

Observatory PASCAL

Place Management, Social Capital and Learning Regions

PURE Regional Briefing Paper (RBP)

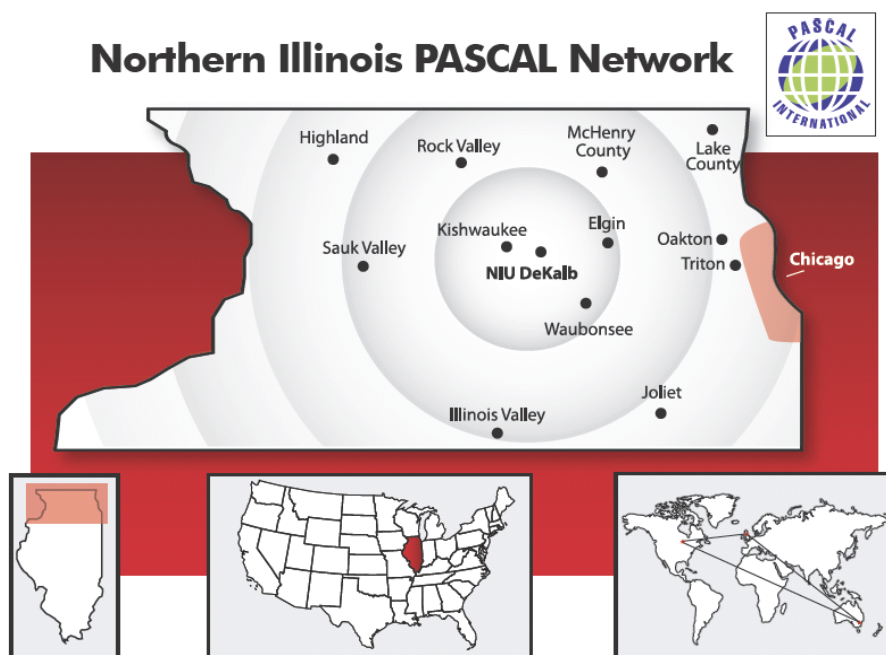
NORTHERN ILLINOIS, USA

Part 1

1. Clarify what is meant by the region in this project e.g. historical and cultural, long-term administrative and legal, or specially created for a particular development purpose. Comment on the advantages and difficulties of the nature and understanding of the region involved. [One general benefit from the PURE project should be to gain a better understanding of what kind of region is effective for what purposes.]

Response: The Northern Illinois region comprises the service area of Northern Illinois University and feeder community colleges plus the Chicago metropolitan region, a global economic hub. Geographically, the region consists of 6,765 square miles of land (17,625 KM) and includes the area within the State of Illinois that lies north of Interstate 80. The region is bounded on the east by Lake Michigan, on the west by the Mississippi River, and on the north by the State of Wisconsin. (See Figure 1).

Figure 1



The state of Illinois has the largest number of governmental units in the U.S. In 2002, Illinois, with 6,903 units, surpassed Pennsylvania by 1600 units, the state with the next largest number. These units consist of counties, municipalities, townships, school districts, and a host of special districts (e.g., fire protection, health, hospitals, libraries, drainage and flood control, sewerage, water supply, and others). While decentralized governmental systems offer more opportunities for residents to participate in decision-making and are more transparent, they can become fragmented, unable to attract quality management, and, for purposes of the PURE initiative, make collaborative planning challenging. The multiplicity of boundaries associated with governance, planning, and taxation throughout Illinois has resulted in uncoordinated definitions of regions. One advantage of using a large geographic region for PURE is that the



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misalignment at the local level among education, workforce development, and economic development service delivery regions tends to lessen at a larger scale.

2. *Set out briefly the key characteristics of the region in terms of geography, economy, demography, social structure, trends and changes, as these affect PURE and the development agenda.*

Response: BP4 provides a reasonably comprehensive overview of the key characteristics of the Northern Illinois region. Additional information is provided here regarding trends and changes associated with Illinois' workforce. These trends are drawn from *The State of Working Illinois*, a report developed by NIU and the Center for Tax and Budget Accountability (see <http://www.stateofworkingillinois.niu.edu/swil/index.html> for more detailed information). These data reflect the situation prior to the current recession, so these economic trends have worsened with growing unemployment and a constricting job base.

- Illinois is losing high-paying, good benefit manufacturing jobs and replacing them with low-paying service sector jobs offering little or no benefits. The gap between people with lower-wage service jobs and higher-wage service jobs is growing.
- Inflation-adjusted earnings of most Illinois workers have declined since 2001. The sectors in which earnings gains occurred were in construction, financial activities, professional and business services, and education and health services.
- Income inequality since 1980 has worsened in Illinois and the nation. In Illinois, the highest-earning quintile accounts for over 50% of total household income, while the lowest 60% of households account for 26.6% of total household income.
- The Illinois labor force has become much more diverse and better educated in recent decades. The share of women has grown to 46.3% in 2007, African-Americans and Hispanics represent 14.3% of the labor force, and only 10.3% lacked a high school diploma. However, women and minorities are disproportionately represented in certain industry sectors. For example, women predominate in education and health services and are underrepresented in higher paying sectors such as construction, manufacturing, and transportation and utilities. While Hispanics and African Americans constitute significant percentages of the manufacturing and construction sectors, 32.2% of Hispanics and 42.2% of African American workers are employed in lower-paying service jobs.
- Despite increasing representation of minorities in the labor force, Hispanics are the youngest and least-educated workers with 38.6% lacking a high school education. African Americans had a 10.7% unemployment rate in 2007, 2.5 times that of Whites and almost double that of Hispanics.
- The state's youngest workers (16-to-25 years of age) have the highest unemployment rate leaving them vulnerable to long-term detachment from the labor market and related social problems.
- Education is strongly associated with upward mobility, lower unemployment, and higher earnings.

3. *Identify and draw together a reference list of the main data sources available on the socio-economic, environmental, etc. condition of the region, and recent trends.*

Response: In addition to the data sources identified in our BP4, three federal agencies provide a wealth of socio-economic information:



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- U.S. Bureau of the Census - <http://www.census.gov/>
- U.S. Bureau of Economic Analysis - <http://www.bea.gov/>
- U.S. Bureau of Labor Statistics - <http://www.bls.gov/>

Also, the Metro Chicago Information Center provides two index models that may be of interest to the CDG: a Community Vitality Index and an Income Diversity Index (see <http://info.mcfol.org/web/datainfo/cpol.asp>).

4. Summarise any existing efforts to monitor and benchmark progress against purposes and targets. Please comment on any interest in and pressure for the measurement of quality and outcomes, including value for money auditing, that you are aware of in the region. [It is hoped that the project will assist an understanding of what kinds of indicators and quantitative measures of regional development and the contribution of HEIs to this work and are useful.]

Response: The Chicago Metropolitan Agency for Planning (CMAP) has undertaken the most comprehensive effort to monitor and benchmark progress in the Northern Illinois region, although its service area is limited to the Chicago metro region. CMAP was formed in 2005 to provide integrated land use and transportation planning for the seven counties of northeastern Illinois. They are leading a “GO TO 2040” planning effort to address the growth implications associated with the anticipated additional 2.8 million residents and 1.8 million jobs. As part of this planning effort, a comprehensive set of regional indicators is being developed to evaluate implementation strategies associated with GO TO 2040. These indicators fall into 11 categories (go to <http://www.goto2040.org/indicators.aspx> for an overview of this effort):

- Civic Involvement and Human Relations
- Culture
- Economic Competitiveness
- Education
- Environment and Natural Resources
- Health
- Housing
- Hunger and Food Security
- Reinvestment and Land Use
- Safety and Security
- Transportation

A preliminary list of indicators was approved by the CMAP Board in December 2008 and is attached to the transmittal email associated with this briefing. An estimated 180 indicators will make up the final list.

Two national efforts that represent efforts to measure, if not benchmark, university engagement are worth noting. One is the classification system offered by the Carnegie Foundation for the Advancement of Teaching. All accredited, degree-granting colleges and universities in the U.S. are eligible for this system with regard to the graduate and undergraduate instructional programs, enrolment and undergraduate profiles, size and setting, and a basic classification. In 2008, a new elective engagement classification was launched. Three engagement categories are offered: curricular engagement, outreach and partnerships, and both (see <http://www.carnegiefoundation.org/classifications/index.asp?key=1213> for more information). This classification affirms that “a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of



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community engagement are aligned with the institution's identity and form an integral component of the institutional culture."

NIU is recognized by the Carnegie Foundation in its Community Engagement classification in the area of outreach and partnerships. The documentation framework for the Carnegie community engagement classification contains a number of indicators that may be of interest to the CGS and is also attached to the transmittal email associated with this briefing.

Another noteworthy effort to measure progress by universities in their regional economic development engagement activities is under discussion by the Commission on Innovation, Competitiveness and Economic Prosperity, a group working under the aegis of the National Association of State Universities and Land Grant Colleges. The Commission is working on a set of characteristics they can use to describe economically engaged universities. Although their ideas will not be presented publicly until May 2009, the LP thought it would be useful background. It is provided as Exhibit 1 to this briefing.

5. *List the main existing forms of collaboration between HEIs and the region. You may need to consider the region as a single administrative entity, but also note and include more localized and specialized significant HEI partnerships with other stakeholders - public, private, and NGO or third sector.*

Response: Illinois HEIs engage in diverse forms of collaboration throughout the region; however the nature and scope of these activities reflect the type and size of the institutions. Community colleges typically confine their collaborative activities to their discrete geographical area (which is a subset of the northern Illinois area). This region contains 20 such community college districts. These districts are discrete because community colleges are financed in part by a tax placed on property owners within each district. Universities engage a larger arena: both throughout the northern Illinois region, nationally and internationally, and as a function of entrepreneurial resources and capabilities. Universities in Illinois are not financed with property taxes.

Collaboration takes place bi- and multi-laterally among HEIs, however there has been limited interaction between the two- and four-year sectors except in the area of on-site course delivery (usually credit-based). Community colleges are inherently suspicious of four-year institutions as they may see them as competitors for a limited noncredit marketplace.

Broadly speaking, the overall goal of collaboration is to make northern Illinois a more viable region for living and working. Recent employment loss and other indicators of declining economic energy have impacted the entire region. Since the vitality of the region directly affects the welfare of HEIs, they have increased their involvement across the education, business, government, health care, and social services sectors. The following framework is useful in describing the nature of regional collaboration.

Human Capital - Improving educational outcomes and workforce skills. In order to raise student achievement, HEIs form alliances with other higher education institutions, contribute faculty and staff expertise, secure grants, nurture partnerships with schools and districts, raise scholarship funds, and deliver activities for students along the continuum from the truant to the gifted.

Technology - Improving the use of information technology in the region and improving the ability of businesses for technological innovation.

Diversity - Increasing social diversity at all levels and helping diverse groups live and work together peacefully; e.g. arts organizations, Public Radio, human service agencies.



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Globalization - Increasing the level and quality of two-way international trade in the region. Chicago's prominence as a global city increases opportunities that HEIs are developing with local business and industry partners.

Community Development - Increasing the ability for the region to create unique, distinctive places for both business centers and residential neighborhoods/communities.

Personal Growth - Helping people of all social and income groups make the personal transitions that are increasingly part of life in vibrant regions.

6. *If there are any examples of good practice in HEI-regional engagement that you think of special interest, perhaps for inclusion later in a PURE Good Practice Manual, please make a note of them to call to the attention of the CDG.*

Response: NIU Outreach offers services related to broadband development; community, economic and workforce development; education; government studies; health care policy and planning; and manufacturing assistance and new business planning. The Center for Governmental Studies (CGS) provides customized applied research, management consulting, strategic planning, and public policy analysis services to the region's leaders, and offers the Civic Leadership Academy, a leadership skills development program for elected and appointed leaders and senior managers of government

(http://www.cgsniu.org/professional_development/cla/CLAbrochure_2009_online.pdf). CGS also has managed the business affairs of the Illinois City/County Management Association for 35 years and has expanded to provide management for three more associations. NIU Outreach's Education and Training unit has developed services to more than 200 other professional association groups, including meeting planning, conference services, education and training, and research. NIU Outreach plans to connect these association groups directly to relevant consulting faculty, programs, and resources in the colleges, as well as identify internships and career exploration opportunities with the associations.

The grid attached as Exhibit 3 illustrates 15 examples of NIU collaboration within the northern Illinois region.



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Part 2

1. What are:

1.1 The main problems and challenges

1.2 The main development aspirations that are shared by stakeholders in the region?

Please consider the full spectrum of civil, economic, social, cultural, and environmental factors, including issues of sustainability, where these apply.

In particular, what impact is the current global financial and economic crisis – and the global environmental crisis (global warming etc) - having on your thinking and long-term planning as a region and different stakeholders? What has really altered (or is changing) in your policy planning since one year ago?

Response: On January 29, 2009, the presidents of 10 Northern Illinois public HEIs met at Kishwaukee Community College to discuss collaborating on regional workforce and economic development issues. Because there has been little collaboration among HEIs within Northern Illinois, this initial meeting was considered essential to affirming institutional commitment to PURE and identifying at least one priority effort that was valuable to all of the participating institutions. One priority workforce development initiative emerged that addresses four related questions:

- What are the existing and projected jobs and related career paths in our region?
- What gaps exist between the existing workforce and employment demand?
- What disconnects in the educational system are contributing to these gaps?
- What strategies hold the most promise for addressing these gaps?

A second initiative was also discussed: to identify ways in which the collective postsecondary institutions in northern Illinois could address the problem of poverty in the region. While it was agreed that undertaking both initiatives might be challenging at this point, it also was understood that there is a strong connection between these two issues. Providing people in poverty with access to educational opportunities will be a key component of this initial PURE workforce development initiative. (See Exhibit 2 for a summary of the meeting outcomes.) Although the Northern Illinois region will participate fully in PURE, it is the aim of the LP and RCG to focus on this workforce development initiative. Our rationale is fourfold:

- It will enable us to build solid working relationships among the participating HEIs;
- It will keep them engaged in a project to which the institutional presidents have committed as being important;
- It addresses an issue that is of critical importance in the current economy and labor market, i.e., how to connect people with viable employment; and
- It has the potential to result in meaningful policy change.



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2. *What are the main changes that are looked for in taking part in PURE?*

2.1 *For the region as a whole, and for particular communities and interests within it?*

2.2 *Within and on the part of higher education institutions i.e. sought by the HEIs themselves, and looked for by other stakeholders from HEIs?*

2.3 *In terms of how regional and local government are managed?*

2.4 *In terms of the role and policies of central government?*

Response: From the perspective of the LP and RCG, we are looking forward to the site visit to deepen our understanding of the changes desired by our partners. However, at this point, we are looking for three main changes:

- **Creation of a structure within which the Northern Illinois HEIs may engage in ongoing meaningful collaboration.**
- **Measureable improvements in the HEIs' capability to prepare and connect residents to quality jobs and careers and in other shared initiatives.**
- **A shared commitment by the participating HEIs to innovation, comparative international research, and system improvement in designing and implementing regional engagement activities.**

3. *What key issues do you wish to discuss with the CDG when it visits your region?*

- **Effective collaboration structures for HEIs from other regions**
- **How HEIs in other regions' are engaged in workforce development activities to bridge the skills gap, particularly with immigrants and individuals with multiple barriers to employment**
- **Asset-based workforce development approaches**



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EXHIBIT 1

Characteristics of a University making an Impact on Regional Economic Development

The following list includes characteristics of an economically engaged university. The goal is for this document to serve as a self-assessment tool. Some of these traits are the result of cultural change within the institution. Some are structural changes (e.g., creation of specific positions, programs or offices to facilitate increased partnership with the external community). And others occur at the interface between the university and the community and require increased understanding about the important synergistic relationship between the local university and regional economic development. An institution does not need to demonstrate all of these characteristics to be economically engaged. This list can be used as a checklist for an institution to determine strategies and actions to enhance its economic role and impact on its community, including the local, region, and/or state.

Institutional Leadership

- i. Articulated mission/strategy that promotes innovation and results in economic development in the community.
- ii. Alignment, where appropriate, of the key research strengths of the university with the needs of industry and the economic development priorities of the community. This will include frequent meetings/discussions with the external stakeholders in order to collaboratively develop priorities for the region.
- iii. Supportive culture
 - Entrepreneurial, administratively agile, adaptive, collaborative.
 - Recognition of technology transfer and commercialization activities through creation of IP and university-based start-up companies as a legitimate form of scholarly dissemination for promotion and tenure decisions.
 - Commitment to supporting and strengthening university-industry or university-community partnerships. Often this will result in the conduct of applied research/engineering/testing with real-world application, and could include the use of academic facilities by industry.
 - Simplify contracting procedures for business/industry - particularly small business research - taking into account the need to move expeditiously.
 - Support for exchange programs for faculty and students, alignment of curriculum to meet continuing education requirements of industry, and other programs that enhance university-industry partnerships.
- iv. Active focus on training and education of future workers with 21st Century skills

Commitment to Ensuring that University Discoveries Benefit the Public

- Existence of a vibrant technology transfer and commercialization policy, function, and programs.
- Commitment to supporting university-based start-ups that remains in the region.
- Training programs for faculty and students related to protection and licensing of intellectual property (IP).
- Presence of seed fund program to facilitate commercialization of IP.
- Presence of an incubator and research park.
- Technology transfer external advisory board.



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Accessibility

- A designated point of contact and function for industry and economic development agencies – coordinating a network of numerous, dispersed portals.
- Easy access to faculty research expertise, including possibly a user-friendly database.
- Frequent meetings with key university leaders and the region's business and government leaders to discuss ways to improve the “innovation ecology” of the region.

Creation and Dissemination of Information

- Information technology infrastructure for university community access to global information.
- Tools for and recognition of the creation of digital information supporting economic progress.
- Reciprocal learning mechanisms – e.g. Workshops/conferences to examine specific issues

Educational Opportunities/Programs

- Job placement programs that prominently feature community job opportunities.
- Formal opportunities for student internship and coop experiences across a wide range of academic programs.
- Student entrepreneurship minors/majors, clubs, dormitories, and other programs.
- Flexible curriculum that enables the university to more readily meet the workforce development needs of industry.
- University support and participation in learning experiences for the regional economic community.
- Curriculum is responsive to needs of regional industry, including programs for adult-learners.
- Support for faculty and student exchanges between university and regional industry.
- Alumni base is better leveraged to assist in placement of students into regional economy.

Additional issues

- Faculty rewards, expectations, training and support services (beyond tech transfer/licensing?)
- Institutional advocacy role – varying roles for universities:
 - Facilitator; convener; demonstrating value to stakeholders; positioning as potential partner
 - Advocate by convening and connecting people (sufficiently addressed in Institutional
 - Leadership (b) and Creation and Dissemination (c)?)
- Funding – seed funds; access to external review panels
- Concept of Risk
- K-12 system
- Creating careers
- Multiple partners – other schools/tech colleges
- Working with non-profit community
- Priorities and Assessment – evaluation at the local/institutional level
- Hierarchy of economic need; framing role; broader ways we help economy – communities, talent.



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EXHIBIT 2

PASCAL Universities Regional Engagement (PURE)

Northern Illinois PASCAL Network Meeting Summary – January 29, 2009

On January 29, 2009, the presidents of 10 northern Illinois public higher education institutions met at Kishwaukee Community College to discuss collaborating on regional workforce and economic development issues. This was the first meeting for higher education institutions interested in participating in the PASCAL Universities Regional Engagement (PURE) initiative. Participating presidents included:

- Jack Becherer, Rock Valley College
- Tom Choice, Kishwaukee College
- Jerry Corcoran, Illinois Valley Comm. College
- Patricia Granados, Triton College
- George Mihel, Sauk Valley Comm. College
- Walt Packard, McHenry County College
- John Peters, Northern Illinois University
- Gena Proulx, Joliet Junior College
- David Sam, Elgin Community College
- Christine Sobek, Waubensee Comm. College

Another four regional community colleges will be participating but were unable to attend this meeting, and Highland Community College has since bowed out due to resource constraints. NIU Outreach staff coordinating the PURE initiative in northern Illinois who participated in the meeting included Anne Kaplan, Vice-President for Outreach and Administration; Paul Crawford, Director of Community College Relations; Robert Gleeson, Director of the Center for Governmental Studies (CGS); and Diana Robinson, Associate Director of CGS.

The purpose of this meeting was to identify priority issue areas in workforce and economic development for regional collaboration by two- and four-year post-secondary institutions. Using ideas generated by the presidents (see Appendix A), one priority workforce development initiative emerged that addresses four basic questions:

- What are the existing and projected jobs and related career paths in our region?
- What gaps exist between the existing workforce and employment demand?
- What disconnects in the educational system are contributing to these gaps?
- What strategies hold the most promise for addressing these gaps?

A second initiative was also discussed: to identify ways in which the collective postsecondary institutions in northern Illinois could address the problem of poverty in the region. While it was agreed that undertaking both initiatives might be impractical at this point, it also was understood that there is a strong connection between these two issues. Providing people in poverty with access to educational opportunities will be a key component of the workforce development initiative, and the work group will be charged with identifying additional strategies to address this issue.

The presidents asked that this workforce development initiative be reframed as a charge that they could share with staff assigned to work on this project. A proposed charge follows.



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Proposed Charge

Each participating community college would identify one or more senior staff to serve on a work team that would have seven responsibilities:

- Assist in reviewing and analyzing data on gaps between existing and projected employment and the available workforce in our region;
- Identify primary and secondary data sources pertaining to disconnects in the region's P-20 educational system that affect higher education;
- Recommend strategies to remedy the regional system disconnects in such areas as curriculum, institutional alignment, and program approval;
- Assist in reviewing and analyzing data on regional poverty and identifying potential strategies for the collaborating institutions to pursue;
- Provide team progress reports to the presidents at six-month intervals;
- Identify and share continuous improvement opportunities for project process and content;
- Participate, as feasibility and interest allow, in addressing the international comparative research questions addressing regional engagement that are the focus of the broader PURE project.

It is recommended, but not required, that the chief academic officer be assigned as the point person representing each institution and that an adult education and workforce development staff person also participate on each team. At least one member of each institution's team should be a direct report to the president.

A work plan will be collectively developed by the participating institutions to ensure that the scope, timing, and level of effort required are clear and acceptable. The work team will meet about every six weeks or as often as is agreed upon to deliver on the seven responsibilities described above. Although face-to-face meetings will be encouraged, telephone and other electronic meeting resources will be used as necessary to maximize participation. This project will run through December of 2010. At that point, the participating institutions will assess the overall progress and effectiveness of this project and agree on next steps.



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APPENDIX A

Responses to Discussion Questions

What are your greatest expectations for this initiative?

- Workforce retraining – meaningful results.
- Manufacturing needs employees with appropriate training, career pathways, maintain the supply of key workers.
- How to attract more high tech businesses (not just transportation, distribution and logistics facilities).
- Timing is great to think/act regionally.
- How do we create pathways out of poverty.
 - Hispanic population and other economically disadvantaged
 - Affect the culture of poverty
- Use the assets of CMAP.
- We need to improve the “layer below” our institutions.
- Training and re-training the existing workforce.
- Focus on the future workforce – especially our minority population in regard to upward mobility.
- Workforce training → immigrant workforce; how to get people college-ready from K-12.
- Help people avoid under-employment.
- Promote the value of post-secondary education.
- Reconnect the learning to the market; skill sets → connect more employers.
- Elevate the aspirations of people who need education/training; Hispanic community is a potential focus.
- Commitment to work together and learn together for our regions/districts is key.
- We can all find flexible ways to collaborate
 - Leverage our commonalities
 - Be flexible for our differences.
- We need to build ideas that create institutional commitments, not just personal ones.
- Working together gives us leverage to obtain funding.
- Realize the potential of our unique association – the northern Illinois region is a unique environment of two-and four-year institutions in an economically important place.

What are your greatest concerns about this initiative?

- Funding.
- Clarity for students regarding career pathways.
- Duplication of efforts.
- Engaging staff as fully as the presidents.
- Engaging other institutions to ensure that students are college-ready; address developmental readiness K-12.
- Elevating the aspirations of those without hope, get learners willing to try.
- Perception that this is more of the same – too political.
- Finding resources that don't detract from our core duties.
- Getting academic departments to adopt our ideas – need a new financial model
- Difficulty of leading while “fixing”



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What are the priority workforce and economic development issues that public higher education institutions in northern Illinois can address?

- 1) How do we address the needs of immigrant groups?
- 2) How do we get the emerging workforce to embrace available jobs?
- 3) How do we work together with all levels of education to help students understand available career paths and connect to them
- 4) Analyze the workforce needs of the new northern Illinois economy according to the districts by which we prepare people
 - a) Gap analysis
 - b) Are we preparing them?
- 5) How do higher education institutions stimulate economic development?
- 6) How does our inventory of activities match the needs?
- 7) How do we coordinate curriculum, streamline the program approval process to quickly create new degrees in professional and technical programs? Can we create options?
- 8) Process:
 - a) Career paths in today's economy
 - b) How do our programs align
 - c) How do we make adjustments that bring along our institutions and our students
- 9) Align our programs with available and projected jobs (stop preparing students for jobs that don't exist)
- 10) Bridge programs/"Shifting Gears" – better move students from adult education to college-level courses



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EXHIBIT 3

Examples of Major NIU Regional Collaborations

Partnership Name	Community Partner	Institutional Partner	Purpose	Length	# Faculty	# Students	Institution Impact	Community Impact
Interactive Illinois Report Card http://iirc.niu.edu	Illinois State Board of Education; Bloomington, DeKalb, Glen Ellyn, Glenbard, and dozens of other school districts; Illinois Principals Association and other professional organizations	Interactive Illinois Report Card, NIU Outreach, College of Liberal Arts and Sciences, College of Education	Provide a dynamic, interactive source of comprehensive reports on school performance and tools to manipulate and understand the data	Six years	20 faculty and staff	15 graduate assistants and undergraduate workers each year.	Teacher preparation is being updated to help pre-service teachers learn to use data to improve instruction. IIRC is also providing a rich resource for student and faculty research.	Illinois educators have gained easy-to-use data resources and tools for helping students to meet standards and web-based templates for submitting state-required school-improvement documents. A reliable, user-friendly tool for comparing schools, the IIRC averages 10,000 hits per week.
Project REAL www.projectreal.niu.edu	Rockford District 205 and learning communities at Jefferson High School; RESA Middle School; Nelson and Rolling Green Elementary Schools; Rock Valley College	Colleges of Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, Visual and Performing Arts; NIU Outreach	Raise student achievement, recruit and prepare future teachers, increase numbers of effective school leaders, provide professional development to enhance teacher expertise	Five years	Years 2-4: NIU 150; RVC 90; Schools 1690	Years 2-4: NIU 370; RVC 545; Schools 3550	Development of solid evidence to show enhancement of teacher quality and student performance resulting from NIU interventions. Increased opportunities for teacher candidate experiences in diverse classrooms. Close collaboration over five years by five colleges and Outreach has generated multi-college activities, projects, and grant proposals beyond Project REAL.	Dramatic improvements in performance at two elementary and one middle school, especially in mathematics; high school graduation and enrollment in college by at-risk students; three cohorts of new administrators trained; ancillary projects adopted by Mayor's Office and public service groups.



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<p>District 428-NIU Partnership www.p20.niu.edu/partnerships</p>	<p>DeKalb District 428, one high school, two middle schools, and nine elementary schools; DeKalb Classroom Teachers Association</p>	<p>NIU Outreach, Vice-Provost's Office, P-20 Task Force; Colleges of Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, Visual and Performing Arts; Interactive Illinois Report Card; Public Affairs; School-University Partnership Office</p>	<p>Raise DeKalb students' readiness for the workplace and higher education, improve quality of teaching, and enhance opportunities for clinicals and student teaching for NIU teacher candidates through establishment of professional development schools; coordinate purchasing and technology implementation.</p>	<p>Five years</p>	<p>NIU - 60 District 428 - 170/352</p>	<p>NIU - about 75 @year District 428 - 2800/5857</p>	<p>Increasing understanding of efficacy of professional development schools in producing superior new teachers and integration of new field requirements such as skills to implement Response to Intervention into teacher preparation programs.</p>	<p>Quality of schools and efficiency of operations improved as more than 90% of Wright students meet or achieve standards on state tests compared to 73% average among incoming students when the school opened; all-day kindergarten expanded from Wright to schools across the district; and taxpayers save nearly \$70,000 per year thanks to district collaboration on telecommunications with NIU.</p>
<p>NIUNet www.niunet.niu.edu</p>	<p>Illinois Municipal Broadband Communications Association; Northern Illinois Technology Triangle; Illinois Rural Healthnet; cities of Naperville, Batavia, Rockford, Rochelle, Hoffman Estates, DeKalb, Elgin, Schaumburg; Boone, Ogle, Winnebago, Kane, DeKalb counties; School Districts 424, 425, 426, 427, 428, 429, 300; Kishwaukee Community College; DuPage National</p>	<p>Information Technology Services, NIU Outreach, Regional Development Institute, Broadband Development Group, Public Affairs; School of Music</p>	<p>Construct a fiber optic network used for research advancement, academic initiatives, and advancement of technology throughout the Northern Illinois region. Connect universities, community colleges, K-12 schools, local government, and hospitals. Create unique opportunities for development of high speed network applications over state-</p>	<p>Four years</p>	<p>25 staff and faculty; all staff and faculty are users</p>	<p>3 students directly involved; all students are users</p>	<p>Addressed the university's academic mission by constructing high-speed access to Internet 2 and other services for enhancement of instructional and research purposes.</p>	<p>Improved conditions and capacity for economic development, disaster recovery, homeland security and information exchange; local government increasing efficiency and improving support of private enterprises for education, research, medicine, and business interests through access to high speed broadband connectivity. Lowered costs for access to the state ICN Network and allowed partners to take advantage of higher speeds</p>



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	Technology Park; Tri-Rivers Health System; DeKalb Fiber Optic; Kishwaukee Community Hospital		of-art networking infrastructures using community partners as the key to integration and implementation.					and more services.
Rural Healthnet www.niu.edu/ruralhealth	Illinois Critical Access Hospital Network, Tri-Rivers Health Partners, Metropolitan Research and Education Network, Illinois State University, Mennonite College of Nursing, Janet Wattles Center, Ben Gordon Center, Sinnissippi Center, Delnor Hospital, U. of Illinois College of Medicine, Carle Foundation Hospital, SIU School of Medicine, 88 hospitals and healthcare facilities	NIU Outreach, Regional Development Institute, Rural Health Resource Services, Broadband Development Group, Information Technology Services, College of Health and Human Sciences, College of Engineering and Engineering Technology	Develop a statewide telemedicine program that connects 88 rural communities by 2010, generates educational programs to help communities take full advantage of the high-speed network, and expand uses to include research collaboration, continuing medical education, public health data-gathering and disaster recovery efforts.	One year	10-12 faculty and staff	No students are participating during the construction phase.	Utilizes university capacity to build and develop professional uses of high-speed fiber optic networks and focuses NIU's Health and Human Services programs on telemedicine and future uses of cutting-edge, technology-based healthcare practices and strengthens connections between NIU and rural healthcare facilities	Brings telemedicine to under-served rural communities and understaffed health facilities, including connections with specialists at remote locations, nearly instantaneous transfer of images such as MRI and CT scans, real-time consults for trauma patients, real-time psychiatric services in areas with no psychiatric specialists, home monitoring of at-risk patients, and better access to patient information via electronic records.



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<p>Community Collaboration, Inc. www.cciunites.org</p>	<p>Carpenter's Place, Inc., United Way of Rock River Valley, City of Rockford, Winnebago County Government, a private foundation</p>	<p>College of Health and Human Services, College of Business, NIU Outreach Units (Information Technology Services, Center for Governmental Studies)</p>	<p>Create new, non-profit social enterprise that develops and distributes software packages that allow multiple human service agencies to participate in innovative community case management initiatives. Active projects now in 3 states.</p>	<p>Four years</p>	<p>15+ faculty and staff</p>	<p>One MBA class (9 students), worked on draft business plan.</p>	<p>Demonstrate university's ability to engage community partners in social entrepreneurship. Leverages university's strengths in software, public administration, and human service innovation to create new research and education opportunities.</p>	<p>Empowers innovative community leaders to improve the quality of human services, lower costs, and provide service to more residents despite tight public budgets. Builds model in northern Illinois that can be replicated in communities nationwide.</p>
<p>CGS Regional Land Capacity / Development Database www.cgsniu.org</p>	<p>Regional public utility company, Chicago Metropolitan Agency for Planning</p>	<p>Center for Governmental Studies</p>	<p>Build a regional GIS database by digitizing community-based comprehensive plans and adding address-specific occupancy, structure, and utilization characteristics</p>	<p>Three years</p>	<p>7 faculty and staff</p>	<p>9 graduate research assistants</p>	<p>Access to a detailed GIS database containing information from 1970 to today on more than 2 million structures for research and planning</p>	<p>Ability to identify land use and development trends throughout the region from 1970 to the present. This creates a large improvement in capacity for community and regional planning.</p>
<p>International Observatory PASCAL</p>	<p>American Association for Adult and Continuing Education; four regional community colleges in northern IL (to date) - Rock Valley, Waubesa, Illinois Valley, and College of DuPage; RMIT University (Melbourne); University of Glasgow (Scotland); 60 other agencies and higher education</p>	<p>Center for Governmental Studies, College of Education, College of Liberal Arts and Sciences, NIU Outreach, Community College Partnership Office</p>	<p>Provide applied research and policy expertise through an international network of scholars and practitioners to support regional initiatives related to place management, enhancement of social cohesion, innovation, lifelong learning, and economic</p>	<p>Initial year now underway</p>	<p>15 faculty and staff in Year 1 with significant expansion potential in future years</p>	<p>None in Year 1 but significant research, teaching and learning opportunities in future years</p>	<p>Help provide leadership to a global network of engaged scholars and practitioners (originally organized through OECD); opportunities for faculty, staff, and students to include global comparisons in our regional outreach projects, and to participate in international</p>	<p>Provide global access to current research and best practices on effective regional strategies to strengthen governance, applied research and policy development, and university-based engagement activities worldwide. Build global network of innovative leaders in higher education and</p>



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	institutions in Europe, South America, Asia, Africa, and Australia		development				applied research and policy studies.	economic development.
The State of Working Illinois www.stateofworkingillinois.niu.edu	Center for Tax and Budget Accountability, Economic Policy Institute, statewide advisory group of workforce stakeholders	Center for Governmental Studies and Colleges of Education and Liberal Arts and Sciences	Provide current data and policy analyses about labor market outcomes and occupational trends in each county, city, and metro region in Illinois. Also, provide comparisons among Illinois and other states. Publish reports, host web site, annual conference.	Four years	7 faculty and staff	4 graduate research assistants	Develop deep research expertise and analytical capabilities regarding labor market data. Build strong ties among research team and statewide advisory board members involved in workforce training policy in Illinois	Provide easy access to current data and analysis on labor market trends with county-level detail for workforce policy makers, educators, businesses, and individual workers.
ROCK: Rapid Optimization of Commercial Knowledge www.niu.edu	Northwestern University, Argonne National Laboratory, U.S. Department of Defense, and many Rockford companies	College of Engineering and Engineering Technology; College of Business; NIU Outreach, Regional Development Institute; External Relations	Build manufacturing capacity in Rockford by attracting cutting edge industries and bringing them to commercial viability; connecting manufacturers, inventors, and employee organizations to developing new technologies; stimulating the economy; and	Five years	25 faculty and staff per year	50 students per year	Provides NIU with an R&D center for the College of Engineering and Engineering Technology and College of Business where a partnership between academia and industry develops innovations and responds to imperatives of the global marketplace.	Involves numerous companies across the region in partnerships, innovative product development and extensive contracts with federal agencies; discovers opportunities for innovations; receives incubator services for new technology companies; enjoys revitalization of manufacturing.



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			providing unique research and testing opportunities					
The Big Read	DeKalb Public Library, School District 428, Altrusa of DeKalb and Sycamore, Kishwaukee Community College Family Literacy Project	College of Liberal Arts and Sciences External Programs, English Department; CHANCE Program; NIU Athletics.	"Revitalize the role of literature on American popular culture and bring the transformative power of literature into the lives of citizens; encourage citizens to read for pleasure and enlightenment." - National Endowment for the Arts	Two years	Approximately 100 NIU and P-12 faculty	5,000, including P-12 and NIU students	Gain opportunities to discuss "To Kill a Mockingbird" within groups or in class, and participate in local community activities such as the mock trial. All 500 CHANCE students and 500 athletes will receive free copies. Some English faculty will include it in coursework, resulting in campus-wide familiarity.	Acquire a common basis for conversation about fundamental issues of fairness, racial politics, and personal values. All high school freshman in DeKalb County will receive a copy of the novel. Activities such as a mock trial based on the novel will engage citizens throughout the county in discussion.
NICADD - Northern Illinois Center for Accelerator and Detector Development www.niu.edu/nicadd	Argonne National Laboratory, Fermi National Accelerator Laboratory, International Linear Collider, University of Maryland Electron Ring, Facility for Rare Ion Beams	College of Liberal Arts and Sciences Department of Physics, Beam Physics and Astrophysics Group, High Energy Physics, Detector Development, Proton Therapy and Medical Physics, Nanoscience Research Group; NIU Outreach, Regional Development Institute; External Relations	Foster and support the development of a new generation of accelerator and detector technologies in northern Illinois and provide high technology educational and research opportunities for students and residents; ensure that NIU remains an internationally recognized	Eight years	15 faculty and staff	25-30 students per year	Engaged NIU faculty and students in major scientific discoveries in particle physics such as the ZZ diboson in 2008. Involved Physics faculty with global colleagues in research with real-world applications. NIU assumed management of Institute for Neutron Therapy.	Expanded regional reputation for cutting-edge physics research; enhanced attractiveness to innovative technology companies. Gained access to state of the art cancer treatment and research facilities. Science outreach demonstrations in 50 schools per year. Nearly 1000 families visit Haunted



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			center of physics research and education.				Developed science outreach programs for community.	Physics Lab hands-on physics demonstrations at NIU each October.
Burpee Museum of National History www.burpee.org	Burpee Museum of Natural History in Rockford, Illinois	College of Liberal Arts and Sciences, Departments of Anthropology, Geology, Geography	Advance the dinosaur research center and its educational programs	Five years	5-10 faculty and staff	Thousands of Rockford area students	Conducted field work for dinosaur fossils that unearthed a "Jurassic jackpot" of giant, long-necked dinosaurs in 2008, following other major finds in recent years. Provided outstanding opportunities for fieldwork, research, display, and educational program development.	Added Jane, a T-Rex or nanosaurus, to museum exhibits and programming and engaged thousands of families in learning about dinosaurs; acquired hundreds of important bones each summer; increased museum endowment, tourism and civic pride; communicated public appreciation for academic expertise provided by NIU.
HEARRR - Higher Education Alliance of the Rock River Valley www.hearrr.org	Rockford College, Rock Valley College, University of Illinois College of Medicine at Rockford; Mayor's Office; Rockford Area Economic Development Council	Division of Administration and University Outreach, Community Relations, President's Office	Collaborate together and with local agencies to build economic vitality, a skilled workforce, and a rich cultural life for this dynamic region	Four years	10-15 NIU staff, primarily chief executive officers, who meet regularly and communicate frequently	n/a	Established close working relationships with top leadership of higher education institutions that share a long history of positive contributions to the vitality of the Rockford region; identified unmet needs and collaborated on solutions; strengthened	Initiated campaign to raise educational aspirations and developed alternatives to incarceration programs; collaborated with regional agencies to advance economic development and raise financial support for higher ed programs of greatest need. Provided access to joint



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							connections and effectiveness with economic development agencies.	listing of all HEARRR course offerings.
NIU Outreach - DuPage Federation for Human Services Partnership www.dupagefederation.org/	DuPage Federation for Human Services Reform	NIU's Center for Governmental Studies, NIU College of Health and Human Sciences, NIU College of Liberal Arts and Sciences (Division of Public Administration)	Create university/NGO partnership that leverages and expands the human services research and policy resources of both entities.	Three years	25 faculty and staff	n/a	Expanded knowledge of regional human service issues and strengthened capability to communicate with regional leaders about human service system improvement and innovation.	Provide low-cost technical assistance and consulting on human services issues to units of government; deepen the research capability and knowledge network of a major regional human services provider, expand the DuPage Federation's reach throughout the region to shape human services research and policy