

April 18, 2024

Action Item: 2024 Tenure Recommendations

<u>Name</u>	<u>Department</u>
Maura Baron	Communication, Media and Theatre
Tung Cu	Accounting, Business Law and Finance
Hulya Ermis-Demirtas	Counselor Education
Beth H. Gilfillan	Counselor Education
Adam Goldstein	Communication, Media and Theatre
Juan Martinez	Sociology
Noe Mojica	Social Work
Edward Remus	Library
Judith Rocha	Social Work
Jia-Rung Wu	Counselor Education
Yi Yang	Computer Science

Maura Baron earned a Ph.D. in Communications from the University of Wisconsin-Milwaukee. She is an Assistant Professor and Graduate Advisor in the Department of Communication, Media and Theatre. Dr. Baron's research centers on mediated communication, within the context of interpersonal and instructional settings, with a focus on warranting theory. She has authored articles and book chapters, presented her work at conferences and served on discussion panels. Dr. Baron has contributed to curriculum development in her field of Mediated Communication and has developed new coursework on Public Speaking for STEM, as part of a Department of Education *Creating Access to STEM for All (CASA)* grant. <https://www.neiu.edu/faculty/maura-baron-cherney>

Tung (Francis) Cu earned a Ph.D. in Information Systems and Decisions Sciences from Louisiana State University-Baton Rouge, and a Ph.D. in Business Administration from Old Dominion University. He is an Assistant Professor in the Department of Accounting, Business Law and Finance. Dr. Cu's research includes diverse strands and focuses on business intelligence and analytics, IT diffusion, artificial intelligence, and cybersecurity. He had published peer-reviewed research articles and presentations at national and international conferences, and as well has chaired several sessions at conferences in his field. Dr. Cu has contributed to new courses and course development in the area of Financial Technology (FinTech), particularly in Blockchain Technologies and Business Intelligence. <https://www.neiu.edu/faculty/assistant-professor>

Hulya Ermis-Demirtas earned a Ph.D. in Counselor Education from Texas A&M University-Corpus Cristi. She is an Assistant Professor and Faculty Advisor for Clinical Mental Health Counseling in the Department of Counselor Education. Dr. Ermis-Demirtas' research interests in counseling include instrument development, self-harming behaviors, sociocultural discrimination and mental health outcomes in marginalized and minoritized youth, creative interventions in school counseling, and counseling children and youth. She has manuscripts published in peer-reviewed journals, has presentations at national and regional counseling conferences, and has received research-based awards from the Illinois Counseling Association and the North Center Association for Counselor Education. Dr. Ermis-Demirtas teaches core counseling graduate-level classes and has developed a graduate level course in play therapy. <https://www.neiu.edu/faculty/hulya-ermis-phd>

Beth H. Gilfillan earned a Ph.D. in Counselor Education and Supervision from The Pennsylvania State University. She is an Associate Chair, Assistant Professor and Faculty Advisor for School Counseling in the Department of Counselor Education. Dr. Gilfillan's research focuses on the training and professional development of school counselors, and college and career readiness counseling. She has worked with multiple research teams to bring a school counseling perspective to the projects on topics such as universal

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design for learning; advocacy in counseling; and bullying and school avoidance, and her work has garnered significant federal funding. Dr. Gilfillian advises all graduates in School Counseling as well as all of the Endorsement-only School Counseling students and has developed curriculum that closely model the actual school experience.

<https://www.neiu.edu/faculty/beth-gilfillan-phd>

Adam Goldstein earned an M.F.A. in Directing from Northwestern University. He is an Assistant Professor and Artistic Director of Stage Center Theatre in the Department of Communication, Media and Theatre. Professor Goldstein's creative work focuses on new play development models, representation, diversity, and inclusion in storytelling, and presenting contemporary stories to fuel social change. He has directed mainstage productions at Stage Center Theatre as well as productions for the Children's Theatre Workshop course, and readings as part of thINKtank: a partnership between NEIU, Chicago State University and Chicago Dramatists. He has developed new courses at both the graduate and undergraduate levels with the aim of reinventing the theatrical curriculum to center on equity, diversity and inclusion by breaking down traditionally limited ways of teaching theatre.

<https://www.neiu.edu/faculty/adam-goldstein>

Juan Martinez earned a Ph.D. in Sociology from the University of Illinois at Chicago. He is an Assistant Professor in the Department of Sociology. Dr. Martinez's research focus is on advancing the understanding of race and neighborhood relations, and the sociology of teaching. He is a principal investigator on a grant-funded comprehensive study on the success of community colleges students in STEM which leverages his interests in sociological pedagogy and social mobility. Dr. Martinez has used his extensive training in online course development and principles of Universal Design Learning towards making his courses accessible to all learners. He has also developed new curriculum to train students in qualitative sociological research with a focus on human research subjects training.

<https://www.neiu.edu/faculty/juan-martinez>

Noe Mojica earned a Ph.D. in Social Work from Loyola University. He is an Assistant Professor in the Department of Social Work. Dr. Mojica's research focuses on the area of masculinities, health, and healthcare issues in minoritized communities. He has published scholarly articles in this area, presented his work at national and international conferences, and is a co-principal investigator on a grant-funded research project. Dr. Mojica serves as the curriculum specialist for the Advanced Practice sequence in the Master of Social Work program. In this role, he ensures the curricula meet all the standards of the accrediting body, and enhances the educational experience for students by incorporating relevance in the rapidly evolving field of social work, identifying key areas for improvement and innovation.

<https://www.neiu.edu/faculty/noe-mojica>

Edward Remus earned an M.S. in Library and Information Science from the University of Illinois Urbana-Champaign and an M.A. in History from Northeastern Illinois University. He is an Assistant Professor and Social Sciences Librarian in the Ronald Williams Library on the Main Campus. Professor Remus is responsible for selecting and maintaining information resources for African and African American Studies, Counselor Education, Geography and Environmental Studies, Gerontology, History, Political Science, and Psychology. His research is in history, and more specifically, on the topic of the intellectual and political history of American socialism. Professor Remus has authored scholarly essays, book reviews, journal article, has presented his work at conferences, served as a panel discussant and was instrumental in launching the NEIU Ideas podcast, a collaborative project with NEIU faculty.

<https://www.neiu.edu/faculty/edward-remus>

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Judith Rocha earned a Ph.D. in Social Work from the University of Illinois Chicago. She is an Assistant Professor and Master of Social Work (MSW) Director of Field Education in the Department of Social Work. Dr. Rocha's research and scholarship is in the areas of health and wellbeing of Latine/x/a/o families. She has published journal articles and book chapters in the area of cross-cultural gerontology and has presented her research at national conferences. She is also a principal investigator on several grant-funded research projects in the area of health care and care giving for Latina/o elders. Dr. Rocha has led the development of the field education component in the master's level social work program and serves as the MSW Director of Field Education, and matches foundation and advanced level students to academic internships.

<https://www.neiu.edu/faculty/judith-rocha-phd-lcsw>

Jia-Rung Wu earned a Ph.D. in Rehabilitation Counselor Education from the University of Wisconsin-Madison. She is an Assistant Professor and Faculty Advisor for Rehabilitation Counseling (M-Z) in the Department of Counselor Education. Dr. Wu's research and scholarship center on mental health counseling and vocational rehabilitation practices for individuals with diverse disabilities. Her work incorporates the World Health Organization's International Classification of Functioning, Disability and Health model as a guiding framework, and she has authored peer-reviewed articles and presentations in this field. Dr. Wu has been awarded the National Institute on Disability, Independent Living and Rehabilitation Research Switzer Research Fellowship Grant for her research. Dr. Wu serves as faculty advisor for students in the Rehabilitation Counseling track within the Counselor Education program and has contributed to curriculum in her area of expertise.

<https://www.neiu.edu/faculty/jia-wu-phd>

Yi Yang earned a Ph.D. in Computer Science and Engineering from The Pennsylvania State University. She is an Assistant Professor in the Department of Computer Science. Dr. Yang's research is in the area of computer networking and cybersecurity, and she has published journal and conference papers in peer-reviewed publications, given presentations at conferences and has supervised graduate student projects as primary advisor and co-advisor. Dr. Yang teaching interests in the areas of computer networks and cybersecurity have led her to develop curricular materials in this area, including a new course for the recently launched cybersecurity major.

<https://www.neiu.edu/faculty/yi-yang>

Recommended Action

I request that the Academic/Student Affairs, Enrollment, and Technology Committee recommend approval of the 2024 Tenure Awards as presented by the Interim Provost and Vice President for Academic Affairs, and in accordance with the University's standards and practices regarding such.

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Action Item: Doctorate in Leadership, Equity and Inquiry Program

Introduction

Northeastern Illinois University is seeking approval by the Board of Trustees to offer an educational doctorate in Leadership, Equity, & Inquiry (LEI). Following Board approval, the University will seek degree-granting authority for this program from the Illinois Board of Higher Education.

Background

Building on the rich history of Northeastern Illinois University and its tradition of community engagement across its three campuses as well as its satellite campuses, the Leadership, Equity, & Inquiry educational doctorate program (EdD) is focused on developing leaders capable of addressing a range of social, institutional, and organizational problems. This will be achieved by building the professional capacities of educational practitioners, advocates, and leaders whose work occurs in a range of settings including k-12 schools, higher education institutions, museums, libraries, non-profit organizations, and government agencies. Ultimately, our program strives to enable our students to be better practitioners in the communities and institutions in which they serve. Doctoral students will develop a deep understanding of the complex interaction of social forces and systems, as well as the multidimensional ways in which these shape lives and life chances. Furthermore, given its history and culture, as well as its status as a global city, Chicago—as an urban archetype—will appreciably inform our students’ learning.

Students will engage in an exploration of education across disciplines via a dynamic curriculum considering topics as varied as globalization, restorative justice practices, urban ecology, change management, data analysis, and more. Further, we seek to support the development of our students’ scholar-practitioner identities via research skills which will empower them to critically analyze and address a range of problems and to devise novel solutions to them. To this end, our program utilizes a multifaceted and innovative approach to research that draws upon various epistemic, methodological, and theoretical traditions. Students’ research projects will enable them to apply their burgeoning knowledge of research methodology in real-time in their classrooms, workplaces, communities, or other settings to create change and empower those impacted by their work.

Below is a timeline of the EdD program’s development.

Timeframe	Date (if available)	Activity
2018-2019		Board of Trustees decision to initiate the creation of an EdD program
	July 2019	Completion of market research study by Hanover Research on a prospective EdD program
2020	October 22, 2020	Authorization granted to hire a director for the EdD program
	Fall 2020	Search for Founding Director begins
2021	March 2021	Creation of EdD Advisory Committee by GCOE Dean
	June 2021	Hiring of Founding Director
	August 1, 2021	Founding Director begins
	August 2021	Founding Director commences ongoing research about doctoral education
	September 21, 2021	Meeting with Institutional Advancement and Development personnel and Founding Director regarding fundraising for the EdD program
	September 28, 2021	Provost and Vice President for Academic Affairs and Founding Director participates in fireside chat with NEIU community and alumni

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	November 8, 2021	GCOE Dean and Founding Director consult with a marketing specialist from Eduvantis regarding a prospective market research study related to the EdD program
2022	February 2022	Drafts created of program mission and curriculum in concert with the Advisory Committee
	Spring 2022	Founding Director begins development of EdD program policies
	February 8, 2022	Founding Director and Associate Provost meet with HLC Liaison regarding program review process
	March 1, 2022	Initial meeting with Dean of Libraries and faculty, GCOE Dean, and Founding Director regarding EdD library support
	March 17, 2022	Meeting between Founding Director and the Directors of Corporate and Foundation Relations and Development
	April 21, 2022	Founding Director and McNair Scholars Program personnel meet regarding graduate funding and the DFI program
	May 12, 2022	Presentation to ASAET Committee of the Board of Trustees by Founding Director
	Summer 2022	Development of drafts of 600-level course level Definitions and Doctoral Goals
	July 11, 2022	Meeting between Dean of Graduate College, Chair of Graduate College Advisory Committee, and Founding Director regarding drafts of 600-level course level Definitions and Doctoral Goals
	July 26, 2022	Commencement of market research study by CiTTA Partnership
	Fall 2022	Met with Graduate College Advisory Committee to discuss 600-level course level Definitions and Doctoral Goals
	October 2022	Formation and initial meeting of Community Advisory Group
December 2022	Completion of market research study by CiTTA Partnership	
2023	February/March 2023	Finalized program curriculum in concert with the Advisory Committee
	Spring 2023	Initial contacts with Executive Director of the Carnegie Project on the Education Doctorate (CPED)
	May 10, 2023	Follow-up meeting with Founding Director, Dean of Libraries, and library faculty
	May/June 2023	GCOE Dean's office contracts faculty to develop doctoral courses
	July 2023	"Leadership, Equity, & Inquiry" selected as the final name for the EdD program
	July 2023	Founding Director meets with Directors of Scholarships and Development
	August 2023	Completion of EdD courses by contracted faculty

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	Summer 2023	Planning for presentations on the EdD program to the university community for early Fall
	September 8, 2023	Presentations to GCOE about the EdD program
	September 15, 2023	Presentations to the NEIU community about the EdD program
	Fall 2023	Discussions within the Advisory Committee about program assessments
	October 27, 2023	Submitted EdD program to the Program Management and Course Inventory Management systems
	October 27, 2023	Program approval by program and department chairs
2024	January 25, 2024	Program approval by College Academic Affairs Committee
	January 29, 2024	Program approval by GCOE Dean's Office
	February 23, 2024	Program approval by Graduate College Advisory Committee
	March 8, 2024	Program approval by Faculty Council on Academic Affairs
Fall 2025	August 2025	Anticipated launch of EdD program

Contribution to University Mission and Strategic Plan

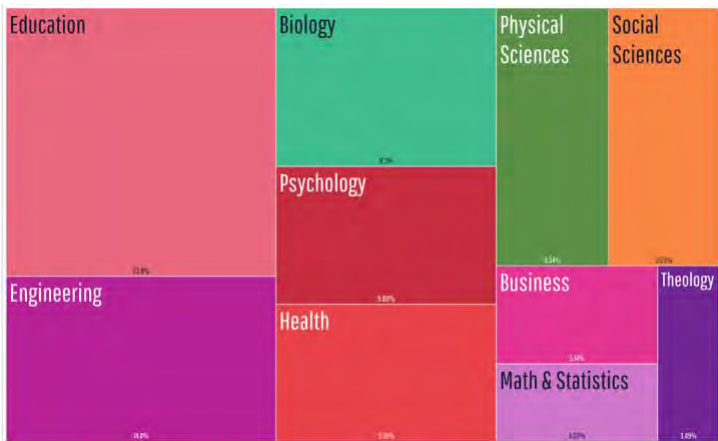
The LEI program seeks to fulfill NEIU's mission via its commitment to addressing practical challenges facing urban schools and communities. This will be achieved by delivering a unique and impactful curriculum, preparing our students to be engaged and justice-oriented researchers, equipping them to be visionaries and leaders whose actions serve to transform both the Chicago area and the broader region, in addition to offering classes across the university's several campuses. Hence, the LEI program seeks to harmonize with Northeastern Illinois University's strengths and resources in order to provide a rich and empowering educational experience for our prospective students. It represents a unique contribution to the university as its first doctoral program, one that builds upon an existing legacy of engaged teaching and learning on the graduate and undergraduate levels.

Demand for Doctorates in Education

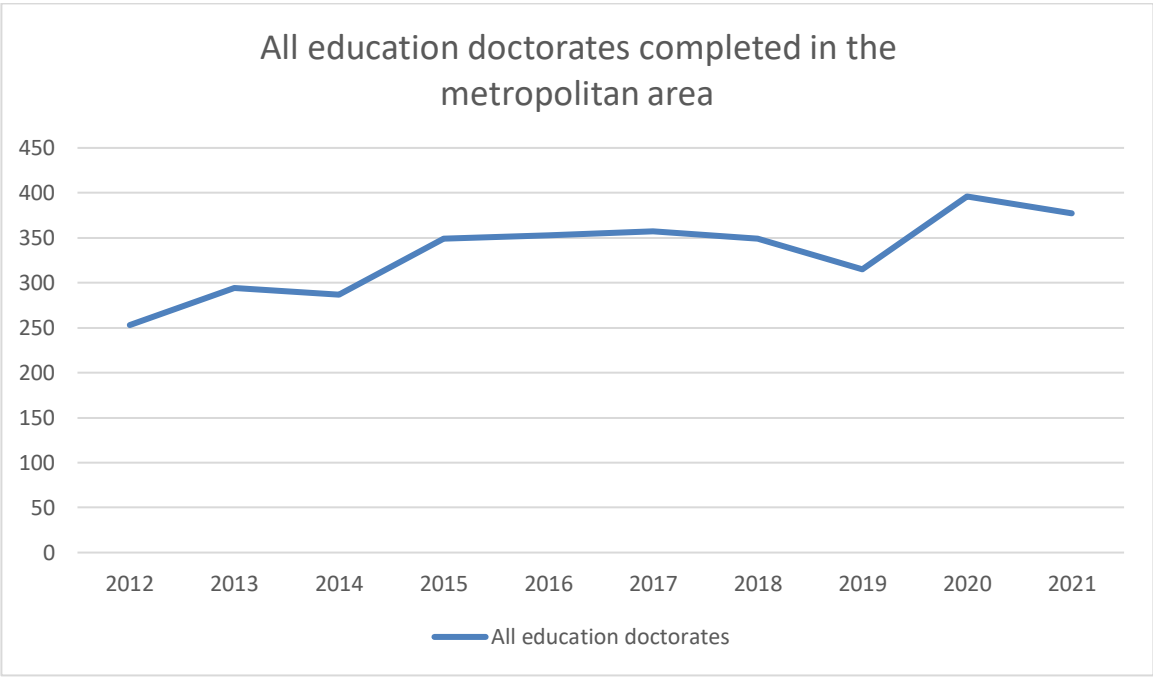
According to market research firm CiTTA Partnership, "EdD degree demand has grown in the past decade both nationally and regionally, as evident by growing graduation numbers and increasing entry by private, for-profit institutions into the market" (see CiTTA Partnership, Market Study for Doctorate in Education Program, Final Report-Executive Summary). They note that NEIU is well-positioned to capitalize on this trend when they state, "With NEIU's strength in education in general, affordability, authentic mission in serving diverse, underrepresented communities and its current modest goal of creating cohorts of 15-20 EdD students, we believe that NEIU's entry into the EdD market is both needed and achievable." As such, NEIU is capable of becoming a competitive doctoral-granting institution in the Chicago-area.

Additionally, this program is being proposed in a context where interest in doctoral EdDs remains strong. For example, in the Chicago area, completions are significantly greater than in Engineering, Biology, and Psychology, the next highest areas of study

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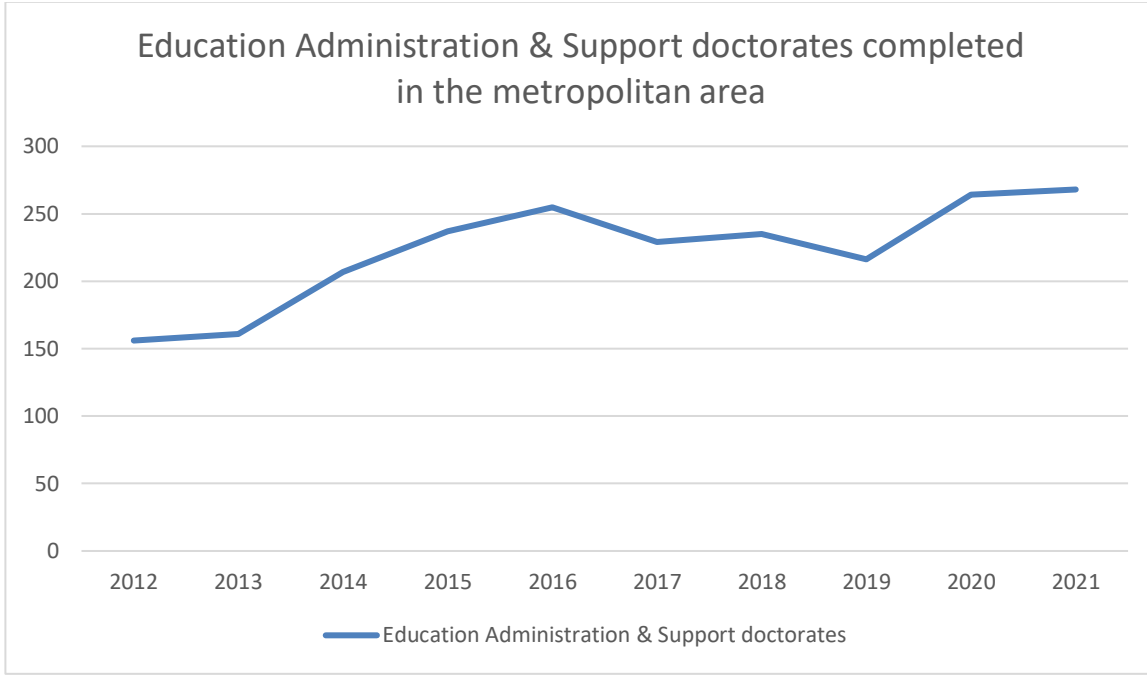


Regionally, despite moderate decline between 2020 and 2021, demand for doctoral degrees in education remains strong.

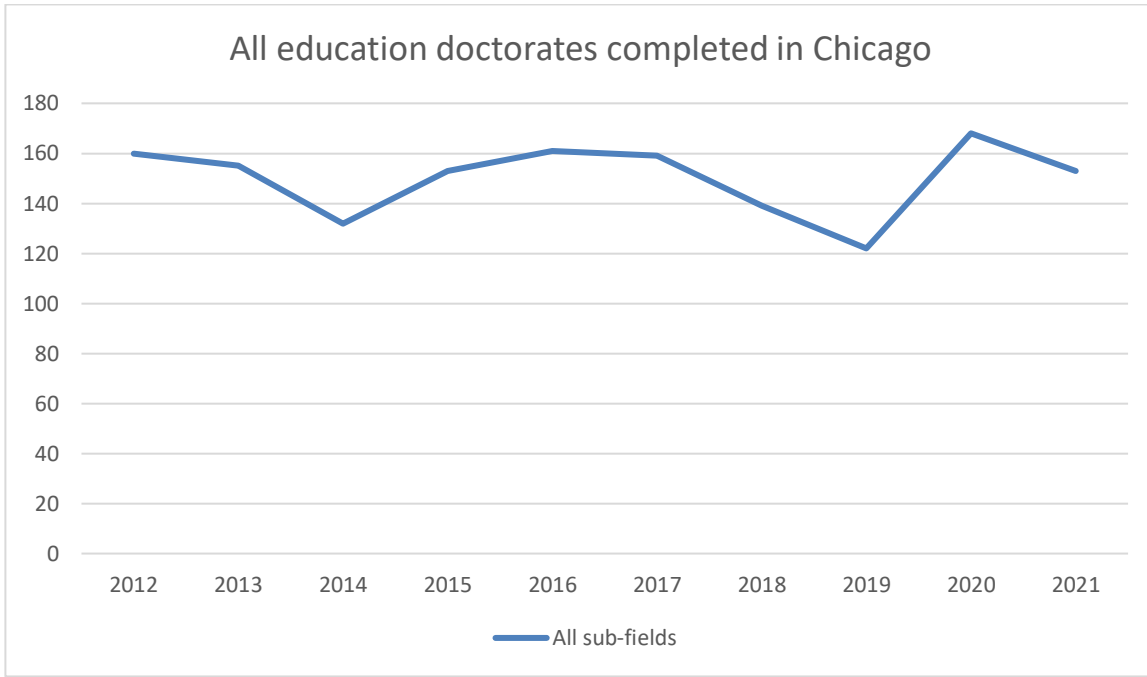


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Regionally, doctoral degrees in Educational Administration & Supervision have shown growth. Degree completions declined from 2016-2019, but have evidenced steady growth since.

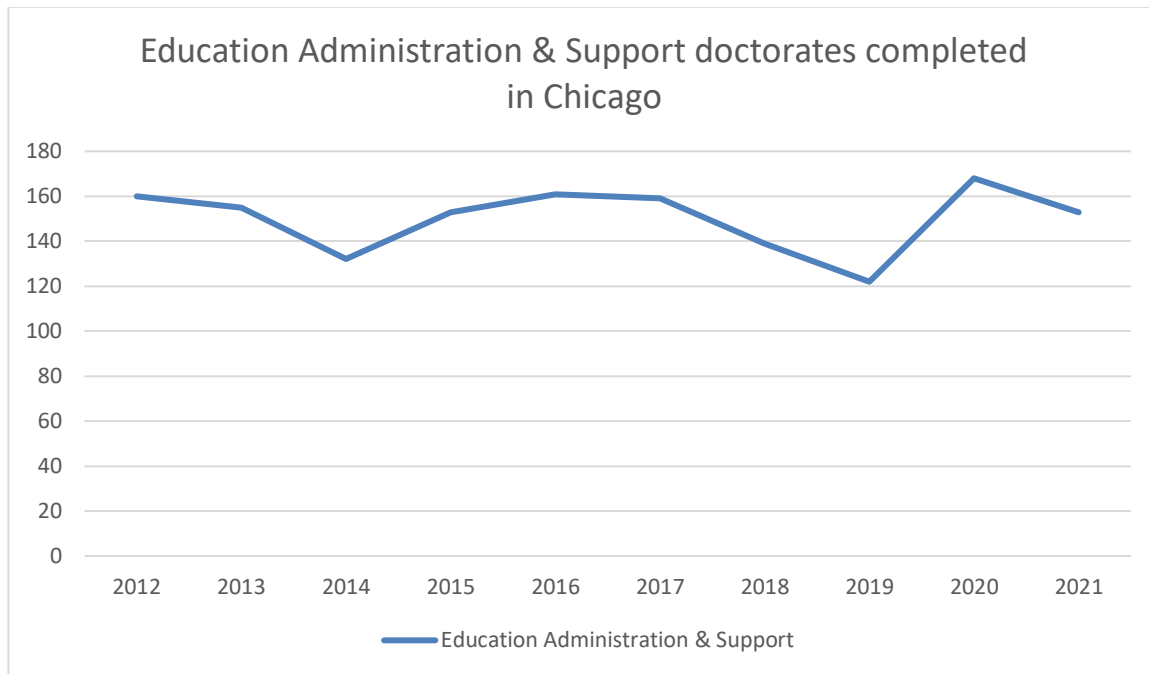


The local picture generally mirrors regional trends where demand for doctoral degrees in education have remained strong despite some decline between 2017 and 2019. Demand has grown considerably between 2019 and 2020, with moderate decline between 2020 and 2021.



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Similarly, demand for doctoral degrees in Education Administration & Support is strong, in spite of some decline between 2017 and 2019. Since 2019, demand grew, but declined slightly in 2020.



In addition to the market context, there are several factors which will contribute to the success of NEIU’s doctoral program. These are its reputation, alumni network, affordability, geography.

NEIU’s Reputation

NEIU’s reputation as a student-centered, community-oriented, and urban-focused institution will be a critical asset in the growth and success of its doctoral program. One participant in our market-research study, an “industry expert/practitioner”, stated, “I think there is something very powerful to be ‘home-grown.’ Something powerful to be educated in Chicago and then go out and do work in Chicago. How to create a program to bring in people from Chicago and surrounding areas, to help Chicago.” That NEIU’s existing strengths will appreciably enhance its doctoral program was affirmed by another study participant who stated, “Depends on how NEIU wants to position themselves. If they want to position themselves as leader in urban education and a university that opens its door to non-traditional students, [then] maybe students very interested in living and staying in Chicago area, want to be embedded in the city, work in the community and be attentive to their needs rather than being an academic and getting published in obscure journals. ... spark something in students who become policy makers or make strides in areas they can actually influence. That is what I think could be distinct in its identity.” Finally, a third participant, in remarking on their belief that NEIU’s entry into the doctoral landscape is compelling, also affirmed the importance of NEIU’s reputation, its orientation towards community, and the implications that these pose for the university’s evolving relationship to its urban mission. They said, “I’m excited about the opportunity - to think about how NEIU can continue to evolve its brand as a university. I think an EdD program that serves the 21st Century ecosystem, that’s different.”

NEIU’s Alumni

NEIU’s alumni will be a principal asset in the growth of this program. One participant in our market research study said the following when responding to the question “So, do you think it’s a good idea to add an EdD

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program to NEIU? Why or why not?" They stated, "Short answer is yes. With regional institutions, they have a market. If there is a market, you have students go to NEIU and those students would likely want more. Many times if you have a good alumni group it builds." Another respondent said, "Absolutely. It can't hurt. If their own students are asking, they should do it. If it is an alumni strategy it is a good thing. It doesn't have to be huge, if it serves their students; they develop professional learning, and become part of the broader movement, then it is a good thing for them."

Affordability

In terms of affordability, the proposed tuition rate competitively positions NEIU relative to other regional universities as detailed in the table below. Assuming comparable rates of tuition increase in the short term (i.e., between the 2023-24 and the 2025-26 academic year), NEIU's doctoral program will be among the most affordable doctoral programs in the region.

University	Tuition rate (2023-24) Per credit hour
Chicago State University	\$ 476.00
Governors State University	\$ 492.00
Northeastern Illinois University	\$ 530.00
Northern Illinois University	\$ 574.00
DePaul University	\$ 695.00
Lewis University	\$ 785.00
National Louis University	\$ 800.00
University of Illinois Chicago	\$ 833.00
Loyola University	\$ 990.00
Bradley University	\$ 1,039.00
Concordia University Chicago	\$ 1,104.00

Geographic accessibility

Further, NEIU's several campus locations, in addition to its ability to deliver hybrid courses, enhances the potential viability of its doctoral program.

Relevance to NEIU's Strategic Plan

The ways that the Leadership, Equity, & Inquiry program seeks to meet the university's strategic goals one, two, and three are discussed below:

Strategic Goal One

Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community.

We plan to meet strategic goal one by providing robust support to doctoral students. Students will be guided in formulating a research focus and developing their scholar-practitioner identities. Further, they will thrive within a community of practitioners throughout their doctoral journey, starting in their first semester and continuing through the dissertation stage.

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Strategic Goal Two

Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.

We endeavor to meet strategic goal two by providing a distinctive curriculum—one which reflects key insights from educational research, other successful educational doctorate programs, and the Carnegie Project on the Educational Doctorate. Hence, our program has been built to reflect NEIU's mission, embody some of the best practices of practice-oriented doctoral education, and provide avenues whereby our graduates can enrich their lives and the lives of others in their communities.

Strategic Goal Three

Urban Leadership: Build upon Northeastern's tradition of community partnership and engagement by collaborating with educational, social service, governmental, philanthropic, and business organizations in Chicago and the region.

The LEI program strives to meet strategic goal three by supporting educators, leaders, policy makers, and others to be agents of transformative change in their institutions and communities. Doctoral students will apply their learning in impactful ways, which will have direct implications for local organizations, institutions, and communities.

Program Objectives

There are five key objectives of the LEI program, which are expressed as Program Learning Outcomes. These are summarized below.

Firstly, the LEI program seeks to develop engaged, passionate, culturally competent, inclusive, and ethical leaders who are capable of engaging with their communities around shared interests of community-school improvement, demonstrate ethical reasoning and decision-making, and employ novel and appropriate paradigms and methods of educational leadership.

Secondly, the LEI program strives to enhance leadership capacity for community and organizational change through empowering its students to utilize research to improve their practice; conduct research to evaluate the effectiveness of institutional, organizational, or program operations; and to engage in critical reflection about their work as practitioners.

Thirdly, the LEI program endeavors to deepen our students' understandings of the complex challenges facing communities and organizations, as well as ways to address them via the examination of social problems through a political economic lens wherein questions of power and agency are centered and addressed, the development of novel and practical solutions to address institutional and communal problems, and through engagement in collaborative problem-solving with other stakeholders.

Fourthly, the LEI program will introduce students to rich, interdisciplinary perspectives on equity, justice and multiculturalism. They will also draw from multiple disciplinary traditions to understand the dynamic contexts of community, employ interdisciplinary approaches in their research and practice, center issues of equity, and utilize an understanding of community cultural wealth to draw upon community assets in a variety of creative and effective ways.

Fifthly, the LEI program aims to cultivate leaders who formulate and implement coherent, informed and efficacious interventions to improve communities and organizations. Students will be scholar-practitioners

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who seek to use a range of epistemological and methodological tools to effectively understand and engage their work. Further, they will participate forthrightly in addressing community problems, producing new knowledge and practical insights.

Curriculum and Assessment

Catalog Description:

The Leadership, Equity, & Inquiry Educational Doctorate prepares educators to address critical challenges within communities, schools, and other organizations. As scholar-practitioners, students engage in deep reflection on key problems of practice, and the social and structural elements that undergird these via an interdisciplinary study of Chicago, its communities, and institutions. Further, doctoral students examine dynamics of leadership, organizational change and management, the policy formation process, the role of economics and finance in urban development, and so on. Students learn a variety of research methods focused on their applicability to the practical challenges that they face in their practice. Further, doctoral study centers on the development of key analytical and methodological tools that effectively serve to enhance the capacities of scholar-practitioners to improve the lives and life chances of those impacted by their work.

Requirements for graduation from the Leadership, Equity, & Inquiry doctoral program consist of the successful completion of three key benchmarks:

1. Doctoral coursework
2. Portfolio Assessment
3. Dissertation-in-practice

Doctoral coursework

Required courses for the LEI program are listed below.

Doctoral Seminar		
LEI 601	Doctoral Seminar 1	1 SH
LEI 602	Doctoral Seminar 2	1 SH
LEI 603	Doctoral Seminar 3	1 SH
	Total credit hours for doctoral seminar courses	3 SH
Core		
LEI 611	Globalization and Education	3 SH
LEI 612	Issues in Urban Education	3 SH
LEI 620	Social-Historical Perspectives on Urban Education	3 SH
LEI 625	Literacies for the 21st Century	3 SH
LEI 631	Economics and Finance in Urban Institutions	3 SH
LEI 632	Policy Analysis, Formation, and Advocacy	3 SH
LEI 640	Urban Ecology	3 SH
LEI 651	Urban Leadership Seminar	3 SH

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LEI 652	Organizational Change, Organization Improvement and Change Management	3 SH
	Total credit hours for concentration courses	27 SH
Research methods		
LEI 671	Educational Research Design	3 SH
LEI 672	Action Research Methods	3 SH
LEI 673	Evaluation Research Methods	3 SH
	Total credit hours for research methods courses	9 SH
Dissertation		
LEI 690	Dissertation Proposal Seminar	3 SH
LEI 699	Dissertation	9 SH
	Total credit hours for dissertation	12 SH
Electives		
	Three courses from GCOE or other NEIU graduate programs	9 SH
	Program total credit hours	60 SH

Portfolio Assessment

The portfolio assessment is a key benchmark to evaluate alignment between LEI program learning outcomes and students' professional and academic growth. Students, in consultation with their faculty advisory, will review the five program learning outcomes of the LEI program, and explore the ways in which these can be evidenced in their productivity and growth as scholars and practitioners. Students will select artifacts that demonstrate their fulfillment of these outcomes and write a narrative that explicates their significance. Their narrative will both discuss their chosen artifacts, their related activity or activities, the overall importance of these to their core concerns as scholar-practitioners, and so on.

Dissertation-in-practice

The dissertation-in-practice is an approach to the doctoral dissertation that focuses on the development of a solutions-oriented research project. As such, it requires for EdD students to examine a chosen problem of practice, offering both critical insights pertaining to it, in addition to devising possible solutions. Thus, the dissertation-in-practice offers students an opportunity to apply their expertise to the resolution of a key practical concern, while also honing their skills in the process, ultimately positioning themselves as effective leaders and problem solvers.

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Faculty and Administration

Initial program faculty will consist of current faculty and adjuncts from each of NEIU's three colleges. The LEI program director is Dr. Kamau Rashid, who will also teach in the program. Additionally, a program assistant will be assigned to support the program.

Facilities and Resources

LEI courses will be delivered in a hybrid-format. To this end, standard classroom facilities and Desire2Learn will be required for course delivery. Also, additional digital resources such as Digital Commons for dissertation depositing will be needed. Further, expanded library resources will be necessary to support doctoral students and faculty.

Recommended Action

I request that the Academic/Student Affairs, Enrollment, and Technology Committee recommend approval of the Doctorate in Leadership, Equity and Inquiry Program as presented. Following Board approval, the University will seek degree-granting authority for this program from the Illinois Board of Higher Education.

Ed.D. in Leadership, Equity, & Inquiry (60 CH) 7 Year Budget Fall 2025 Start			Planning Year 3 2023-2024		Planning Year 4 2024- 2025		Operating Year 1 2025-2026		Operating Year 2 2026-2027		Operating Year 3 2027- 2028		Operating Year 4 2028-2029		Operating Year 5 2029-2030		
Students/Credit Hours			STUDEN TS	Total Credits	STUDENTS	Total Credits	STUDEN TS	Total Credits	STUDENT S	Total Credits	STUDENTS	Total Credits	STUDENT S	Total Credits	STUDENT S	Total Credits	
Tuition paying students - Illinois residents			0	0	0	0	10	190	20	380	30	540	40	600	40	600	
Non-tuition paying students - NEIU employees			0	0	0	0	5	95	10	190	15	270	20	300	20	300	
Total students			0	0	0	0	15	285	30	570	45	810	60	900	60	900	
Non-resident students			0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL			0	0	0	0	15	285	30	570	45	810	60	900	60	900	
Revenue																	
NEIU Graduate Tuition		Per credit hour	\$441		\$464		\$464		\$464		\$464		\$487		\$487		
Ed.D. Differentiated Tuition		20%	\$88		\$93		\$93		\$93		\$93		\$97		\$97		
TOTAL			\$530		\$557		\$557	\$105,792	\$557	\$211,584	\$557	\$300,780	\$584	\$350,400	\$584	\$350,400	
Personnel (2.5% increases per year)																	
Exec. Director				\$105,600		\$108,240		\$110,946		\$113,720		\$116,563		\$119,477		\$122,464	
Assistant Professor		70000				\$0				\$0		\$70,000		\$71,750		\$73,544	
Instructors/Adjuncts		6000						\$24,000		\$48,000		\$42,000		\$54,000		\$54,000	
Summer Instruction		5000						\$5,000		\$15,000		\$20,000		\$20,000		\$20,000	
Advising		200								\$3,000		\$6,000		\$9,000		\$12,000	
Dissertation Support		765.5										\$11,483		\$22,965		\$34,448	
TOTAL				\$105,600		\$108,240		\$139,946		\$179,720		\$266,045		\$297,192		\$316,455	
Student Financial Assistance																	
Assistantships		#	\$	#		#		#		#		#		#		#	
Stipends (F/SP only)			4800					1	\$4,800	\$1	\$4,800	1	\$4,800	1	\$4,800	1	\$4,800
Tuition Waivers (per semester)		9						1	\$10,022	\$1	\$10,022	1	\$10,026	1	\$10,512	1	\$10,512
Summer Stipends			900					1	\$900	\$1	\$900	1	\$900	1	\$900	1	\$900
TOTAL				\$ -		\$ -		\$15,722		\$15,722		\$15,726		\$16,212		\$16,212	
Non-Personnel																	
Assessment -Accreditation Support																	
Facility Costs																	
Association dues (CPED)									\$2,500		\$2,500		\$2,500		\$2,500		\$2,500
Travel																	
Professional Development																	
Marketing						\$10,000		\$10,000									
Library																	
TOTAL				\$ -		\$10,000		\$12,500		\$2,500		\$2,500		\$2,500		\$2,500	
FISCAL YEAR TOTAL EXPENSES				\$105,600		\$118,240	\$0	\$168,168		\$197,942		\$284,271		\$315,904		\$335,167	
TUITION REVENUE				\$0		\$0		\$105,792		\$211,584		\$300,780		\$350,400		\$350,400	
NET				-\$105,600		-\$118,240		-\$62,376		\$13,642		\$16,509		\$34,496		\$15,233	

Financial Aid Federal & State Update

STUDENT COMMUNICATIONS

- Began Spring 2023 introducing 2024-2025 new terminology and changes to the FAFSA (e.g., contributors, FTI, SAI)
- Tool for estimating SAI & aid eligibility available in February, 2024
- Communications scheduled to continue through Fall, 2024 regarding 2025-2026
- Document requests & Award offers scheduled for mid-April, 2024
- Access to Slate and NEUport scheduled mid-April, 2024

FAFSA DATA

- 6.9 submissions received to date, Illinois 4th in country w/42.2%
- ED to reissue over 1m in submissions containing FTI/SAI errors
- 5,133 NEIU submissions received; 8 RISE Act Applications
- ED notifications to students, corrections available mid-April
- Mixed status families - FSA ID/FTI/ITIN remains an issue
- Significant reduction to verification requirements



Benefits of New Application



FUTURE ACT

- Interface between IRS FA-DDX and DHS transparent when all invited contributors have FSA ID
- Number of questions reduced from 100+ to 36 based on algorithmic logic
- Application driven by IRS, reducing amount of documents needed by institutions

FAFSA SIMPLIFICATION

- Illinois projected to have 6th largest increase in Federal Pell Grant recipients
- Institutions can easily identify most needy students with SAI determinations
- Three methods for calculating Federal Pell Grant
- Pell Enrollment Intensity similar to MAP Grant
- Summer Pell no longer requires half-time enrollment for full-time fall-spring students
- Expansion of Pell Lifetime Eligibility Used restoration
- Limits to subsidized loan eligibility eliminated
- Selective Service requirement eliminated from application
- Drug Conviction question eliminated from application



Enrollment Management - Undergraduate Fall 2024 Enrollment Numbers (compared to NEIU Fall 2023, other IL public universities)

First-Year Students

Applications
9,182 (+15% from 4/10/23)
(IL Public University
average: +2.08%)

Admits
6,251 (+11% from 4/10/23)
(IL Public University
average: +1.52%)

Intent to Enroll
428 (-15% from 4/10/23)
(IL Public University
average: -16.5%)

Transfer Students

Applications
1,039 (+22% from 4/10/23)
(IL Public University average:
+1.96%)

Admits
511 (+19% from 4/10/23)
(IL Public University average:
-0.3%)

Intent to Enroll
243 (+53% from 4/10/23)
(IL Public University average:
+9.4%)

Enrollment Data reported as of April 10, 2024



Enrollment Management - Graduate Fall 2024 Application Trends

YTD KPIs	Submitted Apps	Admits	ITE Commits	Enrollments
Fall 2024	791	238	122	16
Fall 2023	723	173	99	19
Change	8.60%	27.30%	19.00%	-16.80%

Enrollment Data reported as of April 10, 2024



Faculty Engagement Enrollment & Student Success Activities

Undergraduate Enrollment and Retention (Office of Student Success and Retention)

- **Co-sponsored events**
 - “Friends of the Chicago River,”
 - “Illinois Junior Science Academy,”
 - Annual April student symposium,
 - Athletic-academic partnerships (Chicago Sky, Chicago Fire, Chicago White Sox)
- **Seven combined “open houses” and “preview days” in Spring 2024**
- **Faculty initiated events**
 - “CYT Theaterfest” and high school visits (e.g. Wheeling HS)
- **Counselor Breakfasts & CCC Director Day**
- **Weekly data delivery and ongoing call campaigns**
- **Hosted first NCRF Latino College Expo in the Midwest**
 - Ran simultaneous NEIU Open House
 - Over 40 NEIU faculty-led departments/programs showcased
 - Implemented bilingual Spanish/English protocol to expand community outreach
- **First-Year-Experience Advisory Council Activated**



Faculty Engagement Enrollment & Student Success Activities

Equity Strategies (Office of Equity, Diversity and Inclusion)

- **College Statements on *Servingness* in Teaching and Learning**
- **AASCU Surveys / Sensemaking Conversations**
- **Fall / Spring Equity Retreats (Working Group Institutional Strategy Drafts)**
- **Adoption of rewritten Accessibility Statement for Syllabi**
- ***Servingness* Lunch Conversations (February / April)**
- **College Equity Team Analysis of Low Course Completion Rates**
 - Team leads trained in NEIUStar Strategic Analytics
 - Review disaggregated data on courses with lowest completion rates (every Fall)
 - Utilize Data Analysis Guide and CTL Equity Toolkit to guide review
 - Submit report with w/ recommendations to College Dean each December
 - Dean works with Chairs to identify strategies to implement for next course cycle
 - Teams continue to meet each Fall to track rates, strategy implementation and progress
 - Establish benchmarks for progress by third year (Fall 2027)
- **Enrolled in PCC's 2-year IL Developmental Education Equity in Action (IDEEA) network.**
 - Established cross-functional team
 - Scale Math / English credit-bearing co-requisite course models





Academic/Student Affairs, Enrollment and Technology Committee Northeastern Illinois University

Terry C. Mena
*Vice President for Student Affairs
& Dean of Students*

April 18, 2024

NEST Occupancy Report

Spring 2024

- Total Leases: 327
- Renewal: 95
- New Student: 231

Current Occupancy Rate: 75.89%

Target Occupancy Rate: 91%

Prior Occupancy

Fall 2023: 393/94%

Goal: 92%

Fall 2022: 381/87.4%

Summer 2023: 191/49%

Spring 2023: 420/95.5%



As of April 12, 2024

Mental Health Early Action on Campus Act & Grant

- **The purpose of the MHEACA**
 - To address gaps in mental health services on college campuses through training, peer support, and community-campus partnerships
- **The goals of the MHEACA**
 - Awareness, Online Screening Tool, Training, Peer Support Program, Strategic Partnerships, and Clinical Ratio Benchmark
- **The MHEACA grant for FY 24** (approx. \$250,000)
- **NEIU's Implementation of the MHEACA**
 - Orientation, Mindwise/Online Screening
 - Peer Wellness Coach program
 - TimelyCare, Protocol (After-hours services), and Extra Help Therapist
 - Mental Health and Suicide Prevention Training



Mental Health Early Action on Campus Act & Grant

- **Highlights of the NEIU's Implementation Outcomes (3/1/23 - 3/1/24)**
 - **TimelyCare**
 - 323 total registrations (6.7%), 468 visits (61% same counseling, 34% TalkNow)
 - 50% after hours visits
 - 5.4 average minutes for waiting times
 - Anxiety, adjustment, and depression
 - **Mindwise**
 - 21 screenings
 - **Student Counseling Services After-Hours Call Visits**
 - 31 calls answered, 97% answered within 30 seconds



Mental Health Early Action on Campus Act & Grant

- **Highlights of the NEIU's Implementation Outcomes (3/1/23 - 3/1/24)**
 - **Peer Wellness Coach Program**
 - 254 Outreach events
 - 174 1:1 mentee appts
 - 1425 Attendance
 - **Student Counseling Services**
 - 2821 scheduled appts (59% in person, 41% online)
 - 93% - my needs responded by SCS in a timely manner
 - 92% - counselor helped deal more effectively with my distress
 - 72% - counseling has helped me stay at NEIU
 - 66% - counseling has helped me improve or maintain my academic success
 - 79% - feel better prepared for future problems
 - 94% - would recommend SCS to a friend



Questions?

