annual report

division of student affairs

northern illinois university

2004

2005
2 Vice President’s Message
3 Core Values
3 Vision Statement
3 Mission Statement
4 Access-Ability Resources
5 Asian American Center
6 Campus Child Care
7 Career Services
8 Counseling and Student Development Center
9 Health Enhancement
10 Health Services
11 Housing and Dining
13 Judicial Affairs
14 Latino Resource Center
15 Lesbian, Gay, Bisexual, Transgender Resource Center
16 Recreation Services
17 Student Involvement and Leadership Development
18 Students’ Legal Assistance
19 Women’s Resource Center
20 Appendix: Student Affairs Organizational Chart
VICE PRESIDENT’S MESSAGE

On behalf of each of my colleagues in the Division of Student Affairs, I am very pleased to provide this report of activities and accomplishments we have attained together in 2004-2005, with the help of our many partners. As you read the Division of Student Affairs Annual Report 2004-2005 you will see evidence that our core values—student-centered service, partnerships focused on student learning, establishing an inclusive community, and actively building collaborative relationships—were the guiding principles for the planning, delivery, and assessment of student programs and services.

Each of the 15 departments within the Division contributed to this report and it is through the dedication of each of these Student Affairs’ educators that the organization created intentional learning opportunities beyond the classroom to enhance students’ academic and personal development at NIU. It is apparent from the departmental summaries in this report that much of our success in serving students is directly related to collaborations with our faculty partners and to the support of the university’s senior administration.

Highlights for the Division in 2004-2005 included opening the new Asian American Center; the major renovation of Evans Field House; and establishing the department of Commuter and Non-Traditional Student Services and the Student Leadership Program. Another pinnacle in 2004-2005 was the development of the Division’s first five-year strategic plan, which was the culmination of ideas, discussion, and research of five diverse teams with representatives from each department, as well as from NIU students. The Division of Student Affairs underwent a structural reorganization that resulted in a new community of practice model—an alignment that will increase collaboration and provide the infrastructure needed to achieve the Division’s five-year strategic goals.

Each of us in the Division is looking forward to a new academic year and the opportunities it will present to inspire students to live, learn, and lead at Northern Illinois University, and beyond.

Brian O. Hemphill, Ph.D.
Vice President for Student Affairs
Core Values

- Student-centered service
- Partnerships focused on student learning
- Establishing an inclusive community
- Actively building collaborative relationships

Vision Statement

The Division of Student Affairs inspires students to engage and succeed in their individual pursuit of learning as they transform into dynamic leaders.

Mission Statement

In alliance with the educational mission of Northern Illinois University, the Division of Student Affairs creates student learning opportunities beyond the classroom that inspire intellectual, personal, and civic growth for leadership in a diverse and complex world.
ACCESSIBILITY RESOURCES

Access-Ability Resources continued to provide high quality services to students with disabilities at Northern Illinois University. In FY05 a total of 396 students registered with the center. The center also assisted 10 students with temporary disabilities (broken arms, eye problems, etc.).

Direct services included: 1,768 exam accommodations—the largest number in the history of the center; 7,966 pages of print recorded to tape; 60 e-text books provided to students; 230 hours per week of interpreting in the fall and 197 hours in the spring; and 42 hours per week of Communication Access Real-Time Translation (CART), a word-for-word, speech to text communication service, each semester. The initial efforts toward improving timely access to printed materials by providing e-text instead of books on tape was successful, given limited resources. Students who used e-text seemed satisfied and requested that the service continue, and others who have not used it have said they are interested in receiving e-text.

Ongoing programs and new initiatives focused on student involvement and leadership development opportunities. They included the Hearing Impaired Interest Floor in the Grant South residence hall and the student organization DeafPride. Students were active and involved in both programs and increased participation after lackluster participation in FY04. A new mentoring program and a new student advisory group were also established in FY05.

Revised procedures and improved communication with the Admissions Office and the Counseling Help and Assistance Needed for College Education (CHANCE) program have resulted in students with disabilities being contacted earlier than in past years.

The center continues to strive toward its main priority—to make NIU a more accessible and friendly campus for students with disabilities. Toward this end, its staff members gave numerous presentations to faculty and student groups, provided information to resource fairs, and improved classroom accessibility through the addition of more smart classrooms equipped with closed captioning decoders. Other initiatives, such as providing sign language classes for University Police, indicate the high level of involvement of other units on campus committed to making NIU accessible. The annual Deaf Awareness Week and Disability Mentoring Day are other successful activities that continue to create more awareness and understanding of disability.
The Asian American Resource Program experienced a defining moment in Northern Illinois University's history with the acquisition of the Asian American Center—the first stand-alone center of its kind in the northern Illinois region. The opening of the center in October 2004 represented a significant step toward fulfilling a larger concept to secure a facility that would also house the Center for Southeast Asian Studies, Center for Burma Studies, and the Asian American Studies Program (Presidential Task Force on Asian Americans, Asian American Cultural Center Concept Proposal, March 2002). This location in NIU's Jacobs House consists of 1,400 square feet that houses two office spaces, a resource room, the fireside room, a reception area, and the multi-purpose basement that includes a computer room and kitchenette.

With a growing population of Asian Americans enrolling at NIU (nearly 7%), the Asian American Center actively assists in the recruitment and retention of this population. Student support services are provided in the areas of leadership development and student organizational outreach, and diverse programming includes educational, cultural, and social events. The center aims to provide a “home away from home” for the Asian American students at NIU.

The center has established close working/advising relationships with 16 Asian American student-run organizations, including four Greek letter organizations. During its first 7 months of part-time operation, the program initiated new programs, provided regular ongoing services and events, hosted 9 on-site programs, hired 6 student employees, and attracted over 1,020 visitors.

To create student learning opportunities, the center hired one part-time graduate assistant, four part-time student partners, and one part-time marketing intern as an integral part of its operational team. Student employees are involved in budgeting, career preparation, delegation, goal setting, leadership, networking, workshop presentations, program planning and implementation, and public speaking. Opportunities were designed for each student partner to gain the skills that they wished to learn.

The center continues to serve students of various Asian ethnicities including, but not limited to: Burmese, Cambodian, Chinese, Filipino, Hmong, Hong Kong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Taiwanese, Thai, and Vietnamese. The center establishes an inclusive community through its outreach efforts with Asian-based student organizations and through its diverse program offerings. In addition, a variety of books and art pieces have been acquired to help raise awareness of this heterogeneous group.

The Asian American Center collaborates with many campus departments to enhance outreach services, program implementation, and/or resource acquisitions offered through the center.
Campus Child Care continued to provide high quality child care for children, ages 2 months–8 years, of NIU students, faculty, and staff in FY05. It served 150 children this year. Demographics of those served include: 70% students–30% faculty and staff; with 60% employed part-time–40% employed full-time; 41% single parents; and 26% commuters. In addition, 65% of families utilized child care during the semesters, while 35% used it year-round.

With a continued emphasis on student learning, Campus Child Care employs 50 student workers each semester. These students are given a wide variety of experience and training opportunities to expand their knowledge and develop skills in the areas of working with children, parents, families, and staff. After the initial one-day orientation for new employees, 10 additional trainings are conducted each year. This employment provides unique student learning opportunities for NIU students.

Campus Child Care continues its efforts to secure a diverse staff and provide a welcoming environment for all families by hiring staff members who reflect the diversity of our enrollment. This year 30% of the student staff and 37% of the children enrolled represented minority populations. The center used a wide variety of diverse learning materials in the classroom and provided training for staff to ensure an inclusive environment.

The center worked collaboratively with several academic departments to provide NIU students with the opportunity to utilize the center as a learning experience. The departments of Family, Consumer and Nutrition Science (FCNS), Speech and Hearing Clinic, Psychology, and Physical Education utilized Campus Child Care to accomplish course assignments such as providing learning activities for children, speech/language services, volunteer work, research projects, and observations. During spring semester FCNS placed an administrative intern who worked under the direct supervision of the assistant director at the Child Care center.

The center has been in a continuous mode of expansion since 2000. This year it opened its fourth preschool classroom. Although enrollment was not to capacity in the preschool classrooms, efforts were made throughout the year to increase enrollment for next year.

Recognizing the ongoing demand from the community for child care services, and with space available in the preschool classrooms, Campus Child Care opened enrollment for the first time to the surrounding community. Publicity of this new initiative has created significant community excitement. A new preschool brochure was created to emphasize and promote this program. Articles announcing the inclusion of community members have appeared in Northern Today, Northern Star, Daily Chronicle, and Midweek publications. An Open House in April drew approximately 50 people, and several follow-up tours have been given to interested community members.

This year represented the fourth and final year of the Child Care Access Means Parents In School (CCAMPIS) Grant. Campus Child Care will apply for this grant for the next four-year period, but, with fewer funds available and more centers applying, securing these vital funds will be more competitive. Documentation collected from current participants indicates that this program significantly contributed to student retention: 87% of the student parents who use the center are considered low-income and benefit from the CCAMPIS Grant. Many have said that, without the grant and the affordable child care it provides, they would have been unable to attend NIU.
In January 2005 the Cooperative Education/Internship Program (CO-OP) and the Career Planning and Placement Center (CPPC) merged into a single unit designated as Career Services. The new department’s focus is to improve awareness of career services available to students, alumni, and employers; serve underrepresented student populations; enhance employer development; and assess services offered.

The newly constituted unit served 8,858 students and alumni through individual career counseling sessions, workshops, electronic contact, and telephonic messages in FY05. From these contacts, 739 students indicated that they took part in cooperative education and internships, 74 obtained part-time jobs through Job Location Development, and approximately 500 accepted full-time jobs. The number of placements does not reflect Career Services’ overall involvement in these processes, however, as it is difficult to get employers or students to report their career placement activities.

The merger provides more efficient use of personnel and operational resources. Clients have access to a single site to seek employment services for part- and full-time jobs, co-ops, internships, job and internship fairs, career counseling, and Victor eRecruiting, the computer-based online job search system.

A practice was initiated with the student newspaper, Northern Star, to create a regular bi-monthly column, entitled “Career Beat,” that addresses job preparation and search issues of particular interest to college students.

The department hosted five career/job fairs. Two fairs were scheduled for students seeking cooperative education positions or internships; two fairs for students and alumni seeking full-time employment; and one fair devoted exclusively to education/teaching positions. There were 2,085 credentials processed for Education students and alumni in FY 2005.

Career Services’ decision-making Web site, which relates academic majors to career options, received 6.5 million hits in FY05, with 122,416 first-time visitors. This level of activity is considered extremely high when compared with hits on career services Web sites at comparable MAC universities.

Approximately 10,000 students and alumni used Victor eRecruiting in 2004-2005, which provided access to online postings for co-ops, internships, and part- and full-time jobs, offered by almost 2,000 employers.
The Counseling and Student Development Center provided professional, high-quality services to students through individual and group counseling; crisis intervention; and assessments (anger, eating disorders, and substance abuse) in FY05. The center also delivered presentations to classes, living units, and student organizations; hosted the Dialogue on Race weekend retreat, and two-hour interactive workshops for new students focused on interpersonal violence education; and learning and study skills assistance. Each of these services provides students with opportunities to learn and mature emotionally and academically, and to enhance their success at NIU and as citizens following their graduation.

Through consultation the center provided services to faculty, staff, and others who were concerned about students who appeared emotionally distressed and whose behavior was atypical. The center held 100 such consultations during FY05.

Through collaborations with various departments, colleges, and student organizations, the center assisted faculty and staff in their responsibilities to students. The center’s partners in FY05 included Access-Ability Resources, Allied Health, Asian American Center, Athletics, Communicative Disorders, Health Enhancement, Health Services, Housing & Dining, Judicial Affairs, Latino Resource Center, Lesbian, Gay, Bisexual, Transgender Resource Center, Psychology, Student Involvement and Leadership Development, Women’s Law Caucus, Women’s Studies, and Advising Deans of the colleges.

External groups such as the Illinois State’s Attorney, the office of the DeKalb County State’s Attorney, Safe Passage, and Verizon were also partners in interpersonal violence education projects.

Diversity of the center’s staff was enhanced in FY05 through the addition of new staff members and interns. Additionally, with four male therapists, the center was better able to serve the needs of male students. The training of eight master- and doctoral-level students yearly continued to infuse new energy and expanded student-centered service into the NIU community.

The center hosted a successful site visit by representatives of the American Psychological Association, which accredits the center’s pre-doctoral internship in psychology. This accreditation enhanced the visibility of NIU nationally.

Three events significantly affected the department in FY05: A new scheduling and data management computer program was successfully launched; pre-doctoral psychology intern salaries became competitive due to the response of the university to the Fair Labor Standards Act; and career counseling functions were transferred to Career Services as part of Student Affairs’ reorganization in January.
This was a year of great change for Health Enhancement. After the Division of Student Affairs’ reorganization in January 2005, Health Enhancement was established as a separate department and relocated to Evans Field House. This location is more accessible and visible to students.

Major program areas this year included the provision of health resources, interventions, and services via the following formats: presentations and trainings; outreach events; Web-based resource sites; e-mail; individual consultations; and print media. Major health topics addressed in FY05 included: alcohol, tobacco, and other drugs; sexual health; fitness and nutrition; stress; and relationship violence. These services were provided to assist students as they pursue their academic goals, and offered numerous opportunities for student learning.

New initiatives in FY05 included participation in division-wide task forces, working groups, and committees, and establishment of the Life Enhancing Eating and Exercise Program (LEEEP), funded with a Pepsi grant, to address fitness and nutrition issues for NIU students, particularly African American and Latino students. LEEEP collaboration partners included the Center for Black Studies and the Latino Resource Center. In addition, funding from the Illinois Higher Education Center (IHEC) allowed the addition of two alcohol-free social activities and support for the Alcohol Education Task Force.

The Student Association and the Lesbian, Gay, Bisexual, Transgender Resource Center collaborated with Health Enhancement to provide students with alcohol-free activities. Illinois Higher Education Center partners (students, community, and campus representatives) on the Alcohol Education Task Force contributed their perceptions and expertise about student alcohol use, which will provide the Task Force a broader perspective from which to review recommendations for future alcohol education activities.
HEALTH SERVICES

Health Services provided ambulatory medical and psychiatric health care for NIU students to support them in their academic pursuits in FY05. The department also served as the compliance officer for the State of Illinois pre-enrollment immunization requirement, fulfilled a public health role on campus in coordination with DeKalb County Health Department, and provided on-campus administration of the NIU-sponsored student health insurance plan. Health Services is nationally accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC).

Health Services operations continued to be impacted by position vacancies. Salary levels coupled with nationwide shortages in specific position classifications (e.g., RN, LPN) created long-standing vacancies in clinical staff. Available staff worked harder to maintain health care services for students throughout the year, and served 12,075 individuals in approximately 39,000 visits.

Mid-year administrative and space changes were implemented following the Student Affairs restructuring initiative. Health Enhancement and Access-Ability Resources left the Health Services organization to become separate departments within the Division of Student Affairs.

Risk management and cost issues motivated the department to discontinue sexual assault forensic medical evidence collection and employee bloodborne post-exposure evaluations. Sexual assault evidence collection continues to be available at Kishwaukee Community Hospital. Through collaborations with the NIU Environmental Health and Safety Office and community resources, alternate post-exposure service provision options have been identified.

In another significant cost issue, Health Services experienced a dramatic increase in the cost of commercial malpractice insurance for physicians and advanced practice nurses.

Three important new lab technologies were implemented this year: rapid strep tests; DNA probe testing for Chlamydia and gonorrhea (non-invasive urine testing); and automated antibiotic sensitivity testing for pathogenic bacteria. In addition, the laboratory successfully achieved the maximum two-year Clinical Laboratory Improvements Amendment (CLIA) recertification, and Radiology passed an inspection by the Illinois Department of Nuclear Safety.

The department collaborated with multiple academic areas, such as the School of Nursing, Allied Health, and the College of Business, to enhance student learning opportunities, and with university departments, such as the Northern Star, Cable 8 TV, and Media Services, to enhance and/or market service provisions.

Patient services were improved by the addition of three initiatives: Wireless, secure networking was established in the building to provide practitioners with exam-room access to patient data and to support implementation of an electronic health record; in an attempt to establish objective data for benchmarking with external institutions, Health Care Financing Administration (HCFA) Evaluation and Management (E&M) codes and Relative Value Units (RVUs) were introduced into practitioner coding responsibilities; and the Student Health Insurance Office successfully bid the NIU Student Health Insurance Plan for FY06.

In community collaboration, Health Services hosted the spring meeting of the Illinois Consortium of Student Health Programs (ICSHP) in Sycamore, IL.
HOUSING AND DINING

Housing & Dining is comprised of three internal organizations, Residential Life, Residential Operations, and Residential Dining. Together they provide NIU students a home away from home during their academic tenure at Northern.

Residential Life

The Residential Life theme for 2004-2005, “High Performance Huskies Finish First,” served the department well as both a motto and goal for student employees, student staff, and student residents.

Recruiting efforts and marketing impact at Oshkosh Placement, Memphis Placement, and various national conferences increased the number of quality staff. Programming at University Apartments, developed by manager Minh-Chau Nguyen, increased the level of satisfaction despite the problems of dealing with aging facilities.

Although NIU tragically lost Ray Tourville, the first coordinator of the International House, during the 2004-2005 school term, Residential Life continued the work and modeling that he developed over the last 25 years, and used the Foreign Language Floor Reception as an example of good student, staff, and faculty interaction.

The Grant South Residence Hall Association sponsored the Winter Formal, contributing the money it raised to charity. The Residence Hall Association was named “Large School of the Year for Illinois” by the Illinois Residence Hall Association. It also met or surpassed numerous departmental goals which included a bigger and better L’il Sibs Weekend, and support for NIU Football by providing tents and bus trips to follow the team to important games.

Residential Life maintained solid openings and closings of its halls this year in conjunction with New Student Welcome days, Orientation, and hall programming. The department continued to upgrade and operate the New Orleans Room in Stevenson Hall for creative programming, and the Believing In Culture committee of the Residence Hall Association continued to impact the satisfaction levels of minority student populations.

Residential Operations

Housing & Dining began the year at 96% occupancy, with 5,911 students in residence during the fall semester. New freshmen (2,711) accounted for 46%; currently enrolled students (2,523) equaled 43%; new transfers (625) totaled 11%; returning residential students (32) made up less than 1%; and the Program for Hearing Impaired participants included (20) less than 1%.

The residence hall population continued to be ethnically diverse: Caucasian 62%; African American 22%; Latino 7%; Asian 5%; and other/not given 3%.

During spring 2005 Residential Operations collaborated with other Housing & Dining staff members to participate in an extensive review process conducted by external consultants. Recommendations from the review process are expected in fall 2006.

Residential Technology conducted training for all employees in the fall, and training for new employees as they were hired (primarily at the start of spring semester). Helpdesk students were hired in March to enable them to participate in on-the-job training from April through the end of spring semester. Residential Technology employed 51 student employees and 2 graduate assistants in FY05.
Residential Operations’ team members hosted four Association of College and University Housing Officers; International Summer Interns (two during summers 2004 and 2005); a National Association of Student Personnel Administrators Minority Undergraduate Fellow; and an NIU Canon Fellow from Access-Ability Resources.

Many facility improvement projects were accomplished throughout the year in Grant Towers. These included lobby refurbishment, carpet and furniture replacement for 40 floors, hot water heater replacements, two shower area replacements, Americans With Disabilities Act access to Grant lobbies, Web cameras in lobbies, and two computer labs. In addition, the Ethernet was upgraded in student rooms in Lincoln and Douglas halls.

**Residential Dining**

Residential Dining welcomed the annual challenge of providing dining service to the approximately 6,000 residents who lived in NIU’s Residence Halls in FY05. Residential Dining also provided dining for summer camps and conferences, and catering for special functions. Residential Dining served over 1.5 million meals during this fiscal year.

In an effort to satisfy the varied tastes of its residents, Residential Dining continued to stress the importance of recipe diversity. The Test Kitchen tested over 50 new products and recipes for possible inclusion in the menu program and successfully added many of them, receiving positive comments from students. Recipe diversity also included working to meet the needs of special diet individuals, including vegetarians, and diet needs related to religion/culture. This product variety furthers the education process within Residential Dining.

The department operated two convenience shops, The Cove in Neptune and The Corner in Stevenson, that increased product diversity by aggressive research through available suppliers. As items were tested and became available, they were added to the product mix in each location. These changes were numerous, and sales reports indicated that the new products were actively purchased by students.

Under the creation/direction of the Test Kitchen, the “Nutrition Corner” continued to offer product information and diet suggestions, and to serve as a resource for students. This was accomplished through the creation and distribution of newsletters, handouts, and signage. Residents responded favorably to the printed material made available to them, as well as to the opportunities for personal contact with Test Kitchen staff.

In collaboration with the Department of Family, Consumer and Nutrition Sciences, Residential Dining continued to work with the program’s graduate interns (six per semester) to provide a hands-on quantity food service work/management experience. This 10-week program provided interns with experience in food preparation, food forecasting, staff management, and customer interaction. Approximately 30 Family, Consumer and Nutrition Sciences undergraduate students were also provided hands-on quantity foods work.

In collaboration with the university Program for the Hearing Impaired, Residential Dining provided work experience for 15 program participants each semester. This work experience complemented the academic involvement of these students in an effort to continue their development/goal of gaining self-confidence.
Judicial Affairs continued to provide an internal method of resolving student disciplinary cases in FY05. A solid due-process system was employed, thus protecting the rights of community members to pursue educational objectives as well as the rights of individual students accused of violating university regulations. A total of 1,078 cases were resolved during the past fiscal year.

Judicial Affairs considers student learning a priority and demonstrated this principle in the structure of its staff, which includes three graduate assistants who work in partnership with the NIU College of Law. One of these individuals served as the Mediation Coordinator and received hands-on training in working with students to achieve lasting resolutions to problems which arise both between roommates and among groups, including Greek organizations. Two graduate assistants received intensive training to act as professional staff judicial officers responsible for resolving cases of Student Code violations. In doing so, they built communication, policy interpretation, and case management skills amid the practical application of a student-centered due-process system. In addition, four student workers were afforded the opportunity to enhance skills by providing assistance to the department’s administrative office.

The department aggressively sought diversity in the composition of its FY05 judicial boards in order to provide all students, who requested a hearing, a board of individuals reflective of current NIU demographics.

Judicial Affairs collaborated with many departments and groups including the College of Law, Housing and Dining, academic colleges, Athletics, Greek organizations, and University Police to provide safe and positive learning environments for NIU’s students. Much of this involvement focused on training regarding the Student Code, preventing academic misconduct, providing mediation, and assisting students in understanding and embracing diversity issues.
The Latino Resource Center remained committed to its mission of recruiting Latino/a students to Northern Illinois University, increasing the retention rate, and developing programs that enhance the students’ academic and social university experiences in FY05. The center provided support and resources necessary for Latino/a students to remain enrolled at NIU. The efforts of the center were integrative in focus, targeting the academic, financial, cultural/community, and emotional and social needs of Latino/a students. There are over 1,100 Latino/a students currently enrolled at NIU.

Student learning outcomes remained a priority with initiatives designed to promote and enhance the academic success of Latino students. The Latina Assistance Program provided personal support, academic guidance, and leadership opportunities to enhance the quality of Latina student life. The program had 23 female participants in the first year of implementation.

The Peer Mentoring Program, a transition support system of one-on-one interactive relationships between upper-class Latino/a students who have experienced academic success and Latino/a freshman students, was provided in FY05.

Early Alert Program students received feedback from their professors in terms of their academic progress, then met with the director of the Latino Resource Center to discuss the feedback and methods to improve academic performance.

Outreach efforts continued to increase Latino enrollment. The director and staff spoke at area high schools and community colleges to acquaint prospective students with NIU’s Latino programs. The department also invited groups from junior and senior high schools and community colleges to visit the campus and become personally acquainted with teachers, programs, and facilities.

Outreach/retention programs were extended to families. The center conducted a seminar during orientation specifically for Latino families. This event included an open house reception for Latino parents. To encourage parent support following the initial orientation, the center maintained contact with parents through letters, a newsletter, the Parents Advocating for Latino Students (PALS) organization, and events such as the Family Potluck. In summer 2004, staff members recruited 67 students to participate in Latino Resource Center activities and programs and spoke to 84 parents.

Retention initiatives for the Latino Resource Center included collaboration with community partners Jewel-Osco, Target, Inc., and Cintas.
The Lesbian, Gay, Bisexual, Transgender Resource Center (LGBT) joined the Division of Student Affairs in fall 2004 and continued to provide high levels of support services, programming, and outreach for students, faculty, staff, and community members despite critical limitations of both staff and space.

The center’s efforts in FY05 focused primarily on programming and outreach activities. It coordinated a calendar of 50 educational, social, and cultural events throughout the academic year, supporting the divisional goals of providing student-centered programs and services, enhancing student learning, and creating an inclusive community.

Programming efforts included the introduction of four new initiatives. The first, the Banned Book Week Raffle, focused on creating visibility for the center early in the fall semester by drawing students in to visit the resource room in order to familiarize them with its location and services. Second, the “Taboo Topics” pilot program series was designed to engage student interest in the discussion of sensitive or controversial topics related to individual and community well-being.

The center collaborated with the LGBT Studies Program to offer a monthly Brown Bag Luncheon series highlighting research and scholarship by NIU faculty and graduate students.

The fourth new initiative was the implementation of a comprehensive internal and external outreach program by maintaining booths at nine campus events that included the Employee Wellness Fair, Housing and Dining Resource Fair, NIU open houses, and summer orientations. Outreach also expanded through distribution of the new recruitment brochure *NIU, A Place for YOU: Lesbian, Gay, Bisexual, Transgender Life @ NIU*; and through training workshops on creating Ally programs, presented to staff at Moraine Valley Community College and Sauk Valley Community College. Additional ongoing outreach efforts included panel discussions by the LGBT speaker’s bureau, classroom guest lectures, staff training workshops, and media interviews.

The department made significant efforts to provide and support alcohol-free events, and continued its regular year-round events. Participation counts indicate that approximately 2,170 people attended LGBT-sponsored events in FY05.

With a continued emphasis on student learning, the center maintained a strong collaborative relationship with Prism, Northern Illinois University’s LGBT student organization. The center also formed partnerships with 22 departments, student organizations, and community entities to enhance programs and services.

Achievements during the year included a nomination for inclusion in a forthcoming higher education guide for prospective students, progress in the area of development and fundraising, strong coverage by local media, and a successful conference proposal.
RECREATION SERVICES

Recreation Services continued to provide state-of-the-art facilities and equipment, as well as quality programs, for NIU students in FY05. On average, over 2,000 students and campus community members utilized the Recreation Center and Field House per day. Recreation Services employed approximately 200 students throughout 2004-2005.

The opening of the Evans Field House was the major highlight for the department, impacting programs and employment. After a major renovation, the Field House now provides an additional 100,000 square feet of recreation space. It is one of the most multi-purpose facilities on campus, serving the needs of Recreation Services, Kinesiology and Physical Education, Athletics, Health Enhancement, Building Services, ROTC, and several academic classes.

The addition of the Field House allowed the intramural program to expand, especially in the sports of soccer and floor hockey. Over 50 teams played in the intramural leagues for each of these two sports; opportunities for open play for soccer and floor hockey also increased. The additional recreation capacity also benefited the sport club program through additional opportunities for practice and game space in the Field House.

Additional Field House capacity also expanded opportunities for facility rentals by both on- and off-campus groups. The facility was available for rentals on the weekends, allowing Recreation Services to accommodate groups without impacting regular operations at the Recreation Center.

Opening the Field House provided additional student employee opportunities in the department. Approximately 20 more student employees were added to cover Field House operations in FY05.

Students, faculty, and staff alike were the focus of the 2005 Wellness Fair, which drew a record turnout of over 1,500 participants. The Wellness Fair is a classic example of a successful collaborative effort of many departments to organize and plan a quality annual event aimed at improving the mind, body, and spirit of the NIU community.
STUDENT INVOLVEMENT AND LEADERSHIP DEVELOPMENT

The department implemented significant changes in FY05, beginning with updating its name from “University Programming and Activities” to “Student Involvement & Leadership Development.” Reorganization of departmental structure, redevelopment of job descriptions, and physical rearrangement of the office signaled major steps toward fulfilling not only divisional and departmental goals, but also current national trends.

During a mid-winter retreat, staff members rewrote all job descriptions and restructured the department’s organizational chart to include two new major areas, Leadership & Volunteerism and Student Organizational Services. With the addition of these new units, the department was poised to enhance a variety of student-centered programs and services for social, educational, and cultural experiences.

Campus Activities Board (CAB) restructured its organization and constitution, initiating a new organizational chart and new student-run committees. The CAB advisor’s office was relocated to the CAB suite to provide on-site advisement.

Greek Affairs was restructured to better serve this community. Four graduate assistants were hired to assist one full-time professional staff member with the operations of the three existing councils plus a new Multicultural Greek Council. New policies and procedures were developed to enhance the quality of Greek life: the social policy for Greek-related events involving alcohol; a new policy for the adjudication of student organizations, including Greek letter organizations; and procedures for handling disturbances at events on the premises of any fraternity or sorority.

Approximately 1,300 undergraduate on-campus students (about 7%) comprise 36 Greek chapters: 9 College Panhellenic Council, 13 Interfraternity Council, and 14 National Pan-Hellenic Council.

An external consultant provided recommendations on how to function under the new department structure. Suggestions that may be implemented during FY06 include the areas of programs and services, outreach, and advisement of student organizations; leadership incentive programs, assessment, and online services; and professional development.

The large student staff, hired through Program Production Services, provided numerous student learning opportunities. Various advisory boards and working groups encouraged student participation in developing policies, procedures, and leadership curricula.

The department has established collaborative relationships with numerous academic, Student Affairs, and Physical Plant departments to assist with outreach services, policy and procedure development, program planning and implementation, and technological advancement.
Students’ Legal Assistance continued to provide high quality legal services to students at NIU in FY05. The department provided assistance to 889 new individual clients and to 1,637 returning clients; 1,445 additional students received other services that included voter registration, notary public services, and referrals to other offices, private attorneys, or governmental and non-governmental agencies. Of new clients seen, 51% were male and 49% female; 7% were freshmen, 14% sophomores, 23% juniors, 35% seniors, 8% master’s students, 3% doctoral students, and 10% at-large or post-graduate students.

Counseling, legal advocacy, and court representation for students focused on retention by resolving legal problems that could jeopardize students’ ability to complete their educational goals. Every effort was made to enhance student retention by fighting evictions, helping students avoid jail, negotiating the lowest possible fines in traffic and criminal cases, obtaining child support, and scheduling court dates that did not conflict with class or work schedules.

Students’ Legal Assistance also assisted students in matters involving insurance, consumer rights, employment, tort, discrimination, and public benefits. In FY05 33% of new client cases were landlord-tenant, 28% criminal/traffic/ordinance, 18% insurance/consumer/employment, 7% family law, 4% tort, 1% discrimination, and 9% miscellaneous in nature.

The department engages in an extensive preventive legal education program, the purpose of which is to enhance student learning and assist students to develop strategies to avoid legal problems. Efforts included individual consultation, handouts, legal materials including legal forms and newspaper columns, Web site information, seminars, and participation in Welcome Days, open houses, orientation programs for new students and parents, and speaking to UNIV 101 classes.

Students’ Legal Assistance actively seeks to employ a diverse staff, including members of racial and ethnic minorities and international students. In FY05 the office had two African-American females on staff, while in recent years it also employed Latino and Asian students as law clerks and/or undergraduate work-study students. A strong emphasis is placed on ensuring that the university’s diverse student populations are aware of the services provided by this office.

The department worked collaboratively with faculty and staff members from several colleges including Law, Liberal Arts and Sciences, and Health and Human Sciences. The department collaborated with the NIU Student Association, acted as a source of information for reporters from the Northern Star, and had regular contacts with Greek letter and other student organizations. The department also partnered with departments within the Division of Student Affairs, and maintained a strong working relationship with the Ombudsman’s Office.
WOMEN’S RESOURCE CENTER

The Women’s Resource Center served as a central resource for women of the campus and community to support their advancement and success on the job, in school, and in their relationships, and to generally improve the campus climate for women.

Services to individual women included counseling, coaching, and consultation. Networking opportunities were provided for women students, faculty, staff, and prospective students. In FY05 the staff counseled and coached during 876 contact hours with 116 individuals including 109 women, 7 men, 20 persons of color, 6 persons with disabilities, 36 non-traditional students, and an uncounted number of commuter students.

The center collaborated with other on-campus units to reach more women. These activities included support groups, workshops, and programs that addressed workplace issues, diversity, study skills, personal and career development, support for student parents, sexual safety, and scholarly and artistic contributions of women. Last year the Women’s Resource Center provided space for meetings of MASIV, a men’s group against sexual violence; for Questioning Youth, a community-based program for teens; a university women’s group for the study of personal finance; Affirmative Action and Diversity Resource Brown Bag Luncheons; and the LGBT Rainbow Social.

The unit emphasized services to women returning to school after interruptions to their educations, and continued to demonstrate a special interest in serving the population of non-traditional and commuter students. The center strove to meet each woman student/client “where she is,” i.e., in the full context of her life, to connect her with resources on campus and in the community, and to coach her in accessing and using them.

The center offers career-related training opportunities for women as graduate assistants, interns, practicum students, and work-study students. It actively promotes the availability of those opportunities and of the center’s services in general to women of color and other diverse characteristics, and has always participated in institutional efforts aimed at population diversity and affirmative action. One such was a panel discussion concerning American approaches to workplace gender equity for a U.S. Department of State funded program on leadership development for Sri Lankan women.

The Women’s Resource Center serves as a meeting place for women of the campus and community and invites that use. Computers are available for student/client use, as well as a resource library and a typewriter.

The center participates in institutional policy development in areas affecting women, and oversees an annual recognition program for outstanding women students who are graduating in the spring semester. In FY05 the center received 120 nominations for the award that is co-sponsored by the Presidential Commission on the Status of Women.
APPENDIX: STUDENT AFFAIRS ORGANIZATIONAL CHART
Northern Illinois University is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, status based on the Victims’ Economic Security and Safety Act (VESSA) or status as a disabled or Vietnam-era veteran. Further, the Constitution and Bylaws of Northern Illinois University provides for equal treatment regardless of political views or affiliation, and sexual orientation.