

**ATTACHMENT 1**

**E. FISCAL YEARS 2009 - 2014 PRIORITIES STATEMENTS  
AND FISCAL YEAR 2009 OPERATING AND CAPITAL BUDGET REQUESTS**

**Introduction**

This report presents the proposed University Priorities Statements that will establish the goals and objectives for the University for the next several years. Over the past several months, members of the University community—faculty, staff and students—through campus governance considered the University's strengths, identified areas for improvement, and outlined our most important goals for the coming years. These goals and strategies for achieving these goals are outlined in the Priorities Statements which are included in this report.

The report also includes the proposed operating and capital budget requests. The budget requests brought before the Northeastern Illinois University Board of Trustees and summarized in this report are fiscal year 2009 requests, for the year beginning July 1, 2008 and ending June 30, 2009. The Priorities Statements and initial operating and capital budget requests were provided to the Board in June for review and discussion. At the September meeting, the Board is asked to approve the Priorities Statements and final budget requests.

The budget presented to the Board in this report reflects the fiscal year 2008 state-appropriated base budget for the University and the University's budget requests for new funding for fiscal year 2009. Also included in the operating budget is the University Income Fund which is established in state statute to account for student tuition and certain fee revenue. The total of state appropriations and University Income Fund revenues represents the University's unrestricted operating budget.

An important factor in developing the fiscal year 2009 operating budget request is the prior year base budget, the starting point for budget development. The operating budget included in this request is based on state appropriations approved by the Illinois General Assembly on August 10, 2007 and sent to the Governor on August 13, 2007 for his consideration. On August 23, 2007, the Governor approved the appropriations for Northeastern, with certain reduction vetoes. The total of state appropriations and University Income Fund revenues represents the unrestricted operating budget that requires Board of Trustees approval and that will be sent, following approval, to the Illinois Board of Higher Education for consideration.

Developing our operating budget request requires that we reach a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students. Since the beginning of fiscal year 2002 through our fiscal year 2008 appropriation, Northeastern has seen our available funding from the State's General Fund decrease by \$4.6 million, or 10.2 percent. In addition, beginning in fiscal year 2002 the University was required to begin making an annual payment of \$1.1 million to the group health insurance fund for all state employees. The State of Illinois did not provide funding for this

required contribution, meaning the University reallocates annually to meet this cost. The proposed fiscal year 2009 University operating budget includes a request for base funding adjustments to return state funding for the University to the fiscal year 2002 appropriation level and to provide funding for the mandated health insurance contribution.

This budget is modest in terms of the needs of the University and includes only moderate funding requests for salary and cost increases and selected program initiatives. We are on record, therefore, that these are our highest priorities.

The following summarizes the budget information provided in this report.

Fiscal Year 2009 Budget Development Schedule. Table 1 provides a schedule of the budget development process from June 2007, when the NEIU Board received the initial fiscal year 2009 budget requests, through September 2008, at which time the Board will take action on the University's fiscal year 2009 internal budget.

Priorities Statements. Pages 5 through 12 include the recommended Priorities Statements for fiscal years 2009 through 2014. These statements represent the highest priorities of the University and serve as the planning document for the University in the development of new and expanded programs, the allocation of current resources, and requests for new funds to support program initiatives.

Operations. The budget request for University fiscal year 2009 operations is summarized in Table 2, with additional information supporting the operations request provided on pages 13 through 17. Table 3 summarizes the requests for salary and inflationary cost increases. Table 4 summarizes the program requests for fiscal year 2009. Because these represent the highest University priorities for new or expanded programs, the University may attempt to implement some of these programs through the redirection of staff effort and University resources.

Capital Improvements. Table 5 summarizes the fiscal year 2009 requests for capital improvements, which are described on pages 18 through 22. Capital requests are discussed in the two broad categories used by the Board of Higher Education to classify state-supported projects – Regular Capital projects and Capital Renewal projects. Regular Capital projects include requests for new construction or significant remodeling or renovation. These projects typically provide new space or provide a significantly different use for remodeled space. Capital Renewal projects are of a lesser scope than Regular Capital projects. They include the remodeling or renovation of space, infrastructure renewal, and improvement projects that address deferred maintenance.

**Table 1  
FISCAL YEAR 2009 BUDGET DEVELOPMENT SCHEDULE  
(Approximate dates – subject to change)**

|                |  |
|----------------|--|
| June 2007      | Submission of FY2009-2014 Priorities Statements and FY2009 initial operating and capital budget requests to NEIU Board of Trustees for review and discussion |
| September 2007 | Discussion and final approval of FY2009-2014 University Priorities Statements and FY2009 operating and capital budget requests by NEIU Board of Trustees     |
|                | Submission of FY2009-2014 University Priorities Statements and FY2009 operating and capital budget requests to the Board of Higher Education                 |
| November 2007  | Report to the NEIU Board of Trustees on proposed FY2009 tuition and fees rates   |
| December 2007  | Board of Higher Education action on FY2009 higher education operations and grants and capital improvements recommendations                                   |
| February 2008  | Governor's FY2009 Budget Address   |
|                | NEIU Board action on FY2009 tuition and fee rates  |
| May 2008       | General Assembly's action on FY2009 appropriations   |
| June 2008      | Governor's action on FY2009 appropriations   |
|                | NEIU Board of Trustees' action on FY2009 preliminary University internal budget  |
| September 2008 | NEIU Board of Trustees' action on FY2009 University internal budget  |

NOTE: Fiscal year 2009 begins on July 1, 2008 and ends June 30, 2009.

**FY 2009-2014 PRIORITIES STATEMENTS**

The University has identified seven major goals to be pursued during the planning period from FY 2009-2014.

- Goal 1:** Recruit, retain and graduate a diverse student body at both the undergraduate and graduate levels using strategic enrollment management practices.
- Goal 2:** Develop a comprehensive strategic plan for the University which addresses program offerings, enrollment management, fiscal resources, technology, facilities planning and staffing to guide University planning and decision making.
- Goal 3:** Foster a student-centered community that supports successful outcomes both in and out of the classroom.
- Goal 4:** Create a University environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources.
- Goal 5:** Strengthen and expand educational opportunities to enhance understanding of international and global issues.
- Goal 6:** Collaborate with external constituents to provide instruction, research and service programs that build upon the programmatic strengths of the University and are consistent with the University's instructional, research and service missions.
- Goal 7:** Secure the necessary resources to meet programmatic needs and enhance the working environment for faculty and staff.

**Goal 1: Recruit, retain and graduate a diverse student body at both the undergraduate and graduate levels using strategic enrollment management practices.**

### **Strategies**

- 1.1 Maintain a diverse undergraduate enrollment that includes the following:
  - Expand the recruitment of high-performing students across all populations, including underrepresented groups
  - Increase the number of first-year students and their rate of degree completion
  - Maintain a stable enrollment of students admitted through Special Programs
  - Increase programs and enrollments at CCICS and El Centro, and the University Center at Lake County
  - Increase enrollments through expanded weekend offerings
  - Enhance the developmental and ESL reading and writing curricula to assist in the retention of students from underrepresented populations
  - Enhance the success of students through integration and coordination of programs focusing on academic development.
- 1.2 Increase diverse graduate enrollments and rate of degree completion and increase the number of new graduate students in selected graduate programs in the College of Arts and Sciences and the College of Business and Management.
- 1.3 Improve the student-centeredness of service offices including admission, registration, academic advisement, orientation, financial aid, bursar, and placement testing. Staff and web-enable these services to ensure that they are available to all students, including those with special needs, and those enrolled during the evenings, weekends, and summers at all campus sites.
- 1.4 Improve the strategic use of financial aid and scholarship funds for the recruitment and retention of students.
- 1.5 Integrate and expand services, such as student support services, internships, job search skills, and career counseling, to enable students to secure employment, continue with further education, and pursue professional opportunities.
- 1.6 Increase the number of required course sections and strengthen academic and program advising at all levels to allow students to attain their educational goals more quickly.
- 1.7 Evaluate the First Year Experience.
- 1.8 Establish an identity for the University that can be enthusiastically articulated by students, faculty and staff as a realistic representation of NEIU.

**Goal 2:        Develop a comprehensive strategic plan for the University which addresses program offerings, enrollment management, fiscal resources, technology, facilities planning and staffing to guide University planning and decision making.**

**Strategies**

- 2.1        Strengthen, through shared governance, University-wide planning and budgeting processes to assure University-wide participation and the targeting of public and private resources to the highest institutional priorities.
- 2.2        Prioritize and provide resources for internal and external communication initiatives and annually evaluate effectiveness in meeting set objectives and goals.
- 2.3        Develop a strategic enrollment plan to support the mission and goals of the University and to increase the visibility of the University.
- 2.4        Rehabilitate and equip the classrooms, academic and research laboratories, the library, recreational facilities, and other formal and informal learning environments to better respond to programmatic requirements.
- 2.5        Prioritize University-wide environmental, health and safety compliance issues and allocate the resources to develop sustainable compliance programs.
- 2.6        Maximize energy conservation and energy efficiency and incorporate green building energy practices in all remodeling and new construction projects.

**Goal 3: Foster a student-centered community that supports successful outcomes both in and out of the classroom.**

**Strategies**

- 3.1 Articulate, implement, integrate, and evaluate assessment strategies in all areas, including identifying and enhancing “value added” aspects of the curriculum and of students’ educational experience.
- 3.2 Provide an effective general education program through the review, modification, and assessment of student achievement in designated general education learning outcomes.
- 3.3 Utilize the academic program review process to strengthen and develop academic excellence.
- 3.4 Strengthen existing and develop additional opportunities for student research, leadership, service learning, community engagement, and volunteer and creative activities.
- 3.5 Investigate new academic programs that will prepare students to respond to the needs and opportunities of the 21<sup>st</sup> century.
- 3.6 Promote interdisciplinarity and utilize diversity to enhance student learning.
- 3.7 Strengthen faculty intellectual contributions, including research, publications, and creative activities.
- 3.8 Foster a spirit of respect among students, faculty and staff.
- 3.9 Enhance the linkage between academic majors and students’ life and career goals through improved coordination between academic departments and key service units, including career counseling, placement, and academic advising.
- 3.10 Improve the health, fitness, and wellness of our students by promoting healthy lifestyles, and expanding health, fitness, recreational, and wellness programs that enhance the development of life skills necessary to facilitate student success.
- 3.11 Raise the level of computer literacy across campus through technology training.

**Goal 4: Create a University environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources.**

**Strategies**

- 4.1 Complete implementation of the NEIU*works* project (Sungard Banner and related information technology support systems) to provide a fully integrated and functional information system that supports online, self-service access for students, faculty and staff to campus services and improves the productivity and efficiency of University administrative and support functions.
- 4.2 Utilize the campus intranet portal (NEIU*port*) to enhance communication across the University Community, to build community, to provide role-based access to information and to provide ready access to campus online systems and services.
- 4.3 Redesign the University website with a focus on providing effective and dynamic communication with potential students and other external audiences while completing the migration of University websites to reflect standardized branding and format.
- 4.4 Support the development of fully online courses in strategically targeted program areas.
- 4.5 Connect and integrate technology with pedagogy in support of the University's student-centered vision through:
  - Expanding training and support for development of web-based and technology-enhanced courses,
  - Developing mechanisms to share and recognize effective faculty integration of learning technologies into courses, and
  - Integrating assessment into all classroom applications of learning technologies
- 4.6 Assure that the teaching, learning, support, and administrative needs of University students, faculty and staff are identified and addressed by creating a fully integrated and functional information system across the institution.
- 4.7 Ensure that all employees have the proper training, technology and support services to take full advantage of the new University information system.

**Goal 5: Strengthen and expand educational opportunities to enhance understanding of international and global issues.**

**Strategies**

- 5.1 Foster an international identity as a leading institution which provides students and faculty with diverse opportunities to participate in international programs, research opportunities, and activities that enrich academic and cultural understanding.
- 5.2 Integrate global/international content and perspective into the undergraduate and graduate curricula.
- 5.3 Target and develop external financial and other resources to support the University's international initiatives.
- 5.4 Integrate academic preparation with international experience.
- 5.5 Develop curricula which incorporate NEIU's leadership role in international and global issues, including a doctorate in global education.
- 5.6 Integrate opportunities provided through our international partnerships with curricular initiatives and internship experiences that further the University's international mission.

**Goal 6: Collaborate with external constituents to provide instruction, research and service programs that build upon the programmatic strengths of the University and are consistent with the University's instructional, research and service missions.**

**Strategies**

- 6.1 Collaborate with local, statewide and national initiatives to offer programs cooperatively to communities and individuals that have been historically underrepresented in higher education.
- 6.2 Increase involvement in academic outreach programs and initiatives in the metropolitan area by strengthening internships and community partnerships with local schools, colleges, universities, businesses, industry, and professional and social service organizations.
- 6.3 Support the Lake County Initiative and University Center by assessing the educational needs of the area and by offering currently approved programs and requesting approval for new, high-demand programs.
- 6.4 Expand, strengthen and integrate the University's academic and public service offerings at the Carruthers Center for Inner City Studies and El Centro and through traditional and non-traditional means of program delivery.
- 6.5 Expand programming in the Fine Arts Center to attain greater recognition for the University and the Arts Initiative through expanded marketing and promotion.

**Goal 7:       Secure the necessary resources to meet programmatic needs and enhance the working environment for faculty and staff.**

**Strategies**

- 7.1       Strengthen University capacity by identifying and prioritizing the University's needs and by identifying individuals, organizations, corporations and other external funding sources whose financial support could be matched with those needs to further the University's mission and strategic plan.
- 7.2       Adjust space allocation and utilization to meet changing programmatic, legal and administrative needs.
- 7.3       Promote and coordinate grant and foundation development activities to increase support for educational initiatives, pedagogic innovations and academic support services.
- 7.4       Design and implement staff development programs to enhance the delivery of support services to the University community and to expand promotional opportunities for University staff.
- 7.5       Improve the health, fitness and wellness of the University faculty and staff by promoting healthy lifestyles; expanding health, fitness, recreational and wellness programs; developing new avenues for promoting and marketing available programs; and reassessing the level of health and wellness care available to faculty and staff.
- 7.6       Assure our continuing commitment to protect access to higher education by keeping our costs of college affordable, thereby ensuring that our students make only their appropriate contribution to the cost of their education.

### **FISCAL YEAR 2009 OPERATING REQUEST**

Developing the fiscal year 2009 operating budget request requires that the University reach a balance between the new and ongoing financial needs of the University and a reasonable expectation of support from the State of Illinois and our students. This budget is modest in terms of the needs of the University and includes only modest funding requests for salary and cost increases and selected program initiatives. We are on record, therefore, that these are our highest priorities.

The University also recognizes the need for adequate state funding to support our instructional and support programs. From our fiscal year 2002 appropriation through our fiscal year 2008 appropriation, Northeastern has seen our available funding from the State's General Fund decrease by \$4.6 million, or 10.2 percent. During this period, the University received no new funding to address new programmatic demands or support the increasing costs of ongoing goods and services. Nearly all University departments had their spending held level or reduced to support faculty and staff salaries and unavoidable cost increases (e.g., utilities).

Included in the fiscal year 2009 operating budget request are two base adjustments to address historical state funding issues. These amounts are requested as base adjustments because they represent prior year funding adjustments. First, the request includes an adjustment of \$1.15 million as part of a four-year plan to return University base funding from the State of Illinois to the level appropriated in fiscal year 2002. Since fiscal year 2002, the University has operated with a decreasing state financial commitment to the University, and this requested adjustment will restore that commitment. Second, the University request includes a base adjustment of \$1.1 million to fund the University's required contribution to the State of Illinois Health Insurance Reserve Fund, a requirement that was never funded by the State of Illinois. These two adjustments to the University's fiscal year 2008 base will allow the University to restore departmental budgets for increased costs in areas such as books and subscriptions, postage, copying, travel, and telecommunications; increase the number of full-time, tenure-track faculty; and restore the University's deferred maintenance program to protect the State's investment in our buildings and grounds.

The University operating budget request for fiscal year 2009 totals \$85.7 million, an increase of \$6.0 million, or 7.7 percent, above the adjusted fiscal year 2008 base. The fiscal year 2009 operating budget request is based on the adjusted fiscal year 2008 base budget of \$79.7 million, requested salary and cost increases totaling \$4.2 million, and program requests of \$1.7 million. Table 2 summarizes the operating request.

#### **Cost and Salary Increases**

The request includes cost and salary increases so that University programs and services and employee compensation do not lose purchasing power due to inflationary factors and that salaries remain competitive with market rates. These requests are summarized in Table 3 and

include a general salary increase of \$3.1 million. This salary increase request totals 5.0 percent and is comprised of a 3.0 percent general cost of living salary increase and a 2.0 percent average salary increase for merit and/or equity increases. Cost increases are requested to provide for Social Security/Medicare increases of \$35,900 (5.0 percent), utilities increases of \$459,300 (17.2 percent), library materials increases of \$99,600 (10.0 percent) and a general cost increase of all other goods and services of \$525,100 (5.0 percent).

### **Program Requests**

The University included five programmatic initiatives in the operating budget request, each of which is summarized in Table 4 and described below. These programs represent the most important University initiatives. The University may attempt to implement, at least in part, other important initiatives through the redirection of staff effort and University resources.

**Implementing New Enrollment Management Strategies (\$750,000).** Improving the recruitment, retention and graduation of students at Northeastern Illinois University is our highest institutional priority. To that end, the University has undertaken three planning initiatives: the Task Force on Retention and Time-to-Degree, which issued a final report in May 2006; the Presidential Task Force on the Millennium Student; and, most recently, the University-wide Enrollment Management Council, which will build on the earlier work of the Retention and Time-to-Degree Task Force. The report of the Retention Task Force highlighted several areas for the improvement of student success at Northeastern; these form the basis for this request.

**Improving undergraduate and graduate advising** has been identified as one of the best means to improve student success. The University proposes expansion of advising programs to better support academic planning for students, particularly in regard to sequence and course availability in their programs, and to increase contact with prospective, new and continuing enrolled students. In addition, the expanded advising initiative is designed to shorten time to degree for undergraduate students who enter college without clearly defined academic goals.

The University proposes **the expansion of the First Year Experience program.** Research shows that increased student engagement with the University improves retention and student success. In fiscal year 2007, the University implemented the First Year Experience as a pilot program for about one-third of our first-time freshmen students. The program is showing positive results in engaging new freshmen in their academic studies and sparking student interest in their first semester of collegiate studies, a critical time for student retention. In fiscal year 2008, this program will be expanded and mandated for all first-time freshmen. Funds are being requested to institutionalize funding for the program which is currently being funded from grant funds.

Requested program funds also would be used **to expand and improve student writing initiatives**. Research shows that the inability to write clearly is a major impediment to student retention and success. The University proposes two programs to improve student writing. The University will use program funds to strengthen English 101 – a required writing course. Specifically, the University will develop common curriculum and writing outcomes for this required course. In addition, the University requests funds for Writing in the Disciplines. This initiative will require one writing course for all students as part of their major requirement. Research has shown that the improvement of writing is most successful when students write in the area in which they are most interested. Therefore, in a college setting, improvement in writing is most successful when students write in the context of their chosen major.

This request includes funding **to expand student support programs**. Because we enroll a very diverse student population, the University has a large array of successful student support programs that improve student retention and time-to-degree by making available tutoring and mentoring opportunities. In particular, the University requests funding to expand support services for bilingual students to improve their likelihood of success at Northeastern.

The **improvement and expansion of student services** is increasingly important for the recruitment, retention and success of students. Students are demanding web-based access to degree audit, registration, billing information, transcripts, and financial aid information and the University is moving to address those needs with the implementation of the new Banner Student Information System. Additional funding is requested to expand student support services.

**Professional Development Schools (\$400,000).** “Professional Development Schools (PDS)” are public school sites that are partnered with a university College of Education to support enhanced teacher development for both practicing and prospective teachers. Whereas traditional preservice clinical placements and supervision are focused on the teaching candidate, the PDS model is focused more broadly on teacher development. This focus leads to better initial preparation of candidates and professional development for candidates and cooperating teachers, the goal of these efforts being positive impact on P-12 student learning. The College of Education would implement four Professional Development Schools with the Chicago Public Schools. A longitudinal database would be developed and a collaborative research effort would be initiated. Faculty from Northeastern and the PDSs would work collaboratively on issues related to candidate preparation, such as mentoring and induction, P-12 student learning, and the utilization of state-of-the-art technology. Research on the impact of the PDS model has likened the model to a teaching hospital where novice and expert teachers work together to raise P-12 student performance.

These funds will be used for stipends to mentors, developing closer connections between university faculty and classroom teachers (e.g., teacher education courses being held in the partner school), professional development and honoraria for school faculty, and new technology for Northeastern and PDS faculty and students.

**Teacher Education and Development – Expanding Teacher Training with Teaching Specialties in Urban/Bilingual Education (\$250,000).** Northeastern Illinois University is the most diverse university in Illinois and is recognized by the federal government as an Hispanic Serving Institution. Northeastern also has an historical commitment to teacher training and, because of its location in Chicago, prepares teachers to work in urban schools. Given the growing documentation of statewide and national shortages of teachers that are prepared to teach in urban environments and that enter the workforce able to function in multilingual settings, Northeastern is ideally situated to expand our teacher training program in bilingual/bi-cultural education and to focus it on urban education. Currently, candidates may major in elementary education with a concentration in bilingual/bi-cultural education. However, the number of candidates choosing this option is extremely small and the need in Chicago is great. Currently, most bilingual teachers in CPS enter the field with an emergency certificate.

**Urban Education Studies Center (\$250,000).** Northeastern Illinois University is uniquely positioned to be a leader in improving urban education. Our teacher education program is the largest in Illinois located in an urban setting. Our Chicago Teachers' Center is nationally recognized for developing and implementing innovative instructional services, student support programs and parental/community involvement initiatives to further the success of students studying and learning in an urban environment. Because of the University's extensive involvement in urban education, we plan to develop the Urban Education Studies Center to more systematically link faculty research with the extensive experience and knowledge we are gaining from our current involvement with public and private schools in the Chicago area. This linkage will result in best practices in urban education and, as a result, directly impact our teacher training program through the development of best practices in urban teacher education.

**Operations and Maintenance of New Building – College of Business and Management – Building A (\$69,800).** During fiscal year 2009, the University will be opening the College of Business and Management building and will incur incremental operating costs for the operation and maintenance of the building. The requested amount is the currently estimated incremental cost of operating and maintaining the newly remodeled building.

## **TUITION AND FEES**

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

In February 2007, the NEIU Board of Trustees adopted tuition and fee rates for fiscal year 2008, the academic year beginning in the fall of 2007. This schedule represented the best alternative, allowing time for students to plan for fall costs and also allowing the University some sense of

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the state funding support. February consideration of tuition also allows for a broader discussion with students on tuition issues during the fall semester.

At the November 2007 meeting, the Board will receive a report on tuition and fee rates that will facilitate a discussion with student government during the fall semester. A set of tuition and fee recommendations for fiscal year 2009 will be brought to the Board for action at the February 2008 meeting.

## **CAPITAL IMPROVEMENTS**

Table 5 summarizes capital improvement requests for fiscal year 2009. Requested capital projects total \$160.0 million. These include \$156.6 million in Regular Capital projects and \$3.4 million in Capital Renewal projects. All projects are based on the fiscal year 2009 cost guidelines issued by the State of Illinois Capital Development Board (CDB). The requests also include a priority number for each project, as requested by the Board of Higher Education.

Should any of these projects receive funding in fiscal year 2008, the fiscal year 2009 request will be adjusted to reflect the fiscal year 2008 appropriation. In addition, as outlined in the June report, University staff reviewed the Science Building Modernization project and a modified project requesting the construction of a new Science Building is included in this report. After further analysis and discussions with the architectural firm that completed the initial planning for the modernization project, the construction of a new science building and renovation of the current building for non-laboratory use will provide better space for science instruction and additional space for other University programs and activities.

A brief description of each project follows.

### **A. REGULAR CAPITAL**

#### **2009-01 Education Building, Planning - \$4,913,800**

This request is for planning funds through the preparation of bid documents for a new Education Building. Construction of an Education Building is necessary to address the continuing growth, success, and pressing needs of NEIU students. This project will permit Northeastern Illinois University to meet needs in the areas of classroom space, support services, education reform efforts, and overall space utilization on campus.

Northeastern is one of the top producers of education degrees and careers in the State of Illinois. In academic year 2006, 708 degrees were granted by the College of Education, an increase of 9% compared to the 651 degrees awarded in academic year 2005. This is consistent with Northeastern's historic role in teacher preparation and national recognition of our successful quality innovation in this area.

Notably, Northeastern is nationally recognized as a top degree awarder of education degrees to Hispanic and Asian students. According to *Diverse*, "Top Degree Producers 2006", Northeastern ranked 14<sup>th</sup> in the nation in undergraduate education degrees awarded to Hispanics and 16<sup>th</sup> in the nation in undergraduate education degrees awarded to Asians. Overall, Northeastern is 32<sup>nd</sup> in the nation in undergraduate education degrees awarded to minorities. Given the proven track record of success in earned degrees by members of underrepresented groups, Northeastern has learned a great deal about the support services that are necessary for student success. The Education Building will

provide more opportunities for systematic tools of support for first-generation and dual-language students. This goal is consistent with national goals of increasing the numbers of Hispanics and Asians in the teaching force.

The academic strengths of Northeastern's undergraduate and graduate bilingual education programs, special education, and counseling programs are nationally recognized. In addition, the College of Education has the largest educational leadership master's program in the State of Illinois. The work of the College was commended by the Illinois State Board of Education and NCATE in its last accreditation review. Moreover, there is national urgency in the need to revisit how teachers are prepared. Our faculty and staff are actively engaged in that dialogue through major national grants. The Education Building would support these programmatic initiatives and facilitate closer links with the community, including Chicago Public Schools.

For twenty-three years, the College's off-campus leased facility, the Chicago Teachers' Center, has played a leadership role in education reform and teacher support, with a proven track record of successful partnerships and collaborative efforts. By moving Center activities to the main campus and the new Education Building, funds could be reallocated from lease expenditures to cover operating costs of the Education Building as well as increase faculty positions. In addition, there are programmatic reasons to house the Center in an on-campus Education Building. This relocation of the Center will strengthen both enterprises and permit Northeastern on-campus faculty to be engaged more completely with the initiatives of the Center.

**2009-02 Education Building, Construction - \$61,117,200**

These funds would provide for construction of the Education Building.

**2009-03 Carruthers Center for Inner City Studies Remodeling Phase I - \$4,804,400**

This project will renew existing interior finishes and the exterior façade, modernize HVAC and utility systems, modernize the lighting systems, add a Building Automation System, replace fixed equipment, and remodel interior areas in response to programmatic changes that have occurred since the previous remodeling in 1972.

The Carruthers Center for Inner City Studies was established by Northeastern Illinois University in 1966 to improve the lives of inner city residents by offering undergraduate and graduate degree programs, as well as community service seminars and cultural events. As the area surrounding CCICS is undergoing a remarkable revitalization, so is the mission of the Center. Increasingly, the Center will become a focus for cooperative efforts between the University and Chicago inner city schools, expanding offerings in teacher preparation and development, administrator training and in-service programs, and student enrichment programs.

The University is proposing a two-phase project to address these building needs. Phase I of the project includes the replacement of boilers, HVAC fan units, electrical fixtures, and selected supporting systems; the renewal of the exterior façade; the replacement of ceilings, floors and interior wall finishes in public areas and washrooms; and renovation of public event areas on the lower level, first floor and second floor. The public event areas include a student lounge and large meeting room on the lower level; the lobby, meeting rooms and miscellaneous spaces on the first floor; and the auditorium on the second floor.

The request is to complete all of the Phase I work and provide planning through design for Phase II. Phase II of the project will complete the renovation, including remodeling of classrooms, offices, and other supporting systems, and the replacement of furnishings.

#### **2009-04 Science Building Planning - \$5,622,800**

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

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

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

Over the past several months, the University has been reviewing and discussing the Science Building Modernization plan and determined that there are several areas that warrant a planning change to request a new science building rather than renovating the current building for science education.

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

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

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

After looking closely at remodeling the existing Science Building, and the alternative of a separate Laboratory Building, a completely new building with classrooms, teaching labs, research labs and offices was decided to be the most cost and time efficient way to provide a state of the art science facility. This building would support not only current program requirements but would be flexible in meeting future programs in an environment much more conducive to learning. Planning for a new science building would cost an estimated \$5.6 million and construction would cost an estimated \$71.0 million.

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

The proposed Science Building will be over 200,000 GSF and will include general and specialized classrooms, as well as teaching and research laboratories for undergraduate and graduate students and faculty. This building will be LEEDS certified.

**2009-05 Science Building, Construction - \$70,977,800**

These funds would provide for construction of the Science Building.

**2009-06 Classroom Building Remodeling - \$9,156,300**

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

**B. CAPITAL RENEWAL PROJECTS**

**2009-01CR 4160V Substation & Cable Replacement – \$1,721,300**

This project replaces the electric substations in Buildings C, D and E and replaces aluminum cable and outdated tap boxes throughout the campus, all installed in 1961. The existing high-voltage distribution system has become unreliable with age, and replacement parts are very difficult to locate. The project will include project design, development of an implementation plan and replacement of the highest priority systems and components.

**2009-02CR Buildings D & E Exterior Window Wall Replacement - \$1,702,800**

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

**Table 2  
NORTHEASTERN ILLINOIS UNIVERSITY  
FY2009 OPERATING BUDGET REQUEST  
STATE APPROPRIATIONS AND UNIVERSITY INCOME FUNDS**

(in thousands of dollars)

|  |                           |
|--|---------------------------|
| <b>FY2008 Base (Excluding Retirement)</b>                    | <b><u>\$ 77,478.4</u></b> |
| <b>Operating Base Adjustments</b>                            |                           |
| Four-year Program to Restore Base Funding                    | 1,150.0                   |
| Health Insurance Reserve Fund Requirement                    | 1,072.6                   |
| Total Base Adjustment  | <u>2,222.6</u>            |
| <b>FY2008 Adjusted Base</b>                                  | <b>\$ 79,701.0</b>        |
| <b>Increases to Maintain Operations Levels (see Table 3)</b> | <b>4,249.5</b>            |
| <b>Increases for New and Expanded Programs (see Table 4)</b> |                           |
| New Academic Program Request                                 | -0-                       |
| Program Priority Requests                                    | <u>1,719.8</u>            |
| <b>FY2009 Operating Budget Request</b>                       | <b>\$ 85,670.3</b>        |
| Dollar Change  | 5,969.3                   |
| Percent Change   | 7.7%                      |

**TABLE 3**  
**NORTHEASTERN ILLINOIS UNIVERSITY**  
**FY2009 OPERATING BUDGET REQUEST**  
**COST INCREASES TO MAINTAIN OPERATIONS LEVELS**

(in thousands of dollars)

|                                      | FY08 Base          | <u>FY2009</u><br><u>Increases</u> |             |
|--------------------------------------|--------------------|-----------------------------------|-------------|
|                                      |                    | Amount                            | Percent     |
| <b>Compensation Increases</b>        | \$ 62,592.6        | \$ 3,129.6                        | 5.0%        |
| <b>Social Security/Medicare</b>      | 717.7              | 35.9                              | 5.0         |
| <b>Utilities</b>                     |                    |                                   |             |
| <b>Electricity</b>                   | 1,965.3            | 393.1                             | 20.0        |
| <b>Natural Gas/Propane</b>           | 620.4              | 62.0                              | 10.0        |
| <b>Water/Sewer</b>                   | 83.7               | 4.2                               | 5.0         |
| <b>Subtotal</b>                      | <b>\$ 2,669.4</b>  | <b>\$ 459.3</b>                   | <b>17.2</b> |
| <b>Library Books &amp; Materials</b> | 996.4              | 99.6                              | 10.0        |
| <b>All Other Operating Costs</b>     | 10,502.3           | 525.1                             | 5.0         |
| <b>Total</b>                         | <b>\$ 77,478.4</b> | <b>\$ 4,249.5</b>                 | <b>5.5%</b> |

Notes: Compensation increase is 5% based on 95% of the personal services base.

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

**TABLE 4  
NORTHEASTERN ILLINOIS UNIVERSITY  
FY2009 OPERATING BUDGET REQUEST  
PROGRAM REQUESTS**

(in thousands of dollars)

**NEW ACADEMIC PROGRAMS**

None \$ -- 0 --

**PROGRAM PRIORITY REQUESTS**

Implementing New Enrollment Management Strategies \$ 750.0

Professional Development Schools 400.0

Teacher Education and Development - Expanding  
Teacher Training with Teaching Specialties  
In Urban/Bilingual Education 250.0

Urban Education Studies Center 250.0

Operation and Maintenance of College  
of Business and Management 69.8

**TOTAL PROGRAM REQUESTS \$ 1,719.8**

**TABLE 5  
NORTHEASTERN ILLINOIS UNIVERSITY  
FY2009 CAPITAL APPROPRIATIONS REQUEST**

(in thousands of dollars)

| <b>PROJECT</b>   | <b>PRIORITY</b> | <b>ESTIMATED<br/>PROJECT<br/>COST</b> |
|--|-----------------|---------------------------------------|
| <b>REGULAR CAPITAL PROJECTS</b>                              |                 | <b>\$ 156,592.3</b>                   |
| Education Building, Planning                                 | 1               | 4,913.8                               |
| Education Building, Construction                             | 2               | 61,117.2                              |
| Carruthers Center for Inner City Studies Renovation, Phase I | 3               | 4,804.4                               |
| Science Building Modernization, Planning                     | 4               | 5,622.8                               |
| Science Building Modernization, Construction                 | 5               | 70,977.8                              |
| Classroom Building Remodeling                                | 6               | 9,156.3                               |
| <b>CAPITAL RENEWAL PROJECTS</b>                              |                 | <b>\$ 3,424.1</b>                     |
| 4160 V Substation & Cable Replacement                        | 1               | 1,721.3                               |
| Buildings D & E Exterior Window Wall Replacement             | 2               | 1,702.8                               |
| <b>TOTAL</b>   |                 | <b>\$ 160,016.4</b>                   |

Note: All costs reflect FY2009 Capital Development Board (CDB) cost guidelines.