

<u>Name</u>	<u>Department</u>
Zachary Bloom	Counselor Education
Jenny Ruth Dawley-Carr	Educational Inquiry and Curriculum Studies
Sarah Fabian	Communication, Media and Theatre
Stacey Goguen	Philosophy
Orin Harris	Physics
Cathleen Holtschneider	Social Work
Manar Mohaisen	Computer Science
Alex Peimer	Geography and Environmental Studies
Katherine Petersen	Music and Dance
Rachel Trana	Computer Science
Russell Wartalski	Literacy, Leadership, and Development

Zachary Bloom earned a Ph.D. from University of Central Florida. He is an Assistant Professor in the Department of Counselor Education. Currently, he serves as a graduate program advisor for the Master of Arts in Clinical Mental Health Counseling. Dr. Bloom's research centers on the counseling implications associated with individuals, couples or families' use of various forms of technology and their levels of empathy, objectification and quality of interpersonal relationships. Subsequently, he expanded his research to include instrument development and validation. He has authored, co-authored and contributed to various peer-reviewed publications, including the Spring 2021 textbook "Counseling and Therapy for Couples: An Integrative Model."

Jenny Ruth Dawley-Carr earned a Ph.D. from the University of Wisconsin-Madison. She is an Assistant Professor in the Department of Educational Inquiry and Curriculum Studies. Dr. Dawley-Carr has been a teacher, teacher educator and field experience supervisor of teacher candidates for 22 years. Her research centers on citizenship education with qualitative studies primarily examining civic dispositions in Cuba's K-13 educational system, and civic skills in U.S. teacher education. She has presented at conferences and has been published in various publications, including her work titled "Cuba's citizenship education model and its current challenges" in a 2021 special issue of the Politics of Education Association's peer-reviewed Peabody Journal of Education.

Sarah Fabian earned an M.F.A. from Northwestern University. She is an Assistant Professor in the Department of Communication, Media and Theatre (CMT). She is currently the Managing Director of Stage Center Theatre. She has developed two CMT

courses: STAM-300: The Performative Self – Exploring Identity and Character through Theatre, and CMTT-130: Introduction to Theatre – Online. Her research and creative activities focus on theatrical scenic design and technology. During the past six years, Dr. Fabian has served as the scenic designer for 16 external theatrical productions for a wide range of companies in Chicago and across the U.S. and 17 theatrical productions at NEIU.

Stacey Goguen earned a Ph.D. from Boston University. She is an Assistant Professor in the Department of Philosophy. Currently, she serves as an undergraduate advisor in the department. She has developed and created PHIL 250: Ethics in Science and Research, a general education course tailored to students who are interested in STEM, for the Creating Access to STEM for All (CASA) Title V grant. Currently, Dr. Goguen has two research projects that build off of a broad account of epistemic injustice and her co-authored work on hermeneutical backlash. She has several book projects underway: one completed in 2021, and two more set for 2022 and 2023.

Orin Harris earned a Ph.D. from the University of Washington, Seattle. He is an Assistant Professor in the Department of Physics. Dr. Harris has led a three-year National Science Foundation grant between Indiana University South Bend, Penn State and NEIU for the development of PICO-500, software that is needed to help successfully run an experiment that will search for dark matter. He has mentored an average of three summer students through research projects each year. These projects have included hardware work, including a hydraulic system for a future bubble chamber at NEIU, and software work, including data quality monitoring that the NEIU group oversees for PICO and SBC collaborations. In addition to his grant and research initiatives, Dr. Harris has submitted many papers for peer review.

Cathleen Holtschneider earned a Ph.D. from the University of Illinois at Chicago. She is an Assistant Professor in the Department of Social Work. She took a leadership role in the M.S.W. program's overall curriculum development and created seven new courses for the program. Dr. Holtschneider's research is focused on improving the understanding of the impact of services provided for young people in situations of homelessness. She has published, presented and developed much of her work, including a practice textbook for graduate social work students, three peer-reviewed articles that have been cited over 100 times in publications, successful grant applications as well as speaker at the annual Association for Behavior Analysis International Conference.

March 10, 2022

Manar Mohaisen earned a Ph.D. from Inha University, South Korea. He is an Assistant Professor in the Department of Computer Science. His research interests are in the areas of wireless communications, applications of social network analysis to business and educational networks, and computer systems security. Dr. Mohaisen involves students in his research to acquire the skills needed for their career paths. Overall, 11 students have worked with him on four different projects, and five more will join his research team next semester. He has served on technical program committees, served as a reviewer, submitted grant proposals, and published his works, most recently the article "Parallel complex quadrature spatial modulation," in Applied Sciences.

Alex Peimer earned a Ph.D. from the University of Illinois at Urbana-Champaign. He is an Assistant Professor in the Department of Geography and Environmental Studies. Currently, he serves as the "environmental policy, planning and management" advisor for the Environmental Studies program, and teaches courses at the undergraduate and graduate levels. Dr. Peimer is involved in three overlapping areas of multimethod research, and conducts original work in political ecology and critical physical geography. He has published his work and presented at various conferences, including the 2021 annual meeting of the American Association of Geographers.

Katherine Petersen earned a D.M.A. from Ohio State University. She is an Assistant Professor in the Department of Music and Dance Program. Currently, she serves as Head of Voice, Applied Voice, Vocal Pedagogy and Vocal Repertoire, Bachelor of Arts Advisor, and Bachelor of Music Vocal Performance Advisor. Dr. Petersen invests one-on-one time with her students through applied lessons, curates concerts and opportunities for solo and recital work in smaller venues, and has developed her reputation as a well-regarded soprano in Chicago. She will present a workshop in Summer 2022 at the International Congress of Voice Teachers conference in Vienna, Austria.

Rachel Trana earned a Ph.D. from Northwestern University. She is an Assistant Professor in the Department of Computer Science. Within the last six years, she has mentored 12 students as their primary advisor and 12 students as their secondary advisor for master's projects. In Fall 2016, she became a Co-PI on the Peer Enhanced Experiential Research in STEM (PEERS) project funded under the Improving Undergraduate STEM Education (IUSE) program by the National Science Foundation (NSF). As part of the NSF IUSE grant, she helped with the development of mini-research modules for Programming I/II courses.

Dr. Trana has published works, presented at various conference and guest lectures, as well as contributed to grant proposals, including, most recently, NSF's CISE-MSI: RPEP:S&CC: "Information Systems meet Cultural Competencies (IS-CUCO): Enabling data-driven decision-making in underserved Hispanic Populations."

Russell Wartalski earned a Ph.D. from Northern Illinois University. He is an Assistant Professor in the Department of Literacy, Leadership and Development. Dr. Wartalski's research activities have focused largely on self-directed learning, instructional design, online learning, and career development—many areas that are foundational components within the HRD field. In order to meet the needs of students' and teaching and learning modalities, he is involved in the Quality Matters initiative, which further enhances offering fully online courses. Dr. Wartalski has published and presented his works in various venues, for example in Summer 2021, he co-presented "Pivoting in difficult times: Teaching and advising during the COVID-19 pandemic" at the 4th Annual International Global Conference on Education and Research.

<https://www.neiu.edu/faculty/zachary-bloom-phd>

<https://www.neiu.edu/faculty/j-ruth-dawley-carr>

<https://www.neiu.edu/faculty/sarah-j-fabian>

<https://www.neiu.edu/faculty/stacey-l-goguen>

<https://www.neiu.edu/faculty/orin-harris>

<https://www.neiu.edu/faculty/casey-holtschneider-phd-lcsw>

<https://www.neiu.edu/faculty/manar-mohaisen>

<https://www.neiu.edu/faculty/alex-w-peimer>

<https://www.neiu.edu/faculty/katherine-petersen>

<https://www.neiu.edu/faculty/rachel-trana>

<https://www.neiu.edu/faculty/russell-wartalski>

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ACTION ITEM: RECOMMENDATION TO APPROVE BACHELOR OF SCIENCE DEGREE IN CYBERSECURITY

Introduction

Northeastern Illinois University is seeking approval by the Board of Trustees to offer a Bachelor of Science in Cybersecurity. Following Board approval, the University will seek degree-granting authority for this program from the Illinois Board of Higher Education.

Background

Cybersecurity is an emerging discipline that concerns the protection of assets through assessing the vulnerabilities of cyber systems and creating incident response strategies to promptly countermeasure adversaries' attacks. A wide range of knowledge and practical skills is needed to design and maintain the security of information systems and underlying infrastructures. The Cybersecurity Program in the Department of Computer Science covers fundamental and advanced security topics to prepare graduates for joining the cybersecurity workforce or starting and successfully completing a Master's degree in Cybersecurity or related fields.

Cybersecurity is a relatively emerging practical field that lies at the intersection of interests of national agencies, academia, and enterprises. Building upon the fundamental security concepts, the end goal of cybersecurity is to protect digital resources through identifying assets, system vulnerabilities, and adversaries, and the necessary security tools and countermeasures required to prevent and/or counter any unauthorized access or attacks.

Contribution to University Mission and Strategic Plan

Cybersecurity program goals:

1. Students should be able to write an algorithm to solve a given problem.
2. Students should be able to analyze algorithms efficiency.
3. Students should be able to understand fundamental concepts of cybersecurity.
4. Students should be able to understand and analyze network protocols and attacks.
5. Students should be able to understand fundamental concepts of enterprise security.
6. Students should be able to understand and analyze fundamental cryptosystems.
7. Students should be able to communicate technological ideas and concepts and work productively in teams.
8. Students should be able to conduct research on and propose solutions to complex problems related to technology.

Strategic Goal One – Student Success: *Advance student success from recruitment through graduation by engaging all members of the Northeastern community.*

Within goal 1, 2, and 3 of the Cybersecurity Program, we have designed the course CS-260 (Computer Security) to introduce security concepts to students with no prior knowledge in the field. Due to the increasing interest in learning about computer security from non-computer science students, this course would help recruit more students who would otherwise not choose computer science as their major. The courses CS-323 (Cyberlaw) and the newly designed CS-362 (Digital Forensics) are interdisciplinary, and their content was carefully designed to engage the whole NEIU community. Goal 8 (conducting research) has proven to be instrumental for retaining students and placing them in good jobs when they graduate. Within goals 4, 5, and 6, we have redesigned the courses CS-345 (Network Security) and CS-360 (Cybersecurity) to address market required skills, including network security, cryptosystems, enterprise security, incident response, among others. The curriculum will be

ACTION ITEM: RECOMMENDATION TO APPROVE BACHELOR OF SCIENCE DEGREE IN CYBERSECURITY

supplemented by extracurricular activities like hack-a-thons, professional development sessions and activities with alumni and local employers to enhance students' engagement and to facilitate the transition from degree attainment to work.

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.*

In the CS Department, we are implementing courses that enrich students' skills. Goals 1, 2, and 7 are directly related to academic excellence in our graduates. In addition, several of our courses, including CS-323 (Cyberlaw) and CS-362 (Digital Forensics) are interdisciplinary in nature. Goal 7 also speaks to academic excellence and provides a component that is essential for undergraduate and graduate students. Many of our faculty are engaged in research that is multidisciplinary, and that results in students getting a flavor of what graduate school can be. Through these goals, the CS department supports, creates, and sustains interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning. Classroom delivery methodologies will incorporate practices that are currently used in professional environments (i.e. Project based assignments, group work, use of collaboration tools) thus introducing students to standard practices of the field.

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 CS Department helped found and is participating in a joint NEIU/ISU program called TECS: Teacher Education in Computer Science Program. This program is designed for high school and middle school teachers to obtain a Computer Science Teaching Endorsement. This joint NEIU- ISU curriculum is accepted by Chicago Public Schools for its teachers who are seeking the endorsement. In addition, the Department also collaborates closely in a program with the college of education and the college of arts and sciences that involves studies in health disparities. As a future effort of the Cybersecurity program, we intend to create reach-out workshops that introduced high school students to the emerging field of cybersecurity. This effort will potentially increase students' interest in the computer security and, accordingly, provides an additional advertisement to the program.

We plan to offer summer camps for high school students interested in Cybersecurity. We will also partner with local organizations with the idea of having students working on projects that could support these organizations' efforts in keeping their data and practices secure.

Strategic Goal Four – Exemplary Faculty and Staff: *Invest in and support faculty and staff to foster a nationally recognized urban university and create a thriving work environment that makes Northeastern an employer of choice.*

As a department, our faculty have been involved in research with other departments and colleges, in particular, with the Biology Department, the Economics Department, and the College of Education. This will result in research and community engagement collaboration. Our faculty maintains an active research agenda and have presented their work at many national and international conferences. Our department is also part of the Computing Alliance of Hispanic Serving Institutions (CAHSI). Collaborations and opportunities that come from being part of that alliance will help us in the recruiting of new faculty for this program.

ACTION ITEM: RECOMMENDATION TO APPROVE BACHELOR OF SCIENCE DEGREE IN CYBERSECURITY

Strategic Goal Five – Enhanced University Operations: *Improve operating efficiencies, physical and technological infrastructure and systems, and environmental sustainability in order to provide a supportive learning, teaching, and working environment.*

The College of Business and Technology has made efforts to ensure that our classrooms, labs, offices, and student support spaces accommodate current needs and long-term growth. Particularly, a new cybersecurity and networking laboratory, which hosts 35 workstations and four powerful servers, was created. These machines will be used to create hands-on labs to prepare our graduates for the job market. Within Goal 7 of the Cybersecurity Program, the College has also equipped several classrooms with modern conferencing and teaching tools which allow instructors and students alike to efficiently communicate their technological ideas.

Strategic Goal Six – Fiscal Strength: *Enhance Northeastern's financial position by diversifying revenue sources and by strengthening institutional relationships with donors, public and private entities, and alumni.*

Given that Cybersecurity is one of the top fields in terms of employment demand, one of the first benefits will come from the increase of students that will attend NEIU to select this program as their major. Having a program will support our faculty efforts to obtain external funding, mostly from the National Science Foundation (NSF). The department currently manages several external grants with funding in a range of \$300K to \$1.5M. This major will allow us to reach out to more potential corporate partners that will look for NEIU as the source of potential employees. Finally, we will look at the launching of the major as an opportunity to fundraise for dedicated scholarships.

Program Objectives

This program covers computer science essential topics and focuses on fundamental and advanced security topics. The students who complete the program will be prepared with the fundamentals of programming and algorithms along with program-focused topics that include cryptography, network security, digital forensics, and security analysis and reporting frameworks. The program provides the theoretical foundations along with the required hands-on laboratories, preparing the students to apply for job opportunities (internships and full-time opportunities) and/or to apply for Masters/Ph.D. opportunities.

The Computer Science's Major in Cybersecurity is designed to equip students of any cultural/ethnic background with a strong foundation of skills needed to succeed in the real world, while the core courses develop specialized knowledge in a specific functional area, cumulatively teaching the students to interact effectively and constructively in today's multicultural world. Electives in this program help in shaping students' experience in their cyber security coursework; In this major, students are advised and encouraged to select appropriate courses given their background and goals, allowing them to craft their own personalized curriculum to fit their unique, individual needs and desires. Lastly, the major includes topics like independent studies, machine learning and the internet of things.

Curriculum and Assessment

Catalog Description: Cybersecurity is an emerging science that concerns the protection of assets through assessing the vulnerabilities of cyber systems and creating incident response strategies to promptly countermeasure adversaries' attacks. A wide range of knowledge and practical skills is needed to design and maintain the security of information systems and underlying infrastructures. The Cybersecurity Program at the Department of Computer Science covers fundamental and advanced

**ACTION ITEM: RECOMMENDATION TO APPROVE BACHELOR OF SCIENCE DEGREE IN
CYBERSECURITY**

security topics to prepare graduates for joining the cybersecurity workforce or starting and successfully completing a Master's degree in Cybersecurity or related fields. In addition to the fundamentals of programming, data structures, and algorithms, students who complete the program will learn cryptography and its applications, networking and network security, operating systems and security, Internet and application security, security auditing, vulnerability assessment and penetration testing, incident response and enterprise security frameworks, and digital forensics. Hands-on laboratories are an essential component of the security courses, where students put the learned knowledge into practice.

Major Requirements

Forty-eight hours of Cybersecurity course work including at least 33 hours of 300-level courses. Students should also be aware of the University requirements for the Bachelor's degree. Transfer students must complete a minimum of 24 credit hours of 300-level Cybersecurity courses at Northeastern and meet all major requirements.

Required Major Courses **42**

CS-200 Programming Fundamentals	4
CS-201 Discrete Structures	3
CS-323 Cyberlaw	3
CS-207 Object-Oriented Programming and Data Structures	5
CS-260 Computer Security	3
CS-331 Computer Networks	3
CS-315 Modern Database Management	3
CS-324 Introduction to The Design of Algorithms	3
CS-355 Cryptography	3
CS-308 Operating Systems	3
CS-360 CyberSecurity	3
CS-362 Digital Forensics	3
CS-345 Network Security	3

Select two from the following: **6**

- CS-349 Introduction to The Internet of Things
- CS-359 Machine Learning
- CS-301 Computer Organization
- CS-319 Writing Intensive Program: Fundamentals of Software Engineering
- CS-314 Independent Study in Computer Science or any CS 300-level courses, approved by the department

NO SUBSTITUTIONS ARE ALLOWED FOR MAJOR COURSES.

Students who intend to pursue a Master's degree in Computer Science should plan on completing Calculus II and are advised to take a course in Linear Algebra.

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**ACTION ITEM: RECOMMENDATION TO APPROVE BACHELOR OF SCIENCE DEGREE IN
CYBERSECURITY**

Faculty and Administration

- Chair of the Department of Computer Science
- Ten (10) T/TT faculty members
- Four (4) full-time instructors
- Twenty (20) part-time and adjunct instructors
- One (1) undergraduate advisor
- One (1) administrator
- The Department of Computer Science is supported by the administration staff of the College of Business and Technology

Facilities and Resources

- Computer labs
- Cybersecurity and Networking Lab
- Breakout rooms
- Dedicated tutoring space

Recommended Action

I request that the Board approve the Bachelor of Science degree in Cybersecurity as presented.

**ACTION ITEM: RECOMMENDATION TO ENDORSE APPROVAL OF CONTRACT
AMENDMENT FOR ASSESSMENT MANAGEMENT SYSTEM,
WATERMARK INSIGHTS, LLC**

Project Background

In 2015, Northeastern Illinois University entered into a five-year contract with Watermark Insights, LLC (formerly known as Tk20) as a result of a competitive Request for Proposal (RFP) procurement process. This purchase was approved by the Board of Trustees at its April 9, 2015 meeting. On April 16, 2020, the Board of Trustees approved to move forward with the five-year renewal option. Academic Affairs was made aware in 2021 that the application called Tk20 has reached its end-of-life and would no longer be supported. Watermark Insights offered upgrade enhancements to make it a viable assessment management system in order to maintain our robust assessment processes. In addition to upgrading the assessment management system, the Faculty Success application needs to be added to our suite of Watermark applications as faculty portfolios are no longer supported within existing upgrades. Academic Affairs made a determination that is in the best interest of the University to upgrade our current system.

Amendment Justification

Higher education accrediting bodies require that their member institutions conduct systematic assessments of student learning. Such data demonstrates to stakeholders the benefits of attending an institution. To support this requirement, Northeastern currently uses a comprehensive, web-based, hosted assessment management software application called Tk20 to enable faculty and staff to collect and store data and report on student learning, among other assessments. The upgraded Outcomes Assessment Application which replaces Tk20 will facilitate compliance with accreditation mandates, reporting on certificate programs, examining non-traditional pedagogical delivery methods, and assessing institutional effectiveness at the program, college, and institutional level. The system enables Northeastern to comply with and excel in requirements for:

- National, regional, local and discipline specific accreditation and certification mandates
- Retention, tenure, and promotion of faculty per the collective bargaining agreement
- Maintaining field placement data required for certain licensure programs

The negotiated renewal pricing for the remaining three years will increase by \$98,235.86 and includes a savings of approximately \$75,000 over the life of the contract in discounts and waived fees. The new cost reflects the complete cost of the system, managed hosting, training server, user technical support, a dedicated client success manager, and implementation of the new applications.

Project Cost

Watermark Insights, LLC Assessment Management System - upgrade cost to finish existing 5-year contract:

	Original Cost	New Cost	Difference
Implementation Fees	-0-	\$20,000.00	\$20,000.00
Year 3 7/1/2022 to 6/30/2023	\$60,099.00	\$85,411.00	\$25,312.00
Year 4 7/1/2023 to 6/30/2024	\$61,902.00	\$87,973.33	\$26,071.33
Year 5 7/1/2024 to 6/30/2025	\$63,760.00	\$90,612.53	\$26,852.53
Totals	\$185,761.00	\$283,966.86	\$98,235.86
Contingency amount		10,764.34	
Grand Total			\$109,000.00

**ACTION ITEM: RECOMMENDATION TO ENDORSE APPROVAL OF CONTRACT
AMENDMENT FOR ASSESSMENT MANAGEMENT SYSTEM,
WATERMARK INSIGHTS, LLC**

Current Vendor

Watermark Insights, LLC.^(TM) (Non-BEP)
New York Headquarters
71 23rd Street
New York, NY 10010

Source of Funds

Technology Initiatives (Center for Teaching/Learning)

Recommended Action

I request that the Board approve the amendment to the University's contract with Watermark Insights, LLC, for an additional \$109,000 for the three years remaining of the existing five-year agreement. This includes the actual fee increase and an approximate 10% contingency for the purchase and implementation of stated technology services upgrade for the purpose of a student assessment management tool and faculty portfolio services.

College of Business & Technology

Michael Bedell, Ph.D.

Dean & Professor

College Snapshot

- Full-time faculty: 49 (four on sabbatical/leave)
- Part time faculty: approximately 50
- Professional Advisors: 5
- Staff: 4 (Assistant to the Dean, Office Administrators [2], Clerk)
- Empty staff positions: 4 (Professional Advisor, Office Administrator, Career assistant, Entrepreneurship Center Director)
- Student Employees: Approximately 50 (Computer lab assistants, office support, research assistants, tutors, peer mentors)
- Students: Approximately 1100 full time equivalent students
- Average Age: Approximately 26 (CS students are closer to 23, Business students are closer to 27)
- CBT Career Services (established in 2019) has approximately 200 job/internships openings annually

Decision Rules:

- Decisions about running a course are not made on a course by course basis.
- Decisions are based on student need (bottleneck courses, capstones, and graduation requirements).
- Decisions about multi-section courses are made on the basis of student need.
- Low enrolled classes that are subsidized by high enrolled courses (e.g., electives, major classes).
- Graduate electives are subsidized by graduate core courses.

Data

- **Revenue per credit hour** –**\$345.80** current CBT undergraduate revenue per credit hour estimate. This was computed by Finance and Admin and it allows for bad debt and does not include differential tuition. This is a conservative estimate.
- **Credit Hours enrolled** – captured daily through census day
- **Cost of Faculty** for one course –Data is provided by HR.

Compute Course Specific Data:

			A	B	C	D	E	F
Subj	Course	Title	Crh	Max Enrl	Actual Enrl	Revenues	Cost of Instruction	Revenue minus cost
Mngt	377	Production/Operations Mngt	3.0	40	22	\$22,823	\$0	\$22,823
Mngt	377	Production/Operations Mngt	3.0	40	39	\$40,459	\$21,788	\$18,670
Mngt	377	Production/Operations Mngt	3.0	40	38	\$39,421	\$5,500	\$33,921
Mngt	377	Production/Operations Mngt	3.0	40	10	\$10,374	\$21,788	(\$11,414)
		Totals		160	109	\$113,077	\$49,076	\$64,001

(A) # of credit hours for the class

(B) Maximum enrollment

(C) Actual # of students enrolled (captured daily through census day)

(D) Computed Revenue (Column D): (Revenue per credit * # of credit hours * actual enrollment)

(E) Faculty cost – From HR

(F) Computed Margin: Revenues - Instructional Cost OR (Column F = Column D – Column E)

Projected Financials for AY2022

	Fall 2021	Spring 2022	AY2022
CBT Undergrad Tuition Revenues	\$3,874,716	\$3,205,566	\$7,080,282
CBT Graduate Tuition Revenues	\$ 386,656	\$ 370,369	\$757,025
Total Tuition Revenue	\$4,261,372	\$3,575,935	\$7,837,307
CBT UG Teaching Expenses	\$2,040,823	\$1,921,629	\$3,962,451
CBT Grad Teaching Expenses	\$ 369,957	\$ 316,117	\$686,074
Overhead	\$ 920,298	\$1,093,331	\$2,013,628
Total Expenses	\$3,331,077	\$3,331,077	\$6,662,154
Margin based on tuition only	\$930,295	\$244,858	\$1,175,153
State of Illinois Funding (40% of Budget)	\$1,332,431	\$1,332,431	\$2,664,862
Margin with State Funding	\$2,262,726	\$1,577,288	\$3,840,015

CBT Metrics Spring 2022

	# sections	# sections	SFR	SFR	Headcount		Credit
					Undergrad	Graduate	
	Undergrad	Graduate	Undergrad	Graduate	Faculty	Faculty	Hours
ABF	4	1	22	24	2	0	336
Actg	21	6	15	7	9	2	1101
Blaw	6	1	22	15	1	5	432
Fina	12	1	22	3	4	6	801
Cobm*	1	3	15	6			
Mngt	30	3	25	18	10	10	2478
Mktg	11	2	30	14	3	3	1089
CS	59	15	19	10	16	14	3630
CBT	144	32	20.97	10.19	45	40	9867

*Taught by faculty from various disciplines

Business Undergrad Core Metrics

All of these are multi-section courses.

Spring 2022		SFR	Enrolled	Available	Sections	Cap	Utilization
Actg 201	Accounting	14	41	75	3	25	55%
Actg 202	Accounting	18	53	75	3	25	71%
ABF 350	MIS	22	88	145	4	35/40	61%
Blaw 285	Law	26	104	145	4	35/40	72%
Fina 360	Finance	33	99	110	3	35/40	90%
Mngt 368	Stats	21	85	160	4	40	53%
Mngt 370**	Mgmt	21	107	150	5	30	71%
Mngt 377	P/OM	32	95	120	3	40	79%
Mngt 379	Analytics	29	86	105	3	35	82%
Mktg 350	Mktg	23	93	160	4	40	58%
Mngt 393	Capstone	30	120	120	4	30	100%



Enrollment Management Report

**ASAET Committee Meeting
Northeastern Illinois University**

Kimberley Buster-Williams
Vice President for Enrollment Management
March 10, 2022

Introduction & Updates

- Fall 2022 Goals
- Fall 2022 Progress
- Fall Applications
- Yield Scenarios
- SEM Works Update
- On the Horizon
- Q & A



Fall 2022 Goals

Applications:

- 4,801 First Year
- 1,796 Transfer
- 1,364 Graduate

Enrolled:

- 400 First Year
- 900 Transfer
- 529 Graduate



Fall 2022 Progress

Applications:

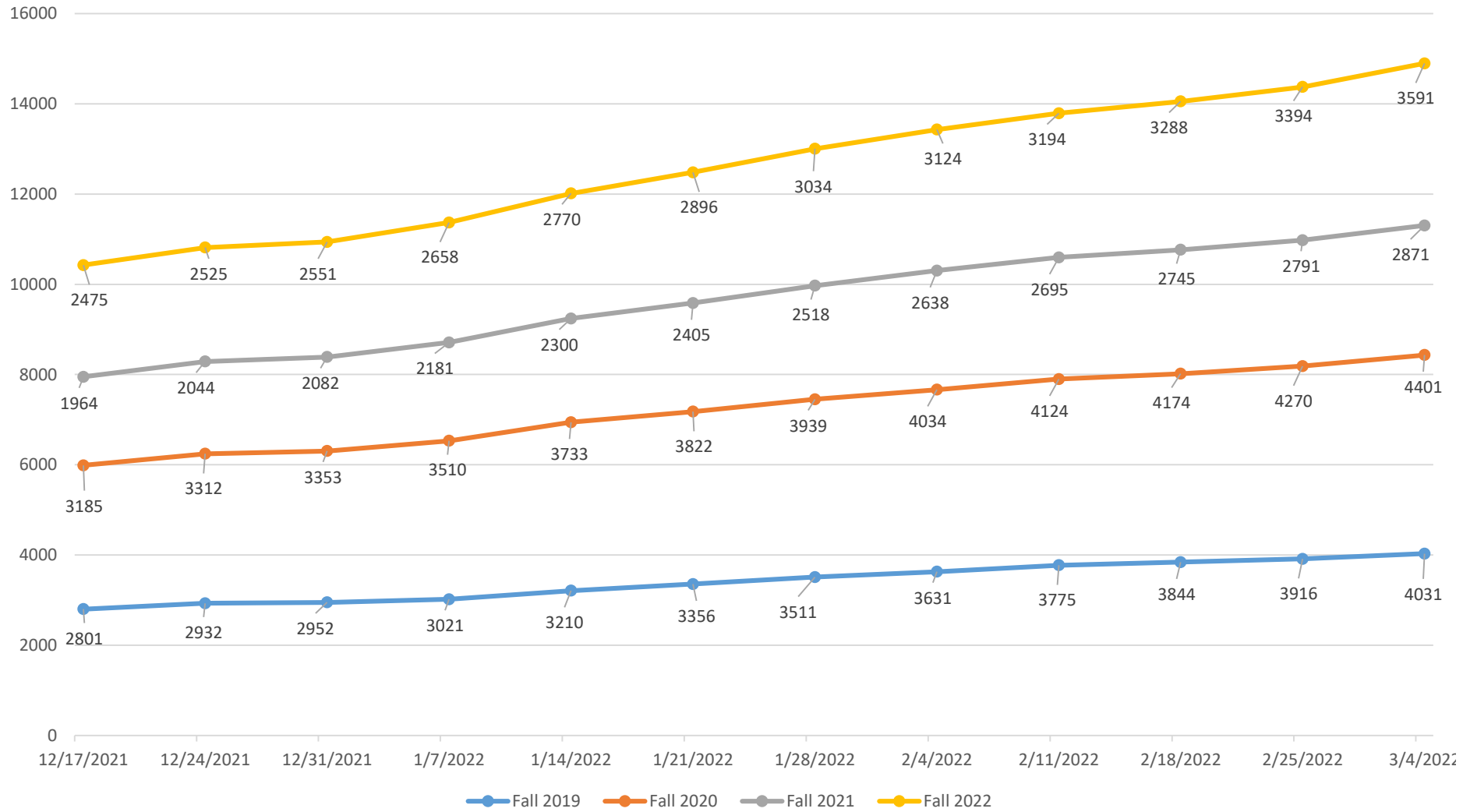
- 3,592 First Year
- 448 Transfer

Intent to Enroll (ITE):

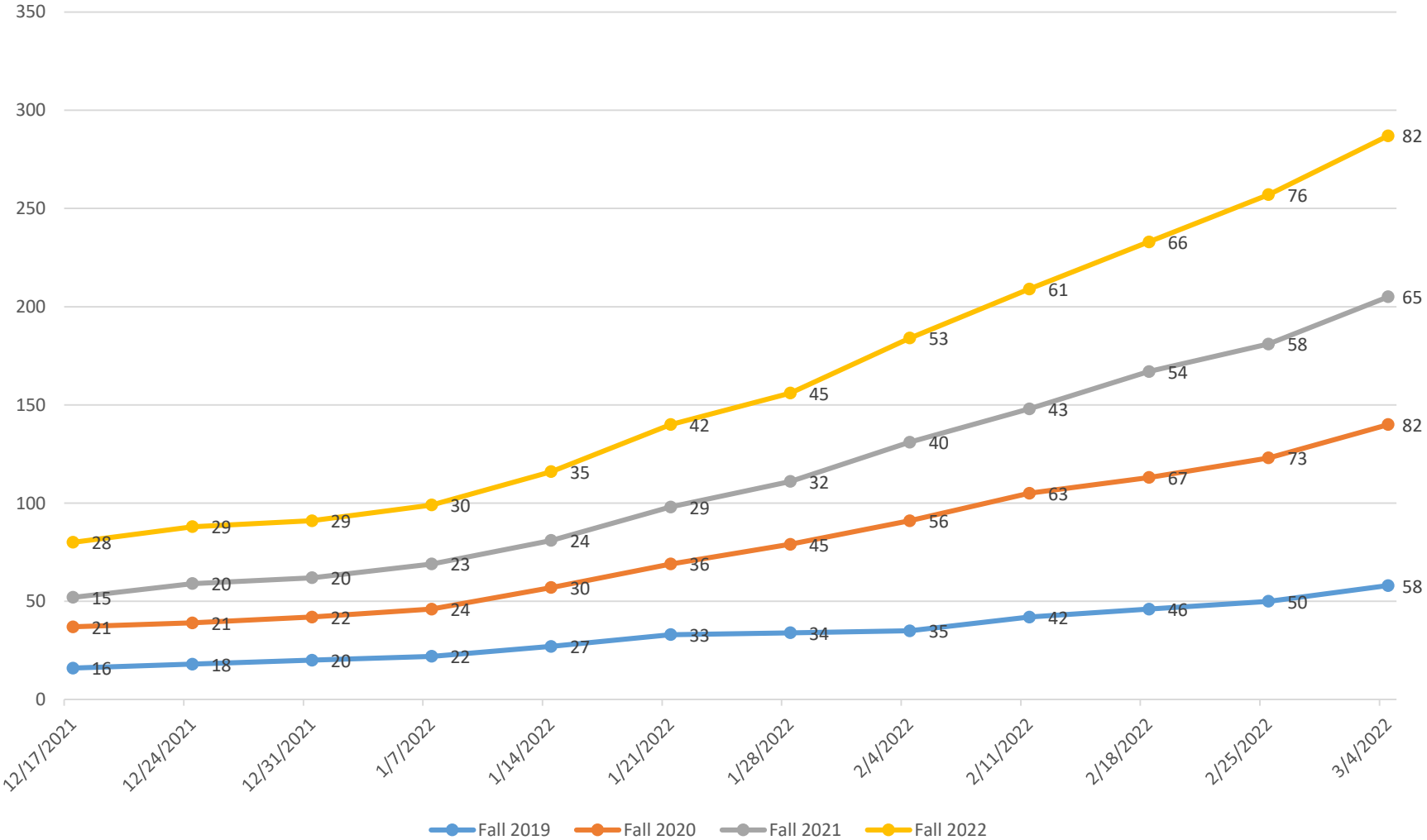
- 82 First Year
- 103 Transfer



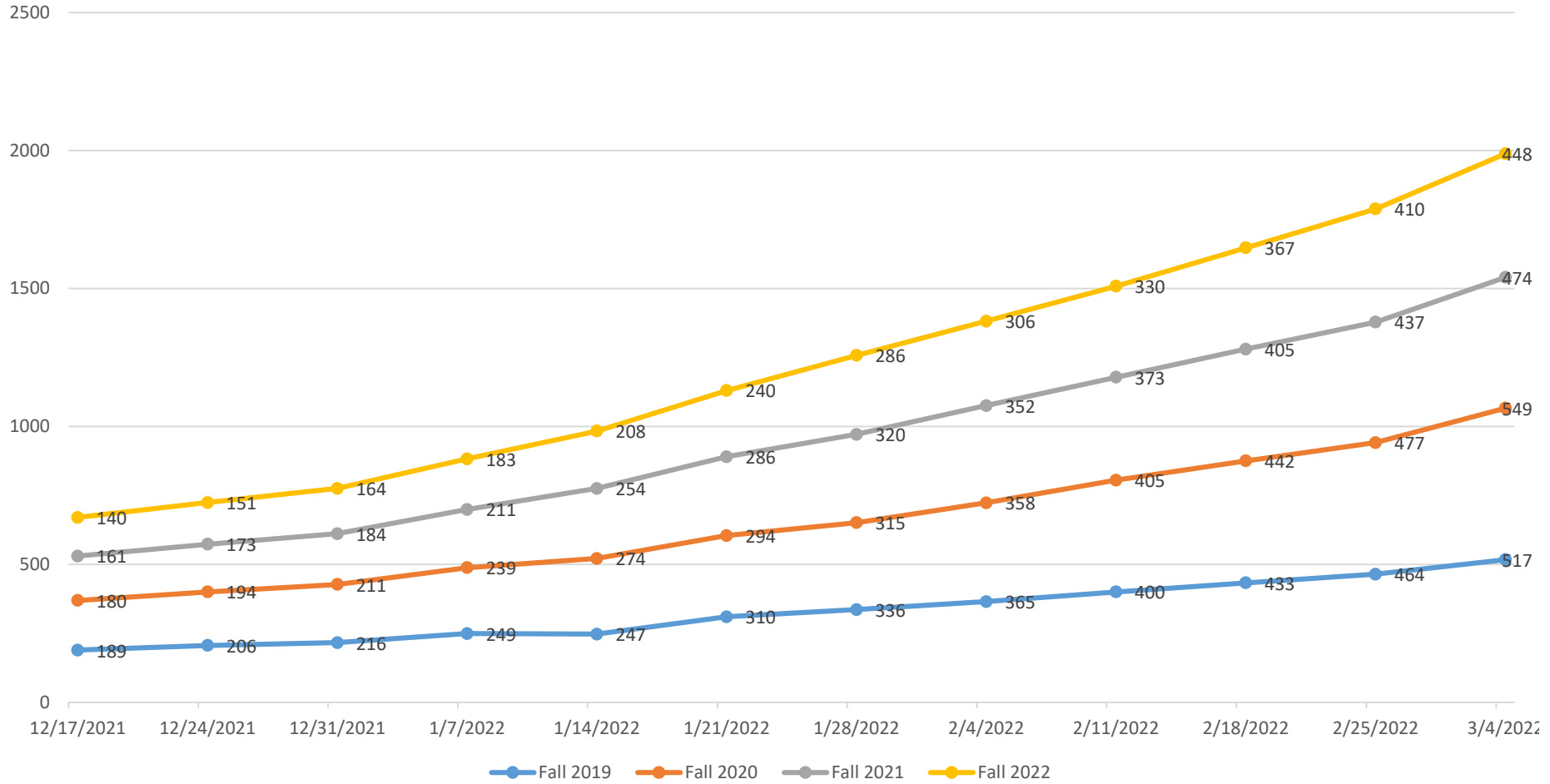
First Year Students Applications



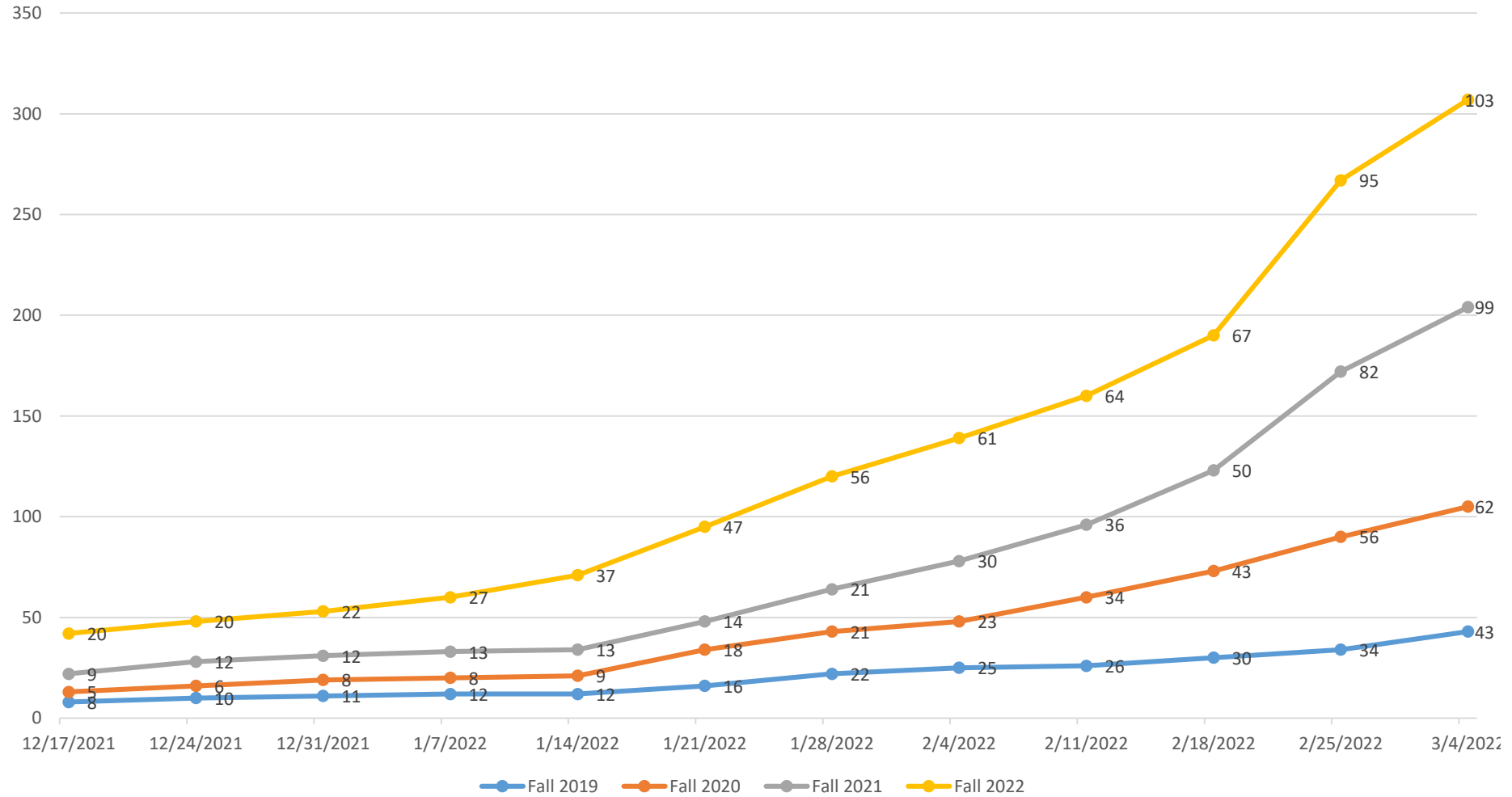
First Year Students that completed Intent to Enroll (ITE)



Transfer Students Applications

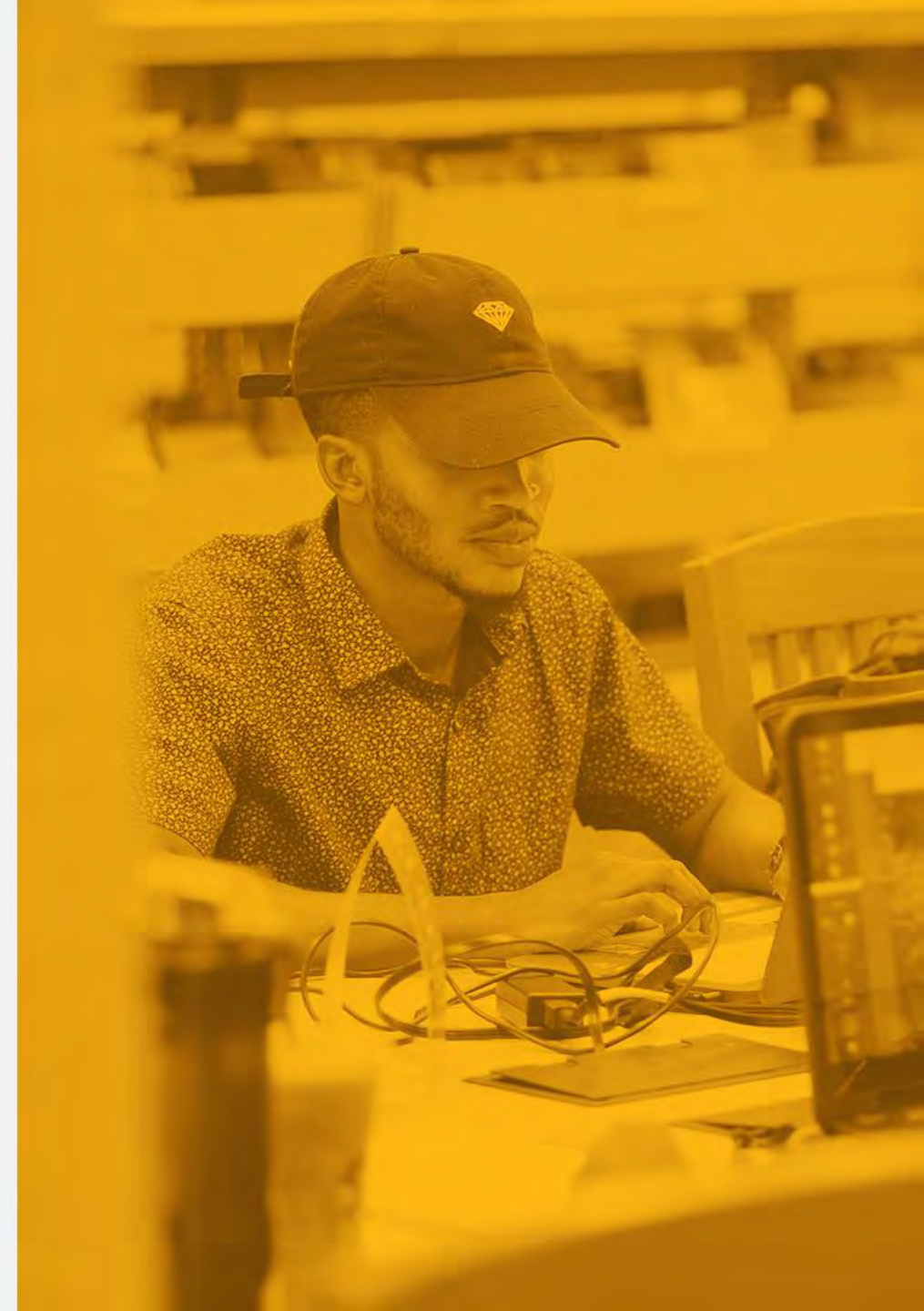


Transfer Students that completed Intent to Enroll (ITE)



Yield Scenarios

- If we admit 2,919 First-year students for Fall 2022, our enrollment could be anywhere from 438 to 730 depending on how well we yield students.
 - 15% 438
 - 20% 584
 - 25% 730
- The strategic focus in the months of March- August will be on **yield**.



SEM Works Report March 2022 Update

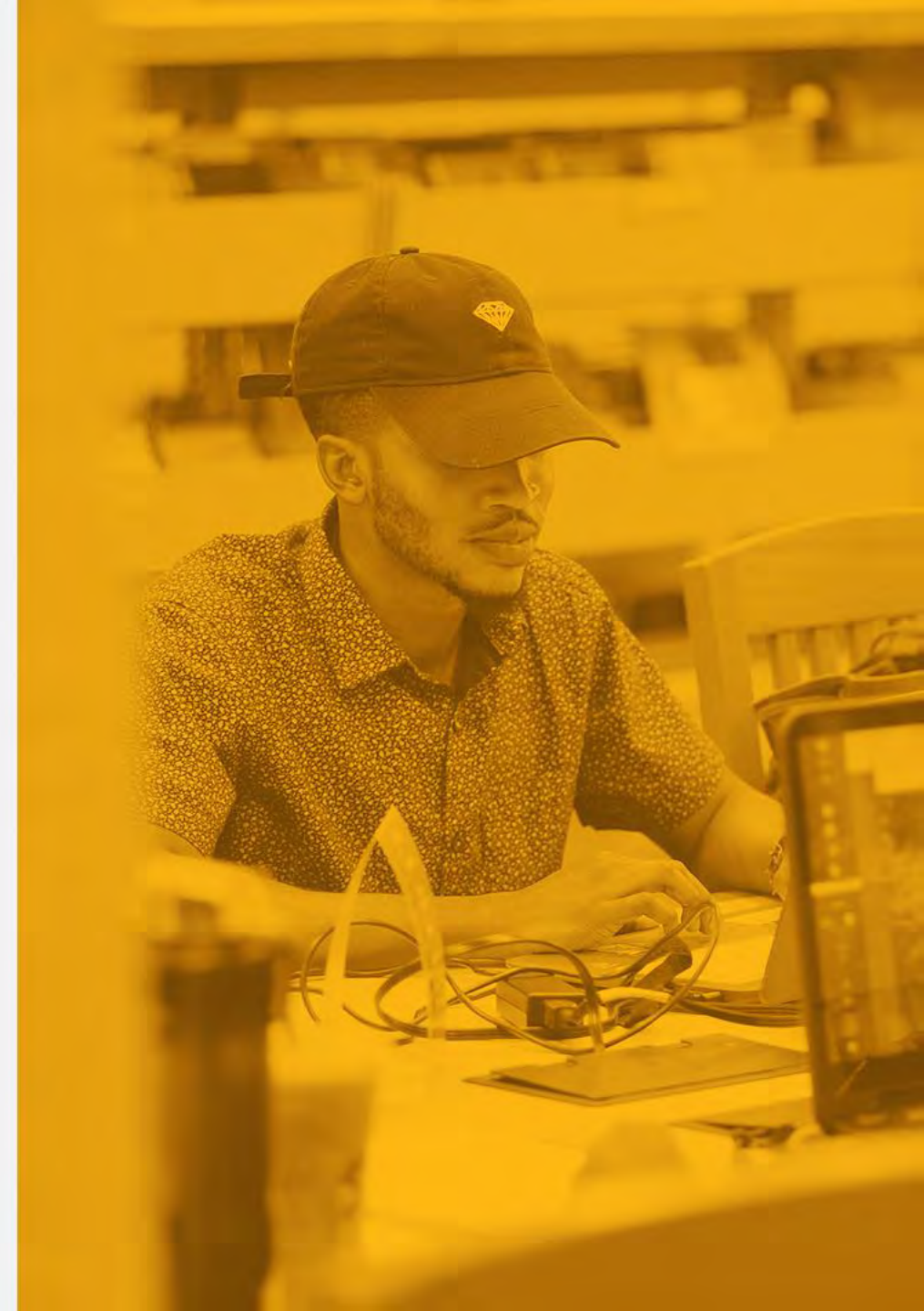
Key Performance Indicators (KPI):

To engineer and implement processes that are intuitive to students and are efficient—reducing manual tasks, improving turnaround time, as well as, customer service.



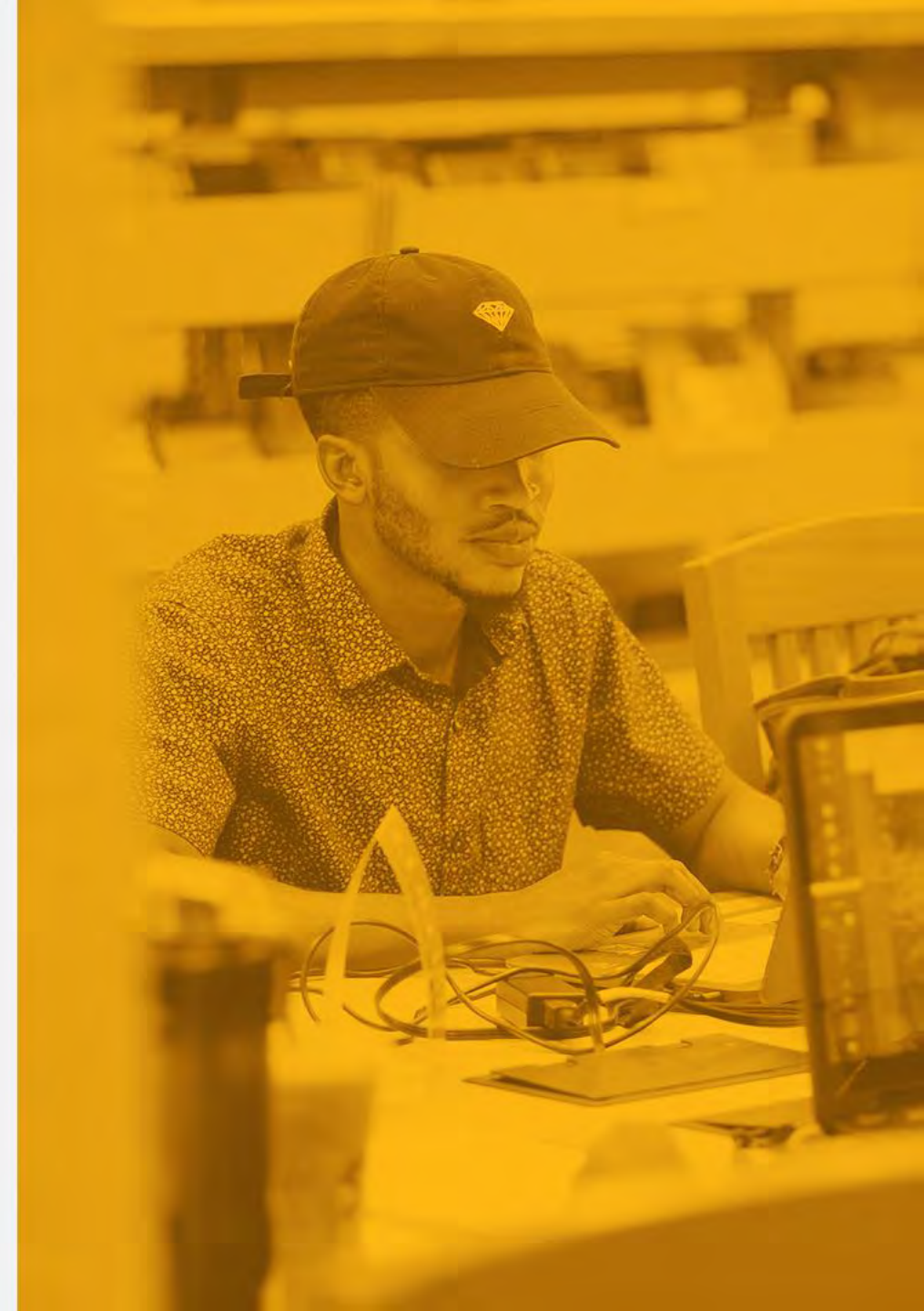
Process Improvement- Accomplished

- **Recommendation:** Establish an Onboarding Team to orchestrate **every detail** of the onboarding experience.
- **Achieved-** NEIU's Onboarding Team received its new charge in February 2022. The new charge focuses on increasing the first-year student yield by 1) only focusing on *required* steps to enroll and 2) reducing the time it takes to move through the entire process.



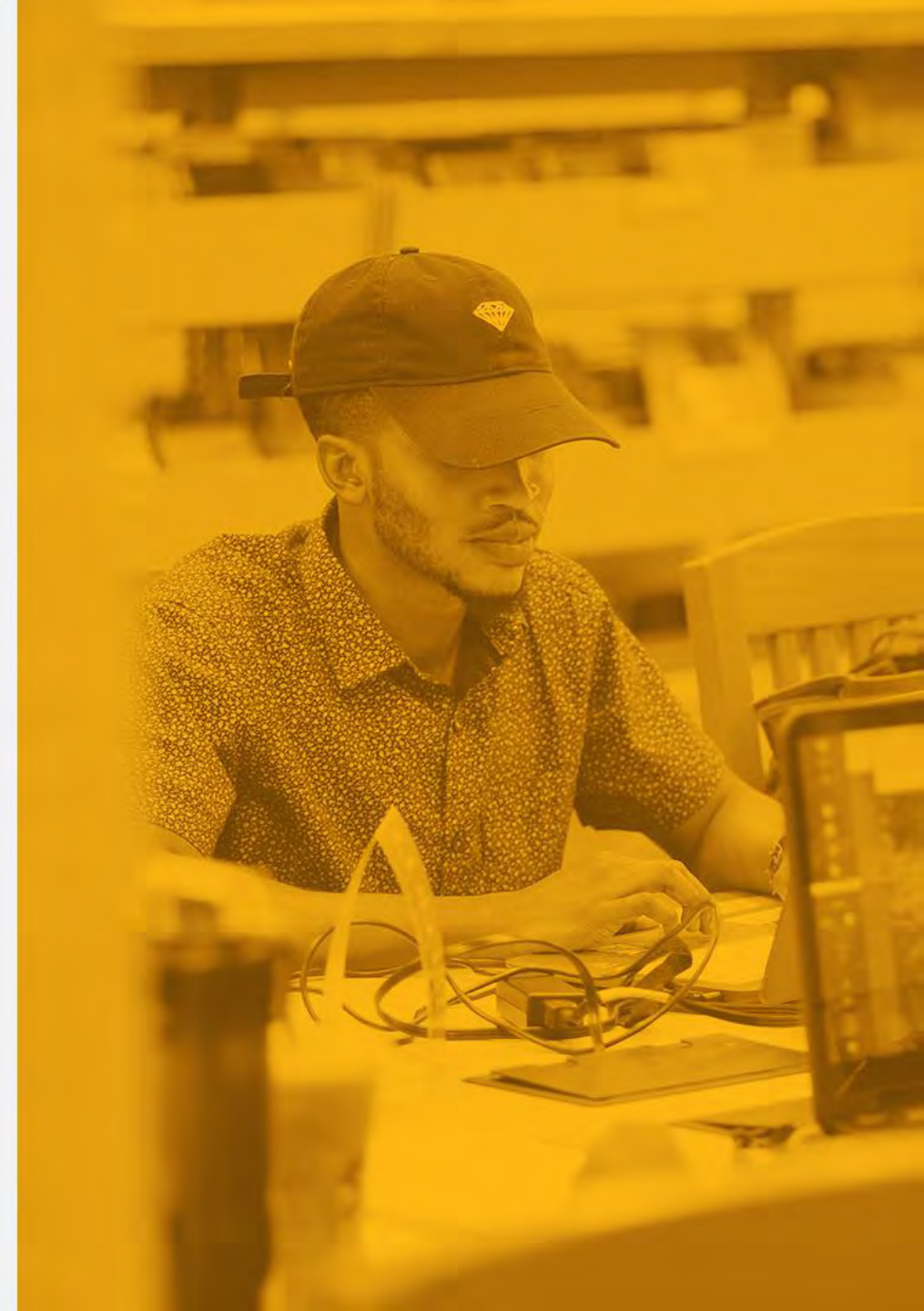
Process Improvement- In Process

- **Recommendation:** Design and implement a frontloading model to offer new freshmen the opportunity to get advised and register for classes early, with the goal of increasing freshman yield.
- **Recommendations:**
 1. **Decouple advising and registration**
 2. **Initiative proactive scheduling**



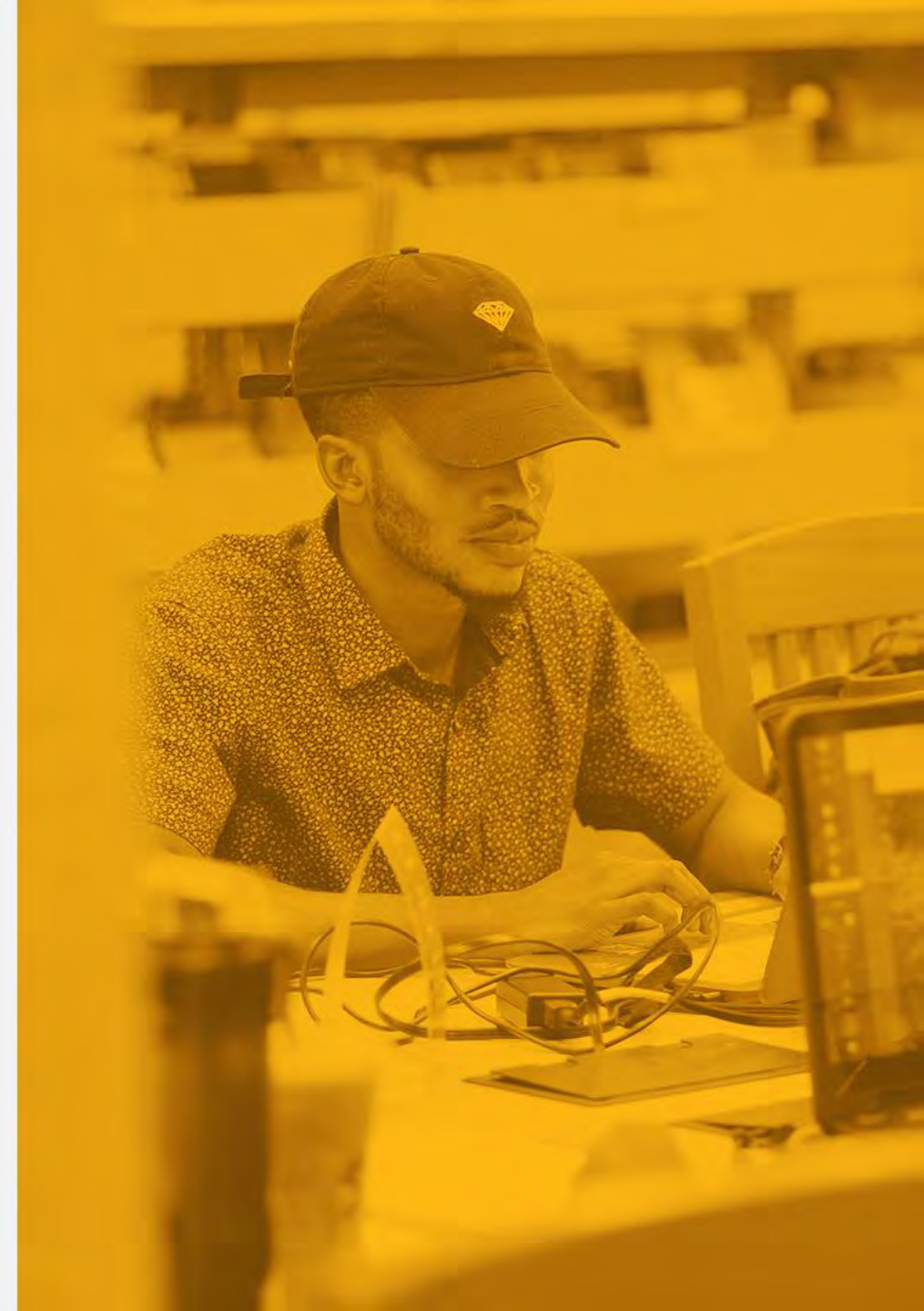
Process Improvements- On the Horizon

- **Recommendation:** Improve the Financial Aid Awards Process by optimizing existing technologies for automation and proactively delivering critical information through a variety of mediums.
- **In process- Slate Financial Aid portal**
 - **Our new Slate CRM is a solution built to administer event/travel management, manage communications, real-time reporting and online reading.**
 - **We recently contracted with Underscore to add a Financial Aid portal to our instance.**

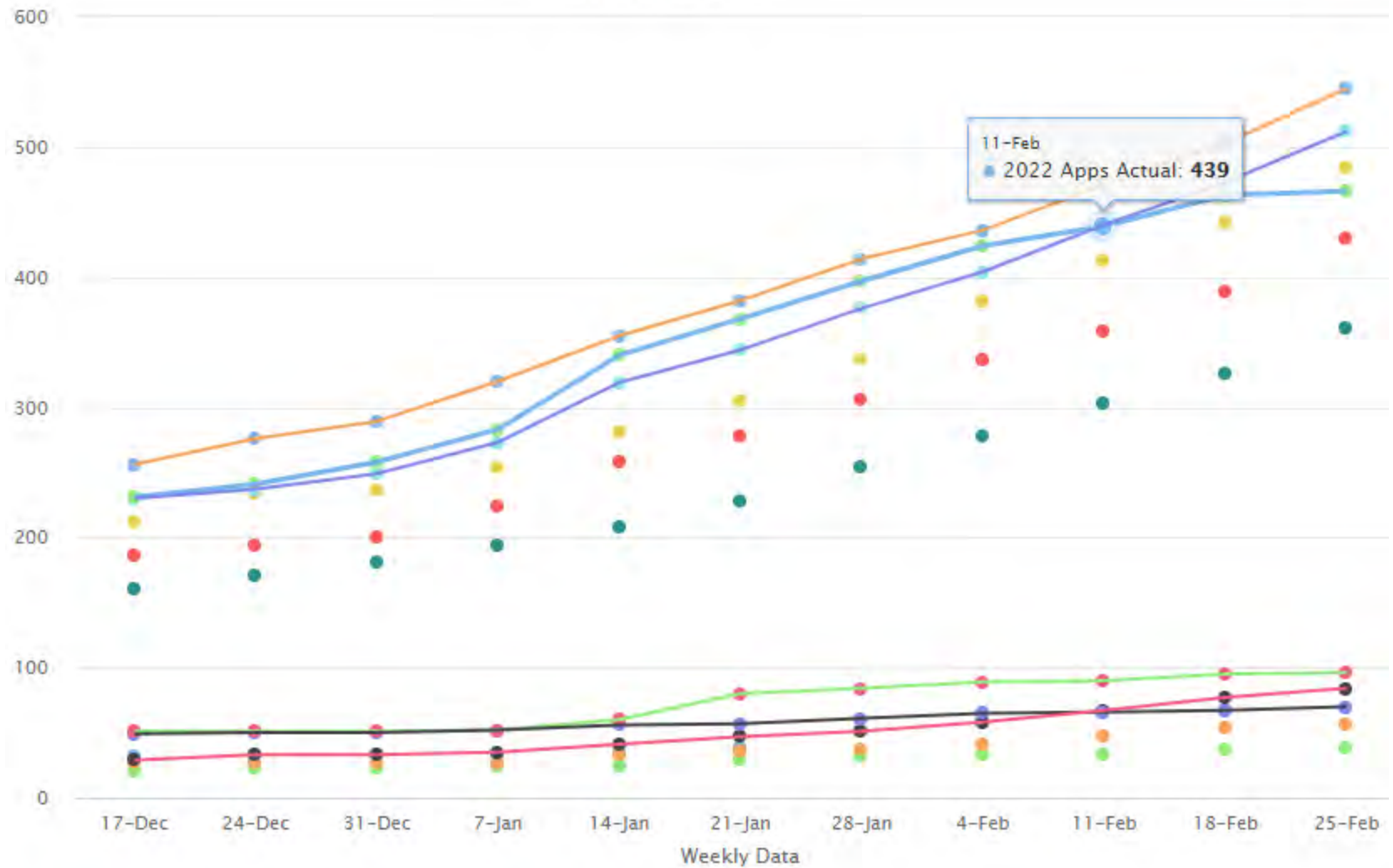


On the Horizon Process Improvements-

- **Recommendation:** Improve the Graduate Inquiry to Application Process leveraging technology to increase efficiency.
- **In process- New director of graduate admissions** arrives on March 13th. Upon arrival he will:
 1. Create a strategic enrollment plan for the graduate market the university is currently serving using multiple pathways for prospects to find and interact with us.
 2. Automate admissions processes as much as possible to allow for more rapid prospect response.
 3. Create more time for human interaction between prospective and new students and the university.



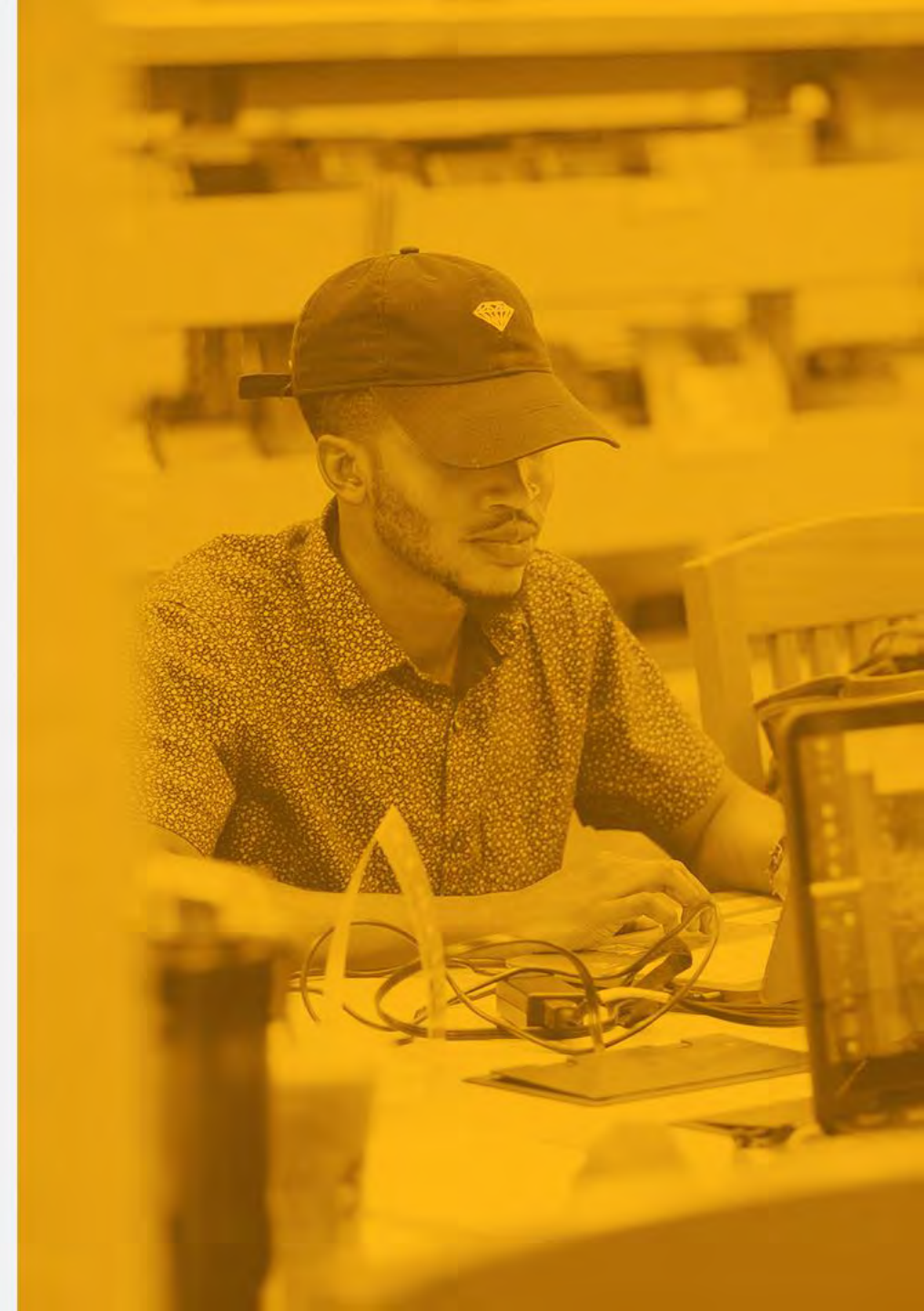
Grad Apps To Admits 2017 to Present



- 2017 Admits ● 2018 Admits ● 2019 Admits ● 2020 Admits ● 2021 Admits
- 2022 Admits ● 2017 Apps ● 2018 Apps ● 2019 Apps ● 2020 Apps
- 2021 Apps ● 2022 Apps Actual ● 2022 Apps Actual ● 2022 Admits ● 2021 Apps
- 2021 Admits — 2020 Apps — 2020 Admits

On the Horizon- CRM Related Recommendations

1. Develop a CRM strategy that includes audience segmentation, the right frequency of touchpoints at each pre-enrollment stage of the student lifecycle, and the right nature of communications.
2. Create a multichannel prospective student communications plan that incorporates marketing and recruitment initiatives.
3. Develop and send communications for academic programs.
4. Use key messages in appropriate communications.
5. Integrate a compelling value proposition into communications and marketing collateral, where appropriate.



Questions?



NEIU Student Mental Health

The Mental Health Early Action on Campus Act: Overview and NEIU's Activities

Nancy Easton, Psy.D., Student Counseling Services
March 10, 2022

IL Mental Health Early Action on Campus Act

Began as **HB-2152** in 2019, enacted as **110 ILCS 58/** in January, 2020

Intent: Act is intended to address gaps in mental health services on college campuses across Illinois, including both 2-year and 4-year institutions (incl. community colleges)

Components: Awareness, Training, Peer support, Community-Campus Partnerships

Sponsors: Illinois House of Representatives

Higher Education, Higher Ed Appropriations, Mental Health & Addictions committees
National Alliance on Mental Illness (NAMI), Young Invincibles

Pre-Work: Survey submitted by all public University & Community College Counseling Service Directors, October 2019
(NEIU initial appropriation estimate of \$231,000 annually)

Act contains 17 key provisions that are mandatory!

Provisions of the Act: Awareness

- Assess courses & seminars and implement **mental health awareness curricula**
- Create **webpage** that features **mental health resources** for students
- Distribute messages related to mental health resources to **encourage help-seeking behavior** during high-stress periods (eg. midterms, finals)
- Implement **online screenings** for range of mental health conditions
- **Promote** screenings to students at least once/semester (midterms, finals)
- Provide contact info for national crisis lines and counseling center on back of **student ID cards**

Provisions of the Act: Training

- Board of Trustees must designate an **Expert Panel** to develop and implement policies & procedures to:
 - 1) advise students, faculty, staff on procedures for identifying and addressing the needs of students exhibiting symptoms of MH conditions
 - 2) promote understanding of the rules of Section 504 of the Federal Rehabilitation Act of 1973 and the ADA of 1990 to increase knowledge of student protections under the law
 - 3) provide training if appropriate
- All RAs and campus security must receive **Mental Health First Aid** or similar training, customized for each university's policies & procedures
- **Technical Assistance Center** to be developed by State to set standards for policies & procedures to ensure statewide consistency

Provisions of the Act: Peer Support

- Each university must develop and implement a **Peer Support Program** to support individuals living with mental health conditions on campus
- Peer Support Programs must utilize **Best Practices** including:
 - 1) tenets of the **Recovery Model** for mental health
 - 2) planning and preparation for **selection and training** of peer supporters
 - 3 **continuing education** for peer supporters to improve skills
 - 4) ability to offer both **drop-in services and appointments**

Provisions of the Act: Local Partnerships

- Each university must form **strategic partnerships** with local mental health service providers to augment services available on campus
- Strategic partnerships must include **linkage agreements** to establish a foundation for referrals when needs cannot be met on campus due to capacity or preference of the student
- Through combination of on-campus services and off-campus linkage agreements, schools must meet a **benchmark ratio** of “one clinical non-student staff member” to 1,250 students **(1:1,250)**

Provisions of the Act: Evaluation

Awareness & Training:

- monitor increased awareness and understanding of mental health conditions
- increased awareness of resources available to students
- reduced stigma around mental illness

Peer Support:

- monitor for program for quality and effectiveness, and student satisfaction
- monitor improved symptoms and connection to other support services
- monitor wait times for drop-in and scheduled appointments with peer supporters

Local Partnerships:

- monitor wait times for drop-ins and scheduled appts for teletherapy
- staff: client ratios (must be < 1:1,250)
- number of students served and length of time in treatment

The Act in 2022: How are We Doing?

- **NEIU** still has work to do on **four requirements**:
 - Implementation of MH awareness into **university curriculum**
 - BOT needs to designate an **Expert Panel**
 - Need to develop **strategic partnerships** with local MH service providers
 - **Lack of formal evaluation** for Awareness, Training, and Peer Support
- Exceptions are **due to lack of clarity** and **lack of funding**
- Act is **subject to appropriation**, and includes State development of a **Technical Assistance Center**

The Act in 2022: How Can We Improve?

- **Technical Assistance Center** and **Adequate State Funding** are essential!
 - To date we have reallocated approx **\$92,000** to cover costs of:
 - **Case Manager** to assist w/peer support programs and local partnerships
 - Hiring and training **Peer Wellness Coaches**
 - **Mental Health First Aid Instructor Training** for two staff (will add more)
 - **Online Screenings** through MindWise
 - We anticipate additional and ongoing expenses of approx **\$100,000** for:
 - **Mental Health Educator** or faculty member to implement MH curriculum
 - Developing and implementing **formal evaluation processes** for all areas
 - **Training for Expert Panel**
 - **Mental Health First Aid Instructor Training** for additional staff
- Initially proposed \$231,000/year in requested Appropriations Estimate (2019)
We need state funding to fulfill these requirements!

Questions?

NEIU

Seal of Excelencia

Initiative

Dr. Isaura Pulido, Associate Professor & CSL Co-Chair

Dr. Hector Morales, Associate Professor & HSI Special Assistant

President's Message

The President's FY22 Institutional Priorities, aligned with IBHE's strategic priorities, are: Equity, Sustainability, and Growth.

These priorities serve to advance outreach and recruitment to reinforce NEIU as a diverse, inclusive “university of choice for Latino, African Americans and other students from underserved backgrounds” and to “develop and advance best practices for academic and social support structures that enhance student success and retention.”

As the Seal of Excelencia application process progresses these areas will continue to inform the vertical alignment of the application.

Plantando Semillas

The Latina/o Agenda at NEIU



Council on the Status of Latinxs



November 29, 2021

Alignment with IBHE Strategic Plan & NEIU Priorities

NEIU's future will be, in large part, determined by our ability to meet the needs of urban, first-generation, working-class, students of color.

- Recruitment
- Retention
- Equity in outcomes

SEAL APPLICATION QUESTIONS

PRACTICE - Highlight up to three specific programs/practices addressing Latino student retention. Include how many students (Latino and all) that directly benefit from each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

LEADERSHIP - Describe how your institution incorporates serving Latino students in your recruitment, hiring and onboarding of faculty, staff and administrators.

LEADERSHIP - Describe how your institution leverages internal (e.g. faculty, staff, administrator) and external communications to highlight serving Latino students.

LEADERSHIP - Describe how your institution ensures Latino representation in your leadership that mirrors your Latino student population.

**President Gibson
Delivered the Charge on
December 6, 2021**

Please see handout

Subcommittees

Student Affairs (section 10- institutional strategy, engagement, institutional culture)

Co-Chairs:

Terry Mena, Vice President and Dean of Students for Student Affairs,

T-Mena2@neiu.edu

Valentina Gamboa-Turner, Assistant Director, Pedroso Center for

Diversity and Intercultural Affairs, V-Gamboa-Turner@neiu.edu

Enrollment services - (section 4,6,7)

Co-Chairs:

Maria Luna-Duarte, Director, El Centro, M-Duarte@neiu.edu

Kimberly Buster-Williams, Vice President for Enrollment Services

Grants (Section 10- HSI funding support, section 7, section 5) -

Co-chairs:

Brittany Pines, Director, Student Success and Retention, B-Pines@neiu.edu

Tricia Rosado, Director, Title V Cooperative, Student Success and Retention,

T-Rosado@neiu.edu

Subcommittees

Retention (Section 5, 9)

Co-Chairs:

Marshall Thompson, Associate Provost, Academic Affairs, M-Thompson4@neiu.edu

Angelica Rivera, Director, Proyecto Pa'Lante Program, A-Rivera17@neiu.edu

Academic Affairs (section 3, 8, Human Resources (10), Recruitment and hiring (10), Engagement (10))

Co-Chairs:

Shireen Roshanravan, Executive Director, Diversity, Equity and Inclusion, S-Roshanravan@neiu.edu

Dennis Rome, Provost and Vice President for Student Affairs, D-Rome@neiu.edu

Leadership (section 10) -

Co-Chairs:

Gloria Gibson, President, NEIU, G-Gibson@neiu.edu

Hector Morales, Associate Professor and Special Assistant to the President for Hispanic-Serving Institution Affairs, H-Morales3@neiu.edu

Isaura Pulido, Associate Professor, Educational Inquiry and Curriculum Studies, I-Pulido1@neiu.edu

Timeline and Deliverables

- **December 15, 2021 - Completed**

Meeting with co-chairs to report on their subcommittee conversations regarding what does the data tell us & what we don't know.

- Homework: Identify programs and practices in your area that intentionally serve Latinxs.

Timeline and Deliverables

- **February 1, 2022 - Completed**

Meeting with co-chairs - Submission of practices by all subcommittee members. Discussions about identifying top 3 practices will move forward to the application.

- Homework: Draft institutional Strategies and Practices section of the application.

Timeline and Deliverables

- **March 1, 2022- Completed**

Meeting with co-chairs- Presentation and discussions: drafts of institutional strategies and practices.

- Homework: Complete draft of all sections of the SEAL application.

Timeline and Deliverables

- **April 5, 2022**
Final meeting with co-chairs. Discussions related to the draft of the application.
 - Homework: Final revisions of the application.
- **April 15, 2022** Final draft of the application is due.
- **May 15, 2022** Make final revisions and deliver application to President
- **June 2022** Submit Application

Subcommittee Progress Reports

See Handout

Using Intentionality as the Lens

Shifting our frame: Rethinking “serving-ness”

Areas of strength

El Centro, Proyecto Pa’lante, ENLACE, Institutional Advancement

Areas for growth

Evaluating programs and practices

Data collection: “Practices of interrogating disaggregated data at multiple levels to understand the points of intervention and whether solutions are working.” (IBHE Strategic Plan, p. 28)

Strategic plan: “Establish and implement institution-level equity plans, practices to close access, progression, completion and attainment gaps,” (IBHE Strategic Plan, p. 28)

Questions?

Thank you.