAP-Works Participation?	Numbers Participating	ACT	HSGPA	Percent Good Standing Fall	Fall Term GPA	Percent Enrolled Spring?	Spring Term GPA	Spring Cum GPA	Percent Enrolled Fall 2012	Total Credit Hours
2009-2011											
University Wide	No	253			71	2.16	81	1.93	2.25	53	n/a
	Yes	251			86	2.86	94	2.56	2.79	72	n/a
2010-2011											
University Wide	No	1,030	22.01	3.04	75	2.27	83	2.35	2.43	66	n/a
	Yes	1,675	21.22	3.10	85	2.56	90	2.56	2.63	74	n/a
2011-2012											
University Wide	No	2,274	22.08	3.01	77	2.46	84	2.57	2.63	70	26.34
	Yes	2,450	21.65	3.09	86	2.72	92	2.70	2.78	78	27.51
Freshmen	No	1,053	22.28	3.02	74	2.23	82	2.37	2.44	64	27.46
	Yes	1,537	21.68	3.09	85	2.62	91	2.61	2.69	74	27.79
Transfers	No	1,221	21.70	2.96	79	2.66	86	2.73	2.79	76	25.53
	Yes	913	21.56	3.10	86	2.90	95	2.86	2.93	84	27.11

ation rate was 18 percent higher than the national average for public doctoral-research universities.

The MAP-Works survey tool for new first-year and transfer students helps students adapt to and succeed at NIU and beyond. Participation in MAP-Works increases first-year success through early intervention, aligning student expectations with actual outcomes, cultivating student involvement, and facilitating the social and emotional transition to college. Housing and Dining participated in the campus-wide implementation of MAP-Works, and NIU students who completed the MAP-Works surveys performed far better than students who chose not to participate in the program:

- They earned an entire GPA point higher
- They completed an additional course (or three more credit hours)
- They were less likely to be placed on academic probation

Table 4-13 illustrates a substantial increase in use of the MAP-Works tool between AY2009-2010 and AY2011-2012, along with a small but consistent increase in student persistence with increased familiarity and use of the tool. The 2011-2012 analysis breaking out first-year from transfer students may indicate that, for those who use it, this tool is particularly successful in helping transfer students.

Ultimately, MAP-Works provides students substantial support in acclimating to the NIU environment and results in better student learning and retention.

Individual graduate and professional programs are typically responsible for monitoring graduate student retention. The Graduate School notes that retention at the master's level is 86-90 percent on a fall to fall basis, with the range potentially higher if we account for students who stop out for some period of time. Retention at the research doctoral level is more complicated, with students leaving either early in their program or at the dissertation stage. Current initiatives such as the Writing Center's dissertation boot camp and the P3 project are aimed at providing additional mentoring and career counseling to motivate graduate students to persist to degree completion.

Improvement

We work consistently to improve our retention rates and the offerings that help our students to view continuation of an NIU education as valuable. As noted previously, the MAP-Works program has been piloted and has, year by year, gained increasing use and increasing value. The system is now well established and well used. The four-year degree paths are used increasingly by students, many of whom arrive at advising meetings with them in hand. In FY2012, the

degree paths website had 23,470 unique page views and in FY2013, 34,673 unique page views. The recent online consolidation of the four-year degree paths with information on student learning outcomes has helped keep students informed about the learning goals in their majors while they are making choices about how to pursue a course of study. Improvements in our completion rates are a reflection of the impact of implementing these transparent and easily accessible tools. We believe all our efforts feed into undergraduate student success, but we also recognize the need for a more consistent reflection on and analysis of the outcomes of these initiatives to build a comprehensive picture of our return on investment.

We began the process of analyzing performance metrics data on undergraduate leavers and yield by rolling out data to all the colleges in Spring 2013. The Office of the Provost's staff has begun to analyze college level data.

Through the Division of Research and Graduate Studies and the Division of Student Affairs and Enrollment Management, we have implemented support and professionalization programs for graduate students:

- The **P3 project** provides resources for students to plan for both traditional and nontraditional career paths, assisting in the navigation of barriers to the degree, ensuring timely completion of degrees, and preparing graduate students in the responsible conduct of research. By turning to alumni of our graduate programs for expertise on myriad

topics, the project offers a method for us to re-connect to our alumni and to make their expertise and networks available to current students

- Our **future professoriate program** is also a reflection of our commitment to graduate student success, focusing on pedagogical training and development that provides doctoral students with opportunities to practice and reflect on their teaching, making them more attractive, viable candidates for university and college positions
- In its annual professional development curriculum, the **GA Experience program** fosters communication and professionalization for a community of emerging scholars and practitioners, helping to prepare graduate students for traditional academic careers as well as careers outside the academy

Our campus-wide commitment to engaged learning—including undergraduate research, pedagogical observations, service learning, clinical practice, graduate assistantships, and pro bono legal work—affords students at all levels the chance to reflect on and commit to curricular and co-curricular experiences.

Chapter Summary: Successes, Challenges, and Opportunities

On examination and reflection of the evidence presented in this chapter, we believe we have met expectations for Criterion 4. In this self-study ex-



ercise, however, we have identified a number of institutional successes we can continue to build on, challenges we have yet to meet, and opportunities that can guide us in accomplishing our mission.

Successes

- We have a strong program review process and an invested community of faculty and staff engaged in continuous improvement of the program review process
- We enjoy a robust culture of assessment, particularly at the programmatic level, and an emerging research agenda in the field of assessment, led by the Office of Assessment Services
- Our students have access to increasingly user-friendly interfaces to monitor and assess their degree progress, registration, and transcripts

Challenges

- We must address the challenges inherent in the enrollment, retention, persistence, and completion targets established by the Vision 2020 Initiative
- We need systematically implemented and broadly shared outcomes results for co-curricular programs and initiatives that will contribute to a university-wide picture of learning outside the classroom

Opportunities

- We should continue development and implementation of a set of academic performance measures that align with our mission and priorities with external benchmarking against peers and with state performance-based funding metrics
- We must create a more cohesive model of student retention and completion, coordinating programs in the Division of Academic Affairs, the Division of Student Affairs and Enrollment and Management, and the Division of Outreach, Engagement, and Information Technologies
- We have to meet the challenge of changing demographics especially in offering greater access to increasingly diverse domestic and international current and prospective students



Table of Contents

Chapter 5: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS	103
Core Component 5.A	104
<u>Funding Overview</u>	104
<u>Budgeting Process</u>	105
<u>Funding Sources</u>	107
<u>Expenditures</u>	111
Core Component 5.B	115
<u>The NIU Board of Trustees</u>	116
<u>Institutional Shared Governance</u>	116
<u>NIU Foundation</u>	117
<u>Northern Illinois University Alumni Association</u>	118
<u>Northern Illinois University Research Foundation</u>	118
Core Component 5.C	119
<u>Vision 2020</u>	119
<u>Great Journeys Strategic Plan</u>	125
<u>Student Affairs and Enrollment Management</u>	127
<u>Other Divisional Planning</u>	128
<u>Future of Vision 2020</u>	129
Core Component 5.D	130
<u>Improvement and Accountability</u>	130
<u>Evaluation</u>	131
Chapter Summary	131
<u>Successes</u>	131
<u>Challenges</u>	131
<u>Opportunities</u>	131

Chapter 5: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

At NIU, our practice of fiscal responsibility coupled with shared governance is reflected in our approach to rational resource allocation, sustained educational quality, and strategic planning. Our system of resource planning and expenditures is tied to the State of Illinois budgeting process and calendar and operates with state-appropriated funding and local funding. Although budgets are internally developed and managed, funding allocations are largely externally controlled.

In this chapter we discuss the budget process, including our processes for sustaining our instructional mission and meeting our infrastructure needs. Throughout, readers will note the broad range of campus participation in the decision-making process,

whether in advisory, consultative, or policy-setting matters—a hallmark of our commitment to shared governance. Ultimately, we demonstrate that NIU takes advantage of the collaborative governance process to manage our resources and continue to improve operational processes and outcomes. We take a proactive stance with respect to state appropriations and have allocated funds responsibly in order to support our educational mission despite severe state funding shortages. Because of the State of Illinois’s inability to meet its appropriation commitments in a timely manner, if at all, and operating with three budget rescissions since 2010, we have had to transfer the responsibility for funding to other sources, most notably to students in the form of tuition and fees.

We also present here the process, implementation, and outcomes of our two major strategic planning initiatives: the Great Journeys Strategic Plan and the Vision 2020 Initiative. Launched in 2006, Great Journeys created an academic-based planning template that would give direction to academic planning in the subsequent five years. Great Journeys provides planning imperatives to support our [academic infrastructure](#).

As the comprehensive university plan, the Vision 2020 Initiative was first announced by the president in September 2010 with the establishment of the [Vision 2020 Steering Committee](#), including representatives drawn from across the campus. The year-long efforts of the Steering Committee and its [working groups](#) resulted in a discrete set of goals, priorities, and benchmarks encompassed by [seven key priorities](#). Some of the Vision 2020 initiatives are complete, and others are in progress. These two major strategic planning efforts, along with other divisional planning initiatives, are discussed more fully in [Core Component 5.C](#).

Core Component 5.A: The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not

adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. **The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.**
4. **The institution’s staff in all areas are appropriately qualified and trained.**
5. **The institution has a well-developed process in place for budgeting and for monitoring expense.**

In this section we discuss the various funding sources and processes for budget development and expenditures, especially as they reflect our mission and commitment to quality public education. The NIU Board of Trustees has approval authority over the annual budget through a system described more fully in this section under “Budgetary Processes.” Fiscal documents are prepared for approval in the Division of Finance and Facilities and summarize, by fiscal year, appropriated, non-appropriated, and capital funds.

NIU has internal audit procedures and is audited by external agencies annually. The [Internal Audit Department](#) provides independent and objective assurance and consulting services to assist the NIU Board of Trustees and university management in the effective discharge of their oversight, management, and operating responsibilities. Internal auditing is based on an objective assessment of evidence to evaluate and recommend improvements to the risk management, internal control, and governance processes. Internal audit records are not public documents but are made available to the NIU Board of Trustees and to others as mandated by legal, statutory, or regulatory requirements.

We submit annual financial audits to the Illinois Office of the Auditor General, and we regularly submit a variety of reports to local, state, and federal agencies. The Board is apprised annually of the nature and extent of these reports.

Funding Overview

There are two funding sources for our operating budget: appropriated and non-appropriated. Appropriated funds are allocated by the Illinois General Assembly through the General Revenue Fund as part

Table 5-1 Summary of budgeted revenue by source (US \$ in thousands)

*Excludes Capital Development Funds.

**These funds are generated per state statute from university application fees.

***These funds are generated through tuition and fees.

	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Appropriated Funds Revenues*						
General Revenue Fund	105,867.7	104,745.3	107,431.1	100,731.3	99,576.2	93,470.2
State College and University Trust**	10.0	34.0	36.0	20.4	19.2	36.0
Total Appropriated Funds Revenues	105,877.7	104,779.3	107,467.1	100,751.7	99,595.4	93,506.2
Capital Development Funds Revenues						
Capital Development Board	470.0	1,920.0	30,500.0	1,740.0	3,480.0	0
Revenue Bond Fund	10,520.0	16,060.0	230.0	105,570.0	4,870.0	2,990.0
Other	5,060.0	2,970.0	5,630.0	4,080.0	3,170.0	6,620.0
Total Capital Development Funds Revenues	16,050.0	20,950.0	36,360.0	111,390.0	11,520.0	9,610.0
Non-Appropriated Funds Revenues						
University Income Fund***	121,094.0	124,722.2	129,150.0	141,052.3	138,445.1	148,076.9
Revenue Bond Operations	74,390.8	74,833.6	78,850.0	74,245.5	73,752.0	73,979.8
Auxiliary Enterprises	21,588.3	24,554.6	24,307.6	21,408.2	19,850.2	20,950.8
Gifts, Grants, and Contracts	46,323.4	56,216.4	56,200.0	64,740.8	64,740.8	77,500.0
Local Funds	37,303.5	39,028.6	39,146.4	36,626.5	39,950.2	39,961.9
Total Non-Appropriated Funds Revenues	300,700.0	319,355.4	327,654.0	338,073.3	336,738.3	360,469.4
Total Anticipated Funds Revenues	422,627.7	445,084.7	471,481.1	550,215.0	447,853.7	463,585.6

of the annual state budget approval process. Non-appropriated funds come from a variety of sources including tuition and fees, room and board charges, grant and contract awards, gate receipts from athletic events, sales from auxiliary operations, and the sales and services of certain educational activities; they represent monies that are statutorily allowed to be retained by NIU in a local bank account.

The capital budget provides permanent improvement funds which are appropriated by the State through the [Capital Development Board](#) and typically come from the sales of state bonds. These capital funds are used to construct buildings, purchase land, and renovate/improve existing facilities and infrastructure. Quarterly, semiannual, and annual capital project reports are submitted to the Board. The annual report of capital activities, presented to the Board at its fall meeting, summarizes all capital improvements in the previous fiscal year and establishes historical perspective on capital funding sources and project sources.

The recent history of decreased state appropriations overall has significantly shifted our funding responsibilities from state to local sources. Within the past six fiscal years we have seen a decrease

in the state's fiscal commitment of over 11 percent. The historical summary of budgeted revenue by source presented in Table 5-1 shows this substantial shift in our resource base. [Appendices to the Vision 2020 Sustainability Report](#) provide additional longitudinal budget analyses.

Budgeting Process

The Division of Finance and Facilities is responsible for managing our [overall budgeting process](#). The annual budgeting process is multi-staged and involves funding sources that include general revenue, local, and capital expenditures. We maintain over 4,500 cost centers, ranging from university general revenue funds to department-level scholarship funds. Beginning with the creation of internal budgets for each cost center, and with department/school and college approval, institutional priorities are determined. Given the size and diversity of purpose of the NIU community, [the budgeting process is necessarily complex and time-intensive](#). The resulting challenge to transparency in process and outcomes is a concern for university leadership and for the community at large.

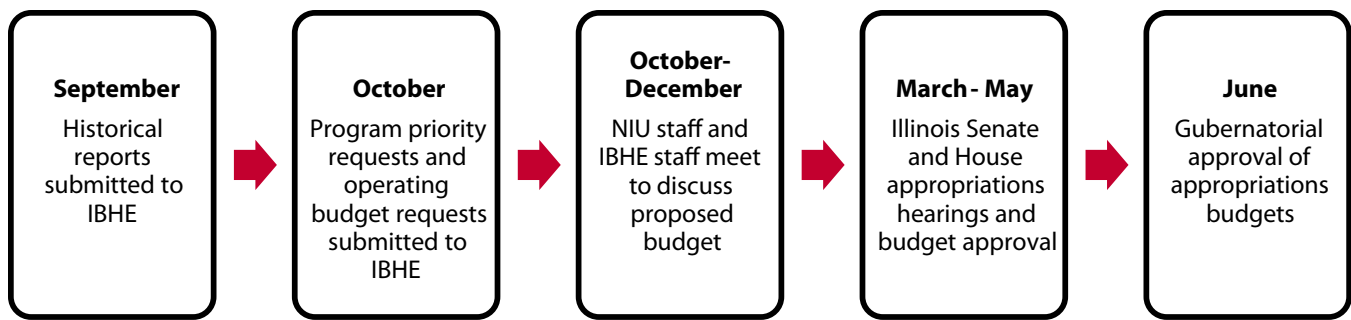


Figure 5-1 Overview of NIU's external budgeting process

Upon completion of our preliminary annual budget, we submit our budget proposal to the NIU Board of Trustees for approval. This budget reflects the anticipated income and projected operating expenditures for both appropriated and non-appropriated funds. Representatives of our administration then meet with staff from the Illinois Board of Higher Education (IBHE), legislative committees, and the Governor's Budget and Planning Office to negotiate the budget. At its June meeting, the Board of Trustees acts on operating budget guidelines, and a preliminary budget for the upcoming fiscal year is submitted for interim approval. Following budget hearings in the Illinois General Assembly and enactment of a state budget bill signed by the governor, appropriations are directed to the university. At its September meeting, the Board is asked to approve the current fiscal year's internal operating budget. The approval of a preliminary budget in June allows us to continue operations while we await enactment of a budget bill from the Illinois General Assembly. Figure 5-1 provides an overview of the process.

We plan, evaluate, and prioritize our fiscal resources to meet changes in student demographics, human resources, and infrastructure needs, while monitoring changes in state-level fiscal commitments. Revenue is widely sourced, including tuition and fees, state appropriations, government grants and contracts, private gifts, and auxiliary enterprises. We seek to maximize our resources to maintain quality and integrity in our primary mission despite the uncertainty of state appropriations and distributions. The annually compiled institutional *Data Book* is the official repository for institutional demographic and cost information, making public our attention to balancing student costs with finances. The IBHE website presents their state budget recommendations and the governor's higher education budget proposal including summaries of budget highlights.

Internal Budget Process

The internal budget process involves planning, developing, implementing, managing, and reporting from a number of institutional levels. Each May, departments and units are instructed to develop and submit their budget requests for the coming fiscal year (e.g., in May 2012 for FY2013). There are four primary revenue sources that academic units typically manage, and each funding source has guidelines on usage, carry-over to next fiscal year, and approvals. These guidelines, along with sample materials, are provided to departments for fund accounts. Once completed, individual cost center budget summaries and position funding summaries are forwarded to colleges and divisions for review.

In addition to this annual budget exercise each spring, throughout the year the Office of Budget and Planning provides assistance to campus units for various budgetary needs and coordinates with the Division of Human Resource Services during any salary increment process. The office maintains a budget process overview as well as a [budget calendar](#) on its website.

External Budget Process

As with the internal budget, the external budget is developed with input from campus constituents including the University Council through their Committee on Resources, Space and Budgets, which participates in an advisory role. The Finance, Facilities and Operations Committee of the Board of Trustees reports to the Board quarterly and brings recommendations and actions items as necessary.

In addition to the annual budget request, Program Priority Requests are submitted to the IBHE each fall for the following fiscal year (e.g., in Fall 2010 for FY2012). These requests are part of the institutional budget submission and specifical-

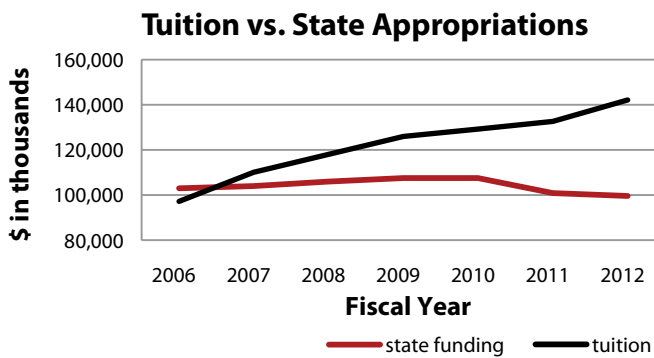


Figure 5-2 History of state appropriations by source of funds (excluding retirement funds)

*Based on Illinois Board of Higher Education Budget Recommendations.
Source: IBHE Data Book, 2011, p. 118*

ly address one or more of the goals of the Illinois Public Agenda for Career and College Success. In each of the last three fiscal years, requests were made for \$1.6 million in three critical areas:

- \$760,000 – Teacher preparation—science technology, engineering, math areas
- \$550,000 – Web-based off-campus baccalaureate completion programs for community college students as a component of regional economic development
- \$290,000 – Nursing and medical laboratory sciences education

These priority requests have been submitted annually, but we have never received the requested funding.

Funding Sources

The two main sources of funding for operations are state appropriated General Revenue Funds and non-appropriated University Income Funds generated locally from tuition and fees. Declining state funding has required significant adaptations in our fiscal model. The preexisting financial model was structured around state appropriations, with limited funds from other sources. However, the deep reduction in appropriated funding as a percent of the annual operating budget has required a corresponding greater reliance on tuition and fees. At the same time, a wide range of price increases and new obligations has been absorbed by all fund sources. Figure 5-2 presents a recent history of the trends in these state allocations compared with our tuition revenues.

General Revenue Fund

General revenue funds are allocated by the Illinois General Assembly for a specific fiscal year, and unexpended balances cannot be carried over to the next fiscal year. These funds are subject to certain restrictions but are typically used for personnel and operating expenses, including commodities, equipment, and travel reimbursement. In general we have been able to address shortfalls and bridge non-payments, rescissions, and base budget reductions by the state through operational efficiencies, energy conservation, managed expenditures, internal reallocations, base budget reductions, employment freezes, deferment of scheduled and often necessary maintenance and repairs, staff downsizing, and other similar measures.

An increasingly important component of the appropriations process affecting us is the state implementation of a performance funding program for General Revenue funds. The Illinois General Assembly passed legislation (Public Act 97-320) effective in 2012 which mandated that a performance funding model be used for higher education appropriations beginning in FY2013. Important emphases in the performance funding legislation were to be consistent with the principles of the statewide master plan for higher education, the [Illinois Public Agenda for Career and College Success](#) to recognize universities that facilitate degree completion by students who are traditionally underrepresented in higher education, and to encourage degree completion by students in STEM fields. A performance funding model was developed by the IBHE and currently consists of several metrics: degrees produced (bachelor's, master's, and doctoral), undergraduate degrees per 100 FTE students, graduation rates, persistence rates, cost per credit hour, cost per degree completion, and research and public service expenditures. Components of each of these measures are assigned relative weightings as they reflect individual institutional missions and circumstances. For example, with a Carnegie classification as a Research University (high research activity), graduate degree conferment rates and research/public service expenditures make up 53 percent of our performance funding measure.

Table 5-2 Credit hours generated and instructional cost per credit hour FY2007-FY2011 (Data Book, 2012-2013, Table F-4; Chart F-4)

*Note credit hour cost differential for graduate and undergraduate course delivery.

FY	Annual Credit Hours			Instructional Costs per Credit Hour in US \$'		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
2007	513,784	110,619	624,403	241.63	457.22	279.82
2008	508,122	108,431	616,553	263.83	503.00	305.89
2009	491,045	104,741	595,786	278.21	527.59	322.05
2010	496,567	100,295	596,862	271.74	502.62	310.53
2011	479,061	104,844	583,905	286.22	515.30	327.36

Our current costs per credit hour are presented in Table 5-2.

For the two most recent years for which a portion of appropriated funds have been assigned using performance measures, we received fewer funds than would have been the case using traditional appropriations methods. For instance, under the current performance funding model for FY2014 we received \$57,615 less than would have been the case under prior appropriations procedures. It is also important to recognize that the general revenue funds not received by NIU were assigned to other public universities that performed higher on their specific performance metrics.

The appropriated funds available to NIU will become increasingly dependent on our performance on the metrics included in the IBHE performance funding model as the percentage of general revenue funds assigned through performance measures increases. (For the first two years of the implementation of the model, the percentage of funds assigned to performance measures was 0.5 percent.) Consequently, it is critical that we expeditiously respond to the measures employed in the performance funding model.

In order to improve our outcomes on performance funding, persistence and degree completion rates need to increase. Further, increased enrollment and degree completion in high-value degree programs, especially those within STEM and health professions and related clinical sciences disciplines, are necessary. We also need to work toward improving the numbers of low income (Pell/MAP eligible), adult (age 25 or older), first generation, and minority students completing degrees in these same high-value degree programs. In order to perform better on performance funding, we need to improve in the following ways:

- Increase graduate degree completion in all academic disciplines
- Increase the number of students in STEM and health professions and related clinical sciences fields
- Increase the number of nontraditional and diverse degree recipients

Finally, given our Carnegie classification, there must be substantial increases in the level of external research funding (and corresponding increases in the amount of faculty time assigned and separately budgeted to research) and in public service activities.

University Income Fund

Our increasing reliance on non-appropriated funds has resulted in tuition and fee revenue as an increasingly substantial source of funding for instructional costs. At the time of the last HLC site visit, tuition accounted for 61.9 percent of undergraduate instructional cost; by FY2010, tuition was the source of 76.7 percent of this cost. Figure 5-2 presents a 10.3 percent decrease in state general revenue allocations between FY2006 and FY2012, resulting in a shift to local responsibility for revenue. This trend in reduced state allocations is expected to continue.

Consequently, tuition and fees have also increased in the last seven fiscal years, largely in proportion to reductions in state funding, with mandatory fee increases at about the same proportional level as in-state tuition.

Each year we review and evaluate tuition charges in order to recommend tuition rates that will generate adequate resources necessary to support the quality of academic programs and services we provide, while remaining consistent with our commitment

Table 5-3 Tuition and fees in US \$, FY2006 – FY2012

Student Status	FY	In-State Tuition	Mandatory Fees	Refundable Fees	Room and Board	Total
Undergraduate	2008	6,150.00	1,726.88	712.00	6,854.00	15,442.88
	2009	6,720.00	1,792.40	766.00	7,484.00	16,762.40
	2010	7,260.00	2,118.48	802.00	8,212.00	18,392.48
	2011	7,950.00	2,392.16	802.00	8,890.00	20,034.16
	2012	8,490.60	2,534.24	842.00	9,346.00	21,212.84
Graduate	2008	5,424.00	1,715.00	700.00	6,854.00	14,693.00
	2009	6,096.00	1,778.00	754.00	7,484.00	16,112.00
	2010	6,576.00	2,113.00	790.00	8,212.00	17,691.00
	2011	7,200.00	2,386.00	790.00	8,890.00	19,266.00
	2012	7,690.00	2,515.00	830.00	9,346.00	20,381.00
Law	2008	10,584.00	1,751.00	700.00	6,854.00	19,889.00
	2009	11,592.00	1,915.00	754.00	7,484.00	21,745.00
	2010	12,504.00	2,242.00	790.00	8,212.00	23,748.00
	2011	13,692.00	3,476.00	790.00	8,890.00	26,848.00
	2012	14,622.96	3,965.00	830.00	9,346.00	28,763.96

to affordability and access. In accordance with Illinois's [Truth-in-Tuition statute](#), undergraduate students are guaranteed a fixed tuition rate for nine semesters upon enrollment. The impact of this state law requires that we plan for expenditures far in advance, using predictive models for expected costs four years in the future. Therefore, tuition increases are influenced by state budgetary conditions and by our commitment to Truth-in-Tuition, resulting in what appears to be a large annual increase.

However, for any Illinois resident undergraduate, this statute guarantees a tuition rate for eight consecutive fall and spring semesters. We additionally provide for a one-semester grace period for students who do not graduate within this four-year time period. For example, a first-year student entering in Fall 2013 will pay between \$302 and \$336 per credit hour (depending on total credit hour load) for in-state tuition each semester he or she is enrolled up until and including Fall 2017. Students are apprised of tuition, fees, and surcharges via the [bursar's website](#) where they can also access our [online tuition estimator](#). The Office of the Bursar also provides [documentation](#), including a number of hypothetical scenarios, explaining this policy.

Graduate students and law students can also access the bursar's website for information about tuition,

fees and surcharges; however, only undergraduates are beneficiaries of the Truth-in-Tuition statute.

Despite being more affordable than some other Illinois state institutions, NIU has experienced an impact on recruitment and retention with students having to bear a heavier financial burden. The historical changes in tuition and fees are noted in Table 5-3 and Figure 5-2.

Comparing these student costs with those of other Illinois public universities, NIU has, between 2007 and 2011, been less expensive than the Illinois average both in tuition and room and board. Figure 5-3 presents our recent costs compared to national and

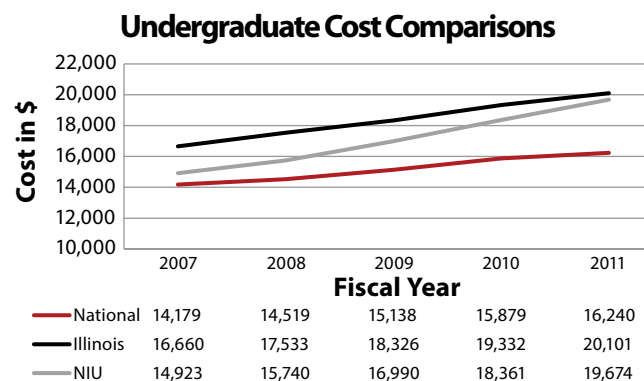


Figure 5-3 Undergraduate cost comparisons (tuition and fees) at public universities, FY2007-FY2011

Table 5-4 Tuition and fee waiver expenditures FY2010 - FY2012 (US \$ in thousands)

Fee Type	FY2009		FY2010		FY2011		FY2012	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Mandatory	3,532	617	3,477	406	5,059	703	3,762	537
Institutional	3,880	16,720	4,201	17,805	5,414	20,154	5,759	21,231
Total	7,412	17,337	7,678	18,211	10,473	20,857	9,522	21,768

state averages for the years 2007-2011.

Fees and Technology Surcharge

While continuously enrolled undergraduates are covered by the Truth-in-Tuition statute with respect to tuition, they, along with graduate and law students, are also assessed [a variety of fees](#) on a per-credit hour basis. These include an activity fee in support of Student Association programs; an athletic fee to support intercollegiate athletic programs; a facilities fee to support bond-covenanted campus facilities, classroom buildings, and campus infrastructure improvements; and service fees for campus-wide services such as the Huskie bus line and University Health Services. By far, the largest component of student fees is assessed for student major medical insurance, but students who are otherwise insured can opt out, given certain restrictions.

Students are assessed an academic program enhancement and instructional technology surcharge each semester to partially support academic infrastructure initiatives including computer labs, wireless access, software maintenance, equipment, and personnel expenses. Since Fall 2010, full-time students have been assessed \$250 per semester and

those taking seven or fewer credit hours, \$125 per semester. Recent technology surcharge income was \$11.2 million in FY2011 and \$10.8 million in FY2012. Total expenses per year spent in support of technology are at least \$24 million with the technology surcharge revenue supplemented by central funds.

In endeavoring to fulfill our mission to provide educational access to a broad spectrum of students, we have limited discretion to offer waivers of undergraduate and graduate tuition and fees. These waivers follow IBHE guidelines that include two categories: mandatory and institutional waivers. Mandatory waiver categories include those for children of employees, for ROTC cadets, and for veterans grants and scholarships. Institutional waiver types include those for athletes, graduate assistants, and cooperating professionals such as preceptors and student teaching mentors. We report to the Board each fall accounting for the previous fiscal year's waivers. A history of tuition and fee waivers for FY2010 through FY2012 is presented in Table 5-4.

The increase in FY2011 undergraduate mandatory waivers is the result of an over 100 percent increase in waivers for veterans grants and scholarships, from \$1.4 million in FY2010 to

Table 5-5 Capital projects by fund source and project category, FY2008-FY2012 (US \$ in millions)

FY	Total Capital Funding	Funding by Source			Project by Category		
		Capital Development Board	Revenue Bond Fund	Other	Infrastructure Improvement	Repair and Renovation	New Facilities
2008	16.05	0.47	10.52	5.06	1.69	11.16	3.20
2009	20.95	1.92	16.06	2.97	3.87	17.08	0
2010	36.36	30.50	0.23	5.63	0.67	35.69	0
2011	111.39	1.74	105.57	4.08	10.67	95.48	5.24
2012	11.52	3.48	4.87	3.17	6.82	4.70	0

\$3.0 million for FY2011. These grants returned to more typical levels in FY2012 (\$1.8 million). Institutional waivers are necessarily much higher for graduate students as this category includes teaching and research assistantships.

Capital Development Funding

Table 5-5 provides a record of capital resources and projects from FY2008 through FY2012. Historically, capital funds have been largely directed to repair and renovation, with some infrastructure improvement but little funding for new facilities. Up until FY2012, we experienced growth in total capital funding, with a particularly large increase in FY2011 due to a \$98 million approval for Campus Non-Instructional Modernization and Capacity Improvement Bond Revenue projects. Total capital funding for FY2012 represents a significant reduction overall, but with a larger percentage allocation to infrastructure improvement, largely for wireless internet coverage and football stadium improvements.

Expenditures

While university expenditures are typically made in support of our instructional, research, and public service mission, budget allocations are not made specifically to address each of these areas. Funds are allocated to divisions and departments which ultimately fulfill these missions. In addition to major budgetary expenditures for human resources and programmatic costs, both allocated and non-allocated funds are used to support technological infrastructure, fund capital projects, and maintain efficient operations. In FY2013, over 90 percent of our appropriated budget was committed to personnel expenses

including employee insurance contributions. In FY2013, over 41 percent of non-appropriated funds were committed to personnel services, with the majority of the remaining non-appropriated funds covering contractual services, commodities, awards and grants, and debt service.

Technology

Technology is maintained and made accessible through Information Technology Services (ITS) in the Division of Outreach, Engagement, and Information Technologies. Network operations staff uses EMC Corporation’s Smarts system to monitor our networks and respond to service outages in a timely manner. In 2009, ITS began changing traditional computer servers to virtual servers; this switch to cloud computing has transferred usage from 200 computer servers each operating individual applications to eight virtual servers that operate multiple applications resulting in significant cost savings, especially for energy usage. Since the beginning of 2012, this move to the use of virtual servers has resulted in a consolidation ratio of 25:1. Using an online GreenIT calculator based on industry standard estimates, estimated savings based on the virtual infrastructure are reflected in Figure 5-4.

In addition to energy cost savings, this implementa-

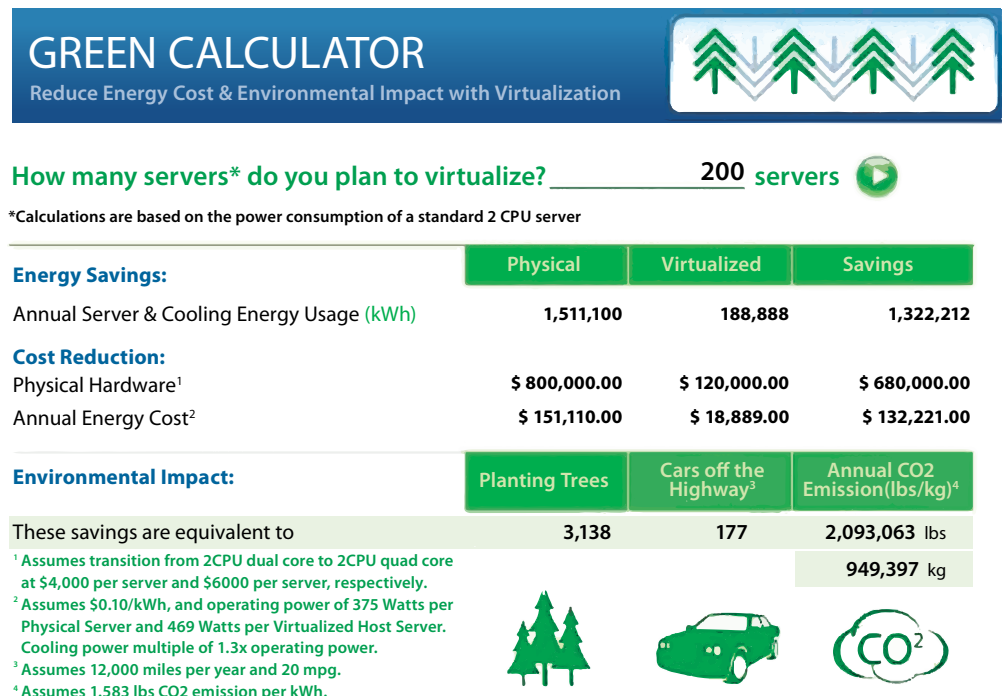


Figure 5-4 Estimated cost savings with virtual machine implementation

Table 5-6 Print volume (pages printed) for computing labs, FY2011-2012 and FY2012-2013

Computer Lab Location	Fall 2011	Spring 2012	Subtotal	Fall 2012	Spring 2013	Subtotal
General Access Labs	4,356,313	4,477,730	8,834,043	1,595,662	1,528,506	3,124,168
College of Business	1,086,086	1,001,418	2,087,504	364,784	319,659	684,443
Housing and Dining	2,500,392	1,949,493	4,449,885	971,017	699,876	1,670,893
Huskie Prints (Library)	1,024	5,568	6,592	150,974	229,159	380,133
TOTAL	7,943,815	7,434,209	15,378,024	3,082,437	2,777,200	5,859,637

tion provides us with a number of advantages over the installation of operating systems and software directly on physical hardware. Virtual machines can be easily moved, copied, and reassigned between host servers to optimize hardware resource utilization, and they simplify backups, disaster recovery, new deployments, and basic system administration tasks. Our interdisciplinary Institute for the Study of the Environment, Sustainability & Energy also supports other campus efforts toward sustainability and serves as a local resource for environmental concerns.

In support of continuing faculty and staff training, the Enterprise Resource Planning Training Team maintains a regular schedule of training seminars acquainting faculty, staff, and administrators with the software most commonly used on campus, and they publish a schedule of updates for applications and systems. The Faculty Development and Instructional Design Center in the Division of Academic Affairs also facilitates the use of instructional technologies for effective teaching through a variety of programs, resources, and services.

As part of the new virtual server computing environment, cloud-based copying and printing were introduced in Fall 2012 along with student free-print quotas, which will gradually decrease as we move to paperless documentation in and out of the classroom. This initiative was publicized in 2012 through the Northern Star, NIU Today, and the Green Up Web page. One potential outcome of this cost-saving measure is the modification of both student and instructional behavior as materials are increasingly presented and discussed in electronic environments. As presented in Table 5-6, print volume comparisons between AY2011-2012 and AY2012-2013 in a number of venues across campus show a substantial change in usage with a 61.9 percent drop in number of pages printed.

Computer security is an important aspect of our

commitment to meet technological needs, and we provide anti-virus tools for employees, students, and retirees to use on work and personal computers. Policies set by ITS are intended to protect data from external and internal compromises, ensure successful recovery by backing up data, maintain information integrity, confirm identity, and ensure confidentiality.

Classrooms and Course Management

As noted in Chapter 3, we provide sufficient Smart Classrooms to support classroom teaching incorporating a variety of media. All principal buildings where instruction takes place have classrooms equipped with smart technology, with a total of 121 general purpose classrooms (over 80 percent of the general purpose classrooms) on campus supported by ITS and funded by the Division of Academic Affairs. Barsema Hall, which houses the College of Business exclusively, operates its own information technology services for maintaining classroom, lab, and wireless services. The Engineering Building is also fully equipped with smart classrooms maintained by the College of Engineering and Engineering Technology.

Learning at NIU is facilitated by a variety of other forms of technology, from remote access to printers to smartphone apps. Version 2.0 of NIU Mobile includes the NIU Directory, the library online catalog, Blackboard, athletic schedules, NIU Today, campus maps, dining hall menus, bus schedules, an event calendar, event tickets, emergency contact information, and suggested walking tours. Media Services offers consultation and production for instructors and departments in video, audio, photography, and graphic design. Document design, printing, scanning, and indexing, as well as data capture and digital document creation are available through the Document Services unit of ITS.

The **PeopleSoft system** further integrates the business operations of the university through interfaces between accounting, billing, accounts receivable, human resources, budgeting, planning, payroll, grants fiscal administration, procurement, and treasury operations. The student information system in PeopleSoft (MyNIU) is discussed in Chapter 3.

Infrastructure and Outreach

The Division of Outreach, Engagement, and Information Technologies participates in the delivery of off-campus and online programs in coordination with colleges and departments/schools. The **three regional sites** in Rockford, Naperville, and Hoffman Estates provide physical and technological infrastructure to support academic, engagement, and regional development programs, including multimedia smart classrooms throughout the buildings. College-based external programming units collaborate with the division to establish cost sharing and human resource models for curricular, co-curricular, and community programs and services. Facility usage cost is negotiated and, in the case of credit programs, fee revenue is distributed to the colleges and to the division depending on the level of the fee and the number of credit hours generated; however, tuition is collected centrally. The division relies on 70 percent of its funding from non-general revenue to sustain its mission.

Some examples of programming cooperatively organized with the Division of Outreach, Engagement, and Information Technologies include the following:

- The **College of Visual and Performing Arts** offers summer camps, community arts classes, and high school music clinics and festivals
- The College of Education offers **cohort degree programs** staffed by both full-time and part-time NIU faculty and staff in a number of locations in the region including the **University Center of Lake County**, the **Joliet Professional Development Alliance**, and **Waubensee Community College**
- College-based **external** and **off-campus** programming offices work with the division to organize academic conferences, professional development courses, and test preparation courses

We provide regional and national leadership for design, construction, and utilization of high-speed broadband networks. Working with more than 700 local anchor institutions across the region, NIU's

Regional Development Institute and ITS are building more than 2,200 miles of fiber-optic networks. NIUNet will provide high speed network connectivity

The **DeKalb Advancement of Technology Authority Project** is a 130-mile fiber-optic network that connects NIU and DeKalb County, made possible through \$15 million in federal, state, county, and local grants and contributions.

between DeKalb, the NIU regional sites, and several western Chicago suburbs. The high data capacity of **NIUNet** means that, whether on campus or at one of the regional sites, students and instructors do not encounter any difference or slow-down in connectivity. In addition, this network addresses our commitment to public purpose

and service to the region, providing affordable high-speed connectivity for non-profit organizations and municipalities in the northern Illinois region. When complete, the network will connect every school, library, municipality, and hospital within a 10-county area to high-speed fiber-optics. NIUNet data usage is monitored in real-time online.

Other initiatives include:

- The **Illinois Broadband Opportunities Partnership**, through which we share in a \$68.5 million grant to bring 870 miles of fiber optics to the northwest region of Illinois, funded through the National Telecommunications and Information Administration, the State of Illinois, and in matching funds from the partners involved
- The **Illinois Rural HealthNet**, a not-for-profit organization that manages a statewide communications network exclusively for the use of healthcare providers—hospitals, health clinics, mental health clinics, educational institutions, and medical specialists—is funded in part by the Rural Health Care Pilot Program of the Federal Communications Commission and provides the high-speed connection that is necessary to improve access to medical applications for rural hospitals and clinics

Distributed Learning Technology

As noted in our substantive change application, another dimension of technology that we are engaged in is distance learning. In planning for the curricular and administrative components of a distributed learning model, a Distributed Learning

Task Force was established in 2010 to consider a number of fiscal concerns: market-based pricing, an undergraduate tuition charge formula, and a funding distribution model between colleges and divisions. Vision 2020 set aside \$800,000 to seed a viable and comprehensive distributed learning delivery model. Vision 2020 projects 81,250 student credit hours through a comprehensive distributed learning system by 2020. We will be carefully monitoring the implementation of programs to meet our targets and to maintain consistency with the goals outlined in our substantive change request. In March 2013, the Board approved the establishment of online learning fees for online or hybrid off-campus programs.

University Libraries

Library resources are fully cataloged electronically, allowing for faculty, staff, and students to search materials both on campus and off. Additionally, our libraries are affiliated through I-Share and WorldCat with over 10,000 libraries worldwide, making their resources readily available to NIU library patrons. Over 275 databases, indexes, and other search aids are available electronically for both general and specialized subject searches. Electronic bibliographic instruction is provided by subject-specialist librarians as requested. The Primo online database allows simultaneous searching



Students aged 13 and up participating in a video games camp in NIU's Digital Convergence Lab.

capabilities for books, journal articles, and other research materials. According to the Consortium of Academic and Research Libraries in Illinois, our collections are outstanding, with only four institutions in the consortium of 145 institutions

having a greater percentage of unique titles. Of the over 2.5 million print and electronic books in our collections, over 834,000 are unique to NIU. The university libraries are noted for digital initiatives including a digital convergence lab and the Huskie Commons Institutional Repository.

Our last satisfaction survey undertaken with the LibQUAL protocol in 2005 showed that clients found library service, information control, and physical space met minimum expectations; however, a number of respondents noted dissatisfaction with electronic access to general resources and full-text articles and with website navigability. Since that time we have adopted a number of protocols and initiatives that address these and other needs. In AY2013-2014 we are initiating a new means to assess our service and client satisfaction.

Campus Safety

Campus safety is enhanced through various technologies. The OneCard security swipe system and radio-frequency identification (RFID) technology allow residence hall door access only to students who live in a particular residence hall (or a particular wing of a residence hall) and to authorized staff. Our policies on residence hall security are made explicit on the Housing and Dining Web page and in the Student Handbook, and new initiatives are featured in campus news stories. For example, *NIU Today* has featured safety technology in stories about new and renovated residence halls.

We provide visible emergency call boxes in key areas outdoors and intercoms in elevators to enhance emergency responses. We provide a text alert emergency notification system to quickly disseminate information and/or instructions for any security or weather emergencies. Students and employees can subscribe to have text alerts and advisories sent to them during potential safety, health, criminal, or weather emergencies; community members and parents may also subscribe, thus broadening the scope of service to and connection with our community. On-campus computer workstations also display alerts, and buildings have weather radios that automatically broadcast alerts. All of our residence halls and Founders Memorial Library have security cameras, particularly in the lobbies at the main entrance doors.

Physical Plant

NIU's physical infrastructure is managed through the Division of Finance and Facilities. The Board of Trustees is regularly updated on infrastructure needs, expenditures, and initiatives. Our [campus improvements website](#) highlights over 85 construction, repair, and deferred maintenance projects undertaken in Summer 2012 and Summer 2013 to improve facilities across campus, reflecting one of the goals of NIU's Vision 2020 Initiative.



The Chessick Practice Center was completed in the fall of 2013.

The Physical Plant is responsible for providing an optimal physical environment for teaching, learning, research, and community through maintenance and improvement of university facilities. The vice president for Facilities Planning and Operations submits an annual report to the IBHE including data and analysis on expenditures and deferred maintenance.

Core Component 5.B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

One of the core values in NIU's Statement of Vision and Mission is our system of shared governance. In accordance with the oversight role of the NIU Board of Trustees, and in keeping with long-standing practice, our *Constitution* recognizes that this shared governance process necessarily involves faculty, students, administrative officers, supportive professional staff, and operating staff, each



performing a role appropriate to the affected governance activities. The roles and functions of NIU governing bodies are also discussed in Chapter 2.

The NIU Statement of Vision and Mission expressly notes this system of collaborative governance as exemplified in the composition, roles, and responsibilities of NIU's governance bodies as an operational value. Whenever possible and constitutionally appropriate, NIU includes membership from the instructor rank in department, college, and division governance. An example of institutional shared governance in curricular processes, and the participation of various committees, is found in [Table 4-2](#) in Chapter 4.

The NIU Board of Trustees

Each member of NIU's eight-member Board of Trustees has a long-standing relationship with and interest in NIU—many of them are graduates of NIU and one member is a current student. Information about [current members is posted online](#) for purposes of public information. Board regulations and [bylaws](#) state that the Board will carry out its charge by developing and implementing appropriate governing policies, carrying out public policy and assuring prudent stewardship of university resources, and representing the university to the State of Illinois, the public, and other external entities.

While the Board is the final institutional authority, its focus is one of oversight and policy determination; therefore, [the Board delegates](#) the conduct of administration and management to the president and the conduct of teaching and research to the university faculty. The Board is specifically empowered to make rules and policies for the management, operation, control, and maintenance of the university and its employees, students, and property. The Board meets this obligation in a variety of ways—through oversight, direct action, and programmatic approval. The Board also instructs the president to regularly update them on university issues, and the Board, in turn, is required to periodically [evaluate the performance of the university president](#).

At its inception in 1996, the Board also established a [University Advisory Committee](#), which consists of the presidents of the Faculty Senate, the Supportive Professional Staff Council, and the Operating Staff Council. In addition, three additional faculty represent the faculty's multiple roles in the university, particularly those in teaching, research, and service. As described in Chapter 2, the work of the Board is

distributed among [five standing committees](#) who act to advise, consult, monitor, and review actions of the Board and the university governing bodies. Ad hoc committees are established by the Board for only so long as is warranted by their specific purpose or charge. Details of these committees' purpose, membership, and meeting times are found in Article 6 of the [Bylaws of the NIU Board of Trustees](#).

All members of the Board may be eligible for service as an annually elected officer (Board chair, Board vice chair, or Board secretary) with the exception of the undergraduate student member who may not serve as chair or vice chair. The positions of Board chair, vice chair, and secretary may be held by the same Board member for no more than two consecutive annual terms. In addition to the officers of the Board, the Board also elects a delegate to the [State Universities Civil Service Merit Board](#).

The appointed officers of the Board are treasurer, assistant secretary/assistant treasurer, second assistant secretary, and general counsel/parliamentarian. These officers are university staff members selected by the president to serve as ex officio corporate officers and not as members of the Board. The roles and responsibilities of the trustees and the officers are outlined in the [Bylaws of the NIU Board of Trustees](#), most recently amended and approved at the [March 1, 2012, regular meeting](#) (Agenda Item 11.a). These bylaws also present the [duties and responsibilities of the president of the university](#) as chief executive officer and as appointed by the Board. The vice president for public safety and community relations is the primary staff liaison to the Board at the request of the president.

Institutional Shared Governance

University Council

The [University Council](#) has inclusive, university-wide representation with the responsibility to establish educational and academic policies of the university; to act upon reports from designated committees, boards, commissions, or councils whose actions affect the educational and academic policies of the university; to advise on policies regarding academic salaries, sabbatical leaves, leaves without pay, tenure, and promotion; to establish such standing and temporary committees as may be necessary for the discharge of its responsibilities; and to advise the president and the vice presidents on policies

affecting the quality of student life on campus.

The University Council is the largest shared governance body at NIU, with 31 tenured faculty members, one representative from the University Libraries, two members of the Operating Staff Council, two members of the Supportive Professional Staff Council, the president of the Student Association, and 15 additional student members. Ex officio voting members include the president, the provost, and the deans of each college, the Graduate School, and the University Libraries. There are also four nonvoting members from the university administration.

Faculty Senate

The **Faculty Senate** is comprised of the elected faculty members of the University Council as well as 41 additional faculty, at least one from each academic department or school and one member each from the College of Law and the University Libraries. An additional 10 ex officio members represent supportive professional staff, students, and academic councils. Maintaining those faculty governance roles stipulated in the *NIU Constitution and Bylaws* is one of the Senate's responsibilities.

Supportive Professional Staff Council

The **Supportive Professional Staff (SPS) Council** was established in 2003 to provide a means of communication among SPS on campus and to be a vehicle for articulating the interests and concerns of SPS employees to other constituents of the university community. It comprises 24 elected representatives from the SPS ranks, 24 alternates, and one council president.

Operating Staff Council

The **Operating Staff Council** represents NIU's operating staff (civil service employees) and is an integral part of the university governance system through its participation, communication, advisement, and assistance on the resolution of issues and the formulation of policies relevant to the general welfare of operating staff employees. Through its council, which is made up of 16 operating staff representatives and three ex officio members, the operating staff communicate concerns to the university administration and to the NIU Board of Trustees.

Student Association

In addition to these governance and oversight bodies, the university supports a strong **Student Association (SA)**, which plays a critical role in shared governance, serving as the voice of the students to the administration. Through its legislative body, the **SA Senate** represents and acts on behalf of student interests by allocating a portion of their \$6.5 million budget to over 200 recognized student organizations and services, by formally recognizing new student organizations, by reviewing and verifying internal actions, and by investigating and recommending policies on student government and university issues. The **Constitution of the Student Association** vests authority in its five **Supreme Court Justices** to rule on the constitutionality of SA decisions and resolve disputes and petitions from students.

The **Student Association** explicitly encourages students to serve on any of nine university level committees and councils: Academic Planning Council, Admissions Policies and Academic Standards Committee, Committee on the Improvement of Undergraduate Education, Committee on the Undergraduate Academic Environment, Committee on the Undergraduate Curriculum, General Education Committee, Undergraduate Coordinating Council, University Honors Committee, and University Assessment Panel. In addition many departments/schools, colleges, committees, and units constitute student advisory councils to encourage participation and engagement with university operations and institutional decision-making, further enhancing our dedication to shared governance at NIU.

The Student Association website hosts a "Find Your Lawmakers" link to the Illinois State Board of Elections where students can find information on voting and legislator contact information.

NIU Foundation

The NIU Foundation is a 501(c)(3) organization and is the official fund-raising arm for Northern Illinois University. As such, the NIU Foundation raises and manages private support solely for the student, faculty, and program priorities as identified and articulated by senior level administration of the university. The NIU Foundation has become increasingly more important as state and federal support continues to decline for public colleges and universities.

Private support is raised primarily through four separate programs: the Northern Fund (Annual Giving), Special Giving, Major and Planned Giving, and Corporate and Foundation Giving. Over the last decade, this private support has increased significantly. In the years 1990-1999, the NIU Foundation raised a total of \$36.5 million compared to a total of \$140.4 million raised from 2000-2009.

Fund-raising programs have matured over the years and have had a major impact on the university. In May 2007, the NIU Foundation publicly launched its first comprehensive campaign, **True North**, with a goal of raising \$150 million. The campaign closed on June 30, 2010, with a total of \$162.4 million raised. This fund-raising milestone involved over 59,000 donors and changed the physical and philanthropic landscape at NIU. Through True North, the university built new academic, alumni, and athletic facilities and funded over 14,700 scholarships and 20 named academic professorships and chairs in disciplines across campus. Moreover, this campaign allowed the NIU Foundation to further develop its programs, broaden the breadth and depth of its donor base, and communicate to and educate our entire constituent base.

The NIU Foundation also manages funds raised on behalf of the university. The Finance Committee of the NIU Foundation Board of Directors is charged with oversight of the NIU Foundation's portfolios. That committee retains independent counsel to assist in reviewing investment objectives, determining asset allocation, and selecting and evaluating fund managers. As of June 30, 2013, total assets of the NIU Foundation were \$111 million. The foundation reports annually on its **Endowment Fund performance**.

The Finance and Audit Committees of the NIU Foundation Board of Directors also set policy with regard to such areas as budget, gift acceptance, confidentiality, and conflict of interest.

Northern Illinois University Alumni Association

The Northern Illinois University **Alumni Association**, a unit of the **Division of University Advancement**, is a supporting organization focused on building lifelong relationships with NIU alumni, prospective students, corporate partners, and friends. The association works to develop a pool of committed volunteers who involve themselves in universi-

ty activities; to develop alumni clubs that further alumni affiliation with NIU; to represent alumni interests in university policy-making; to sponsor student programs to encourage lifelong relationships with NIU; and to develop and sponsor programs that foster financial support for the university. The Alumni Association serves 185,000 NIU alumni in the Chicago area and 225,000 alumni worldwide, and reaches out to them in its quarterly magazine, **Northern Now**. The association encourages active participation in affinity groups bringing together alumni with similar backgrounds and interests and has implemented a new advocacy program where volunteers communicate NIU's needs to the Illinois governor, state legislators, and members of Congress. Grassroots volunteers are pivotal in addressing the issues that are important to NIU and our community.

Northern Illinois Research Foundation

The Northern Illinois Research Foundation was established in 2001 as a 501(c)(3) not-for-profit corporation to aid NIU in our economic development, public service, and research missions. This foundation participates in equity agreements and other commercial ventures that the university otherwise could not enter into and partners with researchers from the university and other affiliates and entrepreneurs to create spin-off corporations in areas such as health care, engineering, and physical sciences. The foundation coordinates technology transfer and commercialization opportunities and helps researchers secure copyright and patent rights. Recent funding for the foundation has been used for outside intellectual property counsel, for additional start up support for newly hired research-ready faculty in the natural sciences and the health sciences, and in advancing our long-standing research relationship with Fermilab National Accelerator Laboratory in nearby Batavia, Illinois.

The vice president for Research and Graduate Studies serves as the president of the Northern Illinois Research Foundation; the Board of Trustees approves foundation funding as requested, as is evidenced in the **Finance, Facilities and Operations Committee minutes of November, 2011**; and the foundation is **independently audited** regularly. The Vision 2020 Faculty Work, Excellence, and Rewards Working Group suggested the foundation also cooperate with the Division of Research and Graduate Studies in support of our research mission.

Core Component 5.C: The institution engages in systematic and integrated planning.

- The institution allocates its resources in alignment with its mission and priorities.
- The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
- The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
- Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

We have invested significant human and fiscal resources as we plan for the future. The Vision 2020 Initiative inaugurated in Fall 2010 guides us with new mission-related priorities and goals that encompass the goals of the Great Journeys Strategic Plan from the Division of Academic Affairs and two strategic plans from the Division of Student Affairs and Enrollment Management. The strategic planning processes we have undertaken since the last HLC visit reflect intensive and extensive university participation in conceptualizing, proposing, and carrying out specific initiatives and plans. In planning for the coming decade, we have engaged both internal and external constituent groups including faculty, staff, administrators, students, parents, and alumni, as well as state legislators, specialized accrediting bodies, community partners, and employers.

In 2009, the Office of Enrollment Management joined the Division of Student Affairs to create the Division of Student Affairs and Enrollment Management, a merger that resulted in a division that supports and complements the academic experience.

Figure 5-5 graphically presents the integrated nature of our planning and resource commitments. In addition, an [alignment document](#) outlines the coordination of the Vision 2020 goals with continuing initiatives of the Great Journeys Strategic Plan.

Vision 2020

Vision 2020 planning relied on the comprehensive efforts of the broad NIU community and outcomes from [Great Journeys](#) (including the [Baccalaureate Review](#)), the [Student Affairs Strategic Plan](#), and the [Enrollment Management Strategic Plan](#). Avenues for resource allocation were defined and grouped into four broad benchmark categories: Academic Planning; Faculty Workload, Excellence, and Reward; Regional Impact, Outreach, and Engagement; and Student Recruitment, Retention, and Success. The institutional goals established for Vision 2020 are [aligned with the foundational initiatives of the Great Journeys Strategic Plan](#). Coming on the heels of the successful True North capital campaign, Vision 2020 also focuses on the development of new sources of revenue other than ongoing increases in student tuition and fees to maintain sustainability.

The Board of Trustees embraced Vision 2020 because it was rooted in a benchmarking effort that assessed our strengths and our weaknesses, and it identified detailed and quantifiable goals and objectives to meet the challenge of competition within our service region. In September 2011 the Board received a report of planned expenditures of \$7 million to seed a number of initiatives that address the four benchmark categories, and these funds were awarded as grants for specific projects. The projects, with allocations typically over three fiscal years, are broadly grouped in the investment areas of research, enrollment, academic enrichment, and technology. In the sections that

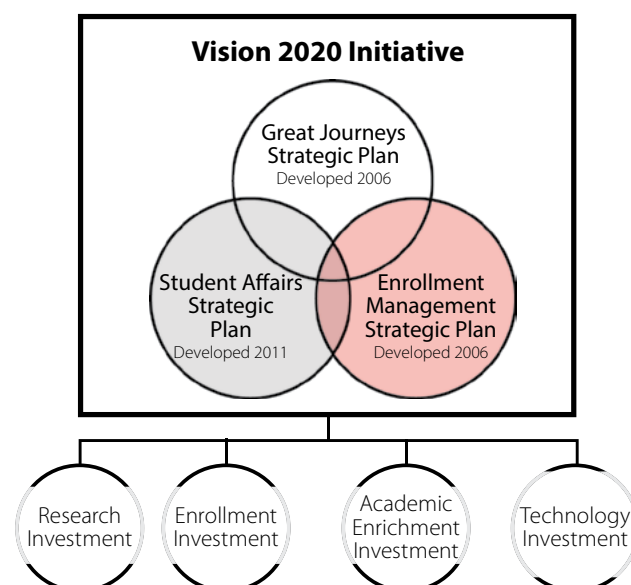


Figure 5-5 Integration of major planning initiatives/relationships

Table 5-7 External funding in support of research in US \$, FY2009-2012

* The significant increase in FY2011 funding relative to other years can be attributed to a single award to NIU from the Broadband Technologies Opportunities Program.

**American Recovery and Reinvestment Act of 2009.

Funding Source / Staff	FY2009	FY2010	FY2011	FY2012
Total External Funding*	35,288,408	43,954,536	107,345,951	31,091,155
Without ARRA**	35,288,408	32,157,681	58,824,840	31,091,155
Without Earmarks	27,166,023	41,897,309	94,130,999	31,091,155
Without ARRA and Earmarks	27,166,023	30,100,391	45,609,888	31,091,155
Faculty Members Serving as Principle Investigators on at Least One Sponsored Project	137.0	133.0	129.0	128.0
Tenured and Tenure-Track Faculty at NIU (FTE)	762.4	749.4	733.4	702.3

follow, we describe the four areas where funds have been or are planned to be allocated.

Research Investment

As with most universities, funding from external sources is necessary at NIU for many reasons:

- To support the research mission of the university
- To maintain an adequate research environment to support undergraduate engagement in faculty research and artistry
- To support doctoral and other graduate programs
- To ensure recruitment and retention of quality faculty, staff, and students
- To sustain capacity as a generator of regional economic growth and community development

Vision 2020 targets a 30 percent increase in research funding over the 2010 baseline. This is expected to be a realistic balancing of the competitiveness of the funding pool and the real opportunities for us to increase our research capacity.

Table 5-7 shows external funding awarded to NIU since FY2009 in support of research, public service, instructional programs, and other academic support and services activities. Student financial aid is not included in these data.

The FY2012 data suggest that the three-year Vision 2020 target for awards received through compet-

itive grants and contracts of \$33 million is realistic and achievable. However, accomplishing this goal will depend on our ability to embrace a number of key recommendations made by the Vision 2020 task force. To this end, \$1 million Vision 2020 seed funding has been invested in specialized research equipment and temporary research personnel in the following contexts:

- Start-up packages offered to faculty members in disciplines with strong potential to attract extramural funding
- Retention packages for productive young, mid-career, and senior faculty members with active, externally-funded research programs
- Acquisition of specialized research instrumentation that will enhance research growth in targeted areas likely to attract external funding
- Accelerated completion of sponsored project research deliverables by highly productive, externally-funded faculty

Vision 2020 funds have been used alone or in combination with core user facilities funds from Great Journeys to purchase equipment to advance the research capability of investigators in allied health and communicative disorders, biology, chemistry/biochemistry, computer science, educational psychology, electrical engineering, mechanical engineering, psychology, and physics. Reports from the Division of Research and Graduate Studies specify allocations and outcomes. By the end of FY 2013, approximate-

ly one third of the \$1 million allocation had been expended, including in support of major research instrumentation, infrastructure, and equipment:

- An ultrasound imaging system for use by faculty focused on basic cancer research (\$58,000)
- Psychophysiology data acquisition/analysis software for faculty research at the Center for the Study of Family Violence and Sexual Assault (\$40,456)
- An infrared camera for use by faculty in the Department of Mechanical Engineering (\$44,825)
- Upgraded instrumentation for the digital signal processing laboratory in the Department of Electrical Engineering (\$26,503)
- Operant conditioning chambers for a psychology faculty member redirecting research emphasis (\$16,667)
- A furnace for advanced materials research by Department of Chemistry faculty (\$9,140)
- Acoustic research equipment to facilitate the

grant-seeking efforts of a faculty member in the School of Allied Health and Communicative Disorders (\$3,651)

Significant funding (\$80,000) has also been used in support of upgrades to our Internet2 connection, facilitating data flow between NIU and collaborating institutions. These Vision 2020 investments were in most cases matched by the recipient department/college or the Core User Facilities program.

Enrollment Investment

Consistent with our Enrollment Strategic Plan, Vision 2020 targeted specific objectives for 2015, projecting a trend that would lead enrollment to a threshold of a headcount of 30,000 by 2020, inclusive of off-campus projections. The Vision 2020 allocation of \$1 million was invested over three fiscal years as presented in Table 5-8.

The interim report on Vision 2020 recruitment efforts indicates a focus on targeted recruitment of minority students. Recent student demographic

Table 5-8 Vision 2020 enrollment allocations in US \$, FY2012-FY2014

Investment Area	FY2012	FY2013	FY2014	TOTAL
Freshman Initiatives				
Lead Generation Services	46,000	73,000	84,000	203,000
Early Awareness Initiative	17,000	20,000	20,000	57,000
Latino/Asian American Recruitment	25,000	50,000	50,000	125,000
Transfer Initiatives				
Inquiry Generation	15,000	20,000	20,000	55,000
Telecounseling	8,000	15,000	15,000	38,000
Community College Programming	10,000	15,000	60,000	85,000
Communications				
Bachelor's in 4 Years	6,000	10,000	35,000	51,000
Staffing				
Freshman Counselor - Chicago	18,000	35,000	35,000	88,000
Transfer Counselor - Chicago	18,000	35,000	35,000	88,000
Springfield Recruiter	6,000	12,000	12,000	30,000
GA - Freshman	4,500	9,000	9,000	22,500
GA - Latino Resource Center	4,500	9,000	9,000	22,500
GA - Asian American Center	4,500	9,000	9,000	22,500
GA - Transfer	4,500	9,000	9,000	22,500
Total	227,000	381,000	412,000	1,020,000

trends are depicted in Table 5-9. While the number of new first-year enrollees is not much different for Fall 2012 than it was for Fall 2010, the proportion of Black Non-Hispanic and Hispanic students has grown, with a concomitant decrease in the proportion of White Non-Hispanic students. As a public university, we also recognize diversity in many ways that are not captured in this table: ability/disability, age, sexual orientation and gender identity, socio-economic status, veteran status, first generation students, and nontraditional students.

Between 40 and 50 percent of new student enrollments for the past decade and 50-55 percent of all NIU graduates transfer to NIU from Illinois community colleges. The greatest concentration of community colleges in Illinois lies within NIU's service region, and we work actively with 26 of them to

encourage student transfer. A range of web-based marketing initiatives and programmatic changes to recruit and retain transfer students and establish achievable degree paths have been initiated. As we develop our performance-based funding model, discussed in [Core Component 5.A](#), we are focusing on the benchmark of degrees per 100 FTE students, calculated on student credit hour production. This metric better reflects our productivity, especially in meeting the career needs of our transfer students.

Academic Enrichment Investment

Vision 2020 notes that NIU's future success will be measured by the life-changing experiences we provide to our students. The value added to baccalaureate outcomes by academic enrichment

Table 5-9 Enrollments by racial/ethnic category, Fall 2010-Fall 2012

		Non-Res Alien	Black Non-Hispanic	Amer. Indian/Alaskan Native	Asian Non-Hispanic	Native Hawaiian/Pacific Islander	Hispanic	White Non-Hispanic	Two or More Races	No Response	Total
Undergraduate											
Fall 2010	Number	177	2,630	24	848	32	1,627	11,638	229	681	17,886
	Percent of Respondents	1.0	15.3	0.1	4.9	0.2	9.5	67.6	1.3		
Fall 2011	Number	185	2,640	29	826	23	1,847	10,997	313	446	17,306
	Percent of Respondents	1.1	15.7	0.2	4.9	0.1	11.0	65.2	1.9		
Fall 2012	Number	197	2,696	30	803	18	1,933	10,139	401	335	16,552
	Percent of Respondents	1.2	16.6	0.2	5.0	0.1	11.9	62.5	2.5		
Graduate											
Fall 2010	Number	574	335	11	248	3	309	3,985	58	110	5,633
	Percent of Respondents	10.4	6.1	0.2	4.5	0.1	5.6	72.2	1.1		
Fall 2011	Number	503	350	350	266	1	293	3,791	63	93	5,365
	Percent of Respondents	9.5	6.6	6.6	5.0	0.0	5.6	71.9	1.2		
Fall 2012	Number	487	314	314	232	3	286	3,508	75	72	4,984
	Percent of Respondents	9.9	6.4	6.4	4.7	0.1	5.8	71.4	1.5		
Law											
Fall 2010	Number	1	2	1	11	2	26	242	2	2	331
	Percent of Respondents	0.3	0.6	0.3	3.3	0.6	7.9	73.6	0.6		
Fall 2011	Number	1	27	1	10	2	24	230	3	21	319
	Percent of Respondents	0.3	9.1	0.3	3.4	0.7	8.1	77.2	1.0		
Fall 2012	Number	1	30	1	11	1	27	247	6	9	333
	Percent of Respondents	0.3	9.3	0.3	3.4	0.3	8.3	76.2	1.9		

Table 5-10 Vision 2020 academic enrichment initiatives in US \$, FY2012-FY2015

Initiative/Project	FY2012	FY2013	FY2014	FY2015	Total
Course Transformation Project (Gen. Ed.)	50,000	86,000	89,000	89,000	314,000
Course Transformation Lite (Summer 2013)		25,000	25,000	25,000	75,000
Retention App		25,000			25,000
Passport Program – College of Business	25,000				25,000
Global NIU Site Visits	7,500				7,500
1st Year Honors Study Abroad		18,908	12,000	12,000	42,908
Honors Course Development	38,400				38,400
Teacher Cert Prof Development Schools		18,000	18,000		36,000
Teacher Cert Test Academic Proficiency Scores		45,000	45,000		90,000
Northern Light Ambassadors	18,750				18,750
Total	139,650	217,908	189,000	126,000	672,558

programs and engaged learning opportunities will yield more critical thinking, greater creativity, and enhanced communication skills that will set our graduates—and NIU—apart. A number of initiatives were proposed and funded via a \$672,558 commitment to academic programs and services. Table 5-10 provides an outline of

the planned allocations for four fiscal years.

Some of the results of these enrichment activities include new general education course development through the Course Transformation Project, co-curricular programming in the College of Business through the Passport Program, two new study abroad programs, including one for first-year



Table 5-11 Status and early outcomes of Vision 2020 academic enrichment investments

Enrichment Investment	Current Status	AY2013-2014	Preliminary Data
Course Transformation Project	Ongoing; multi-year project	7 CTP transformed courses to be taught in Fall 2013; New CTP cohort begins in August 2013	N/A
Course Transformation Project Lite	Ongoing; multi-year project	8 CTP-Lite courses to be taught in upcoming year; New cohort begins in May 2014	N/A
Retention App	Ongoing	Development of App begins Fall 2013	N/A
Global NIU	Completed; Study Abroad program offered Summer 2013	Study Abroad Program will be offered Summer 2014	5 students participated in Amsterdam and The Hague program
1st Year Honors Study Abroad	Completed; Study Abroad program offered Summer 2013	Study Abroad Program will be offered Summer 2014	6 students participated in Montreal program
Honors Course Development	Ongoing; initiative reconfigured	Development of initiatives will begin in Fall 2013	N/A
Teacher Certification/ Professional Development Schools	Ongoing; multi-year project	Continuation of work with Chicago schools	15 students participated in Chicago Public Schools' signed agreements
Teacher Certification/ Test of Academic Proficiency (TAP)	Ongoing; multi-year project	Continuation of preparation programs	262 students tutored; 85 students took TAP; 54% passed one or more TAP areas; 22% increased their scores
Northern Light Ambassadors	Ongoing; initiative reconfigured	Development of programs for CEET and CEDU	N/A

Honors students, and innovative teacher preparation initiatives. Table 5-11 provides an overview of accomplishments and plans for academic enrichment activities.

Technology Investment

A considerable gap existed between NIU and our peer institutions in terms of campus access to wireless technology. In Fall 2011, only about 15 percent of NIU's student-centered spaces (e.g., residence halls, libraries, classrooms, and recreational spaces) had wireless coverage. With an investment of \$864,000 in FY2012, the Vision 2020 objectives for wireless access in student and ac-

ademic spaces, initially expected to be reached by the end of FY2014, have been met. Goals for additional spaces remain on target for FY2015.

Vision 2020 determines benchmarks for growth in online credit hour production. In AY2012-2013, 16,000 student credit hours were generated in 13 programs, and by 2020, 81,250 student credit hours are projected through a comprehensive distributed learning system. As discussed in Chapter 3, a Distributed Learning Task Force proposed a number of initiatives which are being followed up by various campus units in developing plans for a coherent implementation of distance learning. Further details of our distributed learning efforts are found in our Substantive Change Application.

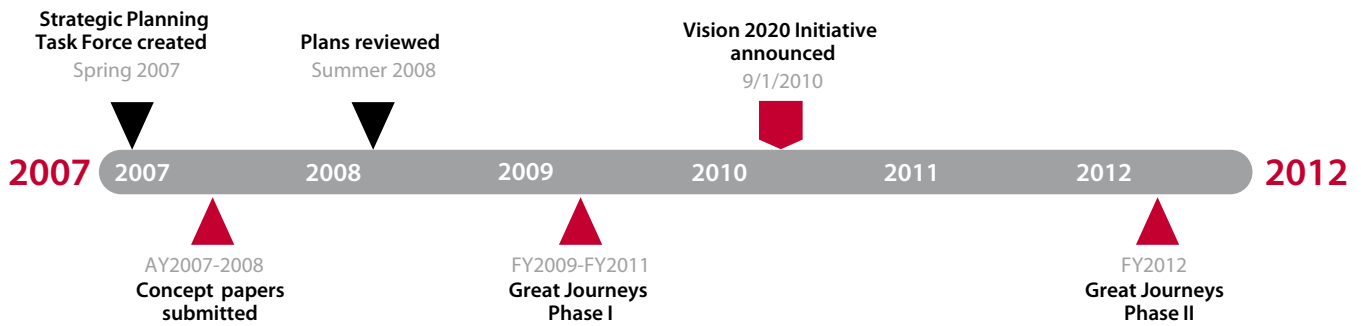


Figure 5-6 Great Journeys Strategic Plan timeline

Great Journeys Strategic Plan

With the oversight of the provost, the initiatives of the Great Journeys Strategic Plan—and the Vision 2020 academic plans that have evolved from it—are the hallmark of strategic planning for the Division of Academic Affairs.

The following four strategic institutional imperatives of Great Journeys were developed through a planning process that engaged more than 125 faculty, staff, students, and alumni as well as an external facilitator over the course of six months:

- To preserve, strengthen, and extend NIU’s teaching and learning environment
- To develop a strategy for investing in multi-disciplinary scholarship and artistic clusters
- To strengthen and extend NIU’s global/regional impact
- To make NIU a university of “first choice” for faculty, students, and staff

The entire campus community was encouraged to participate in this essential planning process by submitting brief concept papers that addressed any aspect of the strategic planning imperatives. Over 250 concept papers were submitted for consideration and were examined at college and university levels to discover synergies and promote partnerships across campus and within the region. In support of our [academic infrastructure](#), initiatives of Great Journeys were implemented

Over a dozen Great Journeys Phase I initiatives have had a direct impact on:

- 37,935 students
- 2,180 faculty and staff
- 17,200 K-12 students
- 23,456 external stakeholders including K-12 teachers, administrators, and the general public

following the initial phase that took place within the framework established by the University Strategic Planning Task Force in Spring 2007.

College and unit plans were reviewed during Summer 2008, and Phase I was implemented in Fall 2008 and continued through the end of FY2011. Figure 5-6 graphically presents the combined phases of the plan.

Detailed presentations of the final reports and a summary of outcomes from the initiatives funded in Phase I can be found at the [Great Journeys Strategic Plan website](#).

A third goal of the initial planning—developing a strategy for investing in multi-disciplinary scholarship and artistry—was also supported by the outcomes reported. Interdisciplinary units were established and began to develop engagement and educational opportunities for students and faculty. These units in non-governmental studies, environmental studies, nanoscience and engineering, and language and literacy also provided mechanisms for collaborative research publications and grant applications.

During AY2007-2008, two Presidential Task Forces began topically-focused strategic planning. The [Presidential Task Force on Student Success](#) and the [Presidential Task Force on Curricular Innovation](#) developed several recommendations for the president, provost, provost’s staff, and Council of Deans to consider when moving forward in the strategic planning process:

- Developing a formal process of identification and intervention for at-risk students
- Increasing accountability for and measures of student success including participation in VSA-College Portrait and NSSE

Table 5-12 Great Journeys initiatives and expenditures, Phase I, in US \$

*Includes a number of projects such as student retention, engaged learning, writing across the curriculum, general education reform, and Foundations of Excellence.

** Includes faculty and curricular diversity projects.

Initiatives	Allocations (US \$)			
	FY2009	FY2010	FY2011	FY2012
Center for P-20 Engagement	115,000	225,700	400,000	475,000
University Task Forces*	178,906	465,817	1,012,199	1,248,911
Diversity**	16,894	51,000	6,039	34,085
College of Health and Human Sciences	102,283	95,100	154,350	250,000
Center for the Interdisciplinary Study of Language and Literacy	46,289	60,159	63,000	88,168
Collaborative on Early Adolescence	5,747	50,949	50,000	35,312
Core User Facilities	875	0	450,000	230,000
Center for Non-Governmental Organization and Leadership Development	0	17,049	185,000	272,516
Institute for the Study of Environment, Sustainability, and Energy	0	77,000	272,000	270,000
Institute for Nano Science, Engineering, and Technology	0	43,641	0	216,374
Accountability Projects (VSA and Doctoral Review)	113,072	141,563	214,519	239,004
Global NIU	20,125	28,000	45,000	40,000
GA/Other	13,321	338,400	300,000	500,811
Total	612,512	1,594,378	3,152,107	3,900,181

- Engaging students in the research mission of the university
- Implementing a general education review and baccalaureate outcomes analyses
- Focusing on enhanced Honors programming and targeted recruiting

The initiatives funded under Great Journeys Phase I (FY2009-FY2011) were organized in a number of different funding categories as presented in Table 5-12.

Planning for the second phase of Great Journeys began in Summer 2011 with the establishment of a Provost's Strategic Planning Working Group. In October 2011, the provost issued a call for proposals for FY2012 and beyond. New proposals, and initiatives seeking continued funding, were submitted to the Provost's Working Group using the [Strategic Planning Proposal Template](#). Fifty-two submissions were received, and 31 initiatives were selected for support. The initiatives and results from the first year of Phase II support can be found at the [Great Journeys Strategic Plan website](#). Outcomes from the first

year of funding are consistent with the impact from Phase I.

Many of the aims and initiatives of Great Journeys are incorporated into the goals of Vision 2020. Many of the projects continue through the second phase of Great Journeys as well as through Vision 2020. In addition, as part of Phase II of Great Journeys, an [alignment document](#) outlines the Vision 2020 goals with the four imperatives of the strategic plan.

Some visible legacy initiatives growing out of Great Journeys have high impact on the academic mission going forward with Vision 2020:

- General education reform was identified as a major priority in the Great Journeys Strategic Plan, and in June 2008, a seven-person Steering Committee participated in the AAC&U's General Education Institute, where two key strategies emerged:
 - Prior to reforming general education, NIU's baccalaureate goals needed to be identified
 - Developing meaningful baccalaureate

goals required collaboration from a broad spectrum of stakeholders, including faculty, students, staff, administrators, and employers

- The **Baccalaureate Review Task Force**, made up of 15 Steering Committee members and 29 task force members, ultimately identified eight university-wide student learning outcomes, finalized and approved in 2010, that speak to key baccalaureate student competencies:
 - Integrate knowledge of global interconnections and interdependencies
 - Exhibit intercultural competencies with people of diverse backgrounds and perspectives
 - Analyze issues that interconnect human life and the natural world
 - Demonstrate critical, creative, and independent thought
 - Communicate clearly and effectively
 - Collaborate with others to achieve specific goals
 - Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems
 - Synthesize knowledge and skills relevant to one's major or particular fields of study and apply them creatively to develop innovative outcomes
- The Office of Student Engagement and Experiential Learning, established in January 2010, promotes interaction between faculty and students in research and artistry through a variety of programs:
 - Enhanced undergraduate research initiatives and opportunities (see **Core Component 3.B**)
 - Themed Learning Communities, which give students the opportunity to engage deeply with a course theme, connecting learning across multiple courses in collaborative and active ways

The outcomes of new or enhanced engagement programs have been challenging to define and measure. Aside from the generally positive anecdotal information gathered in the past several years by faculty mentors and participating students, the Office of Student Engagement and Experiential Learning plans to have quantitative information available.

Student Affairs and Enrollment Management

The Division of Student Affairs and Enrollment Management is also purposeful about planning and assessment. Guiding the division's planning initiatives is the **2011-2015 Student Affairs Strategic Plan**, developed **collaboratively**, encompassing all departments in the division. The five goals of this plan are related to student engagement, holistic personal development, sustainability and fiscal development, inclusive community, and professional identity and acumen. Units regularly report on their activities using a standard **divisional template**. The **Enrollment Management Strategic Plan** further strengthens the strategic direction of the division. Highlights of the plan include new and revitalized recruitment and retention initiatives, commitment to enhancing our academic infrastructure, and alignment of university marketing efforts with outreach to prospective students. Most significant is the identification of specific aggressive enrollment targets as discussed above. The division continues to work in FY2014 with vendors to develop an econometric model to measure student price sensitivity and statistically indicate the relative impact on yield.

Assessment of strategic goals and priorities outlined in the strategic plans for this division requires that departments conduct one of five various strategies at least once every five years. These strategies are organized in an **Assessment Strategy Grid** and include best-practices of benchmarking, internal review, external review, needs or satisfaction assessment, and reporting outcomes to the University Assessment Panel. Every five years departments must also present an assessment initiative, including use of results, to the Division Cabinet. **Annual training** in the division advances the development, implementation, and evaluation of assessment initiatives.

The **Enrollment Management Council**, chaired by the vice president for Student Affairs and Enrollment Management, is a campus-wide, multidisciplinary committee that informs the president and the university leadership on a wide variety of enrollment-related topics, including recruitment techniques, enrollment strategies, and retention efforts. The active collaborations of the members on this team have resulted in more strategic conversations about what all members of our campus community can do to support a diverse student body active-

ly engaged in achieving their academic goals.

The [Sustainability Report](#) in Vision 2020 observes that we are situated in one of the major regional economies in the United States. This service region contains millions of households and families with career-bound students. This region is also one of the most competitive sectors of the national economy with respect to the mix of higher education options, and overall enrollment is the best indicator of institutional sustainability and success. Consistent with our [Enrollment Management Strategic Plan](#), Vision 2020 targets specific objectives for 2015, projecting a trend that would lead to a 2020 enrollment target that may prove to be overly-ambitious. Initiatives address recruitment at all student levels, with particular attention to our freshmen preparedness goals to admit students with higher high school GPAs and class rank. While it is clear we have not yet met our goals and may be unlikely to meet the Vision 2020 targets, plans are in place and being implemented to increase enrollment and retention. Our recruitment initiatives are more fully elaborated in [Core Component 4.C](#).

Other Divisional Planning

As a result of the Vision 2020 planning process, NIU is planning, building, and renovating facilities that are technology rich, accessible, and energy efficient. In 2012, extensive efforts were made for beautification, safety, and infrastructure improvements including sidewalk and parking lot repairs, water feature improvements, residence hall sprinkler installation and repair, lighting upgrades, and roof replacements. Annual budget submissions to the IBHE include institutional data and analysis on infrastructure expenditures and deferred maintenance. Updates on [Vision 2020 and other infrastructure improvements](#) are posted online weekly during the summer when the majority of the work is undertaken.

The Division of Academic Affairs has, for a number of years, [reviewed infrastructure needs and course/program enrollments](#) in an effort to allocate resources efficiently with the aim to improve the university as a whole. This annual initiative has focused on improving library resources and providing instructional support for high demand courses and courses in Honors and STEM areas. Through this initiative, funding is moved from areas of low performance to those of greatest need. For example, programs



The New Residence Hall was completed in the fall of 2012.

with growing enrollments but limited faculty growth (“impacted” departments) and high demand general education courses are allocated resources to staff additional courses based on performance-based accountability. Staffing needs here have typically been met by hiring visiting assistant professors and/or through assigning faculty overloads.

In this initiative, deans are notified in the spring of any additional funding allocations for the following year. While fiscal accountability for the initiative is important, it is only one tangible aspect of the program; equally important is the fact that this program has served our students well:

- By FY2013 four departments (Allied Health and Communicative Disorders; Family, Consumer and Nutrition Sciences; Nursing; and Psychology) had collectively produced an average of 365 more baccalaureate degrees in FY2010-FY2012 than they had in the three years before the program began
- From FY2009-FY2012, the initiative served over 30,000 students in the form of additional seats in upper-division and general education courses, returned over \$3 for every \$1 invested in it, and moved nearly \$500,000 from less to more productive areas
- In FY2013 this initiative provided \$300,000 to library journal support and funded 1,422 credit hours in Honors courses

Throughout FY2013 and FY2014, we have been engaged locally in conversations regarding the use of internal NIU performance metrics as a component of our internal resource allocation model. Models used by other states and agencies have been discussed, and a preliminary list of potential internal

performance metrics has been developed, including:

- Degrees produced (both undergraduate and graduate)
- Student credit hours generated
- Retention measures
- Admission yields, including especially those for first-year students and transfer students
- Research and artistry productivity

Additional discussions continue to be held to examine internal metrics in the areas of student engagement, academic unit costs and income, and service. During Summer 2013, the Office of the Provost staff reviewed the performance data for each college along with plans to improve retention and yield.

As part of our efforts to implement our enrollment management and retention initiatives, the [Division of Outreach, Engagement, and Information Technologies](#) assesses regional needs and develops initiatives to meet those needs; leads university activities aimed at regional economic, social, and cultural development; and positions NIU as an institution engaged with and contributing to the region. The division provides a model for budgetary self-support with more than 70 percent of its budget self-generated through contracts, grants, sales, and service. In addition to long-standing oversight of the three NIU regional sites, in 2009 the division established the Office for Regional Engagement/Rockford to speed the development of the university's growing complement of engagement activities in the Rockford region. Some outcomes of this increased Rockford area engagement include:

- A grant from the US Economic Development Administration to develop new executive education programs to assist regional leaders to work more collaboratively for improved effectiveness in municipal government, job creation, and small business development
- Support of economic revitalization initiatives—NIU has brought more than \$10 million to help Rockford capitalize on new Department of Defense initiatives and micromachining technology
- Planning and partnership among division leaders and Rockford's EIGERlab facility, a regional small business incubator
- Participation in Alignment Rockford, a public-private partnership working to support the school

district's strategic plan for improvement, particularly in the high schools

The division plans to use the Rockford experience as a model for future engagement efforts at each of NIU's regional sites in Naperville, Hoffman Estates and Rockford, and in other key regional locations where NIU has a presence (e.g., Oregon and Lake County, Illinois).

The [Division of University Advancement](#) is responsible for fund-raising through the NIU Foundation. Programs within the division are responsible for building strong relationships with our alumni and managing philanthropy to benefit the university. The division provides administrative direction for the Office of Alumni Relations, and its vice president acts as the liaison from the university to its two major volunteer boards: the Northern Illinois University Alumni Association and the NIU Foundation. The Vision 2020 goal is to double the average annual private giving from an FY2010 baseline of \$10.1 million to an annual average of more than \$20 million by FY2018. In FY2012, the total raised from private funds was \$13.9 million.

The [Division of University Relations](#) develops, coordinates, and delivers the university's strategic communications and marketing initiatives. The division promotes the university and our programs through advertising, publications, media relations, our website, and our official social media channels. The government relations team represents NIU's budgetary, legislative, and substantive interests at the federal and state levels, and the division also serves as the clearinghouse for all public record requests for the university.

Future of Vision 2020

While we have made progress in some of the Vision 2020 priorities, other important Vision 2020 benchmarks have yet to receive funding, including initiatives to diversify the faculty to reflect the diverse service area of NIU, to enhance infrastructure, and to increase private giving. However, with new leadership in a number of administrative areas in FY2013 and FY2014, we expect the goals and benchmarks of the Vision 2020 Initiative to be revisited. Some recent activities that may set the stage for reconsideration of Vision 2020 goals include:

- The [Faculty Diversity Task Force](#) created under Great Journeys has established best practices in

attracting and retaining diverse faculty members. The [Office of Affirmative Action and Diversity Resources](#) tracks the number of candidates from underrepresented groups that are brought to campus for interviews

- The Division of Finance and Facilities has tackled growing building and maintenance needs, raising \$124.8 million in revenue bond proceeds in 2010 for use in a number of bond revenue facility locations that will eventually reduce the deferred maintenance significantly
- The division has used [performance contracts](#) to fund about \$50 million in equipment and facilities replacement and repair, allowing us to devote energy savings from strategic improvements toward the expenses related to such improvements
- We are developing new sources of revenue through creative partnerships and increased giving in order to avoid imposing excessive increases in student tuition and fees

Core Component 5.D: The institution works systematically to improve its performance

- 1. The institution develops and documents evidence of performance in its operations.**
- 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

In sum, the university evaluates every level of its operations. A number of annual performance reports concerning academic affairs and student affairs are produced for unit-level and institutional review:

- Program reviews are undertaken on the set schedule for all curricular programs, and all academic programs submit annual updates
- Assessment plans are submitted by academic and co-curricular programs for review by the University Assessment Panel
- Other support units submit annual reports to their respective divisions

In another example of self-evaluation, the [Office of Community Standards and Student Conduct](#) sets priorities in their annual and multi-year plans that include public awareness and staff

development for providing programs and improving processes. These plans include identifying and integrating new technologies for a more accessible and efficient management of student conduct cases, surveying the community about the student conduct process, creating publicity and training on Title IX-related Student Code of Conduct violations, and implementing a pilot program for alternative dispute resolution services. These priorities are funded by internal reallocation of unit funds and/or reassignment of staff time.

Improvement and Accountability

Throughout FY2014, we will be examining ways to update, improve and evaluate the budget management and budget development process. The president has taken an active role in developing financial priorities and reviewing divisional budgets and expenditures. To ensure the fiscal health and sustainability of NIU, future resource allocation decisions must recognize the strategic priorities of the university. This will become even more important as state funding continues to decline. Strategic resource alignment also requires the integration of our planning and budgeting functions and an increased emphasis on information sharing and collaboration.

To address fiscal control measures, we have employed a new software application, the Oracle Hyperion Profitability and Cost Management tool, which provides us with better insight into drivers of cost and profitability and will enhance our ability to strategically allocate resources. This product will help us become more cost efficient by allowing us to improve the way we track expenditures and revenues by activity, units, and departments. This new software will also improve our ability to closely track and monitor monthly budget-to-actual expenditures.

At the statewide level, our staff will work more closely with legislative budget staff, appropriation committees, and the Governor's Office of Management and Budget on the state's Budgeting for Results initiative. Similarly, staff will take a more active role working with the Illinois Board of Higher Education on matters related to the performance funding model which was implemented in FY2013. These two statewide initiatives focus on accountability, return on investment, and the efficient use of state resources.

Evaluation

As an overarching university steering plan for improvement, Vision 2020 has defined goals and plans for where the university would like to be at the end of the decade. Because Vision 2020 is a new strategic initiative, there has been limited opportunity for assessment of funding schedules, effectiveness, capabilities, or sustainability in its component parts. The Great Journeys Strategic Plan expenditures to date are accounted for in terms of the specific program and initiatives funded, but there is not an overall assessment of its success or sustainability. Many initiatives of this plan, implemented through the Division of Academic Affairs, have been incorporated into the comprehensive Vision 2020 plan.

While our strategic planning efforts have been ambitious, they also reflect the wide range of talents, interests, and commitments that the university community has made to the growth of the university and to the core values of our mission.

Chapter Summary: Successes, Challenges, and Opportunities

On examination and reflection of the evidence presented in this chapter, we believe we have met expectations for Criterion 5. In this self-study exercise, however, we have identified a number of institutional successes we can continue to build on, challenges we have yet to meet, and opportunities that can guide us in accomplishing our mission.

Successes

- We have an established shared governance system that successfully involves the university community at all levels
- Our record of capital improvements and performance contracts has allowed us to maintain and upgrade some facilities
- Our strategic planning processes are inclusive of and responsive to the broad university community

Challenges

- We are forced to manage with a flat or decreasing state budget and uncertainty about state appropriations
- The shift in state government support for higher

education and the ensuing increased reliance on student-generated funding poses a challenge to our mission to serve the broad and diverse population of learners that NIU has traditionally embraced

- A lack of transparency and limited communication regarding budget processes and allocations has hampered our ability to address pressing academic, infrastructure, and planning needs
- We need to focus on increasing degree completion rates, especially among our Pell/MAP-eligible students pursuing state-identified high-value degrees
- We need to implement systematic integration of all curricular and co-curricular programs and processes to better serve student needs

Opportunities

- As we continue to be evaluated on external performance funding measures, we would be well-served to review and assess our institutional operations to best meet our mission. As the proportion of General Revenue that is dependent on these measures increases, we will need to be proactive in improving our performance
- As our internal performance metrics are developed, refined, and implemented, we should take action on the opportunities they provide for self-assessment and improvement
- With new leadership, we have the opportunity to evaluate all university procedures, policies, and strategic initiatives

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CONCLUSION

We have found the self-study process to be an opportunity for serious and in-depth reflection on our purpose, our mission, and our future. In addition to engaging the university community broadly, we have also found that the process has afforded us real opportunities to celebrate our successes and engage in conversations about how we can continue to do what we do well and to improve where needed.

As outlined in the Introduction, we have experienced substantial changes as an institution since the last HLC site visit—some in response to national and state trends, some as a result of serious self-examination, and some in the face of unexpected events. Despite the challenge of shifts in human and fiscal resources, however, we have been energized by major planning efforts inclusive of and responsive to the broad university community which focus us on moving forward.



**Northern Illinois
University**

Perhaps the first significant outcome of the self-study process was the initiation of a review of the university's mission statement. Taking the charge to represent a community engaged in reflection and analysis, the Mission Update Task Force worked efficiently to refine the mission to reflect the current state of our university in order to "promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service."

We are committed to this mission and to the core values it encompasses. We conclude this self-study with reflections on these core values and on considerations of how we meet our mission and how we are striving to improve.

NIU values a community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual.

Throughout this self-study we note the diversity of the student body and the faculty. With Great Journeys laying the groundwork for a number of projects that address diversity and our academic mission, we have in place a number of programs and services whose focus is to encourage, support, and sustain a diverse community, and we benefit from campus-wide awareness of and participation in diversity initiatives.

We value access for a broad spectrum of students to high-quality undergraduate, graduate, and professional programs that prepare them to be lifelong learners and productive, socially conscious citizens. However, our numerous diversity initiatives can be more cohesively delivered and assessed through a well-established diversity plan, thus better capitalizing on the opportunities available to us. A cohesive model of student retention and completion, integrating programs in the multiple divisions and responding to demographic changes in the region, will help us to offer greater access to diverse current and prospective students.

However, it is clear that we must address the challenges inherent in the Vision 2020 targets for enrollment and retention. Additionally, reductions in state government support for higher education and the ensuing increased reliance on student-generated funding may be restricting our attempts to serve the broad population of learners that NIU has tradi-

tionally embraced. Nevertheless, we remain a good value for students compared with many other public institutions in Illinois and have been nationally recognized for our excellent return on investment record.

Ultimately, our recent energies in support of a distributed learning model will afford us increased presence in this area, but we acknowledge, too, that this change will require a commitment to physical infrastructure and human resources support. We recognize that many of our benchmark institutions are ahead of us in offering online and distance learning opportunities. While it is imperative to continue to pursue enriched educational delivery through distributed learning, we take care to proceed with initiatives that will best serve our students and our academic mission.

NIU values engaged teaching and learning that evolves from the synergy of research, artistry, and service.

We offer extensive opportunities for creative engagement with our core teaching and learning mission, through well-defined curricula, general education experiences, and various enrichment opportunities. Our tenured and tenure-track faculty teach at all degree levels and are engaged in baccalaureate, graduate, and professional learning as mentors, advisors, co-authors, and supervisors. In support of effective teaching, our professional development programs and services respond to current developments in pedagogy and technology. We also have a burgeoning system of student-engaged learning opportunities which are supported across campus by a number of curricular and co-curricular units.

As we have demonstrated in this report and in evidentiary documents, our system of program review and our institutional assessment practices are well developed and institutionally supported. In the last decade we have seen increasing commitment throughout the campus to the value of continuous assessment and to a focus on student learning outcomes for our academic programs.

As noted in a number of places in the self-study, we are developing a cohesive and systematic assessment model in our general education program. The General Education Visioning Task Force is poised to address the challenges of the general education program in the context of an integrated learning model.

NIU values research and artistry in creating, transmitting, expanding, and applying knowledge.

Through the Division of Academic Affairs and the Division of Research and Graduate Studies, we have comprehensive systems in place for training in and maintenance of ethical research, scholarship, and conduct. Additionally, our governance documents address ethics, integrity, and freedom of expression—all requisites for an environment conducive to the creation and expansion of knowledge. From first-year undergraduates to an award-winning professoriate, we strive for excellence in research and artistry and are particularly interested in engaging students in the scholarship and artistry facets of our mission. The Vision 2020 goals to increase research funds seem reachable, and increased participation in interdisciplinary research can be a hallmark of the research mission of the university.

In order to develop future generations of responsible scholars, we will need to continue to address the challenge of offering competitive graduate assistant stipends to recruit and retain the most promising emerging scholars.

Our teacher preparation programs, historically strong as the core of our founding mission as a normal school, continue to engage students, faculty, and staff with a commitment to training teachers with cutting edge pedagogical and content knowledge. Many of our graduate students also participate in teaching, research, and staff support activities that prepare them for successful academic, teaching, and other professional careers.

As recognized by both the HLC and the Carnegie Foundation, we have created a robust history of regional engagement, as many outreach initiatives synergistically marry the service and research goals of faculty and staff while serving the educational and economic development needs of the region.

NIU values student success supported through academic and co-curricular programming and activities.

Our curricular programs offer students at all levels and from myriad backgrounds access to quality educational and support resources. Our expectations of learners are openly disseminated through statements of student learning outcomes, easily accessible degree progress tools, and extensive

advising opportunities. We point to our strong position as a university that serves nontraditional students through flexibility of program and course delivery and through academic support initiatives for all students. Through our well-established regional presence we facilitate access to educational opportunity in the region and beyond. This regional presence is enhanced by the participation of students at all levels in internships, practica, and clinical experiences that place them in communities within the region.

Our academic and student support endeavors, implemented by both the Division of Academic Affairs and the Division of Student Affairs and Enrollment Management, enjoy favorable participation and some successful, measurable outcomes. Our robust culture of assessment and program review extends beyond the academic mission to include co-curricular programs. However, we need to systematically implement and broadly share outcomes results for co-curricular programs and initiatives. A consistent reporting of all initiatives, aligned with our major planning goals, will contribute a university-wide picture of learning outside the classroom.

NIU values the application of current technology in enhancing and broadening all institutional endeavors.

We offer students access to numerous technological applications in and out of the classroom. From smart classrooms, to computer labs, to state-of-the-art research equipment, to user-friendly interfaces to monitor degree progress, to an automated emergency alert system, to the Blackboard course management platform, our students benefit from an environment that recognizes technological utility in meeting our teaching, learning, and research mission.

We have also benefited from a record of capital improvements and performance contracts which has allowed us to maintain and upgrade certain facilities. Our library system has become increasingly technologically sophisticated with a pilot open access publishing project, a digital convergence lab, and various digital initiatives. The PeopleSoft record management system integrates campus systems smoothly. Wi-Fi connectivity in all student and classroom areas facilitates state-of-the-art student and faculty access to technological resources.

Nevertheless, we are only now moving to implement a distributed learning model to enhance and expand

modes of delivery and grow our presence in online learning. In addition, we need to work to continue to advance campus-wide Wi-Fi connectivity.

NIU values a system of shared governance that incorporates input from faculty, staff, and students in decision- and policy-making.

Many examples of our shared governance system are noted in this report, from curricular processes to substantial policy change to presidential searches—each of them engaging a broad community. The Board of Trustees functions as an independent oversight body and assigns day-to-day management to a variety of individuals and constituents who rely on the participation of faculty, staff, students, and alumni. While shared governance gives voice to the community, at the same time it can be time consuming and resource intensive. Revising some of our procedures could serve to create greater efficiencies in service obligations for committee members and result in more timely actions.

Our shared governance system can also work to increase transparency and improve communications about all university operations and proactively address state funding issues that affect our ability to hire and retain talented faculty and staff and our ability to plan and operate efficiently for the benefit of our students.

NIU values commitment to a public purpose addressing regional, state, national, and global challenges and opportunities.

Our commitment to public purpose and outreach is long-standing, primarily led through the Division of Outreach, Engagement, and Information Technologies and the academic colleges. This commitment is reflected in our Carnegie engagement classification that identifies us as an institutional leader in community and curricular engagement. As the largest employer in DeKalb County, the sustainability of our programs and the stability of our budget are directly related to the economic vitality and growth of our region.

Extensive efforts coordinated by the Division of Outreach, Engagement, and Information Technologies have put us at the forefront of regional and global networks in collaboration with rural health networks, digital convergence, public school performance re-

porting, and the PASCAL International Observatory.

Ethical conduct is another way that we demonstrate a commitment to the public good. We value a university community that strives to act responsibly and reflect individual and institutional integrity. Our faculty and students are trained in and adhere to expectations for ethical academic and personal behavior, and they understand the importance of responsible conduct in creating a teaching and learning community.

Attestation

The evidence we have provided addresses the HLC criteria, assumed practices, and federal compliance requirements and we believe we have met all the criteria for continued accreditation. We hereby seek reaffirmation of our accreditation status from the Higher Learning Commission.

Index

A

Academic Affairs, Division of 3, 5, 6, 16, 19, 20, 28, 34, 38, 41, 49, 55, 56, 63, 64, 66, 67, 68, 70, 72, 80, 82, 84, 85, 90, 95, 102, 112, 119, 125, 128, 131, 135

Academic credit 28. *See also* Transfer credit

- College of Law Program 49
- costs per credit hour 108

distributed learning 124

- graduate curriculum 49
- undergraduate curriculum 48

Academic integrity 31, 43, 72

Academic Policies and Procedures Manual 27, 28, 31, 32, 42, 46, 49, 50, 53, 61, 63, 64, 69, 75, 86

Access and accessibility 24, 68. *See also* Distance education; *See also* Distributed learning; *See also* Financial Aid; *See also* Illinois Articulation Initiative

- academic programs 19, 68, 108
- ADA standards and disability 74, 75
- as a core value 18, 45, 110, 134
- faculty development 65
- instructional technologies 17
- in the workplace 21
- to academic programs 19
- to academic records 87
- to information resources and technology 52, 73, 75, 79, 111, 124

Accreditation, colleges, schools, and programs 37, 38, 63, 85, 92, 93

Accreditation, Higher Learning Commission 38

- Attestation 136
- History 4–6
- Self-Study process 8–11

Admission criteria 34, 69. *See also* Transfer credit; *See also* CHANCE Program

Advising 20, 67, 68–73, 97, 100, 135

- Academic Advising Center 6, 19, 67, 69, 70, 97
- Honors Program 54

Affirmative Action and Diversity Resources, Office of 20, 21, 130

Alumni 85, 101, 125, 129, 136

- Alumni Association 7, 31, 118, 129
- Awards 16
- Barsema Alumni and Visitors Center 6
- College of Law 59, 93

- Surveys 88–91

Annual Safety and Security Report. *See* Clery Report

APPM. *See* Academic Policies and Procedures Manual

Articulation 19, 87. *See also* Illinois Articulation Initiative

Assessment 10, 22–23, 32, 46, 48, 51, 63, 69, 90–95, 127, 131

- analysis with Blackboard 74
- diversity 20
- Division of Public Safety and Community Relations 30
- Faculty Development and Instructional Design 66
- General Education 53–55
- Honors Program 55
- off-campus programs 49
- Office of Assessment Services 5, 10, 46, 84, 88, 90–92, 102
- response to 2004 HLC visit 4–5
- review of assessment plans 84

Auxiliary functions 35–38, 105

B

Baccalaureate review 46, 55, 119, 127

Benefits, employee 29, 32, 68

Blackboard Course Server 10, 17, 43, 66, 72–74, 79, 98, 112, 92

Board of Trustees 116, 136

- budgetary approval 35
- university governance 31

Budget and Planning, Office of 34, 106

Business, College of 9, 33, 48, 71, 92, 112, 123

Business Procedures Manual 27, 34

C

Catalogs 38, 39

- College of Law Student Handbook 38, 39, 46
- Graduate Catalog 34, 39, 46, 48, 49, 57, 84, 87
- Undergraduate Catalog 34, 39, 46, 48, 87

CHANCE Program 18, 69–70

Clery Report 40

College Portrait 39, 40, 47, 62, 93, 94, 95, 125

Colleges

- Business 9, 33, 48, 71, 92, 112, 123
- Education 24, 71, 113
- Engineering and Engineering Technology 71, 76, 92, 112
- Health and Human Sciences 16
- Law 9, 15, 19, 23, 34, 38, 39, 46, 49, 58, 59, 63, 71, 72, 76, 78, 87, 89, 93, 98, 117

- Liberal Arts and Sciences 15, 16, 47, 56, 71, 76
 - Visual and Performing Arts 36, 47, 79, 113
 - Committees of the university 31–34, 41, 48, 116, 117
 - Academic Diversity Programs Advisory Committee 20
 - Audit and External Affairs Committee 31
 - Baccalaureate Review Committee 55
 - Committee for the Undergraduate Academic Environment 55
 - Committee on Multicultural Curriculum Transformation 22, 66
 - Committee on Resources, Space, and Budgets 32
 - Committee on the Undergraduate Curriculum 33, 34, 47, 86, 117
 - Compliance, Audit, Risk Management and Legal Affairs Committee 28, 30, 31, 41
 - Dimension Committees 55
 - External Advisory Committees 85
 - Finance, Facilities and Operations Committee 35, 41, 106, 118
 - General Education Committee 5, 53–54, 90, 93, 117
 - Graduate Council Curriculum Committee 33, 34, 86
 - HLC Steering Committee 8–11
 - Legislation and External Affairs Committee 31
 - Mission Update Task Force 9, 15, 33, 134
 - Resource, Budget, and Space Committee 106
 - Unity in Diversity Committee 22
 - University Advisory Committee 116
 - University Affairs Committee 32
 - University Benefits Committee 32, 68
 - University Honors Committee 55, 117
 - Vision 2020 Steering Committee 104
 - Compliance 92. *See also* Committees of the university
 - ADA 29, 74
 - auxiliary functions 35
 - Clery Act 40
 - Compliance Administration 28
 - equal opportunity and access in the workplace 21
 - ethics 7, 28–31, 135
 - Freedom of Information Act 40
 - intercollegiate athletics and NCAA guidelines 22, 30
 - research 42, 43, 72
 - Title IX 29
 - Constitution and Bylaws 27, 28, 29, 31, 32, 33, 41, 42, 67, 117
 - Core values 3, 16, 18–19, 23, 45, 81, 115, 131, 134
 - Curriculum
 - course and program changes 86
 - general education 52
 - graduate 49
 - multicultural 22, 66
 - undergraduate 33, 34, 47–48, 86, 117
- D**
- Degree paths, undergraduate 48, 87, 98
 - Degree programs 46–50
 - baccalaureate 46, 51
 - College of Law 49
 - graduate 48
 - online 50
 - Distance education 50
 - distributed learning 50, 80, 113, 124, 134, 135
 - hybrid courses 74, 114
 - online courses 50, 74
 - Distributed learning. *See* Distance education
 - Diversity 19–23, 59, 77, 134. *See also* Curriculum, multicultural
 - faculty 129–130
 - recruitment 121
 - resource and support centers 75, 96
 - Divisions, University 3
 - Academic Affairs 3, 5, 6, 16, 19, 20, 28, 34, 38, 49, 55, 56, 63, 64, 66, 67, 68, 70, 72, 80, 82, 84, 85, 90, 95, 102, 112, 119, 125, 128, 131, 135
 - Finance and Facilities 34, 73, 104, 105, 115, 130
 - Intercollegiate Athletics 30
 - Outreach, Engagement, and Information Technologies 5, 24, 36, 49, 77, 79, 89, 102, 111, 113, 129, 136
 - Public Safety and Community Relations 6, 17, 30
 - Research and Graduate Studies 3, 6, 16, 17, 19, 43, 56, 64–65, 101, 118, 120, 135
 - Student Affairs and Enrollment Management 3, 6, 14, 16, 19, 22, 30, 34, 37, 55, 68, 70, 76, 94, 95, 96, 97, 101, 119, 127, 135
 - University Advancement 118, 129
 - University Relations 18, 40, 129
- E**
- Education, College of 24, 71, 113
 - Employee Assistance Program 7, 67, 68
 - Engaged learning 24, 46, 47, 54, 59, 64, 80, 101, 123, 126, 134
 - Engagement
 - community 4, 25, 75, 77
 - student 17, 30, 51, 66, 76, 80, 127, 129
 - Student Engagement and Experiential Learning, Office of 6, 19, 56, 64, 97, 127
 - Engineering and Engineering Technology, College of 71, 76, 92, 112
 - Enrollment 95–96, 108, 121–122, 128
 - ACCESS A+ re-enrollment outcomes 69
 - continuing standards 69
 - demographics 2–3, 98
 - Enrollment Management Council 96, 127
 - transfer students 122
 - Vision 2020 targets 96, 121, 134
 - Enrollment Management. *See* Student Affairs and Enrollment Management, Division of
 - Enrollment Strategic Plan 128
 - Ethics compliance. *See* Compliance
 - External review 6, 51, 57, 84, 127
- F**
- Facilities 34–38, 74, 105, 111, 115, 128, 130, 135. *See*

- also* Committees of the university; *See also* Finance and Facilities, Division of; *See also* University Libraries
- fee 110
- Faculty development 91, 112, 125
- February 14 shooting 7
- FERPA 21
- Finance and Facilities, Division of 34, 73, 104, 105, 115, 130
- Financial aid 19, 30, 39, 61, 70, 96, 98, 120. *See also* Student Financial Aid Office
- Financial and Institutional Research, Office of 9, 38, 95
- FOIA 40, 41
- Forward, Together Forward 7, 8, 16
- Foundation, NIU 31, 117–118, 129
- Funding 43, 56, 57, 60, 62, 65, 99, 104–111, 128
 - external 41, 58, 60, 64, 65, 120
 - Great Journeys 126
 - performance-based 7, 102, 122
 - research 120–121
 - state 80, 103, 130
 - student-generated 131, 134
 - Vision 2020 96, 129
- G**
- General Education Program 5, 51, 53–54, 66, 80, 93, 134
- General Education Visioning Task Force 54, 80, 134. *See also* Committees of the university
- Governance. *See* Supportive Professional Staff Council; *See* Board of Trustees; *See* Committees of the university; *See* Student Association; *See* University Council
- Graduation rates 22, 95, 97, 99, 107
- Grants 25, 36, 58, 60, 64, 78, 106, 119, 120, 129
 - Grants Fiscal Administration 65, 113
 - Illinois Monetary Award Program 99
 - research 59, 60, 65
 - veterans 110, 110–111
- Great Journeys Strategic Plan 6, 46, 55, 58, 77, 85, 103–104, 119–120, 125–126, 129, 131
- H**
- Handbooks and guides
 - Advocate College Guide for LGBT Students 21
 - College of Law Student Handbook 38, 39, 46
 - Department Guide for Student Employment 39
 - Employee Conduct, Accountability and Ethics in the Workplace 28, 39, 42
 - Faculty & Staff Guide for Assisting Emotionally Troubled Students 8
 - Family Handbook 39, 40
 - Handbook for Department Chairs/School Directors 31
 - Instructional Guide for University Faculty and Teaching Assistants 65
 - NIU Emergency Response Guide 8
 - NIU Tech Guide 73
 - Operating Staff Handbook 39
 - Student Handbook 39, 114
 - Supportive Professional Staff Handbook 39
- Health and Human Sciences, College of 16
- Honors, University 19, 54–55. *See also* Committees of the university
- Human Resource Services 19, 21, 29, 39, 42, 61, 67, 106
- Hybrid courses. *See* Distance education
- I**
- IAI. *See* Illinois Articulation Initiative
- IBHE. *See* Illinois Board of Higher Education
- Illinois Articulation Initiative 19, 52, 54, 70, 86, 87, 99
- Illinois Board of Higher Education 31, 35, 82, 83, 98, 106, 107, 108, 110, 115, 128, 130
- Illinois Public Agenda 82, 107
- Information Technology Services 7, 69, 71, 72, 79, 111
- Institutional Research. *See* Research and artistry; *See* Financial and Institutional Research, Office of
- Intercollegiate Athletics, Division of 30
- ITS. *See* Information Technology Services
- L**
- Law, College of 9, 15, 19, 23, 34, 38, 39, 46, 49, 58, 59, 63, 71, 72, 76, 78, 87, 89, 93, 98, 117
- Liberal Arts and Sciences, College of 15, 16, 47, 56, 71, 76
- Libraries, University 69, 73, 77, 78, 114, 117
- M**
- McKinley “Deacon” Davis CHANCE Program. *See* CHANCE Program
- Mission, NIU. *See* Vision and Mission, NIU Statement of
- Museums 78–79
- MyNIU 79, 86, 87, 98, 113
- N**
- Net Price Calculator 40
- O**
- Online courses. *See* Distance education
- Operating Staff Council 4, 31, 32, 116, 117
- Orientation
 - faculty 49
 - international student 69, 97
 - new student 38, 68, 91
 - teaching assistant 43, 65, 72, 97
 - transfer student 97
- Orientation and First-Year Experience Office 98
- Outreach
 - and service 2, 14, 17, 27, 45, 134
 - Carnegie Foundation classification 75
 - College of Law 76
 - community 23, 24, 36, 77
 - education 72
 - infrastructure and 113
 - partnerships 17

STEM 25
 transparency in 39
 Vision 2020 goals 85, 119
 Outreach, Engagement, and Information Technologies,
 Division of 5, 24, 36, 49, 77, 79, 89, 102, 111, 113, 129,
 136

P

P-20 Engagement, Center for 6, 17, 24, 25, 77
 Pension 7, 62
 Performance funding 7, 102, 122
 Persistence. *See* Student Success
 Personnel policies and procedures 30, 61
 Presidential Commissions 20, 23, 29
 Program review 18, 20, 22, 46, 49, 63, 82–86, 130
 Provost, Office of the 48, 62, 67, 73, 82, 84, 85, 92, 101, 129
 Public purpose 14, 17, 18, 24, 113, 136
 Public Safety and Community Relations, Division of 6, 17,
 30

R

Recruitment. *See* Student success
 Regional sites. *See* Sites, regional
 Research and artistry 14, 18, 19, 24, 135
 Executive Council 65
 faculty and staff opportunities 60, 67
 grants 65
 undergraduate student opportunities 56–57, 127
 Research and Graduate Studies, Division of 3, 6, 16, 17, 19,
 43, 56, 64–65, 101, 118, 120, 135
 Research compliance. *See* Compliance
 Retention. *See* Student success

S

Safety 30, 38, 40, 114, 128. *See also* Clery Report; *See also* Public Safety and Community Relations,
 Division of
 Scholarships 7, 16, 19, 20, 36, 56, 110, 118
 Self-Study process 8–11, 14–15, 133–134
 Semester hours. *See* Academic credit
 Sites, regional 2, 5, 38, 77, 113, 129
 Strategic Plan
 Enrollment Management 128
 Great Journeys 6, 46, 55, 58, 77, 85, 103–104, 119–120,
 125–126, 129, 131
 Vision 2020 6, 15, 66, 85, 95–97, 99, 102, 104, 105, 114,
 115, 118–126, 128–129, 131, 134, 135
 Student Affairs and Enrollment Management, Division of
 3, 6, 14, 16, 19, 22, 30, 34, 37, 55, 68, 70, 76, 94, 95, 96,
 97, 101, 119, 127, 135
 Student Association 4, 9, 15, 31, 33, 76, 110, 117
 Student Code of Conduct 28, 30, 72, 130
 Student Financial Aid Office 96
 Student learning outcomes 5, 40, 46–48, 51, 84, 86, 92–94,
 101, 127, 134

Students

graduate 3, 18, 19, 20, 34, 43, 57, 58, 65, 71, 72, 76, 86, 89,
 95, 100, 101, 109, 111, 135
 law 3, 18, 19, 59, 72, 109, 110
 undergraduate 7, 18, 19, 34, 54, 68, 70, 71, 73, 76, 79, 86,
 98, 109
 Student success. *See also* CHANCE Program; *See also*
 Strategic Plan, Enrollment Management
 persistence 55, 69, 71, 81, 94, 95, 97, 98, 99, 100, 102, 107,
 108
 recruitment 16, 20, 70, 95–96, 98, 109, 121, 128
 retention 20, 22, 34, 38, 70, 95–100, 109, 129
 Retention Effort for All inComing Huskies 55, 71
 Supportive Professional Staff Council 4, 31, 33, 116, 117

T

Tenure and promotion 17, 64, 116
 Transfer credit
 College of Law 87
 graduate 87
 undergraduate 86–87
 Truth-in-Tuition 7, 109–110
 Tuition and fees 104–110, 130. *See also* Truth-in-Tuition
 waivers 20, 110

U

University Advancement, Division of 3, 118, 129
 University Council 3, 24, 28, 30–34, 42, 61, 68, 106, 116, 117
 University Relations, Division of 18, 40, 129

V

Vision 2020 Strategic Plan 85, 95–97, 99, 104, 105, 114, 115,
 118–126, 128–129, 131
 Vision and Mission, NIU Statement of 3, 9, 13, 14, 16, 18, 23,
 31, 115, 116
 Visual and Performing Arts, College of 36, 47, 79, 113
 Volunteer System of Accountability 93, 94, 125
 VSA. *See* Volunteer System of Accountability

Appendix A

Institutional Snapshot

This document provides a snapshot of the overall scope and nature of operations at Northern Illinois University. Except where noted, the information listed covers two fall semesters prior to the on-site evaluation visit, that is, Fall 2011 and Fall 2012. This appendix is included as part of the Self-Study Report submitted for our Comprehensive Evaluation Visit in March 2014.

1. Student Demographics

A. Undergraduate enrollments by class levels (freshman-senior)

	Fall 2011	Fall 2012
Freshmen	4,019	3,947
Sophomores	3,210	2,813
Juniors	4,333	4,123
Seniors	5,744	5,669
Total	17,306	16,552

B. Undergraduate students by degree seeking and non-degree seeking status (see page 139)

C. Graduate/professional students by degree seeking and non-degree seeking status (see page 140)

D. Undergraduate students by age range

	Fall 2011	Fall 2012
24 and under	14,666	13,975
25 and over	2,640	2,577
Total	17,306	16,552

E. Credit-seeking students by residency status

	Fall 2011	Fall 2012
In-State	21,712	20,559
Out-of-State	595	625
Non-US Resident	683	685
Total	22,990	21,869

2. Student Recruitment and Admissions

A. Applications, acceptances, and matriculations by level

	Fall 2011	Fall 2012
Freshman		
Applications	17,609	17,862
Acceptances	9,252	9,246
Matriculations	2,590	2,664
Undergraduate Transfer		
Applications	5,137	4,934
Acceptances	3,761	3,473
Matriculations	2,134	1,913
Graduate		
Applications	3,652	3,815
Acceptances	1,607	1,601
Matriculations	850	776
Professional		
Applications	1,074	477
Acceptances	772	444
Matriculations	102	111

B. Mean ACT and GRE admission scores

	Fall 2011	Fall 2012
First-time Freshmen ACT Composite Scores		
Applications	20.8	20.5
Acceptances	22.7	22.4
Matriculations	21.9	21.7
Graduate Students		
GRE Verbal Scores		
Applied	455	453
Admitted	456	460
Enrolled	458	457
GRE Quantitative Scores		
Applied	617	620
Admitted	633	642
Enrolled	599	623

B. Undergraduate students by degree seeking and non-degree seeking status

Degree-Seeking Undergraduate Students			Non Degree-Seeking Undergraduate Students		
	Fall 2011	Fall 2012		Fall 2011	Fall 2012
Total	17,271	16,522	Total	35	30
American Indian/Alaska Native	29	30	American Indian/Alaska Native	0	0
Asian	825	803	Asian	1	0
Black/African American	2,638	2,695	Black/African American	2	1
Hispanic/Latino	1,845	1,929	Hispanic/Latino	2	4
Native Hawaiian/Pacific Islander	23	18	Native Hawaiian/Pacific Islander	0	0
Two or More Races	313	400	Two or More Races	0	1
White	10,967	10,116	White	30	23
International	185	196	International	0	1
Unknown	446	335	Unknown	0	0
Men			Men		
American Indian/Alaska Native	13	12	American Indian/Alaska Native	0	0
Asian	488	482	Asian	0	0
Black/African American	1,090	1,107	Black/African American	1	0
Hispanic/Latino	902	953	Hispanic/Latino	1	2
Native Hawaiian/Pacific Islander	15	12	Native Hawaiian/Pacific Islander	0	0
Two or More Races	160	196	Two or More Races	0	0
White	5,660	5,183	White	13	16
International	115	121	International	0	0
Unknown	211	166	Unknown	0	0
Women			Women		
American Indian/Alaska Native	16	18	American Indian/Alaska Native	0	0
Asian	337	321	Asian	1	0
Black/African American	1,548	1,588	Black/African American	1	1
Hispanic/Latino	943	976	Hispanic/Latino	1	2
Native Hawaiian/Pacific Islander	8	6	Native Hawaiian/Pacific Islander	0	0
Two or More Races	153	204	Two or More Races	0	1
White	5,307	4,933	White	17	7
International	70	75	International	0	1
Unknown	235	169	Unknown	0	0

C. Graduate/professional students by degree seeking and non-degree seeking status

Degree-Seeking Graduate/Professional Students			Non Degree-Seeking Graduate/Professional Students		
	Fall 2011	Fall 2012		Fall 2011	Fall 2012
Total	4,752	4,431	Total	932	886
American Indian/Alaska Native	6	4	American Indian/Alaska Native	0	4
Asian	237	218	Asian	39	25
Black/African American	329	299	Black/African American	48	45
Hispanic/Latino	256	257	Hispanic/Latino	61	56
Native Hawaiian/Pacific Islander	3	3	Native Hawaiian/Pacific Islander	0	1
Two or More Races	56	64	Two or More Races	10	17
White	3,285	3,049	White	736	706
International	484	469	International	20	19
Unknown	96	68	Unknown	18	13
Men			Men		
American Indian/Alaska Native	2	1	American Indian/Alaska Native	0	2
Asian	117	121	Asian	18	9
Black/African American	126	101	Black/African American	12	17
Hispanic/Latino	102	114	Hispanic/Latino	17	16
Native Hawaiian/Pacific Islander	2	3	Native Hawaiian/Pacific Islander	0	0
Two or More Races	33	36	Two or More Races	4	8
White	1,420	1,350	White	228	190
International	292	268	International	11	8
Unknown	44	30	Unknown	7	6
Women			Women		
American Indian/Alaska Native	4	3	American Indian/Alaska Native	0	2
Asian	120	97	Asian	21	16
Black/African American	203	198	Black/African American	36	28
Hispanic/Latino	154	143	Hispanic/Latino	44	40
Native Hawaiian/Pacific Islander	1	0	Native Hawaiian/Pacific Islander	0	1
Two or More Races	23	28	Two or More Races	6	9
White	1,865	1,699	White	508	516
International	192	201	International	9	11
Unknown	52	38	Unknown	11	7

3. Financial Assistance for Students

A. Applications for financial assistance

Headcount	Fall 2011		Fall 2012	
	Undergraduate	Graduate/ Professional	Undergraduate	Graduate/ Professional
Total Applications				
Total Applied for Financial Assistance	13,588	2,048	13,220	1,867
Total Enrollment	17,271	4,752	16,522	4,431
Percent Applied for Financial Assistance	78.7	43.0	80.0	42.0

B. Financial assistance awards

Headcount	Fall 2011		Fall 2012	
	Undergraduate	Graduate/ Professional	Undergraduate	Graduate/ Professional
Type of Award				
Loans	11,526	1,725	11,052	1,543
Work-Study	621	7	629	3
Scholarships/Grants	10,165	2,497	10,399	2,415
Academic-Based, Merit-Based Scholarships	1,503	64	3,017	109

Percentage

Type of Award	Fall 2011		Fall 2012	
	Undergraduate	Graduate/ Professional	Undergraduate	Graduate/ Professional
Loans	67.0	36.0	67.0	35.0
Work-Study	3.6	0.2	3.8	0.1
Scholarships/Grants	58.8	52.5	62.9	54.5
Academic-Based, Merit-Based Scholarships	8.7	1.3	18.2	2.5

C. Tuition Discount Rate (TDR*)

	Fall 2011	Fall 2012
Total Institutional Financial Aid (I)	14,530,676	16,941,157
Payments of Tuition Expected (P)	77,578,980	79,273,896
TDR [I/(I+P)]	15.7	17.6

*TDR = Total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

I = Institutional financial aid dollars awarded for tuition.

P = Payments of tuition expected of students and their external aid

TDR = $I/(I + P)$ as a percentage.

4. Student Retention and Program Productivity

A. First-time, full-time, fall-entering undergraduate students returning in subsequent fall semester

Race/Ethnicity (per IPEDS)	Fall 2011			Fall 2012		
	Entering	Returning	Percent	Entering	Returning	Percent
American Indian/Alaska Native	1	1	100	8	4	50
Asian	85	77	91	102	71	70
Black/African American	702	440	63	653	422	65
Hispanic/Latino	335	228	68	404	268	66
Native Hawaiian/Pacific Islander	2	1	50	0	0	0
Two or More Races	66	47	71	72	51	71
White	1,396	1,059	76	1,214	903	74
International	23	18	78	26	22	85
Unknown	53	32	60	67	50	75
Total	2,663	1,903	72	2,546	1,791	70

B. Students earning undergraduate, graduate, or professional degrees

Race/Ethnicity (per IPEDS)	AY2010-2011		AY2011-2012	
	Undergraduate	Graduate/Professional	Undergraduate	Graduate/Professional
American Indian/Alaska Native	7	3	5	2
Asian	214	75	192	76
Black/African American	341	73	329	86
Hispanic/Latino	275	148	302	100
Native Hawaiian/Pacific Islander	5	1	7	0
Two or more races	24	7	51	31
White	2,798	1,197	2,825	1,212
International	37	265	36	212
Total	3,701	1,769	3,747	1,719

C. Graduates by college/program per CIP code

Category	CIP Code	AY2010-2011		AY2011-2012	
		Undergraduate	Graduate/Professional	Undergraduate	Graduate/Professional
Agriculture/Natural Resources	1, 3	—	—	—	—
Architecture/Engineering/ Engineering Technology	4, 14, 15	174	118	197	97
Biological & Physical Science	26, 40, 41	178	40	215	72
Business	52	734	360	719	398
Communications/ Communication Tech/Fine Arts	9, 10, 50	473	90	444	93
Education/Library Science	13, 21, 25	371	621	387	511
Health	51	587	167	571	175
Humanities/Interdisciplinary	5, 16, 23, 24, 30, 38, 39, 54	417	61	388	73
Law	22	—	87	—	88
Mathematics/Computer Science	11, 27	130	117	145	85
Military Technology/ Protective Services	29, 43	—	—	—	—
Personal Services/ Consumer Services/Fitness	12, 19, 31	211	43	231	47
Psychology/ Social Sciences & Services	42, 44, 45	646	122	627	123
Trades/Production/ Transportation	46, 47, 48, 49	—	—	—	—
Total		3,921	1,826	3,924	1,762

D. Pass rates of undergraduate and graduate/professional students by program and specific examination/test

Program / Name of Licensure/Certification Exam ICTS = Illinois Certification Testing System	Level	Pass Rates (Number of Students Tested)		
		2010*	2011*	2012*
Audiology <i>Praxis Audiology</i>	NIU	100 (5)	100 (7)	75 (4)
C.P.A. (Undergraduate) <i>C.P.A. Examination</i>	NIU	61.1 (247)	53.1 (278)	
	State	59.7	51	
	National	52.9	45.5	
C.P.A. (Graduate) <i>C.P.A. Examination</i>	NIU	60 (44)	49.1 (58)	
	State	59.7	51	
	National	52.9	45.5	
C.P.A. (Undergraduate & Graduate combined in 2012) <i>C.P.A. Examination</i>	NIU	—	—	60.4 (266)
	State	—	—	59.2
	National	—	—	54.3
Early Childhood Education <i>(ICTS-107)</i>	NIU	100 (10)	100 (25)	97 (67)
	State	No Data Available (ND)	99	99
Elementary/Middle Grades <i>(ICTS-110)</i>	NIU	100 (61)	100 (208)	100 (158)
	State	ND	99	100
English Language Art <i>(ICTS-111)</i>	NIU	100 (12)	100 (30)	100 (33)
	State	ND	100	100
Family and Consumer Sciences <i>(ICTS-172)</i>	NIU	NA (6)	NA (11)	100 (15)
	State	ND	100	100
Foreign Language: French <i>(ICTS-127)</i>	NIU	ND	NA (2)	NA (2)
	State	ND	100	100
Foreign Language: German <i>(ICTS-128)</i>	NIU	NA (1)	ND	ND
	State	ND	ND	ND
Foreign Language: Spanish <i>(ICTS-135)</i>	NIU	100 (12)	100 (13)	NA (8)
	State	ND	100	100
Health Education <i>(ICTS-142)</i>	NIU	NA (5)	100 (21)	100 (16)
	State	ND	100	100
Juris Doctor <i>Illinois Bar Examination</i>	NIU	82 (90)	82 (90)	86.3 (80)
	State	89	89	87.1
	National	79	79	76.9
Learning Behavior Specialist I <i>(ICTS-155)</i>	NIU	100 (20)	100 (83)	100 (124)
	State	ND	100	100
Learning Behavior Specialist II: Curriculum Adaptation Specialist (ICTS-158)	NIU	ND	ND	ND
	State	ND	ND	ND
Learning Behavior Specialist III: Technology Specialist (ICTS-161)	NIU	100 (12)	100 (30)	100 (33)
	State	ND	100	100
Library Information Specialist <i>(ICTS-175)</i>	NIU	NA (3)	NA (9)	NA (8)
	State	ND	100	98
Mathematics <i>(ICTS-115)</i>	NIU	100 (33)	100 (34)	100 (31)
	State	ND	99	100
Medical Technology <i>ACSP Certification Examination</i>	NIU	90 (20)	100 (27)	96 (27)
	National	82	84	83.5
Music <i>(ICTS-143)</i>	NIU	100 (21)	100 (10)	100 (17)
	State	ND	100	100
Nursing—R.N. <i>NCLEX-RN</i>	NIU	90 (129)	81 (140)	85 (180)
	State	88	88	91
	National	87	88	90

*Due to confidentiality concerns, the State of Illinois does not report ICTS test results for a sample of fewer than 10 examinees. This is true for the Certified Rehabilitation Counselor Examination as well. ND=no data; NA=not applicable

D. Pass rates of undergraduate and graduate/professional students by program and specific examination/test (continued)

Program / Name of Licensure/Certification Exam ICTS = Illinois Certification Testing System	Level	Pass Rates (Number of Students Tested)		
		2010*	2011*	2012*
Physical Education (ICTS-144)	NIU	100 (72)	100 (86)	100 (101)
	State	ND	100	100
Physical Therapy <i>National Physical Therapy Exam (NPTE)</i>	NIU	88.5 (35)	97.14 (35)	97.1 (34)
	State	97	96	NA
	National	96	NA	NA
Reading Specialist (ICTS-176)	NIU	NA (1)	97 (32)	100 (39)
	State	ND	99	98
Reading Teacher (ICTS-177)	NIU	NA (1)	ND	ND
	State	ND	ND	ND
Registered Dietician <i>Registered Dietician Certification</i>	NIU	100 (12)	100 (11)	100 (11)
	National	83	85	86
Rehabilitation Counseling <i>Certified Rehabilitation Counselor Examination</i>	NIU	NA (5)	89 (9)	83 (12)
	National	82.4	87.2	73
Science: Biology (ICTS-105)	NIU	NA (7)	NA (6)	NA (6)
	State	ND	100	100
Science: Chemistry (ICTS-106)	NIU	NA (1)	ND	NA (2)
	State	ND	ND	100
Science: Earth and Space Science (ICTS-108)	NIU	NA (3)	NA (1)	NA (3)
	State	ND	100	100
Science: Physics (ICTS-116)	NIU	NA (3)	NA (4)	NA (1)
	State	ND	100	96
Social Science: Geography (ICTS-113)	NIU	ND	NA (1)	NA (1)
	State	ND	100	100
Social Science: History (ICTS-114)	NIU	100 (21)	100 (27)	100 (28)
	State	ND	100	100
Social Science: Political Science (ICTS-117)	NIU	NA (1)	ND	ND
	State	ND	ND	ND
Social Science: Psychology (ICTS-118)	NIU	NA (1)	ND	ND
	State	ND	ND	ND
Social Science: Sociology and Anthropology (ICTS-121)	NIU	ND	NA (3)	ND
	State	ND	100	ND
Speech-Language Pathology <i>Praxis-II: Speech-Language Pathology</i>	NIU	100 (25)	100 (28)	100 (31)
	National	NA	NA	NA
Teacher of Students who are Blind or Visually Impaired (ICTS-150)	NIU	NA (6)	100 (10)	NA (8)
	State	ND	100	100
Technology Specialist (ICTS-178)	NIU	NA (2)	NA (6)	NA (6)
	State	ND	ND	ND
Visual Arts (ICTS-145)	NIU	100 (32)	100 (29)	100 (34)
	State	ND	100	100

*Due to confidentiality concerns, the State of Illinois does not report ICTS test results for a sample of fewer than 10 examinees. This is true for the Certified Rehabilitation Counselor Examination as well. ND=no data; NA=not applicable

5. Faculty Demographics

A. Full-time and part-time faculty by highest degree earned

Degree Level	Fall 2011		Fall 2012	
	Full-Time	Part-Time	Full-Time	Part-Time
Doctorate	601	59	611	64
First Professional	19	1	17	2
Master's	238	178	242	169
Bachelor's	8	14	16	4
Certified Advanced Studies	17	4	4	18
None	1	1	1	0
Total	885	257	891	257

6. Availability of Instructional Resources and Information Technology

A. Summary of technology resources dedicated to supporting student learning (library sites, residence hall hookups, Internet cafes, etc.) and explanation of monitoring usage level of these resources

a. Campus-wide technology support for enhancing student learning

We support student learning by providing information technology support to our students both on- and off-campus, and across all aspects of their learning at NIU. Specifically, Information Technology Services (ITS) offers students access to [Anywhere Lab](#) services that include [Anywhere Files](#), [Anywhere Apps](#), and [Anywhere Printing](#). Currently, there is 100 percent Wi-Fi coverage in all student and academic spaces on our campus. NIU students are provided with 5GB of file space on their personal drive. Anywhere Lab allows students to go to any ITS computer lab to work on their files, save their work, and print their documents. Students may also access their personal drive and manipulate and share files with others from any location on any device with an Internet connection. [Anywhere Apps](#) supports student learning by providing statistical applications such as SPSS and SAS to all students in addition to approximately 50 other applications depending upon course enrollment and student status. Since August 2013, all applications available in the General Access Labs were made available through [Anywhere Apps](#) per

licensing agreements. This feature has allowed our students greater mobility in accessing course-specific software from on- and off-campus locations on Windows, Mac, and Linux computers, iPods, most smart phones, and most tablets. Further, discounts are available for [software](#), and support for downloading software is available through ITS. The [Anywhere Printing](#) service allows students to print documents from their mobile device, laptop or computer, labs, and through [Anywhere printers located across campus](#). Enrolled students have a \$14 per semester credit for printing documents. In addition, students may make copies using the [campus copiers](#) or use [Document Services](#) for document scanning, indexing, data capture, digital document creation, finishing and binding, and other professional services.

Using adaptations for certain technology resources helps us provide access to students with special needs. For example, all general access computer labs administered by ITS, as well as the residence hall computer labs, support adaptive technology, including, but not limited to screen-reading software and text-to-speech conversion software.

Our students have secure access to the [NIU Network](#) at all times from any location, and students may use NIU Wi-Fi to connect their mobile devices or laptops at no extra cost. All students also have access to a personalized e-mail account on the web, which may be accessed through a smartphone or tablet. [Free anti-virus tools](#) are made available to our students, and students are provided access to tips and best [practices in safe computing](#) habits. [NIU's Mobile App](#) helps facilitate student connec-

tion to university resources such as maps, library holdings, transit schedules, catalogs, news, safety information, emergency services, and Blackboard course management, on a 24/7 basis. Technology resources such as Student Response Systems (clickers), e-portfolios, e-books, and the Blackboard course management system are used across all programs to facilitate student engagement and learning.

Student learning is further facilitated through the use of over 121 [Smart Classrooms](#) that are directly supported by media services. The Smart Classrooms are equipped with wireless microphones, computers, Blu-ray decks, LCD projectors, and document cameras that allow for greater facilitation and student engagement during classes. Other technology-related resources such as wireless clickers allow for real-time assessment of student knowledge, thus creating a more authentic teaching-learning environment for our faculty and students. Campus-wide adoption of the [Blackboard course management system](#) allows our students to access course specific materials, take tests, participate in online discussions, and receive formative and summative course-specific feedback. Use of the system has steadily increased over the past 10 years. For example, during Fall 2012, 97.5 percent of students used Blackboard, as did 82.7 percent of all faculty and instructional staff who taught credit-generating courses.

b. Technology resources at the University Libraries and the Law Library

Technology resources at the libraries support student learning by providing access to the Internet, many subject-related databases, full-text journals, and electronic books (e-books). Our libraries are affiliated through [I-Share](#) and [WorldCat](#) with over 10,000 libraries worldwide, making their resources readily available to our students. In FY2013, the libraries worked with Information Technology Services' (ITS) Vision 2020 wireless project to expand the number of wireless Internet connections to 95 percent coverage in Founders Memorial Library. Student learning is further supported by the availability of desktop computers and netbooks in the libraries. These computers are equipped with student-centered software such as Microsoft's Office Productivity Suite, which students can use to write papers incorporating their library research. All students can access their university-provided cloud storage from any location, offering them the flexibility to ac-

cess their researched material from any location.

The libraries were an early adopter of Anywhere Printing, which allows students to send print requests from library desktops to a print queue at any networked campus printer. The libraries further support the research capabilities of our students by providing off-campus access to subscription-based subject databases, full-text articles, and e-books. While this service has been in place since the 1990s, more recently we are moving toward the adoption of [Shibboleth](#), a single sign-on authentication method. Presently, the libraries are working in conjunction with ITS to develop a Shibboleth log-in procedure that would further support student learning by allowing faster access to all electronic resource material.

The David C. Shapiro Memorial Law Library provides all students with Internet access to the library via the College of Law's wireless network. All law students have access to a computer lab with fourteen workstations, two networked laser printers, and dedicated printers for Lexis and Westlaw; there are 107 electrical outlets for accommodating an equal number of laptop users. Technology resources including a smart classroom provide our students opportunities for videotaping of student exercises for lawyering skills classes and media viewing. The Law Library has transitioned to increasing reliance on electronic access to information. Currently, our students may research HeinOnline for retrospective access to articles in pdf format and may access many online services available through the library, e.g., BNA databases, CCH business and finance databases, and RIA tax databases. Interlibrary loan services are conducted through the OCLC ILLiad system and the Voyager Integrated Library system, providing our students with fast access to comprehensive research resources and information. The computer and reference services librarian works with the College of Law's information technology coordinator and the database providers to resolve any technical problems that users of electronic databases might encounter.

c. Monitoring of information technology resources usage

We provide each student residing in University Residence Halls with a wired 100Mb port for connectivity into the campus network. Additionally, NIU has close to 1500 Wi-Fi access points deployed in the residence halls and throughout campus to utilize their devices (laptops, tablets, and smartphones) on

NIU's campus network. A link is maintained on NIU's ITS website that provides [Wi-Fi location information](#) along with [login/authentication information](#).

The wireless points usage in University Libraries is monitored by central ITS. The libraries use data from vendors of electronic databases to make improvements in services. These data include statistics based on NISO Standard SUSHI and/or COUNTER data usage. For example, in 2013, the libraries piloted a new service for retrieval of research articles based on the data gathered from the vendors. During this process, journals with very low usage and high subscription costs were identified. Consequently, several journals were considered for cancelation while access to articles from these journals was provided through a service called "Get It Now," which is currently being

evaluated. Hence, the libraries monitor student usage of various services for making decisions to improve the quality, quantity, and speed of electronic resources in our attempts to match our students' needs.

Network and Communications Services monitors overall network traffic for NIU via a series of tools. For example, we use [MRTG traffic reports](#) for certain aspects of the campus, while also maintaining custom reporting of network traffic. The department also monitors the total number of devices connected to our Wi-Fi network. A summary of academic computing needs including student use of computing labs, smart classrooms, and Anywhere Lab (cloud apps) is provided in the attached NIU-ITS Student Computing Technologies Report (pp. 153-160) and the Wi-Fi Network-Peak Concurrent Users snapshot (p. 161).

7. Financial data by source

A. Actual unrestricted revenues (\$ in thousands)

Revenue Source	Fall 2011	Fall 2012
Tuition and Fees	144,212	138,529
State/Local Appropriations (if applicable)	197,923	218,887
Denominational Income (if applicable)	—	—
Investment and Annuity Income	1,059	655
Contributions	—	—
Auxiliary	99,986	104,970
Other	97,608	125,108
Total	540,788	588,149

B. Actual unrestricted expense (\$ in thousands)

Expense Category	Fall 2011	Fall 2012
Instructional/Departmental/Library	129,155	136,867
Student Services	13,751	14,781
Operation and Maintenance of Plant	27,836	27,320
Administration	35,179	30,817
Fundraising	—	—
Auxiliary	83,023	85,651
Other	236,067	277,512
Total	525,011	572,948

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

Not applicable

Northern Illinois University

Information Technology Services

Customer Support Services

Student Computing Technologies

Fall 2013

Computing Labs

Are located across campus and contain computer workstations loaded with Windows 7 operating system and a general access (see Appendix¹) package of applications on every workstation. Some computing labs may have additional software applications depending on various criteria like, lab ownership, departmental usage priority, specific equipment, or curriculum necessity. Computing Labs range in size from 9 to 49 workstations.

Some computing labs that are used as classrooms may also contain an annotatable monitor, network-attached projector, a sound system, and a method to attach a laptop or tablet to the projector and sound system.

File storage is provided via a Home Drive mapping (H: drive) to network attached storage or Anywhere Files (see below). Printing is provided by Anywhere Print (see below). Adaptive Technology is also provided in most locations (see appendix ²).

ITS Customer Support Services does contract with other departments (The Office of the Provost, College of Business, College of Law, and Student Housing and Dining) to provide technical (Operating System, Software, and/or Hardware) and/or staffing support to their computer labs.

Most labs are staffed by part-time student worker to provide customer service and trouble-shooting.

Usage numbers are generated by Sassafras K2/Keyserver. Usage for fall 2013 to Date:

Unique users of lab computers	13513
Total users of labs computers	147975

Lab Name	Total # of Workstations	Total Time (H:M:S)	Total Logins	Unique Logins
FO393 (FLL)	48	14126:40:00	17332	3907
NN001 (Neptune North)	40	12959:42:00	18888	2327
HC023 (HCL2)	34	5489:08:00	7850	1982
BH104 (AFL)	34	5333:52:00	9005	1876

DD110 (Douglas)	48	11821:23:00	15586	1793
STN01 (Stevenson North)	26	7371:01:00	11493	1672
RH203 (RJL 01)	25	4581:26:00	6312	1597
RH206 (RJL 02)	25	4602:05:00	5605	1493
WZ332 (WCL)	35	4685:46:00	4576	1396
GH136 (GCL)	33	4848:43:00	4002	1190
BH132 (ISL)	43	3103:25:00	4304	1120
BH232 (AAC)	43	4488:50:00	4767	1108
FR231 (FRL)	25	4272:06:00	6815	1101
PM056 (CSL 03)	34	4651:22:00	5676	960
GH140 (GCL)	33	4854:27:00	3529	897
GTN124 (Grant North)	33	3988:25:00	7156	850
AL100 (ACL)	49	1714:02:00	1593	778
PM051 (CSL 01)	17	2026:13:00	2154	482
PM053 (CSL 02)	16	1903:00:00	1863	407
MB158 (MCL)	22	1475:42:00	2610	365
CH106 (CCL)	49	4829:13:00	2595	359
GB109 (Grant)	13	1087:22:00	2078	348
NVC01 (Northern View)	9	1703:44:00	1793	257
BH204 (MML)	35	108:51:00	140	113
AB310B (UML)	19	1220:13:00	253	76
Total Logins			147975	

Network Attached Storage – Home Drive

Active Home Drive (H: Drive) Users. Stats Generated by Tree Size Pro Usage for fall 2013 to Date:

Folder	Number of users accessing files
D:\DFSShare\0\	743
D:\DFSShare\1\	706
D:\DFSShare\2\	705
D:\DFSShare\3\	723
D:\DFSShare\4\	758
D:\DFSShare\5\	751
D:\DFSShare\6\	743
D:\DFSShare\7\	765
D:\DFSShare\8\	740
D:\DFSShare\9\	773
Total Users	7407

Smart Classrooms

Smart Classrooms are located across campus and contain one (1) computer workstations loaded with Windows 7 operating system and a general access (see Appendix¹) package of applications on every workstation. Some computing labs may have additional software applications depending on various criteria like, lab owner, departmental usage priority, specific equipment, or curriculum necessity. They also contain an annotatable monitor, network-attached projector, a sound system, and a method to attach a laptop or tablet to the projector and sound system. Printing is provided by Anywhere Print (see below). Software to enable TurningPoint Technologies student response system is also installed on every station.

File storage is provided via a mapping (H: drive) to departmental network attached storage or Anywhere Files (see below).

These locations are generally unstaffed; however, Media Services will provide on-site customer support via a *ring-down* telephone in each room. Statistics are grouped by building. See Appendix³ for breakdown by room.

Usage numbers are generated by Sassafras K2/Keyserver. Usage for fall 2013 to Date:

Total Logins (Sessions)	17484
Unique Users	1504

Building	Total Logged in Time	Number of Logins	Unique Users
[SCR] DU	10574:09	6044	565
[SCR] WZ	3078:25:00	1931	220
[SCR] GH	5459:33:00	1886	192
[SCR] RH	1586:36:00	941	106
[SCR] PM	2478:35:00	1582	98
[SCR] MC	1343:38:00	643	81
[SCR] DH	1083:15:00	761	61
[SCR] AB	661:26:00	471	60
[SCR] FR	798:27:00	504	60
[SCR] EF	750:05:00	311	57
[SCR] MO	931:30:00	328	47
[SCR] SS	249:47:00	210	47
[SCR] SG	389:57:00	364	43
[SCR] FW	457:18:00	248	42
[SCR] MB	456:04:00	380	40
[SCR] DD	145:57:00	84	30
[SCR] CH	311:46:00	218	28
[SCR] GA	260:34:00	163	28

[SCR] SP	381:55:00	146	19
[SCR] AN	219:41:00	126	18
[SCR] SH	145:47:00	143	16

Anywhere Lab

Anywhere lab is our future concept of providing academic technologies and is comprised of three technologies (Anywhere Apps, Anywhere Print, and Anywhere Files) that aim to replicate the computer lab user experience through the use of cloud technologies that free the user from specific lab locations to access information technology needed to succeed in academic endeavors.

Anywhere Apps

Citrix Xenapp provides students with anywhere/anytime access to up to 50 course specific applications. Access to specific programs is provided based on course enrollment. All NIU students and faculty have access to SAS and SPSS. Usage numbers are generated by Citrix Edgesight. Usage for fall 2013 to date:

Total Logins (Sessions)	6200
Unique Users	2070

Anywhere Print

Students have the ability to print from their personal devices and pick up their jobs at one of forty+ MFDs (Multi-Function Devices, AKA, Copiers) across campus. The student computer labs are equipped with the same convenience. The system used is Canon MFDs, and Pharos Uniprint. Usage numbers are generated by Pharos Reporter. Usage for fall 2013 to date:

Total Jobs (Print + Copy)	218,072
Total Pages	942,142
# of Students Printing	11666

Anywhere Files

Students can access their personal 5GB storage folder from all student computer labs, as well as from their personal devices through the use of Novell Filr. Usage for fall 2013 to date:

Unique Anywhere Files Users	956
Total Anywhere File Logins	3679

Appendix

¹ Available General Applications

.NET
 7-Zip
 Adobe Acrobat Reader
 Adobe Flash (plugin)
 ALEKS (plugin)
 Anywhere Apps
 Anywhere Print
 Core FTP LE
 Ebrary Reader (plugin)
 Google Chrome
 Google Earth
 Internet Explorer
 iTunes
 Khmer
 Microsoft Office
 Microsoft Silverlight
 Microsoft Visual Studio
 Mozilla Firefox
 My IT Lab
 Oracle Java
 Pidgin
 Prentice Hall TestGen/Pearson Player (plugin)
 Putty
 QuickTime
 SEAsite Font
 Skype
 VLC Player
 Vmware Player

² Adaptive Technology Supported

JAWS
 Kurzweil 1000
 ZoomText

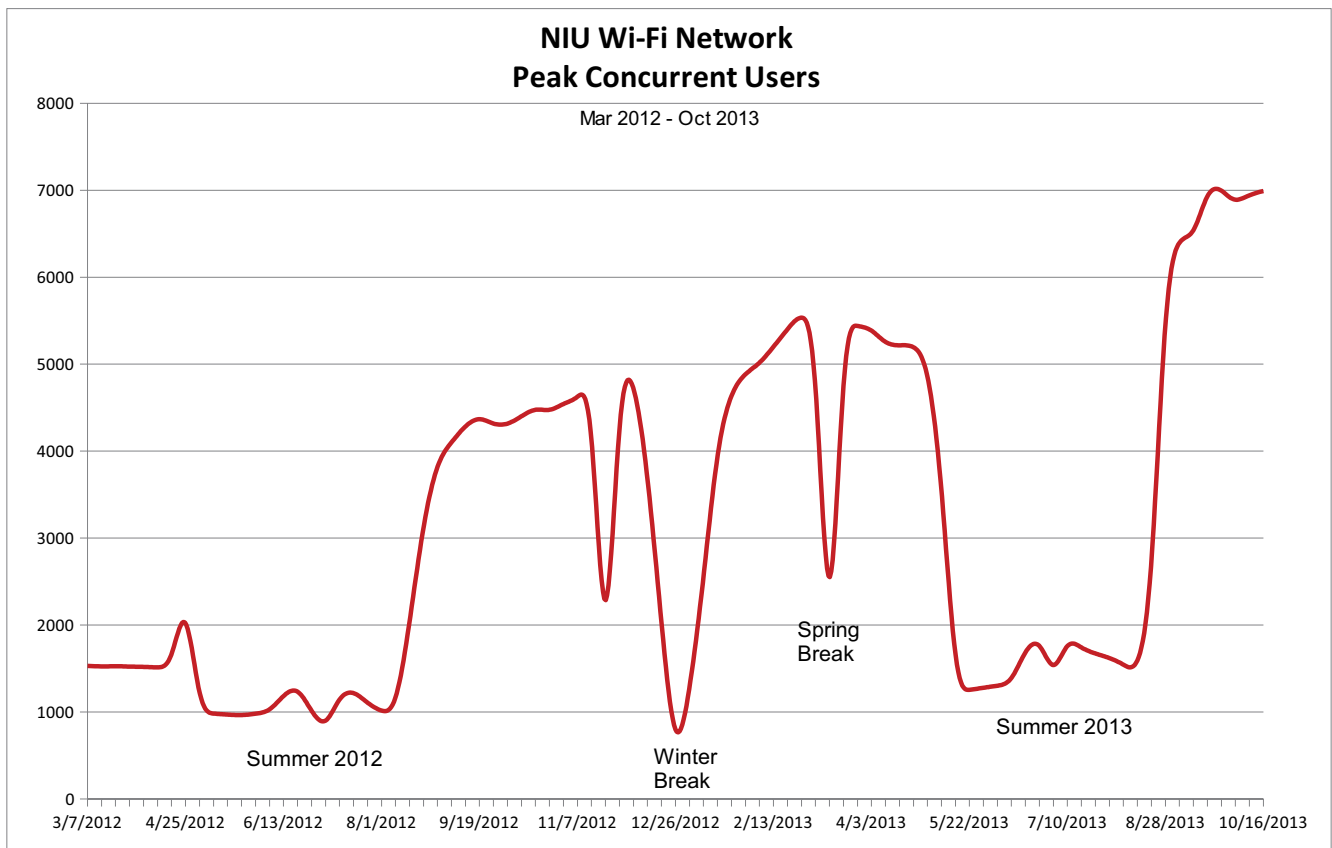
³ 121 Smart Classrooms, sorted by total logins

Name	Total logged in time	Total Logins	Avg Time	Unique Users
FR143-PC01	348:48:00	277	37:17:00	29
DH308-PC01	329:06:00	246	35:11:00	31
DH121-PC01	261:51:00	237	27:59:00	21
PM210-PC01	316:31:00	231	33:50:00	20
MB173-PC01	296:24:00	226	31:41:00	30
PM153-PC01	283:49:00	225	30:20:00	22
DU228-PC01	273:57:00	221	29:17:00	26

CH100-PC01	311:46:00	218	33:19:00	28
MO231-PC01	695:10:00	217	74:18:00	24
DU246-PC01	275:15:00	215	29:25:00	25
SS175-PC01	249:47:00	210	26:42:00	47
WZ101-PC01	237:38:00	208	25:24:00	33
DU206-PC01	360:36:00	207	38:33:00	23
GH339-PC01	506:56:00	207	54:11:00	28
DU406-PC01	364:45:00	205	38:59:00	20
DU459-PC01	301:02:00	204	32:10:00	17
PM158-PC01	526:42:00	203	56:18:00	19
DU248-PC01	221:05:00	202	23:38	23
DU340-PC01	278:22:00	202	29:45:00	26
DU322-PC01	303:54:00	197	32:29:00	12
PM251-PC01	230:15:00	196	24:37:00	18
RH205SCR	331:02:00	196	35:23:00	20
DU424SCR	248:29:00	192	26:34:00	18
DU418SCR	177:02:00	191	18:55	28
DU461-PC01	370:29:00	191	39:36:00	29
PM156-PC01	306:29:00	190	32:45:00	16
RH210-PC01	298:08:00	189	31:52:00	18
DU148-PC01	302:36:00	188	32:21:00	24
GH420-PC01	260:00:00	188	27:47:00	33
WZ104-PC01	206:42:00	188	22:06	28
DU252-PC01	278:29:00	187	29:46:00	29
DU400-PC01	338:57:00	187	36:14:00	18
WZ222-PC01	331:34:00	183	35:26:00	24
PM103-PC01	247:58:00	182	26:30:00	15
EF150-PC01	358:36:00	181	38:20:00	33
GH341-PC01	318:59:00	180	34:06:00	26
DU268-PC01	293:23:00	178	31:21:00	24
DU256-PC01	280:24:00	174	29:58:00	23
DU204-PC01	206:01:00	169	22:01	34
DU176-PC01	346:48:00	167	37:04:00	21
RH202-PC01	271:13:00	167	28:59:00	27
DU274-PC01	214:08:00	165	22:53	21
DU212-PC01	323:23:00	163	34:34:00	21
GA126-PC01	260:34:00	163	27:51:00	28
WZ216-PC01	307:36:00	163	32:53:00	23
SG207-PC01	215:43:00	161	23:03	18
DU152-PC01	318:03:00	160	34:00:00	20
GH340-PC01	298:49:00	159	31:56:00	22

FR144-PC01	236:15:00	158	25:15:00	26
WZ103B-PC01	307:40:00	158	32:53:00	25
WZ318-PC01	337:37:00	157	36:05:00	26
DU480-PC01	367:17:00	156	39:15:00	23
PM110-PC01	344:31:00	156	36:49:00	13
MB202-PC01	159:40:00	154	17:04	16
DU456-PC01	161:25:00	152	17:15	19
FW200-PC01	255:09:00	151	27:16:00	26
RH201-PC01	284:09:00	146	30:22:00	25
DH309-PC01	248:49:00	145	26:36:00	18
DU474-PC01	470:36:00	145	50:18:00	22
DU440-PC01	308:02:00	144	32:55:00	12
MC204-PC01	178:57:00	143	19:08	23
SH102-PC01	145:47:00	143	15:35	16
DU448-PC01	212:07:00	142	22:40	12
DU254-PC01	183:46:00	139	19:39	22
DU276-PC01	262:56:00	139	28:06:00	17
DU140-PC01	272:48:00	138	29:09:00	29
GH332-PC01	539:59:00	135	57:43:00	17
WZ110-PC01	156:19:00	135	16:42	26
DH116-PC01	244:18:00	134	26:07:00	16
RH301-PC01	213:58:00	134	22:52	19
WZ103A-PC01	231:47:00	134	24:46:00	26
WZ220-PC01	179:34:00	134	19:12	31
EF128-PC01	392:18:00	131	41:56:00	27
DU270-PC01	473:19:00	130	50:35:00	21
DU280-PC01	145:13:00	129	15:31	29
MC209SCR	196:14:00	128	20:58	10
DU446-PC01	490:23:00	127	52:25:00	17
AB100-PC01	247:38:00	126	26:28:00	20
AN248-PC01	219:41:00	126	23:29	18
WZ226-PC01	243:57:00	124	26:05:00	23
PM203-PC01	126:04:00	123	13:28	12
GH435-PC01	231:16:00	122	24:43:00	19
MC301SCR	288:00:00	122	30:47:00	17
DU240-PC01	391:53:00	120	41:53:00	26
WZ204-PC01	179:37:00	120	19:12	22
DU422-PC01	212:41:00	119	22:44	17
WZ316-PC01	192:54:00	119	20:37	19
GH337-PC01	401:08:00	117	42:53:00	18
GH338-PC01	179:54:00	112	19:14	16

MO443-PC01	236:21:00	111	25:16:00	27
GH418-PC01	447:23:00	109	47:49:00	19
RH302-PC01	188:06:00	109	20:06	14
GH422-PC01	233:02:00	108	24:54:00	20
WZ202-PC01	165:29:00	108	17:41	15
AB110-PC01	122:17:00	105	13:04	21
SG304-PC01	67:55:00	105	7:16	19
GH336-PC01	243:37:00	104	26:02:00	18
SG302-PC01	106:19:00	98	11:22	21
FW201-PC01	202:09:00	97	21:36	21
GH334-PC01	231:58:00	93	24:48:00	15
SP188SCR	131:55:00	92	14:06	12
GH424-PC01	654:12:00	90	69:55:00	18
MC308-PC01	140:01:00	90	14:58	20
MC201-PC01	418:10:00	85	44:42:00	14
DD30-PC01	145:57:00	84	15:36	30
GH333-PC01	444:02:00	82	47:28:00	12
GH342-PC01	473:36:00	82	50:37:00	18
AB111-PC01	74:15:00	81	7:56	18
DU452-PC01	228:10:00	81	24:23:00	12
AB103-PC01	120:11:00	80	12:51	15
AB102-PC01	97:06:00	79	10:23	20
PM253-PC01	98:00:00	77	10:28	9
MC208-PC01	122:16:00	75	13:04	14
DU428-PC01	117:33:00	72	12:34	16
FR205-PC01	213:24:00	69	22:49	15
DU310-PC01	66:09:00	60	7:04	9
SP186SCR	49:34:00	49	5:18	6
DU464-PC01	63:02:00	37	6:44	14
DU302-PC01	57:36:00	27	6:09	14
DU348-PC01	12:55	23	1:23	9
SP150SCR	200:26:00	5	21:25	4



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