

Minutes of the  
**NIU Board of Trustees**  
**ACADEMIC AFFAIRS, STUDENT AFFAIRS AND PERSONNEL**  
**COMMITTEE MEETING**  
August 28, 2014

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Chair Robert Marshall in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Cheryl Ross conducted a roll call of Trustees. Members present were Trustees Cheryl Murer, Marc Strauss, Anthony Iosco, Robert Boey, Student Trustee Paul Julion, Committee Chair Robert T. Marshall, Jr., and BOT Chair John Butler. Trustee Wheeler Coleman was absent. Also present were Committee Liaison Lisa Freeman, President Douglas Baker and General Counsel Jerry Blakemore. With a quorum present, the meeting proceeded.

**VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING**

Confirmation of Open Meetings Act notification compliance was given by Board General Counsel Jerry Blakemore.

**MEETING AGENDA APPROVAL**

Chair Marshall asked for a motion to approve the agenda. Trustee Strauss made a motion to approve the agenda, seconded by Student Trustee Julion. The motion was approved.

**REVIEW AND APPROVAL OF MINUTES**

Chair Marshall asked for a motion to approve the minutes of the AASAP meeting of May 29, 2014. It was moved by Trustee Murer and seconded by Trustee Boey to approve the minutes. The motion was approved.

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

Chair Marshall noted that today's meeting is being held during the first week of fall classes as we welcome back our new and returning students. The Board is keenly interested in our fall enrollment numbers, total enrollment, new freshmen, new transfer students and chance students. However, official head counts will not be reported until the tenth day of the semester. Hence we will have to defer presentation and discussion of NIU fall enrollment until the Board of Trustees Meeting on September 18<sup>th</sup> of this year. On today's agenda under the university report we have two items that will be presented for action and two information items. Among those are the approval of an honorary doctorate and recognition of the 2013-2014 emeritus faculty. These recognitions are part of something that we should be publicizing much more often. The people who work here are achievers and I think we need to get that word out even more as well as many of our alumni who are achieving elsewhere. So do not hesitate to give us reports of what are colleagues are doing, so that we can share them with the public. Before asking Dr. Freeman to deliver the university report, I would like to recognize the representatives of the university advisory committee to this particular committee, Dan Gebo and Bill Pitney. Professors Gebo and Pitney do have comments that you would like to give to the committee at this point? They had no comments at this time.

## **PUBLIC COMMENT**

Chair Marshall asked General Counsel Blakemore if any members of the public had registered a written request to address the Board in accordance with state law and Board of Trustees Bylaws. Mr. Blakemore stated that no requests to address this meeting were received.

## **UNIVERSITY RECOMMENDATIONS/REPORTS**

At this point, the meeting was turned over to Committee Liaison, Executive Vice President and Provost Lisa Freeman to present the University Report.

### **Agenda Item 7.a. – Honorary Doctorate Recommendation**

Freeman thanked Trustee Marshall. As Trustee Marshall mentioned we have four items today; two action items and two information items. We will begin with agenda item 7.a. the recommendation for an honorary doctorate. The honorary degree committee is recommending unanimously the award of an honorary doctorate of human letters to Ms. Francis Whitehead. Ms. Whitehead obtained her Bachelor of Fine Arts from East Carolina University and her Master of Fine Arts from NIU. This recommendation came forward to the committee from the College of Visual and Performing Arts. It was brought forward on behalf of the faculty by Professor Barbara Jaffe and supported strongly by Dean Richard Holly and I note that dean is with us today. Ms. Whitehead is currently a professor of sculpture and architecture at the School of the Art Institute of Chicago. She's a contemporary visual artist who brings her projects, sensibilities, and skills to bear on large scale collaborative public projects that focus on sustainability, environmental awareness, civic planning, and social justice. Clearly Ms. Whitehead embodies the values of NIU's mission and the University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this recommendation for an honorary degree and ask that the President forward it by means of the President's report to the Board of Trustees for approval at its September 18, 2014 meeting. A motion was taken.

With no further discussion, Chair Marshall indicated that there was a motion and a second before the committee. The motion was approved.

### **Agenda Item 7.b. – Request to Delete an Emphasis**

Freeman continued to agenda item 7.b., a request to delete an emphasis in the undergraduate degree of the Bachelor of Science in Education and Physical Education. We are specifically requesting deletion of the emphasis in general physical education, 6-12 teacher certification within that degree because this emphasis is redundant within the degree with general physical education K-12 and 6-12 education licensure. There have been no students enrolled in this emphasis in many years so there will be no students impacted by the deletion. Freeman noted that Associate Dean Connie Fox is at the meeting from the College of Education in case there are Trustee questions relative to this recommendation. The university recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request for deletion of this emphasis and ask that the President forward it by means of the President's report to the full Board for approval at the September 18, 2014 meeting. There was a motion taken to endorse and a discussion that followed.

Trustee Murer commented that she recently had this very discussion with the provost and the president just recently and that we need to continue to reevaluate and recalibrate the programs and services we are providing to students academically. So I find this to be a very responsible and thoughtful provision and not that we like a lot of deletions, but I think that as the faculty and the deans bring to this board requests for additional programs and new programs, it is very important that we're concentrating at all times on a review of what are the programs that we have and are there any areas that we should delete because they are not contemporary or they don't have enough student interest. So I commend the provost and the dean of the college and faculty that came forward with this request.

With no further discussion, Chair Marshall indicated that there was a motion and a second before the

committee. The motion was approved.

### **Information Item 7.c. – Faculty Emeritus Recognition**

Freeman stated that item 7.c. is an information item related to the 2013/2014 faculty emeriti. NIU has a long tradition of granting emeritus status to the faculty who retire in good standing. A list of ranked faculty who are announced or finalized retirements during the previous fiscal year is prepared annually by Human Resources, reviewed by the provost and presented to the Board of Trustees. I want to make it clear that because we had a number of retirements occur this year in particular after the end of the previous fiscal year, the names of those faculty members are not on this list and they will be put forward next year with next year's list. So this is not the full list of faculty who retired as a result of the recent changes in pension law or faculty who won't be joining us as full time faculty this year, but it is the process that we have followed for many years in presenting emeriti faculty to the board. Among the list here are many people who have served NIU for a number of years and whose contributions will be missed tremendously and so we are very pleased to bestow upon them this honor. Questions were solicited and there were a few.

Trustee Murer asked whether it was unusual for Professor Mandel who to be approved as an emeritus Professor with no tenure, is that unusual to be a professor without tenure?

Provost Freeman replied that the College of Law administrative appointments and certain types of faculty of appointments do not always carry tenure, although people are recognized as extremely valuable members of our academic community. It's just a difference in faculty titles, roles and responsibilities within that college. Dean Rosato and I felt very strongly that given Professor Mandel's history of strong contribution to NIU that it was appropriate to recommend him for the title of Professor Emeriti given his history.

Trustee Murer replied that Freeman's response makes sense. It doesn't say law and I didn't realize that. So that makes sense. What are the rights and privileges that go with the title emeritus?

Provost Freeman asked either Vice Provost Douglas or UC Executive Council Secretary Bill Pitney to describe that because I'm not a hundred percent sure of all of the details.

Trustee Murer said that Freeman could bring back the details to the Committee.

Professor Pitney noted that he has had requests from faculty to dialog with Brett Coryell because they would like to maintain their e-mail accessibility and also their ability to utilize the statistical packages available to them because they have continued academic pursuits and scholarly activity. I do know, however, that they do maintain their library privileges so that's certainly one benefit of that.

Trustee Murer asked the provost to identify that?

Provost Freeman replied that they will certainly get a list. I think there's a parking allowance in there as well, but we'll get a comprehensive list.

Trustee Murer said that's probably good to share with those who have just been granted that privilege too so it's consistent.

Provost Freeman agreed.

Trustee Butler agreed there is a very important and meaningful distinction for these individuals and that they continue in many cases have thriving research careers after their retirement and this allows them to list as their title and affiliation their continued associations with Northern Illinois University. Provost Freeman added that in addition to parking and e-mail and internet and research many of these faculty members finish out their graduate students and play a vital role in helping them complete their scholarly

product and seek employment beyond NIU.

Trustee Murer said she would like to see the whole list of benefits.

Pitney made the board aware that eight of these individuals hold presidential research or teaching awards that are on this list and three of them are Board of Trustee professors. So it's not only a list of emeritus faculty, but you're losing some of the most talented individuals in this group which I'm sure will be extended when the full list is developed in part due to these pension issues. So I just wanted to make sure to make that point that it's not just a list of retiring faculty who have done good work, but you're missing some of the best faculty on campus here.

Murer asked for clarification from the chair. I do not want my comment to in any way be interpreted as negative and I certainly am a very strong supporter of this process. I think it is important that we come back to the board and identify for those who receive it and for those who provide this through motion, what are the rights and privileges for an individual so it's very clear.

Provost Freeman agreed wholeheartedly, Murali Krishnamurthi who is Vice Provost for Faculty Affairs, a relatively new position in the provost's office, is working to really make sure that faculty rewards and recognitions are transparent to everybody so that we don't ever inadvertently overlook making sure that our faculty are recognized for the things that they can be recognized for and that they're given all of the privileges that is their due at each stage of their career.

There were no additional questions so Chair Marshall moved forward to the next information item.

#### **Information Item 7.d. – Overview of NIU International Activities for FY14**

Freeman asked Vice President Alden to provide an overview of NIU international activities for the preceding year and without further ado I present Vice President Alden on behalf of the Division of International Affairs.

Vice President Alden thanked Provost Freeman and the board members. Today I would like to give an overview of the international initiatives of the Division of International Affairs in advancing the concept of GlobalNIU, as well as to provide a summary of international activities of NIU faculty and staff during the past year. NIU has had a long tradition of participation in international activities. Some of you are aware that our Center for Southeast Asian Studies actually celebrated its 50<sup>th</sup> anniversary last year and the former Division of International Programs has supported all of those activities throughout campus as well as around the world. In January of this year, President Baker created the Division of International Affairs, consisting of four offices, to focus more attention on the value of global NIU and to be more proactive and coordinated in developing and advancing strategies and goals that are in alignment with the bold futures goal of student career success as well as the three pillars.

The first is the International Student and Faculty Office. This is the office that is responsible for both the admissions of international students and much of the counseling and orientation of international students as well as for the compliance, both visa compliance and SEVIS compliance, of international students as well as international faculty. The Study Abroad office, like most study abroad offices, works with over 15 different service providers to place students for a semester or a year around the world, but it also works particularly well on our campus for faculty-led study abroad which tends to be the type of study abroad experience that most of our students are seeking. We also have an International Training Office. This training office is a self-supporting entity which provides educational experiences that go from two weeks to a semester and it can be camps for youth or college students or it could be for faculty and staff, international faculty and staff development purposes. Then, of course, we have the International Affairs division which is all of these offices plus Deb Pierce, Paul Prabhaker, and me who really respond to developing new initiatives, as well as university-wide initiatives. Because we have a small division, we believe in matrix management and all of the offices pull together when we're dealing with some of these university-wide initiatives.

In the spring, we developed a strategic planning process. We had a task force of 25 members come up with goals and strategies. At the end of the semester, we held a global summit attended by 80 to 90 members of the university and the broader community. International affairs participated in the summit and later expanded and vetted the process. The first goal is that we want to make sure that we enhance the global perspectives and competencies of our students but also our faculty, staff, and broader community. In presenting some of the hoped for outcomes, I have noted in red how they overlap with student career success, as well as the pillars of ethically inspired leadership, thriving communities, and, of course, financial and program viability. The first goal is we want our student learning outcomes to emphasize global competencies. Students will work in a global marketplace and it is important that they are competitive. We want to establish a welcoming multi-cultural environment which promotes a good learning environment and a welcoming environment for different cultures from around the world. We want to develop plans and resources for international learning, research, and engagement, and we want to make sure that not only the university community, but the broader community, understand the global forces to become better global citizens through that understanding.

The second goal was to increase recruitment and retention of international students as integral members of our community. Obviously this has a lot of urgency now with our enrollment issues and we feel an increase in the international enrollment will help overall enrollment, provide greater financial and program viability, and also build a richer global community. We also want to make sure that international students feel welcome. Typically, international students graduate at a higher rate than domestic students; among other factors, they are very goal-driven and focus strongly on finishing the degree for which they enrolled. Word of mouth is critical in recruitment internationally so if they have a bad experience that will affect future recruitment. We want to make sure that the infrastructure for academic career success is in place. If a student is in a double-degree program, we want them to graduate on time with both degrees. We want to make sure that they have a smooth cultural transition. We are continually working on strategies to ensure that the cultural language transition and the academic transitions are smooth.

The third goal recognizes that we are a research university. We're not here just for the teaching/learning paradigm but we also want to make sure the entire community is engaged with our international partners in scholarly activities, creative activities, professional development, and service and outreach. We hope that we will provide all of those students, both domestic and international, with the opportunities to participate beyond the classroom. We hope that in the long run, NIU will become known as a global university simply because that is who we hope to be. That will help our recruitment efforts both of international and domestic students down the line.

For the global perspectives goal, we are working with the provost's office and Michael Kolb, as well as the colleges, to hopefully incorporate student learning outcomes and global competencies in the general education courses and capstone major courses as well as engaged learning experiences. We also will be working with the new Chief Information Officer Brett Coryell to look at how we can better develop a database for tracking international activities, communicating those activities, building synergies around campus, as well as looking at travel risk management. Communication building databases for language and cultural assets on campus for faculty, staff and students who may be called upon to help our activities in these various areas and developing a database of international alumni who can be called upon to do likewise. We are looking at new study abroad models that will streamline and provide greater access. We hope to also increase the cultural awareness of the entire NIU community on global perspectives. We have best practices from other universities that we hope to incorporate in some workshops and seminars that will help that perspective. When international students come to NIU, especially for short term educational purposes, we connect them with domestic students from the region. They are becoming involved in public service projects with our public service agencies in the region and they also are becoming involved with host families and, therefore, expanding the perspectives of our community.

For the second goal we have a number of focus areas, but perhaps the strongest focus area is looking for greater collaboration with international institutions. If we can develop more double-degree programs or fast-track programs, this will bring in students who have had a college experience and are ready to go to

upper division or graduate level courses. We also are looking for partnership with ELS and, as most of you are probably aware; ELS Educational Services provides the English language services on our campus to get students prepared for using English effectively in the classroom. They have recruiters all over the world and we are trying to work with them to have those recruiters recruit for NIU as well as for the ELS program. We also are targeting online marketing for international populations by working with Harlan Teller, Interim Vice President for Marketing and Communications, on trying to figure out how best to do that and we are looking to the university community to assist us as well. We are sending delegations to various institutions and various countries, but any faculty or staff member that has a connection with an institution or a country elsewhere, we encourage them to bring the message of NIU's desire to recruit students as well as develop these institutional collaborations.

Then finally, we are working on a whole series of strategies that have been suggested to make NIU a more welcoming community to international students. We have developed a new student organization representing all international students called Global Organization or GO NIU. We've developed venues such as Chai Chat where monthly all the international students get together and talk to the staff in our division and colleagues in the Division of Student Affairs and Enrollment Management about what issues they have, what they like and what they don't like about their experience and so forth. We're working on more formal ways to develop internship and employment opportunities for these students. We're reviewing all of the policies and procedures on campus because there are a number of bottlenecks for international students that need to be identified and addressed to make NIU more friendly and accessible. Finally, we are working to facilitate an easier cultural, social and academic transition for international students.

Now in looking at the goal of recruitment, we are facing a number of challenges you should be aware of, but also provide opportunities if we can overcome the challenges. The first is cost. In many other nations, public higher education is either free or very inexpensive. Trying to recruit students who are used to paying little or no tuition to a fairly high tuition country, is an issue and recruitment of students globally has become a real competitive environment. Countries such as the UK, Australia, New Zealand, and particularly Germany, have national policies in China for trying to recruit students who will become alums in China for economic development purposes. We need to address those issues, but U.S. education is still a desired commodity

Time is another issue. This has two components: much like a development process with donors, international partner institutions want to interact face-to-face with someone from the university periodically or they do not believe you are taking them seriously. The other aspect of time is students want to get a degree in as short a period of time as possible. International students typically are used to taking far more credit hours per year than domestic students and so we are working on those kinds of opportunities, such as fast-track opportunities and double-degree opportunities that allow them to do that.

The other issue is academic structure. Many universities in this country, and throughout the world, offer three year degrees. Trying to articulate that with a four year program for a double-degree is somewhat difficult. The other issue is typically many international institutions give their credit hours through lecture of large lecture halls with a high stakes exam at the end. It's very different from our teamwork and engaged learning and face-to-face activities with faculty, both within the classroom and out of the classroom, and teamwork. So that is the challenge when we work on these double degrees.

Language can also be a challenge, but most international students are far more multi-lingual than our domestic students and even though many of them have taken many years of English, preparation for English in the classroom is a challenge sometimes. Likewise, trying to convince students from NIU, the domestic students, to go into another country and learn in a different language is very difficult. Institutions want the best deal for their students when they're talking about a double-degree and they don't want to have it a one-way street where they lose students, which are often their best and brightest students, for a period of time without getting something in return. The process requires a lot of negotiation with institutions. Further, many international students and their families focus exclusively on

Ivy League institutions and flagship public campuses; they may also expect to receive financial aid or a merit scholarship. Overcoming those cultural expectations can be challenge.

Mentioning a few of the strategies for goal three, we want to as we develop partnerships and collaborations with international institutions, not just narrow it to double-degree programs or fast-track programs. We want to include all of the opportunities for research and service and involve our students and faculty in those. We also want to make sure that we expand the faculty-led study abroad programs to some of these partnering institutions where it won't just be one faculty teaching one course in another country, but entire programs with faculty going over and teaching, perhaps in the summer, with possibly a double-degree program as the ultimate end product. We also want to look at communication and synergy through a global database so that we can share knowledge about who's doing research in what parts of the world and with which institutions. We hope to make global activities much more apparent on the NIU calendar and MY NIU and make the community aware of these events that we are looking towards. Finally, we hope to include multi-national corporations in job and internship fairs so both domestic and international students know about the opportunities available.

Now I will talk about some of the trends with international student enrollment. Traditionally about a quarter of the students are undergraduates and three quarters are graduates. This is again because undergraduate education is more broadly available in other countries, while students recognize the value added of gaining an advanced degree from a U.S. institution. The global recession, from 2008-2010 or later, significantly hurt international student enrollment. Even when these students were starting to come back because the pipeline was depleted, you don't see the return until the last several years. This past year, we have spent a lot of our efforts on trying to develop these double-degree programs at both the undergraduate and the graduate level. We have about 40 new students coming in on those double-degrees with more coming in January, and so that was at least partially responsible for the spike. I should say the 2015 numbers are not official until the ten day count and this was as of the first day of class.

International students now make up a little over five percent of our student enrollment and, as you can see, here is the makeup of our typical international student population. In terms of study abroad on the NIU campus, faculty-led study abroad has been the major way that students go and study with a faculty member on a course that is offered in an international venue. That's becoming even more important as we go to double-degree programs. It's been a challenge in the time of declining enrollment to increase the number of students studying abroad. You'll notice between 2009 and 2010 there was a bump of about ten percent. That's when we started offering travel grants for needs-based students. Although modest grants, it provided enough to defray some of the costs of a plane ticket, and allowed us to maintain about 330 students in this program. You can see by the bottom graph the percent of the population is going up, but enrollment is going down at the same time. The Study Abroad office participates in 24 different events every year, involving over 4000 students, promoting the understanding that study abroad is a good way to enrich their portfolio and their student success. The International Training Office, as I said, is largely self-supporting. It was previously largely supported by grants by the state department and department of education. The number of grants has not diminished, but the dollar value of the grants went down during the economic crisis. We are trying to replace that with more study abroad opportunities paid for either by the student or by the international organization. Partnerships with international institutions, particularly in China, have led to some new short-term training programs coordinated through the International Training Office.

I sent the board members the results of the summary of international activities going on around campus. We had over 400 activities in over 75 countries and they came in long after the deadline of the survey that we took this summer. I should note that these are conservative estimates because a lot of our international faculty were gone during the summer when we were doing the survey. To summarize, we tried to develop a number of classifications: the academic for credit courses (such as the faculty-led study abroad), the academic program (double degree programs and other highly articulated programs with an international collaborating institution), developing academic programs, educational experiences (a lecture series, camps like those in ITO, and professional development opportunities), and, of course,

research and professional service. I started to plot these all on the map of the world and I did do a lot of that, but they kept coming and the maps got too complicated so I decided to do a pie chart to give you a flavor of the kind of things that were going on in each of our colleges. I should say the pie chart on the left hand side are the types of activities and on the right hand side are the number of activities going on in the various countries. Not all activities were reported the same way by all the colleges, but this is the best way that I could figure to summarize it.

In the College of Business there were 27 programs and 11 different countries that were reported, and the College of Business has a lot of programs in the academic program category. They have a lot of double degree programs that are just starting this year but they've had a history in the last several years of these kinds of programs. Then you'll see in the green that they also are developing new ones. In terms of the countries, the focus areas have been in China, Indonesia, Colombia, but you'll notice there's also a fairly sizable piece of the pie in the other six countries that they were active in as well and that's labeled as other.

The College of Education had 42 activities in 28 countries. A sizable portion was in the area of research followed by educational experiences, program development and service. I would point out on the right hand side of the screen that almost half of the activities were scattered through a number of countries so that's the other category. But in terms of the top five, Taiwan, China are the countries with greatest concentration, with South Korea, Kenya and Indonesia rounding out the top five.

The College of Engineering and Engineering Technology, led by Dean Vohra and the department chairs, have spent a lot of time developing new partnerships so there's a lot of the pie diagram shown at development. I know when they have gone to these various institutions they also have recruitment open houses in the institution, as well as surrounding areas, and I think that has been responsible for their increase in international students over the past several years. In terms of the focus areas, India represents the biggest focus. That's where the majority of engineering graduate students have traditionally come from India, but there also activities in France, China, Turkey, and Spain. I should say that when we were conducting the survey, Dean Vohra was actually in Colombia which isn't shown here as his faculty put this together while he was gone.

It is not too surprising that in the College of Liberal Arts and Sciences, the college that has the most PhD programs, research is the biggest activity that was reported followed by professional services activities, educational experiences, academic courses, faculty led study abroad courses and developing programs; and it's a truly global reach. The category Other is the largest with the top five or six being in various Southeast Asian countries; Indonesia, China, Cambodia, Mexico Myanmar (Burma) and the UK. I know Dean McCord and Deb Pierce from my office as well as Judy Ledgerwood from Southeast Asian Studies have spent a lot of time in these countries developing relationships.

In the College of Health and Human Sciences, a portfolio of international activities shows that efforts were fairly equally distributed between research, academic programs and service programs, followed by developing new programs, as well as educational experiences. In this college as well the largest category is Other. Those other ten countries that didn't fit in the top three which were Hong Kong, China, and Canada.

The College of Visual and Performing Arts reported sixty activities in 33 different countries and more than half were scholarly activities in the form of exhibits, concerts, other creative activities, followed by service activities which I believe many of them were cultural events for communities around the world, educational experiences, and academic courses. The top five countries were Myanmar (Burma), Turkey, Brazil, Spain and China, but it also displayed quite a broad geographic coverage with more than 40 percent of the activities in a number of countries and you can see the category various. I suspect these are tours of multiple countries that were listed in the activities.

The International Affairs Division is involved in a number of these things I've already reported, but we have taken leadership in certain areas such as developing new programs and offering the kinds of



educational experiences that you see offered by the International Training Office as well as services experiences on the NIU campus. You can see the largest category is U.S., which we listed as an international entity because our study abroad programs or international training programs. Many of our service activities are on the NIU campus but trying to bring the international perspective to the communiversity. We have also worked in China, India and Colombia as well as nine other countries as in the Other category. To summarize we have had faculty and staff participating in more than 400 activities in more than 75 countries and you can see the breakdown of the type of activities.

In summary, the strategic goals that have been developed fit with the student career success goal of bold futures, as well as the pillars of thriving communities, financial and program viability, and, of course, ethically inspired leadership. There have been a number of new strategies proposed that focus on global competencies, communications, synergy, targeted partnerships, recruitment strategies, and creating a globally diverse NIU communiversity. We are very happy to say that international student enrollment is increasing even during challenging times. I did plot roughly where our activities were occurring and we are really covering the world and becoming a global university and hopefully we can advance that as we go. Thank you and I'd be happy to answer any questions.

Trustee Marshal asked the board and the president if they would like to add something and said please go ahead.

Trustee Murer thanked Vice President Alden for his presentation and thanked the Chair for bringing this item forward. Dr. Alden, this is certainly a program that personally I find extraordinarily valuable and I think we all really appreciate the fact that we're looking on a global basis. I think what you presented today was an excellent summary of where we are and what the trends are, but what struck me Mr. Chair is, as I was listening to this presentation, it would really be of benefit I think to this board and to the university and, Dr. Baker you may have already done this through the provost's office and with Dr. Alden, but I kept thinking I would love to see a three- and five-year plan. A three-year and a five-year plan and I would like to see it in terms of what are we anticipating in student enrollment that relates directly to revenue; what are the resources necessary on the expense side; and what's our net margin on it? I think if we could clearly and concisely identify what are we targeting? Where are there synergies in cost allocations as we cross the colleges? I have a good sense as to the past, but I really would love to see a very strategic and dynamic financial perspective. Perhaps that goes under Chair Strauss and his finance committee but somewhere to be able to identify the revenue sources, the quantitative in terms of students; also the differentiation in these programs that relate to whether it's revenue generating through academic. What does that academic collaboration mean; I'm not quite sure what that means. I don't need to know today, but what does that really mean? Does that mean that they're enrolled and what is it in terms of revenue on tuition and what other sources of revenue are we seeking? That I think would really be a very clear and concise roadmap to define for us where we're going. You spoke of Vice President Teller assisting you with marketing. What do we think that costs in terms of resources? There are faculty trips. What does that really cost in terms of resources? I think that would give us a better chance to really be more judicious in our expectations of revenue to expense.

President Baker thanked Vice President Alden, and noted to Trustee Murer, I couldn't agree more. We've got to have an academic plan and a business plan to make this work. This past spring, Vice President Alden did hold the strategic planning workshop to look at the possibilities and priorities here and then where do we want to focus. Also he's worked with Vice President Sutenfield and Provost Freeman to try and put together the financial model. One of the things that strike me coming out of that is that there are a couple ways to market. One is very targeted, forming clear relationships with specific universities for example for transfer programs and that kind of thing, and the other is kind of mass marketing. And if you mass market you can't mass market to the whole world, so you need to focus there again. But it looks like if you can have these relationships, pipeline relationships with specific organizations whether there be other universities or governments or firms, it's a more efficient way to do it and you can develop strengths and synergies as you noted to integrate with the rest of your programs rather than just a broad net that you hope something comes in that you want. So that's the work that's in progress and I think you're pointing us in exactly the right direction. Thank you.

President Baker asked Chair Marshall, if he could say one other comment, I thought the international affairs area, global affairs did a wonderful job welcoming students this year. I had the opportunity to speak to the incoming students last week and they were bright eyed, bushy tailed. They had an informational fair and there was a lot of joy in the room with a lot of people that hadn't slept in the last 48 hours including the staff. I would like to thank our staff in global affairs and then across the university as everyone did an amazing job the last three or four days welcoming students. I think maybe this committee with student and academic affairs is a place for me to say thank you. I'll be saying a thank you more broadly in our media in the next day or two, but we rethought what we're doing to welcome students on the campus here and more broadly across the university with the opening move-in day, with the band run with the redesigned convocation that some of you were able to attend that's now a family welcome, the dances at night, the picnic on Sunday which was a marvelous affair with students out in the lake and our risk management people on shore, so very timely presentation on risk management; and our student performing. Our students performed all afternoon there and did an amazing job. It was just a great rollout. Campus looks great so my thanks to Facilities who have done a lot this summer in a short period of time to make campus look great and be more accessible. A great roll out and a great roll out in international affairs. Thank you.

Trustee Marshall asked the Trustees, any other comments? I will add one, a suggestion that say two years down the road could we possible look at a comparison of our competitors and also maybe a little bit of a measure from our starting efforts now and then going forward.

Provost Freeman indicated that the university report was concluded.

Chair Marshall asked if there were any other matters to come before the committee and there were none.

#### **OTHER MATTERS**

None.

#### **NEXT MEETING DATE**

The Chair announced that the next meeting of the Academic Affairs, Student Affairs and Personnel Committee is scheduled for Thursday, November 6, 2014 at 9 a.m.

#### **ADJOURNMENT**

Chair Marshall asked for a motion to adjourn. Trustee Strauss so moved, seconded by Trustee Murer. The meeting was adjourned.

Respectfully submitted,

Cheryl Ross  
Recording Secretary

*In compliance with Illinois Open Meetings Act 5 ILCS 120/1, et seq, a verbatim record of all Northern Illinois University Board of Trustees meetings is maintained by the Board Recording Secretary and is available for review upon request. The minutes contained herein represent a true and accurate summary of the Board proceedings.*