

Student Name (graduation year)	Committee Members and Chairperson	Title	Abstract	Link to Full-Text Dissertation
Johnson, Tristen (2021)	Evans-Winters, Kyei-Blankson, Palmer, Other: Donahoo	The Experiences of Black Women in Diversity Roles at Predominantly White Institutions	Many Black women professionals at predominantly White colleges and universities share similar experiences regarding racism, sexism, and classism at their institutions. However, there is a dearth of research regarding the experiences of Black women who specifically work in diversity related positions at four-year predominantly White institutions (PWI). The purpose of this study was to explore the lived experiences of Black women who hold diversity related roles at PWIs. For the purpose of this study, diversity positions were defined as roles held in housing and residence life as well as in multicultural affairs departments and centers. Using a qualitative research approach and narrative inquiry design, I sought to understand how the lived experiences of Black women in diversity positions affect their ability to perform the daily tasks required by their roles. This research study focused on Black women in diversity positions within student affairs units such as university housing and residence life as well as multicultural affairs departments and centers at eleven public four-year universities in the United States. The data was collected by conducting 11, one-hour, semi-structured interviews using the Zoom video conference platform. Data was then analyzed using thematic coding (Maguire & Delahunt, 2017) through a Black Feminist lens, and four themes emerged. The results of the study revealed the following conclusions: a perception held by the participants regarding who is supposed to occupy diversity roles; Black women in these positions have to "bend" and "shift" (Harris-Perry, 2011) to navigate their predominantly White environments; Black women's relationships with White women, Black women, and Black men are either exceptionally positive or negative; and Black women often have to explore coping mechanisms to navigate their professional environments. The implications of this study challenges PWIs to consider allocating more financial resources to multicultural affairs/centers and diversity offices within housing departments, provide more pay and staff support for Black women diversity workers, commit to diversity and inclusion work throughout the entire university and not just in multicultural affairs, provide training for all members of the institution on diversity and inclusion efforts, and have accountability measures for repeat discriminatory behavior. This study hopes to encourage Black women diversity workers to use their voice and agency in their positions without fear. KEYWORDS: Black, women, diversity, roles, housing, residence life, multicultural affairs	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2379&context=etd
Downing, Chris (2021)	Gardner, Banicki, Hatt, Nur-Awaleh	Community College Foundation Board Members: The Overlooked Partners	Due to shifting funding policies for community colleges, the role of the community college foundation has changed greatly from passive fund managers for the institution into active fundraisers. With over 15,000 individuals nationally serving in the volunteer role of community college foundation board member, and managing nearly one billion dollars in annual contributions, this is a key stakeholder group for community colleges. With this increased role in the financial health of community colleges, understanding why these volunteer serve and how they see their role is vital. After conducting interviews with community college foundation board members across the state of Illinois, three archetypes emerged to describe community college foundation board members: The Super Fan, The Innocent Bystander, and The Doubting Thomas. Using the lens of resource dependency theory, community college foundation board members recognize the greater demand from their linked community colleges. Greater questions emerge on what role the foundations should fill as neoliberal funding decisions have stretched community colleges into social service needs of their students.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2363&context=etd
Snowden, Alex (2021)	McCluskey-Titus, Banicki, Rugutt Other: Hesp, Grahaeme	Emotionally Intelligent Leadership: An A	The purpose of this study is to show the prevalence of emotionally intelligent leadership (EIL) that exists among student affairs professionals. The study evaluates the scores among student affairs professionals on the Emotionally Intelligent Leadership for Employees Inventory (EILE-I) by utilizing information such as educational background, level of experience, gender, and racial identity. The survey instrument, the Emotionally Intelligent Leadership for Employees Inventory, was designed and administered to 1068 student affairs professionals. Statistical tests from the responses included descriptive statistics, exploratory factor analysis, reliability analysis, and analysis of variance. Results showed that student affairs professionals scored an average of "Somewhat High" or higher in emotionally intelligent leadership among all three consciousnesses, which include self, other, and context. Furthermore, statistical significance was found in the areas of years of service and racial identity. Additionally, an interaction effect was found between Latinx men and Latinx women. A number of recommendations for future studies and applications are also shared	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2414&context=etd
Garner, Meshia (2021)	Hoff, Kyei-Blankson, Otto Other: Charleston, Sherry	Womanist Ways in a Man's World: Unpacking Anti-Blackness in Higher Education Enrollment Management Roles	This study evaluated the phenomenon of anti-Black womanism in enrollment management at Historically White Institutions (HWIs) for Black women professionals. The qualitative study was conducted to understand dialectical functions of enrollment management and the dialectical responsibilities that Black women have while working in enrollment management. The theoretical framework of anti-Black womanism guided this study. Anti-Black womanism is a dual lens of BlackCrit (Dei, 2017; Dumas and Ross, 2016) and Womanism (Phillips, 2006). Furthermore, this study comprised the historical perspective and acknowledged the settler-colonial complex to best conceptualize the perceptions of Black people, particularly Black women. This study included 10 participants, all who have worked in enrollment management at the divisional level or a sub-level in the offices of financial aid, registrar, or admissions. Narrative inquiry was used as the method for data collection. Four themes emerged that revealed the consistent duality that Black women experience within their positions.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2370&context=etd
Kelly, Dan (2021)	Gardner, Banicki, Rugutt Other: Seifert, Deborah	Calculating the Cost of New Student Matriculation in a Midwestern Community College	This study examines the cost of new student matriculation at a Midwestern community college. Employing activity-based costing, the study allocates costs from the college's operating budget to determine the cost of new student matriculation, the matriculation cost per student, and the point at which, in credit-hours, the college recovers the matriculation cost. Efficiency is used as a conceptual framework to discuss the college's ability to move as many new students as possible through the matriculation activities at the lowest possible cost. A key finding includes that the college is spending a considerable amount of time and money to matriculate new students and the ability to recover these costs is hamstrung by the limited margin earned by the college on a per credit-hour basis. The college must reconcile the fact that enrolling new students is at best a break-even endeavor with its mission as an open access institution.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2382&context=etd
Piotrowski, Sara (2021)	Gardner, Hatt, Sappington Other: Norraian, Monica	A Teacher Shortage And Lack Of Representation In The Classroom: A Neoliberal And Critical Race Study Of The Broken Teacher Pipeline And The Impact On Education Majors	What is the attrition rate of education majors? There are countless studies about teacher within the first five years in the classroom (DeAngelis et al., 2013; Kopkowski, 2008; Office of Postsecondary Education [OPE], 2015), but the research is sparse when it comes to the retention rate of education majors. Why do students get accepted and enter college as education majors and then not graduate with a degree to become a teacher? The purpose of this study was to consider factors influencing teacher candidates who drop their education major before becoming a K-12 or high school teacher. By studying why college students who major in teacher education programs are not able to successfully complete their program, this research provides reasons why this happens, when it happens, and how to better support these college students. This study highlights how the leaky teacher pipeline, the teacher shortage, the impact on K-12 and secondary teachers, the impact on colleges of education, and the lack of diversity in education could all be improved by addressing the experiences of teacher education majors. This study found itself situated between two competing and contrasting conceptual frames. Neoliberalism and the critical frameworks guided the fundamental questions surrounding teacher education attrition. Are fewer people becoming teachers because it simply costs too much to go to college, and teaching positions are not glamorous and do not pay well? That would be the neoliberal way of approaching the question. Conversely, the critical framework would ask the question in terms of the diminished "pool" of prospective teachers. Since desegregation, the field of education has been increasingly dominated by white educators and now fewer people overall want to be teachers. The National Center for Education Statistics (NCES), (2016b) stated that for the 2015-2016 school year, public school teachers were 76.6% female and 80.1% white. These two frameworks helped to not only craft the research questions, but also juxtaposed this complex issue. This study will explore why some individuals who want to teach when arriving at a college campus do not become licensed teachers.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2403&context=etd
Munson, Carol (2021)	Gardner, Banicki, Sappington	Collaborative Teacher Action Research: Improvement Science as Professional Development?	There is growing consensus in the education world about the need to change the dominant practices in P-12 teacher professional development, which do not respect teacher knowledge and are unconnected to teachers' daily work, to be more consistent with new and ambitious visions for school reform. This study employed collaborative action research, using improvement science, in which a small cadre of teachers worked through problems of practice to examine the effect on their practice and student learning. In this research project, I implemented a systematic evidence-based process developed by Anthony Bryk, president of the Carnegie Foundation for the Advancement of Teaching. The focus was on improving the actual day-to-day work in the classroom, as well as, embrace an approach that utilizes multiple quick tests of change and iterative refinement of the interventions. Findings of the study showed improvement of professional practice through the use of collaborative action research. The teachers found that student learning was increased as a result of the collaborative action research process. Teacher perceptions documented the belief that the use of improvement science did positively inform professional development. The data showed teachers perceived that collaboration, shared goals and responsibility, trust, and process all contributed to a high level of quality professional development. This study was unable to sufficiently provide conclusive evidence that teacher action research can close the gap among professional development, evaluation, student learning, and school improvement. However, some consistent connections were noted.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2397&context=etd
Stevens-Henson, Jerrah (2021)	Hatt, Banicki, Rugutt	The Power to Punish: An Investigation of the School to Prison Pipeline in Early Childhood Educational Settings		No link available
Coykendall, Mark (2021)	Gardner, Kyei-Blankson, Nur-Awaleh, Weiser	Perceptions of Illinois Community College Chief Academic Officers: Fulfilling the Mission	This study documents voices of the most experienced active Illinois community college chief academic officers (CAOs). Adaptive leadership theory is used to frame the efforts of CAOs to infuse accountability into the core community college open access mission. The analysis of conversations with these CAOs reveals a focus on accountability that centers around student success initiatives rather than an urgent need to improve completion rates. The CAOs interviewed perceived student success and open access as crucial components of the mission of community colleges. The CAOs describe the work they do to help fulfill the mission and how that work has changed during the COVID-19 pandemic. Advice is provided for those who aspire to the CAO position and for those responsible for developing future CAOs. KEYWORDS: accountability; adaptive leadership theory; community college; community college chief academic officer; community college missions; completion rates; open access; student success	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2485&context=etd

Boozer, Sheila (2021)	Hoff, Gardner, Rugutt Other: Harden	Restorative Practices: Its Impact on Racially Inequity in PK-12 Schools	This research explores the relationship between Restorative Practices and race, specifically how Black students experience RP when race is not centered. It also explores the ways anti-Blackness influences the implementation of restorative practices and results in further racial inequities and racial oppression through the lens of Critical Race Theory. The central research questions are: In what ways, if any, does RP address racial inequities in PK-12 schools? In what ways do districts implement RP? In what ways, if any, does RP impact institutional racism in school systems? How does RP address the social and emotional issues of historically marginalized students as it relates to education? How have racialized factors impacted the implementation of RP? In what ways, if any, does RP provide support and connectedness in schools for Black students? This case study explores five Black students' and 17 Black and white educators' perceptions and experiences with RP and discipline. My findings indicate signals of systemic racism are consistent with the principles of CRT and is also supported by overwhelming qualitative evidence that a potentially effective alternative to exclusionary discipline such as Restorative practices covered in colorblind institutional policies and practices serve to reproduce racial inequalities in school discipline if race and racism are not effectively addressed.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2481&context=etd
Hruby, Carrie (2021)	Otto, Hatt, Hoff	Gobelin or Guld?: A Foucauldian Analysis of Teachers' Professional Learning Under the Illinois Essa	In this study I use Foucauldian theory to illuminate and analyze the use of surveillance, observation, hierarchical observation, normalizing judgment, and examination by federal and state governments' education departments in Illinois' ESSA policy. I conduct a discourse analysis of the Illinois ESSA Plan, specifically use of the IL-EMPOWER Network for mandating failing schools' teachers' professional learning, using the Foucauldian concepts of surveillance, observation, normalizing judgment, and examination to reveal the control of the state. Understanding educators need professional development to serve all students well, I begin by offering an historical review of professional development and its evolution over time. I then lay a foundation for my analysis by defining and explaining Foucault's theories of surveillance, observation, normalizing judgment, and the examination, using this frame as the lens through which to analyze the IL ESSA. I submit findings of my analysis and offer conclusions and implications to public schools and public educators. Given this policy's meaning and value to educators, I finally pose questions about how school leaders and state-level policymakers might resolve or address those points I raise in my analysis.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2440&context=etd
McGowan, Jenifer (2021)	Gardner, Kyei-Blankson Other:Wolf, Diane	Accounting for Trauma in Elementary School Classrooms: A Study of Teacher De-escalation	This mixed methods study examines trauma in elementary school children and the need for a relationship to maximize their learning opportunities. Check-in/Check-out is a Tier Two intervention that was used to prioritize behavioral goals, maximize the relationship based on a less-than five minute meeting between the student and the Check-in/Check-out mentor at different points in the day, and provide daily feedback to parents. Within the meeting, the teacher and the student reflect on how the day is going, how the student has met their goal or what needed to be done to meet their goal, all based on positive comments. Check-in/Check-out gave students an opportunity to have a caring adult, who was not their teacher, interact with them and assist with communication to families. The result is often improved behavior in the class. With students understanding their goals and how to achieve them, which often leads to improved academics, there are advances within the classroom with behavior and academics. The purpose of the study is to gain a better understanding of trauma, given its prevalence within our schools, understand how an intervention such as Check-in/Check-out can assist both students and teachers, and understand how teachers view professional development, as supported through a book study. Centering on Check-in/Check-out, a Tier II intervention, in conjunction with professional development through a book study, Help for Billy, teachers and staff will understand why making relationships the center of learning are important with students who have experienced trauma. Relationships and understanding are at the forefront in supporting all. Professional development regarding trauma and trauma-informed strategies were something that teachers continue to explore through weekly professional development and the Multi-Tiered Systems of Support (MTSS) structure provided. Implementing a book study, Help for Billy, offered staff an opportunity to understand trauma through a different mindset, reflect on individual students, and make plans for future classes all while participating in collaborative presentations during a pandemic. The findings of this study has implications on how Checkin/Check-Out is utilized within buildings, how relationships are enhanced, and perceived perceptions of professional development.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2496&context=etd
Mackey, Lynn (2021)	Palmer, Gardner, Kyei-Blankson Other: Ryan Smith	How African-American Community College Online Learners Achieved Success	Disparities in academic performance between African-American and White students are larger in online courses than in face-to-face courses. As online learning grows and students enroll in more online courses as a way of balancing school with work and family obligations, African-American enrollment in online courses threatens to exacerbate the population's already inequitable course success and college completion rates. To help improve the online academic achievement of African-American community college students, this qualitative study draws on interviews with 12 members of the population who completed online courses with passing grades. The study identifies the challenges students experienced in the online environment, the resources they used to overcome those challenges, and the strategies used to succeed. The conceptual framework for this anti-deficit study is positive deviance. Thematic analysis of the data revealed that the students' major challenges were a lack of instructor presence, difficulty balancing multiple responsibilities, and having to develop self-directed learning skills. Resources included the internet, instructors, grit, juggad, and academic motivators such as the desire to achieve social and economic mobility. Strategies for success included using time management and organizational skills to complete coursework, in addition to not taking difficult courses online. Recommendations to community colleges for improving success rates of Black online learners include shifting from deficit thinking to equity thinking, and considering how institutions can modify practices to redress inequities in Black collegians' course completion and graduation rates.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2450&context=etd
Weaver, Annie (2021)	McCluskey-Titus, Nur-Awaleh Other: Ryan Smith	Creating A Society of Active Citizens: A Study of the Civil Engagement of Alternative Breaks Alumni	Alternative Breaks are service trips that occur at colleges and universities all around the United States, but little is known of their long-term impact on the participants. This study explored how alumni of Alternative Break programs were civically engaged in their communities post-graduation. The survey instrument, modeled on the Life After College survey, was distributed nationally to Break Away member Alternative Break program alumni. The survey asked respondents to share information about their Alternative Break experience, such as if they served as a leader or went on international experiences. Respondents were also asked to share their post-college civic engagement experiences such as voting, volunteering, and philanthropic work. 520 responses were recorded from 68 different colleges and universities. Statistical tests from the responses included descriptive statistics, factor analysis, and analysis of variance. Significance was found for those who participated in leadership in the areas of philanthropy and volunteering. Students who attended international experiences had significance in community engagement, philanthropy, and political engagement. Finally, the number of trips attended had significance in the areas of philanthropy, community engagement, and volunteering. Several recommendations for future research and implications for practice are also shared.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2507&context=etd
Darboe, Ansumana (2021)	Nur-Awaleh, Kyei-Blankson, Rugutt	A Qualitative Study of the Motivations and Experiences of African Students in Community Colleges in the United States	This is a study of African students in community colleges. A qualitative study was conducted during the summer and fall semesters of 2020 to collect data from a sample of African students in two community colleges in the mid-west region of the United States. The study provided an in-depth look at the study participants, their journey to the colleges, expectations, hopes, and needs they brought with them to the two-year institutions. This study also explores students' feelings about their experiences in the campuses and how those experiences impact their academic advancements as well as their socio-cultural adjustment in the United States. Theoretically, Bohman's international student community college decision-making model as well as Hofstede's cultural dimension theory are the guiding frameworks for this research. Qualitative data collected from eight study participants was analyzed and discussed using thematic analysis technique. Specifically, three main themes emerged that revealed the peculiarity of the journey and experiences of the students in the community colleges, offering insights for institutions engaged in recruiting and hosting African students.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2486&context=etd
Nergard, Melissa (2021)	Gardner, Rugutt Other:Toure Reed & Jim Applegate	Optimizing Campus Environments: A Systems Approach to Enterprise Level Campus Design to Enhance Learning and Social Equity Outcomes	College and university campuses are designed and maintained by experts in facilities management and planning. What is lacking in these processes is expertise in learning environments and creating spaces that are healthy and inclusive. University organizational structures aid in the autonomy of academic freedom and the nimbleness of research endeavors but hinder operational effectiveness of the campus as a learning and research environment. A more integrated approach, which optimizes the knowledge on campus regardless of where it is housed, can mitigate the unintended conflicts that develop through the disparate approach to learning, equity, and wellbeing in the built environment. This paper examines the organizational structures of higher education and demonstrates how optimization through a systems approach can mitigate the adverse consequences of autonomy and decentralization in the design and operation of higher education campuses. Several examples of applied systems approaches will be analyzed for effectiveness and contributions to the core mission of higher education. KEYWORDS: sustainability; higher education; systems approach; systems optimization; organizational structure; campus design; resilience; financial stewardship; fiscal accountability; facilities management; capital planning; physical plant; classroom design; learning spaces; design for equity; design for learning; design for health; design for wellbeing.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2498&context=etd
Clemens, Julie (2022)	Sutton, Palmer, Rugutt	White Faculty Responses to Implicit Racial Bias and Racially Responsive Pedagogy in the Community College Classroom	This study focuses on the experiences and perceptions of White faculty in the community college classroom with implicit racial bias and racially responsive pedagogies. Through collaborative qualitative inquiry of interviews and subsequent focus groups, three questions are answered. First this study explores racial interactions in the classroom for White faculty and how these experiences have informed their teaching. Second, White faculty identify the ways they have made changes or would like to make changes to their teaching because of racial interactions in the classroom. And lastly, these faculty shared their perceptions of current faculty development programs offered by the college and how these offerings might need to change to help White faculty members become conscious of their implicit biases and develop more racially responsive classroom experiences for all students. Critical Whiteness will serve as the theoretical framework for this transformative research design and provide a lens for data analysis and interpretation through the study. Interview and focus group transcripts were analyzed using open coding as well as Bonilla-Silva's four frameworks of colorblindness: abstract liberalism, cultural racism, minimization, and naturalization. The findings of this study point to well-intentioned White faculty struggling to provide racially responsive curriculum and pedagogies as they engage in Whiteness ideologies of colorblindness, meritocracy, and resulting deficit mindset employed through unchecked implicit bias. As these faculty participants had participated in college-supported diversity and equity training, further research could examine the effectiveness of such training in helping provide racially responsive teaching in the community college classroom. KEYWORDS: community college; implicit bias; colorblindness; racially responsive teaching; Critical Whiteness Theory	https://ir.library.illinoisstate.edu/etd/1523/

Davis-Augsburger, Tara (2022)	Kyei-Blankson , Nur-Awaleh, Weiser Other:Monsterrat Mir	Faculty Voices in Faculty- Led Programs Abroad	This study focuses on the experiences and perceptions of faculty members who develop and lead study abroad programs for students enrolled in higher education institutions. Through qualitative case study inquiry, four questions are answered. First this study explores what motivates faculty members to become involved in the development and implementation of short term study-abroad programs. Second, faculty identify what was involved in creating and leading the short-term, faculty-led program including what obstacles they encountered and what helped overcome them. Third, these faculty shared their perceptions of what students gained from participating in the program. Finally, this study investigates what institutions could do to better support faculty in the development and implementation of short-term study-abroad programs. Kolb's Experiential Learning Theory serves as the theoretical framework for this constructivist research design and provides a lens for data analysis and interpretation throughout this study. Interviews were held with ten participants, and interview transcripts were analyzed using in vivo and values coding. The results of this study give voice to faculty members and inform institutions on how to use policy and practice in a way that further supports faculty in developing educational exchanges abroad for students.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2511&context=etd
Estill, Gabe (2022)	McCluskey-Titus , Palmer Other:Long	Helping Students in the Heartland: Student Affairs at Rural Community Colleges	In this interview study, I examine how student affairs administration (SAA) works at rural community colleges as well as how rural senior student affairs officers (SSAOs) function in their leadership roles. The study purports to understand student affairs in the context of "rurality," or what it means to be rural. Two primary research questions guide the study. First, how do rural community colleges serve their students? Second, what qualities are needed to lead student affairs at rural community colleges? I employed a semi-structured interview approach to answer these questions, focusing on the experiences of SSAOs at rural community colleges across the Midwest. The rural sociological theory of "urbanormativity" informs my motivation for the study, focusing on the attention and resource disparities between metropolitan and rural community colleges. The findings indicate that rural community colleges serve their students through a community-informed understanding of their colleges' missions. Leadership in student affairs at rural community colleges requires flexibility and an understanding of the rural condition and how rurality affects local student populations.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2524&context=etd
LaFrance, David (2022)	Hatt , Banicki, Kyei-Blankson, Sutton	Empathy Matters: Building Relationships One Story at a Time		No link available
Langdon, Kerri (2022)	McCluskey- Titus	Understanding Female Millennial Administrators and Their Perceptions and Experiences of Leadership in the Community College	The perceptions and experiences of female community college administrators, particularly those that are part of the Millennial generation, have often been neglected in current research. This study examines community college leadership in a new context, by exploring the lived experiences of female identifying Millennials. More specifically, this study was developed to better understand how gender may impact Millennial women's perceptions of leadership overall, as well as their perceived ability to move into senior-level leadership roles within the community college. Utilizing a qualitative methodology, this study included the use of semi-structured interviews to obtain data from twenty female Millennial community college administrators across the United States. This study utilized a phenomenological approach in order to identify key themes from the interviews. Findings from this study support the view that inequities and injustices are still present for women, including Millennial women, working in community college administration. The findings further revealed that institutions of higher education need to continue striving for more equitable policies and procedures. The stories and experiences shared within this study shed light on the current environment and institutional culture as it pertains to female identifying, Millennial administrators. More broadly, this research provides new insight into identifying and altering existing structures of inequity within the community college	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2531&context=etd
Simon, Eric (2022)	Renn , Kyei-Blankson, Sutton	I am Black, Qualified, and Capable: An Exploration of the Journey to become a Chief Business Officer in Postsecondary Education		No link available
Alvarez, Armen (2022)	Hoff , Hatt, Otto Other: Tejada, Eileene & Rima Gil De La Madrid	Dismantling White Settler Colonialism's Educational Philosophy in the stolen land: A Research of the Ancestral Afro- Taino Epistemological Legacy of Resistance		No link available
Vize, Ed (2022)	Sutton , Palmer, Lin Other: Applegate,Jim	REVENUE INEQUALITIES ACROSS PUBLIC UNIVERSITIES IN THE MIDWEST: WHAT DIFFERENTIATES THE HAVES AND THE HAVE NOTS?	There is a deepening divide between higher education institutions that can sustain themselves fiscally in the wake of declines in state funding and those institutions that are struggling to sustain needed revenues. This research analyzes changes in revenue patterns from 2000-2015 in Midwestern public four-year colleges and universities to the extent that revenue inequality contributes to a widening gap between well-resourced and less-resourced institutions. Revenue shifts that appear to be contributing to bifurcation between havens and have nots colleges and universities. The study applied quantitative descriptive analysis to Delta Cost Project revenue and institutional characteristic data. Data over a 16-year was analyzed to show changes in revenue patterns and institutional metrics associated with havens and have nots. Revenue data is adjusted for inflation to 2015 dollars using the Higher Education Cost Adjustment (HECA). Resource Dependency Theory (RDT) is the theoretical framework used for the analysis. RDT argues institutional behaviors are shaped by the drive to avoid overarching dependence on one or two revenue sources because that gives the external funding sources undue influence over the organization's operations. As a result, organizations look to cultivate multiple revenue sources, an especially important strategy when state appropriations decline and are inconsistent. The study identified an increase in total operating revenue for most institutions. The study also confirmed the existence of revenue inequality. The findings describe changes in patterns of revenue influenced by changes in funding sources, economic conditions, and pursuits of prestige. They show a growing spread between well-resourced and under-resourced institutions. The results of this study have important implications for higher education policymakers, practitioners, and researchers. As state support for public four-year higher education wanes, institutions have sought alternative revenue sources. However, the degree to which institutions can find alternative revenue varies widely. The more constrained under-resourced institutions are more often regional comprehensive and HBCU institutions that serve more minority, low-income, and first-generation students. If state funding continues to decline, revenue inequality will negatively constrain institutions who have fewer alternative revenue sources. As the gap between havens and have nots increases many institutions may struggle to deliver their mission with the greatest impact felt by institutions serving more lower income and students of color.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2538&context=etd
Zures, Allison (2022)	McCluskey-Titus , Weiser Other:Mercado,Claudia,Smith,Ryan	The Experience of Persisting at Community College		No link available
Lopez, Sandy (2022)	Hatt , Banicki, Kyei-Blankson, Otto Other:Luis Urrietam Tanya Cabrera	Nothing for Us, About Us, Without Us, Dream Action NIU: (Re) Formation of Undocumented and Mixed-Status Students' Identities of Resistance	Undocumented and mixed-status students often find themselves resisting in contested spaces at institutions of higher education. This project focused on how nine Latina leaders, whose advocacy spanned a little over a decade, produced identities of resistance at their predominantly white college campus. This study captured the testimonios of the former Latina presidents and leaders of an undocumented student organization named DREAM Action NIU. Braiding together figured worlds, undocumented critical race theory and Napatia this study observed how las mujeres were agitated to action while residing in the figured world of their student organization. Their interactions in this space led to discourse which helped (re)shape their identities or resistance (activists, organizer, or leader) and facilitated their understanding of agency and ultimately led them to exert their activist agency to create change on their campus. The Latina leaders partnered in the completion of this dissertation which used an undocumented paradigm, that recognized the value in honoring the richness of the undocumented community and uplifting the voices and experiences of those being researched as well as giving back the research to those who rightfully own it.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2532&context=etd
Sanchez, Jorge (2022)	Hatt , Otto Other: Jason Mendez	The Latino Underground: Decolonizing Knowledge Through a Hip-Hop Testimonio Project	This dissertation is not a dissertation, at least not in the traditional white-normed academic standards. Let's call it a project. This project aims to capture the lived experiences of Latinos navigating a whitestream educational system while using Hip-Hop culture as a form of empowerment. Whitestream schooling is causing cultural genocide that can damage a student's ability to develop their cultural identity and ability to resist an oppressive system. This project explores how Hip-Hop can influence identity development and resistance against an unjust American educational system of schooling for Latino students. Furthermore, it challenges the accessibility of knowledge creation and explores how the work we produce can be accessible to our communities. With the central belief that there is power in our stories and there is strength in our ways of knowing in our knowledge, I aim to use our testimonios as a roadmap to navigate an oppressive educational with Hip-Hop in their toolbox. The process of sharing one's story can be both liberating and empowering. Stories or testimonios in our Latino culture allow us to bring our narrative and knowledge to the forefront. Therein lies the fundamental goal of this project: to shift research; to shift perspectives on who is traditionally in academia considered an expert and knowledge holder, to learn the stories of Latinos who have been impacted positively by their exposure/interaction with Hip-Hop, and to make those stories accessible to the community. Through this project, I aim to capture testimonios and develop a product that is accessible to my community. In addition, the development of a podcast aims to capture the collective experience of our youth and community members. Through this process, I argue that identity as a form of resistance needs to be awakened in Latino youth at a much earlier age to understand how the schooling system has colonized Latinos. The resulting project is a collection of testimonios that will form a limited-series podcast accessible to the community.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2536&context=etd
Johnston, Brian (2022)	Sutton , Eckrich, Ruggt	The Downside of Financial Aid: An Analysis of Student Loan Default at a Midwest Public Institution	The goal of this study is to compare the likelihood of student loan default by students from a Midwest public university amongst a variety of variables. A dataset was acquired from an institution in the Midwest. A logistic regression was run to determine the predictive value of several identifiers on student loan default amongst several race groups. The findings of this study reveal that grade point average (GPA), age, total scholarships and grants received, and transfer status impact likelihood of student loan default. The results of this study challenge higher education institutions to analyze their student loan default and identify populations who need additional attention and support to ensure they are not making a negative financial decision. Through the lens of social contract theory, human capital theory, monetary theory and critique, and a critical lens of neoliberalism, student loan default is analyzed for a Midwest public institution, with recommendations on how to move forward with the findings.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2529&context=etd

Saatkamp, Adam (2022)	Otto, Kyei-Blankson, McCluskey-Titus Other: Anton Lewis	Portrait of a Gentlemanly Profession: Whiteness and the Persistent Racial Imperviousness of Accounting	While the accounting profession has employed numerous initiatives aimed at diversification and inclusion over the past 50 years, Black CPAs are still significantly underrepresented in the accounting profession, evidence of the profession's persistent racial imperviousness. Black Americans who do successfully enter the accounting profession feel excluded from informal business-related networks and report finding it challenging to navigate the politics of the profession. Black accountants also report sensing a need to work extra hard to prove their knowledge and worth to their white colleagues and supervisors (Dey, Lim, Little, & Ross, 2019). The purpose of my study is to evidence and analyze the influence of white racial identity, collective remembering, and deficit discourse within the history of accounting and accounting education to establish a broad narrative of the profession and reveal and interpret that whitewashed narrative's influences and outcomes. Using critical discourse analysis, I intentionally frame my work to shift the conversation away from deficit models and toward an overdue reckoning with privilege and professional identity by critically analyzing the historical development of the modern accounting profession. The findings of this research indicate the necessary curricular and pedagogical changes that must be implemented before accounting education can effectively produce a diverse and inclusive profession.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2535&context=etd
Bumpers, Tiffany (2022)	Nur-Awaleh, Kyei-Blankson, Rugutt	The Impact of Implicit Education Debt on the Lives of African American Mothers in Ph.D Programs: A Phenomenological Research Study	The purpose of this study was to understand the impact of implicit education debt on African American mothers lived reality, as these women pursue PhDs. Using Collins' (2000) Black Feminist Thought and the Racial Opportunity Cost (ROC) as theoretical frameworks, the study presents the voices of African American mothers in doctoral programs who occupy a liminal space in the academy. Chambers and Huggins (2014) defined ROC as "the options that are foregone and the losses that result from those foregone options when students of color pursue academic success" (p. 189). Upon the researcher's analysis of the data, the following seven major themes emerged: self-sacrifice, PhD is #1 priority, bootstrapping, implicit education debt awareness, cumulative stress, social isolation, and estrangement. The analysis of these themes depicts the roles these women play, the support or lack thereof in higher education for African American mothers, and the tradeoffs made by individuals, families, and communities through this journey. This study offers useful recommendations that, if adopted, could enhance PhD experiences for African American mothers looking to pursue a PhD in higher education institutions. This research also offers both practical and policy implications for higher education faculty, administrators, students, and education policy makers	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2518&context=etd
Chase, Norris (2022)	Nur-Awaleh, Kyei-Blankson, Sutton	Black and in Business: A Critical Race Analysis of How Black Students Perceive Race and Racism in their Business School Experiences	Business majors are among the most popular majors in the United States (Hinrichs, 2015), and prior to the economic and health COVID-19 pandemic, Black students received 20% of bachelor's and 30% of master's degrees in business programs in 2015-2016, despite representing only 11% of undergraduate and 14% of master's degree students in total (de Bray et al., 2019). This is a positive trend given the historical, political, and economic relationship among Black people, business engagement, and social liberation. However, minimal empirical attention has been devoted to examining the perceptions of Black students studying business in higher education germane to the intersection between their business education and concepts such as race and racism. Moreover, much remains unknown about 1) the perceived motivations, benefits, and risks influencing Black students to pursue business education in college; 2) how Black students perceive race and/or racism impacting and influencing their decisions to pursue business as a major; and 3) the perceptions Black students hold regarding the inclusiveness of their business education related to issues of race, racism, and the unique experiences of Black Americans. Utilizing Critical Race Theory as the theoretical framework, this qualitative research study explores and amplifies the voices and lived experiences of 13 undergraduate and recently graduated Black business majors at a small private university in the Midwest germane to race, racism, and their intersections with their business school experience. Findings from this study reveal that students were heavily influenced to pursue business education because of their pre-college business exposure, entrepreneurial aspirations, and their race and perceptions of racism. Additionally, this study found that the majority of Black students perceived their business education lacking serious engagement or inclusion of content tied to race, racism, and the unique experiences of Black communities in business. Implications from this study may be utilized by Black families and perspective students considering business as a major, business professors, staff, and non-Black students, higher education administrators and institutional stakeholders, policy makers, critical scholars, and business scholars.	https://www.proquest.com/docview/2678334708?pq-origsite=scholar&fromopenview=true
Battacharyya, Arundhati (2022)	Sutton, Kyei-Blankson, Renn Other: John Baldwin	Visibly Invisible: in Finding HER "SELF" in a Primarily White US University	International education is a transformative journey for those who choose to partake in it. The flow of students are mainly from the global South or the periphery to the global North or metropolitan spaces like Western Europe and the USA. Using autoethnography as the research method, I use my dissertation as my voice from the periphery to analyze and synthesize my experiences and understand those experiences in the broader context of a Midwestern university where I studied. The dissertation seeks to recognize the impact the institution has on me as a person and as a student and how that connects to the broader macrocosm of western-Eurocentric universities.	No link available
Higham, Gary (2022)	Kyei-Blankson	An Examination of Student Success and Barriers in a Foundational Secondary Teacher Education Online Course	The continual attempts by higher education to create more learning opportunities for students through distance learning programs tend to focus on increasing enrollment and providing an opportunity for students to obtain a degree in higher education. This study aimed to bring to light any significant differences when comparing student performance, completion, and dropout rates in traditional face-to-face (F2F) versus online versions of the same foundational course in a secondary education teacher preparation program at one university in the midwestern part of the country. Additionally, this study concentrated on identifying what connections may be drawn to the teacher shortage issue in the state. This study utilized pre-existing university data gathered over a two-year or six-semester period from Spring 2018 through Fall 2019 to determine to what degree students who enroll in the online version of the initial foundational course in a teacher preparation program are at a disadvantage for completing the course. The study revealed a significantly higher rate of failure for students enrolled in the online modality of the course, either by earning less than a passing grade (14.72%) or dropping out prior to completion (18.09%). This research also uncovered that if students are not equally successful in each course modality of the foundational course in a teacher preparation program, adverse impacts on overall program completion may continually strain the teacher shortage issue in the state.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2526&context=etd