



President's Report

to the
Board of Trustees

April 18, 2024



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**ACTION ITEM I. A. BOARD ACTION ON COMMITTEE RECOMMENDATION REGARDING THE
2024 TENURE AWARDS**

<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.

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She has worked with multiple research teams to bring a school counseling perspective to the projects on topics such as universal 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 NEUIdeas 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 Board approve the Academic/Student Affairs, Enrollment, and Technology Committee's recommendation regarding 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.

ACTION ITEM I. B.: BOARD ACTION ON COMMITTEE RECOMMENDATION REGARDING THE DOCTORATE IN LEADERSHIP, EQUITY AND INQUIRY PROGRAM (ED.D.)

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

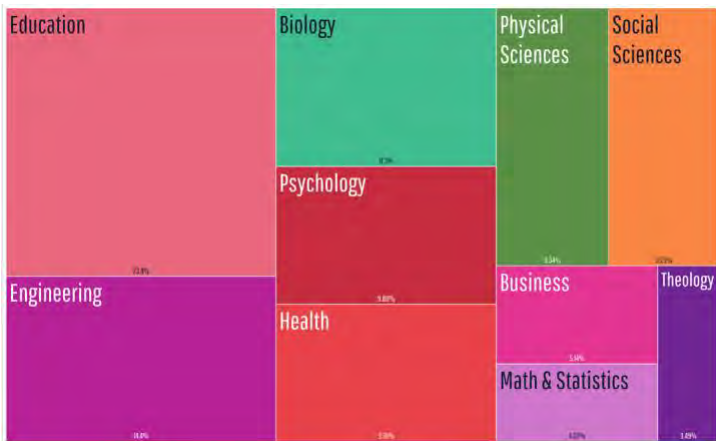
The LEI program seeks to fulfill NEIU’s mission via its commitment to addressing practical challenges facing urban schools and communities. This will be achieved by delivering a unique and impactful curriculum, preparing our students to be engaged and justice-oriented researchers, equipping them to be 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

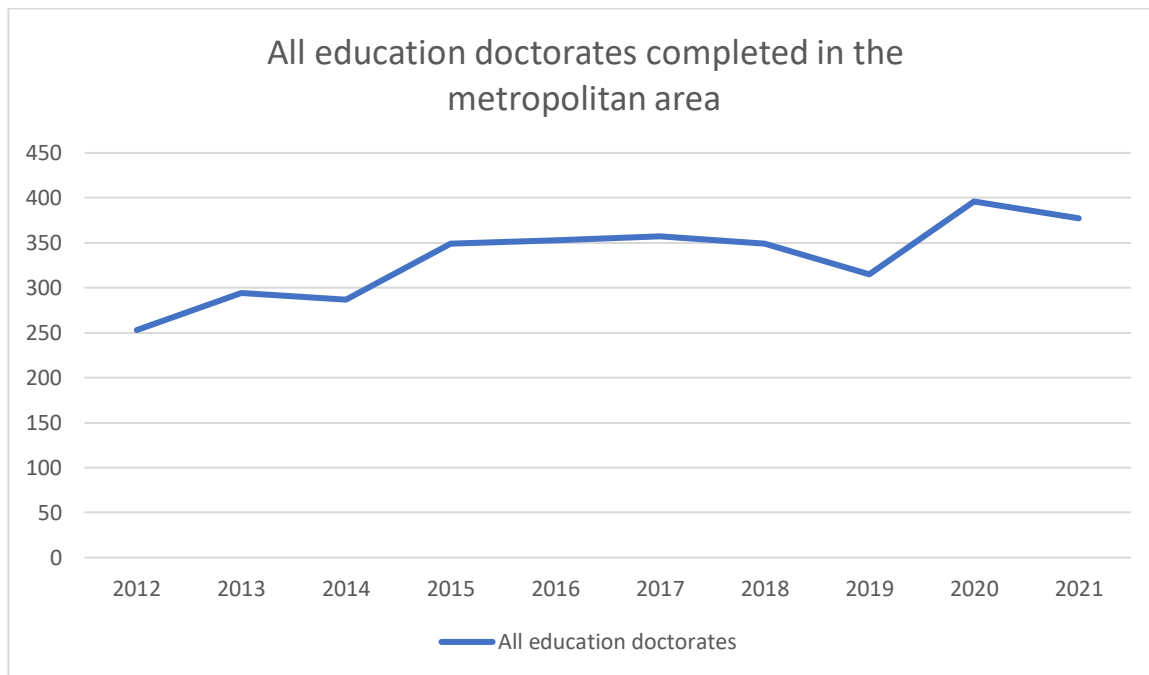
According to market research firm CiTTA Partnership, "EdD degree demand has grown in the past decade both nationally and regionally, as evident by growing graduation numbers and increasing entry by private, for-profit institutions into the market" (see CiTTA Partnership, Market Study for Doctorate in 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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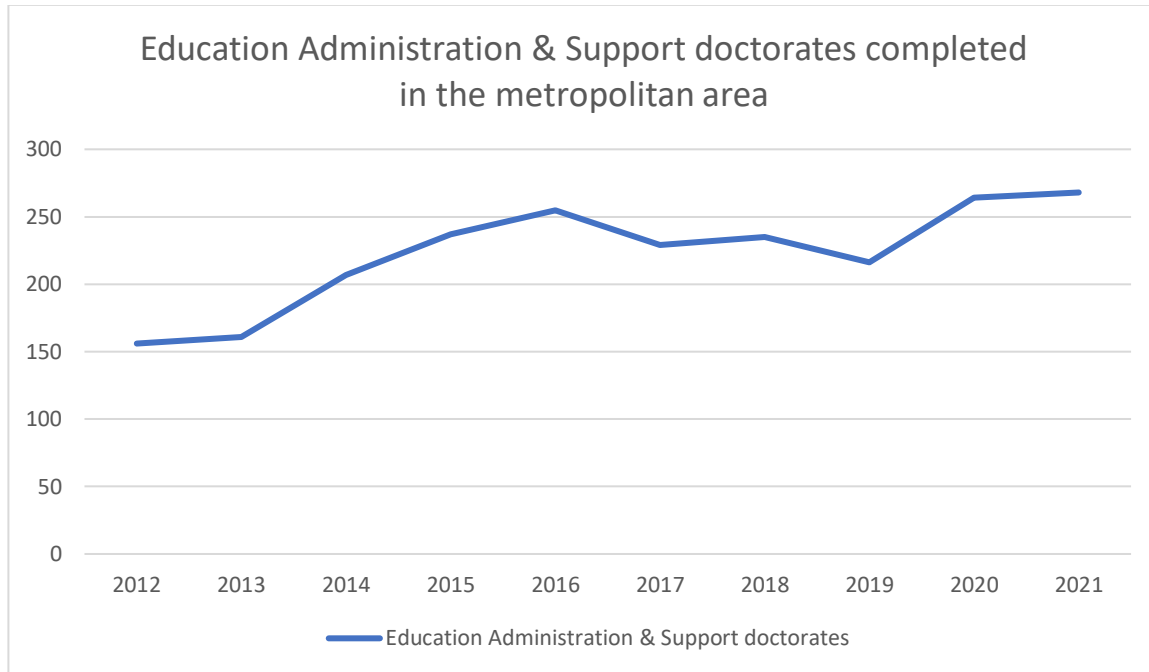


Regionally, despite moderate decline between 2020 and 2021, demand for doctoral degrees in education remains strong.

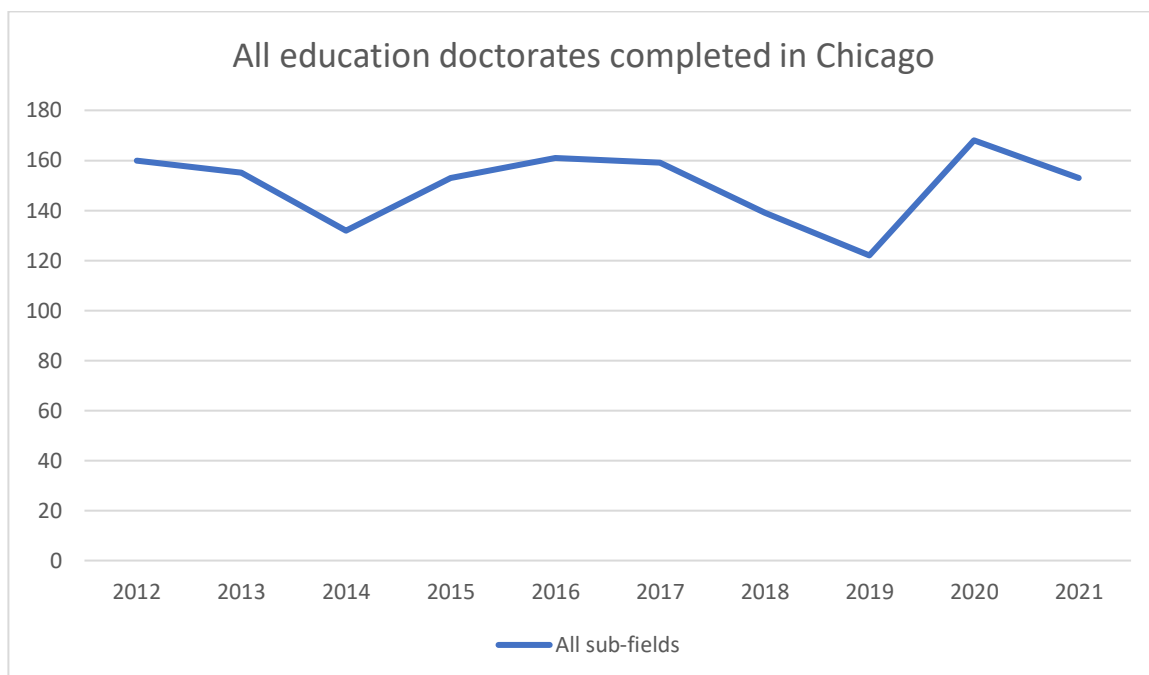


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Regionally, doctoral degrees in Educational Administration & Supervision have shown growth. Degree completions declined from 2016-2019, but have evidenced steady growth since.

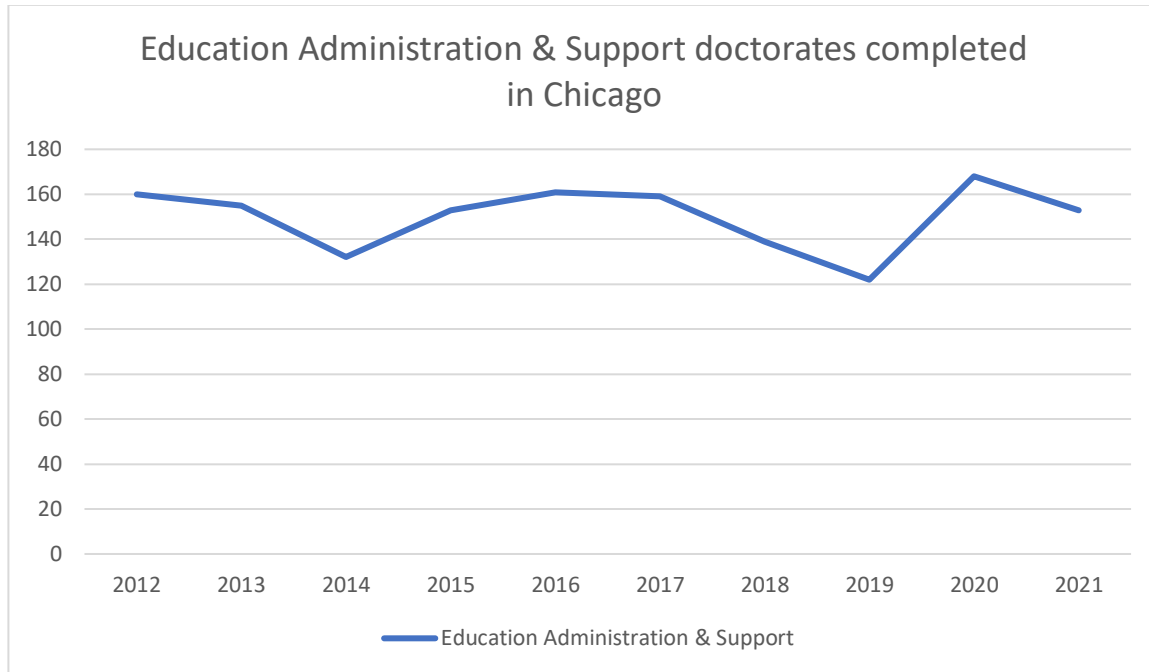


The local picture generally mirrors regional trends where demand for doctoral degrees in education have remained strong despite some decline between 2017 and 2019. Demand has grown considerably between 2019 and 2020, with moderate decline between 2020 and 2021.



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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.”

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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 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 Board accept the Academic/Student Affairs, Enrollment, and Technology Committee's recommendation to approve 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.

INFORMATION ITEM II. A.: FY25 BUDGET UPATE

FY25 Budget Update

(March 5, 2024) – Subject to Revision, Update and Improvement



Overview

- To provide an update on the FY25 budget planning as it relates to:
 - Assumptions used in estimating FY25 revenues
 - Credit hour projections
 - Budget calendar




INFORMATION ITEM II. A.: FY25 BUDGET UPATE

Credit Hour Projection

- Factors considered in projections
 - Historical data and assessment of current trends
 - Enrollment Management goals
- Enrollment Managements Goals (Headcount)
 - New students (UG - 11% increase, Grad - 15% increase in Fall 2024)

	Fall 2024	Spring 2025
New First Year	610	24
New Transfer	690	280
New Graduate	540	300
New Others	230	125
	2,070	729

- 2% increase in retention rate of continuing students for Fall 2024.
- 5% increase in Fall 2024 overall credit hours.




3

Credit Hour Projections

Academic Year	2023	2024	2025
Source	Actual	Actual + Trend	EM Goals
Total	117,169	112,160	116,784
UG - New	19,778	19,815	21,990
UG - Continuing	73,188	69,407	70,987
Grad. - New	5,566	5,685	6,204
Grad. Continuing	18,637	17,253	17,603
Fall	53,903	51,845	54,607
UG - New	14,361	14,692	16,434
UG - Continuing	29,723	28,014	28,473
Grad. - New	3,099	3,126	3,591
Grad. Continuing	6,720	6,013	6,109
Spring	49,484	48,417	48,686
UG - New	4,178	3,962	4,029
UG - Continuing	35,815	35,300	35,081
Grad. - New	1,592	1,584	1,656
Grad. Continuing	7,899	7,571	7,920
Summer	13,783	11,898	13,491
UG - New	1,239	1,161	1,527
UG - Continuing	7,651	6,093	7,433
Grad. - New	875	975	957
Grad. Continuing	4,018	3,669	3,574

- Projected credit hours:
 - Trend (ARIMA) model (run after Spring 24 census)
 - Projection - AY25: 104,486 FY25: 105,732
 - Continues/Accelerates recent trends and cannot incorporate increased retention and recruitment efforts.
 - Enrollment Management Goals.
 - Goal for new students incorporates increased recruitment efforts
 - Goal for continuing students incorporates efforts related to student retention and larger new student classes in Fall 2024
- Academic Year vs Fiscal Year
 - Fiscal Year 2025: 44% of Summer 2024 and 56% of Summer 2025
- Budget Basis for FY25
 - Incorporate split across summer
 - Credit Hours from Enrollment Management
 - Summer 2025 credit hours estimated adjusting the Summer 2024 goals



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INFORMATION ITEM II. A.: FY25 BUDGET UPATE

Head Count/Credit Hour Budget 2024 and 2025

**Head Count
BUDGET**

FY2024	Fall	Spring	Summer	Total
Undergraduate New	1,374	424	99	1,897
Undergraduate Continuing	2,668	3,132	1,068	6,868
Graduate New	470	265	159	894
Graduate Continuing	992	1,273	837	3,102
Total	5,504	5,094	2,162	12,760

Credit Hours

FY2024	Fall	Spring	Summer	Total
Undergraduate New	14,762	3,128	499	18,389
Undergraduate Continuing	27,724	33,727	6,528	67,979
Graduate New	3,337	1,675	1,025	6,036
Graduate Continuing	6,312	7,888	3,896	18,096
Total	52,135	46,417	11,948	110,500

ACTUAL + FORECAST

FY2024	Fall	Spring	Summer	Total
Undergraduate New	1,374	420	226	2,020
Undergraduate Continuing	2,668	3,291	1,296	7,255
Graduate New	470	287	164	921
Graduate Continuing	992	1,207	815	3,014
Total	5,504	5,205	2,501	13,210

FY2024	Fall	Spring	Summer	Total
Undergraduate New	14,692	3,962	1,195	19,849
Undergraduate Continuing	28,014	35,300	6,779	70,093
Graduate New	3,126	1,584	931	5,641
Graduate Continuing	6,013	7,571	3,822	17,406
Total	51,845	48,417	12,727	112,989

PRELIMINARY BUDGET

FY2025	Fall	Spring	Summer	Total
Undergraduate New	1,530	429	246	2,205
Undergraduate Continuing	2,743	3,255	1,114	7,112
Graduate New	540	300	184	1,024
Graduate Continuing	989	1,244	744	2,977
Total	5,802	5,228	2,288	13,318

FY2025	Fall	Spring	Summer	Total
Undergraduate New	16,434	4,029	1,424	21,887
Undergraduate Continuing	28,473	35,081	6,294	69,848
Graduate New	3,591	1,656	980	6,227
Graduate Continuing	6,109	7,920	3,553	17,582
Total	54,607	48,686	12,251	115,544

5 *Increase in credit hours can be linked to initiatives like Assist to Persist, NEIU for You 2.0 among others that demonstrates NEIU's commitment to its students.



Estimating FY25 Revenues

- State appropriation - 2% increase (\$799K) per Governor's proposal (total \$40.8 million)
- Tuition waivers and bad debt set at 10%
 - Previous values: FY24 (12%), FY23 (12.5%)
 - Intent is to provide explicit budget amounts for tuition waivers
- Net Tuition includes Differential Adjustment
- Investment Income at \$3.7 million
 - Increase of \$1.5 million from FY24 budget
 - Total actual/projected in FY24 is currently tracking at \$4.2 million
 - As rates continue to change, this assumption will be revisited.
- Other income at \$500,000
 (Includes space rental and other miscellaneous fees/income (lab, transcript, NSF, late fees, etc.))
- No increase in tuition and fees (resulting in foregone revenue of \$1.463 million @115,544 credit hours)



INFORMATION ITEM II. A.: FY25 BUDGET UPATE

Projected FY25 Revenue

	FY2022	FY2023	FY2024	FY2025 Budget Basis
State Appropriations	\$ 35,566,900	\$ 37,345,300	\$ 39,960,000	\$ 40,758,700
Gross Tuition Revenue	58,825,371	49,308,114	48,367,500	50,968,695
Allowance for Bad Debt	(7,353,171)	(6,163,514)	(5,804,100)	(5,096,870)
Allowance for Tuition Waivers				
Net Tuition Revenue	51,472,200	43,144,600	42,563,400	45,871,826
Net Tuition Revenue	50,780,200	42,421,200	41,874,400	45,134,178
Net Differential Tuition	692,000	723,400	689,000	737,648
Other Income	3,188,700	3,450,100	2,776,600	4,200,000
Investment Income	400,000	1,000,000	2,276,600	3,700,000
All Other*	2,788,700	2,450,100	500,000	500,000
Total Estimated Revenue	\$ 90,227,800	\$ 83,940,000	\$ 85,300,000	\$ 90,830,526

* FY22-FY23 "All Other" includes pandemic assistance.

- After consideration of the multiple credit hour projections, management has decided to use 115,544 credit hours as the basis of the FY25 preliminary control. This decision allows for a more balanced approach that considers both the potential higher and lower end outcomes. This can help to mitigate the risks of associated with uncertainties or variations in the data and provide a more reliable projection for budgeting and resource planning purposes. Note that the FY25 budget projection will continue to be refined and updated based on new information.

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FY25 Budget Allocation

VP Area	Overall % Allocation	FY24 (Adjusted)	FY25 % Allocation Excluding General University
General University	13.1%	\$ 11,194,933	-
President	4.6%	\$ 3,937,755	5.4%
Finance & Admin	17.4%	\$ 14,826,854	20.2%
Acad Affairs	54.8%	\$ 46,738,661	62.7%
Student Affairs	3.2%	\$ 2,702,360	3.7%
Institutional Advancement	1.5%	\$ 1,319,623	1.8%
Enrollment Mgmt	5.4%	\$ 4,579,814	6.2%
Grand Total	100.0%	\$ 85,300,000	100.0%

Calculation of Unreserved Amounts	
	FY2024
Total Expected Revenue	\$ 85,300,000
(-) General University	(11,194,933)
(-) Differential Tuition	(689,000)
(-) Exemptions	-
Amount to Allocate to Control #	\$ 73,416,067

- General University includes allocation for institutional expenses including utilities, insurance, institutional awards to students, and other general expenses.
- Control numbers set proportionally based on FY2024 budget allocations, with exemptions for General University, Differential Tuition and any FY25 Funding Priorities.
- Based on the FY24 Budget, the % share of the amount to allocate is shown in the table.

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INFORMATION ITEM II. A.: FY25 BUDGET UPATE

Budget Calendar

Date	Description
02/28/2024	FY2025 Budget Presentation to President and Cabinet and Approval of FY25 Control Numbers
03/07/2024	Academic Affairs: FY2025 Budget Presentation to Dean's Council
03/15/2024	Budget Office: Distribution of FY2025 Preliminary Budget worksheet
03/21/2024	FBG: Budget Planning Update
04/12/2024	Budget Office/EM Group: Finalize enrollment projection for FY2025 Preliminary Operating Budget
04/15/2024	VPs/Deans: Return of FY2025 Preliminary Budget worksheet
05/16/2024	FBG: Presentation of FY25 Preliminary Operating Budget.
05/30/2024	President/Cabinet: Approval of FY25 Preliminary Operating Budget
06/13/2024	BOT: Approval of Preliminary FY2025 University Operating Budget

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**INFORMATION ITEM II. B.: NOTIFICATION TO THE BOARD OF CERTAIN EXPENDITURES –
PURCHASES OF AT LEAST \$100,000 BUT LESS THAN \$250,000**

Board of Trustees' Regulations require that the President report to the Board purchases of at least \$100,000 but less than \$250,000 other than those exempt from Board approval (e.g. utilities). The following lists those purchases since the last Board meeting.

VENDOR	DESCRIPTION	TOTAL CONTRACT AMOUNT
Blackbaud, Inc. (Non- BEP)	RE NXT Pro Offer for Institutional Advancement (3-year contract)	\$165,780.76
Kasper & Nottage, P.C. (Non-BEP)*	Legislative Consulting Services (3-year contract)	\$246,000.00

*Kasper & Nottage BEP Subcontractor – Fuentes Consulting, LLC (Female Hispanic)

INFORMATION ITEM II. C.: FY23 BUSINESS ENTERPRISE PROGRAM (BEP) ANNUAL REPORT



www.neiu.edu

Purchasing Department
5500 N. St. Louis Ave., Room C-409
Chicago, IL 60625-4699
Phone: (773) 442-5301
purchasing@neiu.edu

March 21, 2024

TO: Katrina E. Bell-Jordan, Interim President
FROM: Victoria Santiago, Director of Procurement Services
CC: Manish Kumar, Vice President of Finance & Administration
Beni Ortiz, Executive Director of Finance & Administration
Re: FY23 Business Enterprise Program (BEP) Expenditures Report

Northeastern Illinois University (NEIU) continues its commitment to utilize and increase participation by minority, women, and persons with disabilities in university contracting. NEIU's purchasing process ensures compliance with policies and procedures mandated by applicable state statutes, the Illinois Procurement Code, University Board of Trustee Regulations, and the fiscal policies and procedures of the university.

The FY23 BEP compliance plan listed a 30% aspirational goal of \$2,173,988.70. Our actual expenditures with BEP vendors was \$4,642,717.22 or 64.1% of the dollars subject goal (DSG - \$7,246,629.00). Our FY23 expenditures represent 213.6% of the original goal. Our FY23 expenditures also increased by 48.7% over the FY22 expenditures which was \$3,123,163.76 or 35.9% of dollars subject to goal.

The significant increase in BEP expenditures is partly due to the contract awarded to Precision Task Group (PTG) for the purchase of the Workday software platform, maintenance and support. There were also increases for travel expenditures for students, staff and faculty, as well as bus transportation services and small maintenance projects that required painting of various rooms and offices.

In addition, we were able to increase our goals because of our continued efforts to reach out to registered BEP firms to provide contracting opportunities. BEP firms are notified about invitations for Bids, Requests for Proposals, and Qualifications Based Selection solicitations that include a 30% BEP goal, where feasible.

The university updated its purchasing policies on November 17, 2023. One significant change is that for small purchases between \$20,000.00 and \$99,999.99, now requires that we solicit at least three quotes and two out of the three firms solicited must be BEP vendors. Our previous policy stated that at least one firm solicited must be a BEP vendor. By increasing the number of BEP firms solicited, it will provide additional opportunities for BEP vendors and would yield a higher chance that a BEP firm will be awarded the contract.

As required by the BEP Act (30 ILCS 575), we also reach out to prime vendors to request they add a BEP partner for contract renewals when the contract did not originally include a BEP goal. We also ask prime vendors who have a BEP subcontractor at the previous goal level of 20%, if they can increase the percentage to the new 30% goal.

INFORMATION ITEM II. C.: FY23 BUSINESS ENTERPRISE PROGRAM (BEP) ANNUAL REPORT

2

Additional efforts to increase our BEP participation goals include reaching out to current vendors to encourage registration in the BEP program. We also provide in-house training to NEIU personnel on how to search for vendors in the BEP database. Whenever we advertise a formal solicitation in the Illinois Procurement Bulletin, we reach out to various assist agencies such as the Illinois Hispanic Chamber of Commerce, HACIA, Black Chamber of Commerce and other entities to make them aware of the requested services. NEIU will attend vendor fairs hosted by other governmental entities whenever feasible.

We will continue to explore additional opportunities where we can engage BEP vendors for any future projects. Northeastern Illinois University will continue its efforts and commitment to ensure economic justice and opportunities for businesses owned by persons with disabilities, women, and minorities to participate in the university's procurement process. Please let me know if I can provide additional information or answer any questions.

INFORMATION ITEM II. C.: FY23 BUSINESS ENTERPRISE PROGRAM (BEP) ANNUAL REPORT

PE11R20

FISCAL YEAR 2023

3/6/2024



STATE OF ILLINOIS COMMISSION ON EQUITY AND INCLUSION
 BUSINESS ENTERPRISE PROGRAM FOR BUSINESSES
 OWNED BY MINORITIES, WOMEN, AND PERSONS WITH DISABILITIES
 ANNUAL EXPENDITURE REPORT

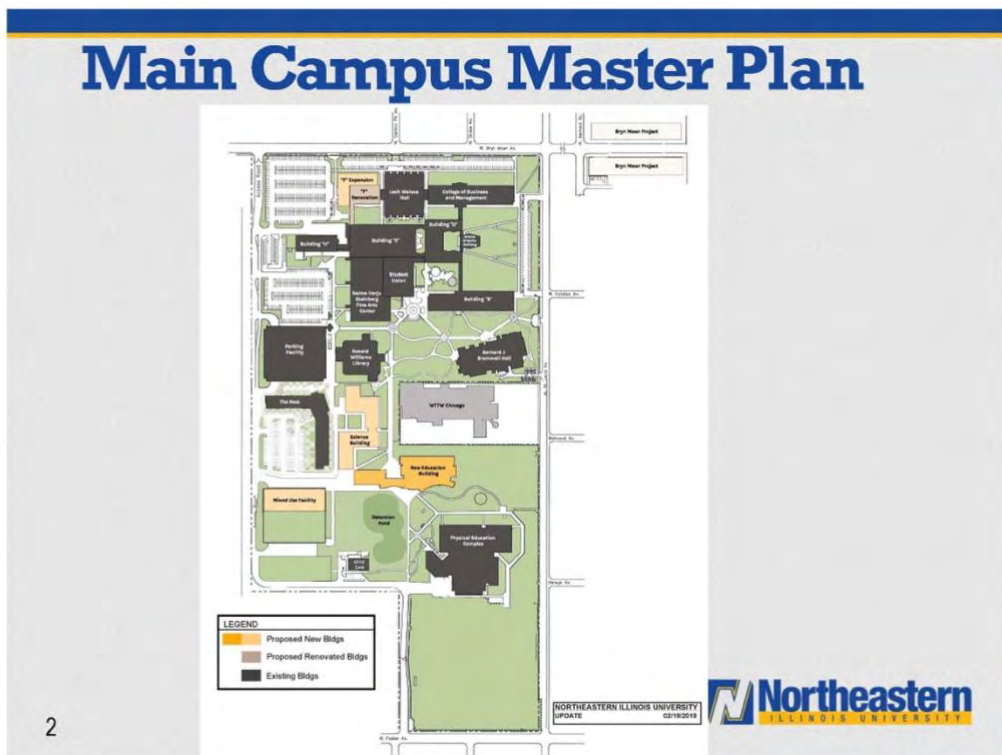
STATE INSTITUTION NAME & ID # Northeastern Illinois University 620

	BEP VENDOR EXPENDITURES	TOTAL CONTRACTS
AFRICAN AMERICAN MALES	\$ 559,640.27	43
AFRICAN AMERICAN FEMALES	\$ 164,181.66	58
HISPANIC AMERICAN MALES	\$ 2,471,266.84	40
HISPANIC AMERICAN FEMALES	\$ 200,223.41	43
ASIAN AMERICAN MALES	\$ 361,001.76	14
ASIAN AMERICAN FEMALES	\$ 59,282.00	3
NATIVE AMER/IAK NATIVE MALES	\$ -	0
NATIVE AMER/IAK NATIVE FEMALES	\$ -	0
CAUCASIAN FEMALES	\$ 824,086.02	102
PERSONS WITH DISABILITIES: (ETHNICITY & GENDER)	\$ -	0
BEP TOTALS:	\$ 4,639,681.96	303
SHELTERED WORKSHOPS	\$ 3,035.26	1
TOTALS:	\$ 4,642,717.22	304

Print name and position title: Victoria Santiago - Director of Procurement Services

Sign and date: 1/4/2023

INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION



INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

Main Campus Master Plan

- Shown on Exhibit A
- Last updated 2/19/2019
- Includes:
 - New Education Building footprint
 - Expanded detention basin
 - Proposed Science Building
 - Proposed Mixed Use Facility

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General Campus Information

- Three University Locations:
 - 5500 N St. Louis (Main Campus)
 - 3390 N Avondale Ave (El Centro)
 - 700 East Oakwood Boulevard (CCICS)
- Total of 38 Buildings (including NEST)
- Total S.F. 1,813,688 (including NEST)
- Total Deferred Maintenance Capital Request to State of Illinois: \$578 million*
- FY25 budget total self-funded deferred maintenance costs: \$4.3 million*
- Springfield CDB FY25 allocation (see Exhibit B)

* Excluding NEST

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INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

Deferred Maintenance Capital Request

FY25 budget total NEIU self-funded deferred maintenance costs: \$4.3 million

BUILDING	DESCRIPTION	AMOUNT
E	VFD Air Handling Fans & Motor Units	\$147,000
E	50 Year Old AHU Replacements	\$1,000,000
LWH	Heat Exchanger Repairs	\$10,000
H	Co-Generation Equipment Repairs	\$300,000
LWH	VFD for Induction Unit	\$8,000
SU	Chilled Water Pump Repairs	\$6,000
BBH	Greenhouse AHU Repairs	\$20,000
BBH	Vacuum Pump Replacement	\$20,000
BBH	Fume Hoods	\$92,000
H	Cooling Tower Repairs	\$250,000

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Deferred Maintenance Capital Request

Total Deferred Maintenance Capital Request to State of Illinois: \$578 million

Northeastern Illinois University Deferred Maintenance		Prepared October 4, 2023
		FY2025
Project (year identified)		Ending
<u>Prior to FY19</u>		
Abatement - Campuswide (does not include floors)		9,340.4
Air Handlers Replacement		1,010.0
BBH Fume Hoods		374.0
BBH Lecture Hall Renovations		450.0
BBH (or other) Restroom Renovation		125.0
Building D & E Exterior Wall (Capital Request)*		5,800.5
Building E VSD Air Handling Fans & Motor Units (6)		586.4
Building F (Capital Request)*		25,396.0
Campus Restricted Keyway		480.0
Campus Signage		6,000.0

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INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

Listing of Currently Vacant Lands/Buildings

<p style="text-align: center;"><u>Vacant Buildings</u></p> <p>5600 N. Kimball 3412 - 3418 W. Bryn Mawr</p> <p>3401 W. Bryn Mawr 3407 W. Bryn Mawr 3411 W. Bryn Mawr 3415 W. Bryn Mawr</p> <p>3414 W. Henderson 3430 W. Henderson 3432 W. Henderson 3372 N. Avondale 3374 N. Avondale</p>	<p style="text-align: center;"><u>Vacant Land</u></p> <p>3409 W. Bryn Mawr</p> <p style="text-align: center;"><u>Future/Vision</u> See Exhibit C – JLL's report to the Board of Trustees on 04/05/2021</p>
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Construction Update

CDB Project - Electric Cable Replacement Project Phase 1 - \$2,800,000 - 35% Completed
The Capital Development Board (CDB) awarded the project to Linear Electric. The construction kick-off meeting took place Tuesday December 12, 2023. Phase 1 is complete, Phase 2 tentatively scheduled to start once summer break begins.


CDB Project - Campus Roof Replacements (LWH and BBH Buildings) - \$4,800,000 - 45% Completed
CDB awarded the project to A1 Roofing. The construction is underway at BBH Building and is at 85% Completion. The LWH Building roof work will begin in spring. Contractor to submit updated schedule. The project is anticipated to be completed by the summer of 2024.

CDB Project - Campus Entrance and Walkway Repairs - \$5,130,000 - 70% Completed
CDB awarded the project to AGAE Contractors. The construction is underway and anticipated to be completed in the late summer of 2024.

CDB Project - LWH Upgrades to the HVAC Systems - \$2,380,000 - 30% Completed
CDB awarded the project to Ideal Heating. Replacement of the thermostats have begun, and will be completed over Spring Break. The main replacement of the window units is scheduled to begin in May and completed in late Summer of 2024. Contractor to submit updated schedule.

CDB Project - BBH Upgrades to the HVAC Systems - \$2,650,000 - Re-Bid Phase
The previous bid results have been cancelled due to administrative issues. New rebid date is TBD.

CDB Project – Renovate for Business Growth & Innovation Center - \$2,500,000 - 50% Construction Document
The project includes renovation of the old Parking Office Space on the first floor of Parking Facilities and two spaces at CCICS - 5th floor Computer Lab and a restroom on the first floor at CCICS Building. 50% Design Documents submitted to the CDB for Review. Working with a consultant to determine CCICS is exempt from Chicago's requirement for fully sprinklered building due to grandfather clause.

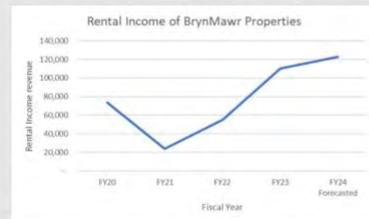


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INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

BrynMawr Rental Income 5-year History

	FY20	FY21	FY22	FY23	FY24 Forecasted
Pete's Auto	12,000.00	12,000.00	31,010.88	51,032.85	59,833.98
7-Eleven	12,000.00	12,000.00	24,000.00	59,070.54	63,008.52
TCF	49,357.60				
Total Rental Income	73,357.60	24,000.00	55,010.88	110,103.39	122,842.50



- Renegotiated leases
 - Increased rental income in FY23 and beyond
 - Will now cover the entire cost of property taxes
- Currently looking to rent the old TCF Bank space to generate additional income



Recent Facilities Improvements

Facilities Upgrades: \$4,255,773

- HVAC Ventilation Improvements
- PPE Equipment
- Workstation Adjustments to Maintain Social Distancing
- No-touch Fixtures, as Well as Frequent Sanitization of Campus
- Flooring Replacements and Upgrades
- Replacement of Plumbing Fixtures (Carruthers Center for Inner City Studies)
- Custodial Equipment (Autonomous Vacuums, Robotic Scrubbers)
- Building Automation Campus-wide Upgrades
- Cooling Tower Hot Water Replacement



INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

Recent Facilities Improvements (Continued)

- Preventative Maintenance on Carrier Chiller
- Main Campus Elevator Repairs
- B107/B105 Renovation Project
- Building F Center Stage (Abatement, Ceiling Paint, New Lighting and Electrical)
- General University Painting (Doors, Classrooms, Railings)
- Campus Grounds Beautification
- BBH 210 Chemistry Lab Renovation
- Renovation (BBH 311, BBH 325, LWH 2094, LWH 3094)
- CBT Infrastructure

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Unfunded State Mandates

- **Wellness Kiosk**
Public Act 103-0465 requires access to emergency contraception for students at Illinois public universities through a kiosk. This costs NEIU approximately \$5,000 annually.
- **Feminine Hygiene Products**
Public Act 102-0250 mandates the provision of feminine hygiene products at public universities. This costs NEIU approximately \$15,000 per year.

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INFORMATION ITEM II. D.: NEIU BUILDINGS AND GROUNDS STRATEGIC DISCUSSION

Looking Ahead

A new updated Master Plan will need to be commissioned to account for vacant properties at El Centro and along Bryn Mawr Avenue.

- Identify the best use of each site with goal of engaging development community to maximize value from these underutilized assets

Pool Repair Project, PE Complex.

- Soliciting proposal for A/E services from EXP Architects to create construction documents to repair leaks, replace filtration and plumbing systems.

MARKETING AND COMMUNICATIONS UPDATE

Northeastern Illinois University 2023-24 Marketing Strategy

Division of Marketing
Communications April
18, 2024



The Division of Marketing and Communications (DMC) is focused on enhancing Northeastern Illinois University's visibility, reputation, and enrollment.

The department's primary objectives are to:

- o Enhance awareness and visibility of NEIU
- o Increase applications and enrollment across all areas and programs
- o Promote a positive narrative highlighting the value of a Northeastern Illinois University education.
- o Aid in student success and retention efforts



MARKETING AND COMMUNICATIONS UPDATE

Awareness

- A survey was conducted to gauge prospective students, their families, and student influencers' awareness and perceptions of NEIU marketing. The geographies surveyed were Cook, DuPage, and Lake Counties.

Survey Key Findings

- NEIU suffers from low visibility across all stakeholders and demographic groups. There is a clear divide in familiarity and reputation between NEIU and other universities in the Chicagoland areas.
- Despite being a Hispanic-Serving Institution (HSI), familiarity among Hispanic/Latino respondents was low.



Survey Key Findings

REPUTATION

What is the overall reputation of NEIU? (Demographic Breakouts)

AUDIENCE	POOR	BELOW AVG	AVG	ABOVE AVG	EXCEPTIONAL	SCORE*
All Respondents	3%	12%	42%	30%	13%	194
Man	4%	15%	38%	30%	13%	161(-)
Woman	2%	9%	44%	31%	14%	229(+)
Asian/Mixed Race/Other	3%	11%	34%	34%	18%	277(+)
Black/African American	4%	7%	44%	31%	15%	225(+)
Hispanic/Latinx	5%	15%	39%	27%	15%	158(-)
White/Caucasian	2%	14%	43%	30%	11%	170
Prospective Students	2%	13%	41%	28%	16%	221(+)
Parents of Prospective Students	7%	8%	33%	38%	14%	216(+)
Educational Influencers	3%	22%	53%	19%	3%	-16(-)
Decision-makers	0%	17%	41%	28%	14%	190
Other General Public	2%	8%	45%	33%	11%	216(+)

* Scores with (+) indicate the result is significantly higher than the score of all respondents. Scores with (-) indicate the result is significantly lower.

positioning



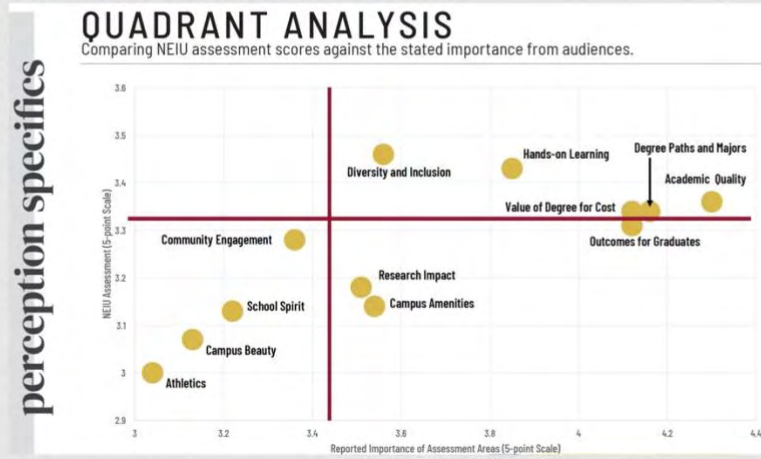
STRATEGIC INSIGHT

NEIU has its lowest reputation score in the educational influencers group. As a result, thinking through how to best reach this audience and increase their promoter likelihood is a critical step in advancing the institution's reputation.

MARKETING AND COMMUNICATIONS UPDATE

Survey Key Findings

Respondents consider **academic quality, diversity and inclusion, hands-on learning, degree paths and majors offered, and the value of a degree** crucial when evaluating a university. These attributes **are positively associated** with NEIU.



Marketing Strategy

MARKETING AND COMMUNICATIONS UPDATE

Marketing Strategy

Focus on creating an identity by building on the University's authentic, and perceived strengths: **academic quality, diversity and inclusion, hands-on learning, degree paths and majors, value of a degree.**

Key tactics of the marketing strategy include:

- 1. Leverage Digital Advertising** to target specific audience segments and maximize online presence.
- 2. Enhance the neiu.edu website** to improve user experience and serve as a central hub for information dissemination.



Ongoing Marketing Strategy

- 3. Utilize Video and Mobile Storytelling** to convey compelling narratives and engage audiences across various platforms.
- 4. Implement Outdoor Advertising** initiatives to increase brand visibility in key geographic areas.
- 5. Utilize Radio and Streaming Advertising** to reach broader audiences through audio platforms.
- 6. Engage in Organic Social Media** efforts to foster community engagement and amplify brand messaging.



MARKETING AND COMMUNICATIONS UPDATE

Ongoing Marketing Strategy

7. **Employing Media Relations strategies** to cultivate positive relationships with journalists and secure media coverage.
8. **Utilizing On-site Internal and External Advertising** to reinforce brand messaging within university premises and external locations.
9. **Implementing Internal Communications** tactics to ensure effective communication and alignment among staff members.
10. **Engaging in Stakeholder Communications**, including President Reports, to keep key stakeholders informed and engaged with university initiatives and achievements.



Next Steps



MARKETING AND COMMUNICATIONS UPDATE

Next Steps

- Hold small focus groups to validate messaging.
- Partner with Enrollment to develop new recruitment materials. Materials will be developed in English and Spanish.
- Analyze the messaging and strategies of close competitors like Northern Illinois University, Illinois State University, and the University of Illinois Chicago.
- It's imperative to focus more on advertising to critical demographic groups, particularly Hispanic/Latino audiences.
- Create content to market to education influencers.

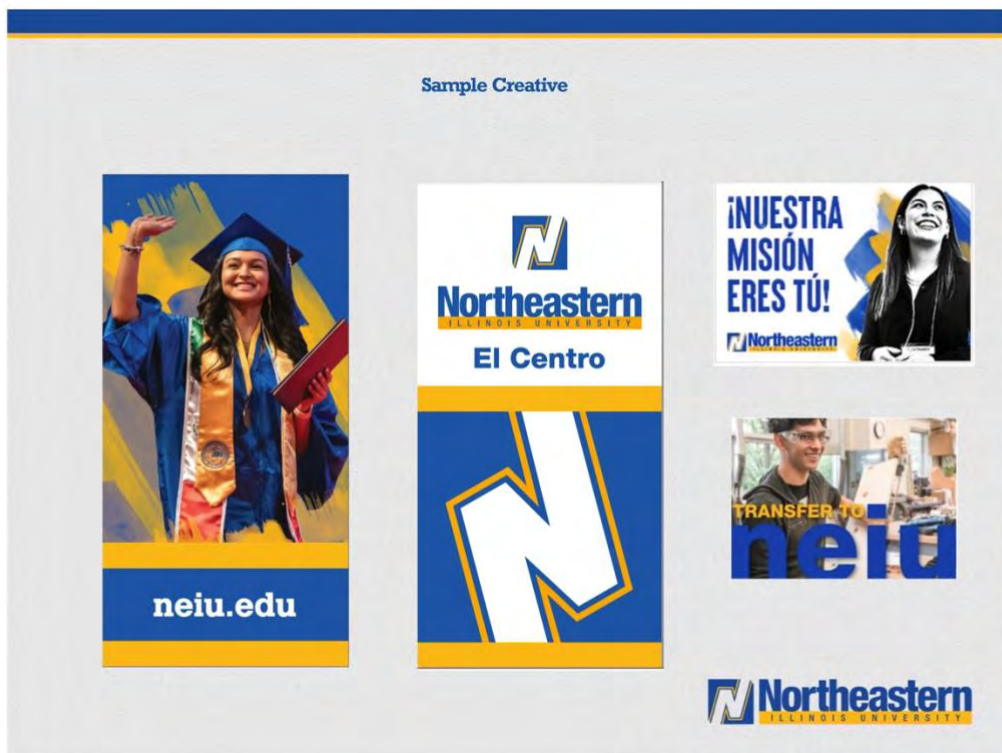
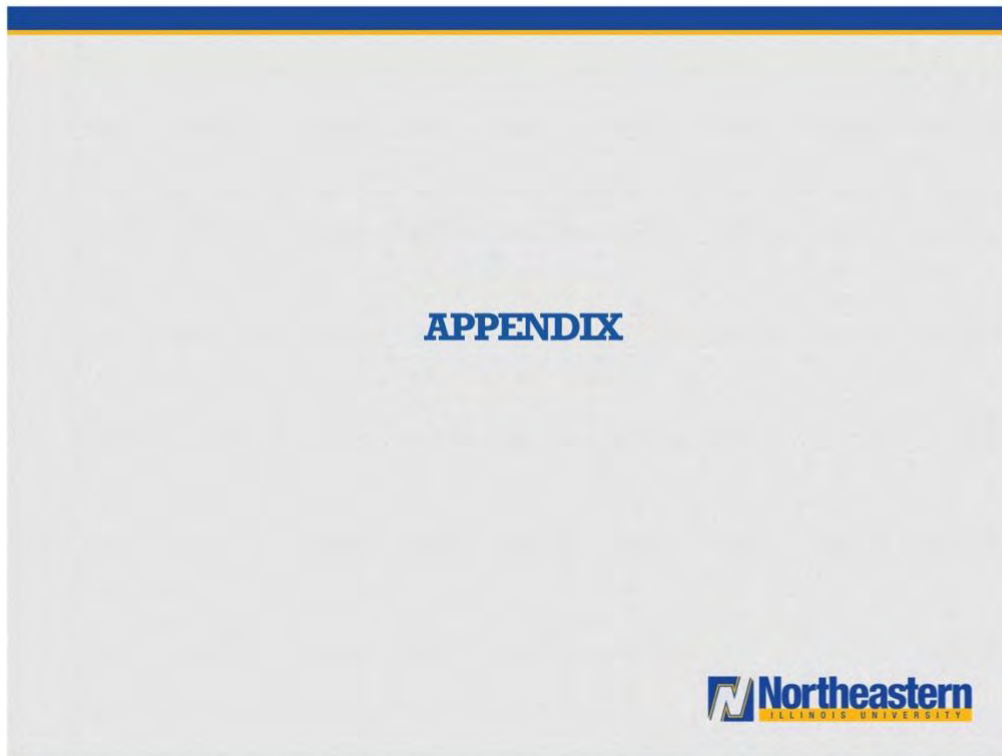


Next Steps

- Create content to help market graduate programs.
- Continue paid digital advertising strategies that align with audience preferences and behaviors.
- Increase video storytelling, leveraging YouTube, Reels, and video in paid and organic social media to enhance familiarity and reputation.
- Focus on migrating content to a new website platform. During this process, identify brand ambassadors for internal marketing.
- Maintain a strong presence on platforms like Google Search and social media, coupled with effective SEO strategies, for organic visibility and awareness.



MARKETING AND COMMUNICATIONS UPDATE



MARKETING AND COMMUNICATIONS UPDATE

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