

Minutes of a  
Special Meeting of the  
**BOARD OF TRUSTEES**  
**OF NORTHERN ILLINOIS UNIVERSITY**  
with the  
**Higher Learning Commission**  
March 3, 2014

**CALL TO ORDER AND ROLL CALL**

The meeting was called to order by Chair John Butler at 11:06 a.m. in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Sharon Banks-Wilkins conducted a roll call of Trustees. Members present were Trustees Robert Boey, Robert Marshall, Cherilyn Murer, Marc Strauss and Chair Butler. Trustee Anthony Iosco joined the meeting in progress via teleconference. Not present were Trustee Wheeler Coleman and Student Trustee Elliot Echols. Also present was Board General Counsel Jerry Blakemore. With a quorum present, the meeting proceeded.

**VERIFICATION OF APPROPRIATE NOTICE OF PUBLIC MEETING**

Confirmation of Open Meetings Act public notice compliance was provided by Board General Counsel Jerry Blakemore.

**MEETING AGENDA APPROVAL**

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

**CHAIR'S COMMENTS/ANNOUNCEMENTS**

We are here today to have a discussion with representatives of the Higher Learning Commission site visit team, Chair Butler stated. Those members of the site team here with us today are Dr. Devaranjan Venugopalan, Associate Vice Chancellor for Academic Affairs at the University of Wisconsin-Milwaukee, and Dr. David Fuller, President of Minot State University in North Dakota. Also present are Jack Barry, President of the NIU Student Association, and Dillon Domke, Speaker of the NIU Student Association Senate. The Chair also recognized members of the University Advisory Committee who were also present: Dr. Alan Rosenbaum, Dr. Rosita Lopez and Dr. Gregory Waas. Being able to come together and really look at all the great things we do at NIU during the self-study, Dr. Lopez stated, has been an interesting experience and I am glad to have been a part of it.

**PUBLIC COMMENT**

The Chair asked Board General Counsel Jerry 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 had been received.

Chair asked each of the Board members present to introduce themselves to the HLC members.

*Murer:* I am Cherilyn Murer, and I have been on the Board for 10 years. This is my second six-year term, and I just recently finished my second tenure as Chair of the Board. I chair the Ad Hoc Committee on Sponsored Research Activity and Technology Transfer as well as the Legislation and External Affairs Committee.

*Boey:* I am Bob Boey, and this is my fourth term on the Board of Trustee. I chair the Compliance, Audit, Risk Management and Legal Affairs Committee.

*Butler:* I am John Butler, current Chair of the Board, and I am in my second term as a Trustee.

*Blakemore:* Jerry Blakemore and I serve as Vice President and General Counsel.

*Strauss:* I am Marc Strauss, current Vice Chair of the Board. I also chair the Finance, Facilities and Operations Committee and am also in my second term.

*Marshall:* I am Bob Marshall, and this is my first term as a Trustee. I chair the Academic Affairs, Student Affairs and Personnel Committee and also serve as representative to the State Universities Civil Service Merit Board.

Chair Butler introduced Trustee Tony Iosco, present via teleconference, who is the Vice Chair of the Academic Affairs, Student Affairs and Personnel Committee. He also recognized Trustee Wheeler Coleman, who serves as Board Secretary and as Vice Chair of the Compliance, Audit, Risk Management and Legal Affairs Committee, and Student Trustee Elliot Echols.

#### **DISCUSSION WITH HIGHER LEARNING COMMISSION CONSULTANT-EVALUATORS**

President Fuller began the discussion by briefing the Board on the purpose of the HLC site team and its makeup. We are volunteer peer reviewers for the Higher Learning Commission, he said. What the Higher Learning Commission bases their reviews on is a voluntary method of people who are coming from other institutions similar to yours to do reviews. We are not here to primarily evaluate. We used to be called Consultant-Evaluators or CE's. They have changed our names now, but my responsibility still is to consult first and then to evaluate. Throughout this process we will ask people questions based upon what we have read in your self-study. The self-study is an institutional document representing a great deal of time that the campus and other constituencies do to study how well you are doing and how you are meeting your mission, and what the challenges and issues are, so that we can see if you are meeting your mission, but also to see what we might be able to do to consult.

I have been doing this since 1992, have chaired many teams and visited many institutions. I find it to be a very quality approach in higher education, and it is very valuable for all of us to have periodic reviews on how we are doing. It is very important for us to talk to the governing board, the Board of Trustees, because the Higher Learning Commission puts a huge amount of stock in how well the institutions are governed and whether they are governing in a way that they are not impeded, necessarily, but they are run well and the oversight. From a governance standpoint, your role is critical for NIU, and that is why we are here to talk to you. Dr. Venugopalan stated that he agreed with Dr. Fuller's comments and, in the interest of time, would refrain from any further comments at this point.

One thing I also should mention, Dr. Fuller said, is that the Higher Learning Commission puts a particular emphasis on the mission of the institutions. When you establish your mission, you are basically telling the general public who you are and what you do. There are some institutions that say and make a lot of claims about what they do that they do not necessarily fulfill, and others fulfill their missions exceptionally well. We have looked at your mission very carefully; we know that you have gone through some recent reviews of your mission. I have not seen significant changes in the mission itself; it looks like the mission represents pretty well what your self-study says.

***Fuller:* Would you mind, from your point of view, describing what you see as the mission of NIU and what you see are distinguishing characteristics of the mission of which you are aware and proud of.**

*Marshall:* I will speak from the student success portion of it. While there is a move to equalize the student success with research, student success is reiterated time and time again, even in some of the advertising models. I see some examples of networking being carried out more frequently, as an example, with the Alumni Association. Since we are over 200,000 alumni at the university, occasionally there are jobs available out there, and we certainly are building on the networking ability to see that our students not only graduate but that they have a place to start their careers.

*Murer:* I had the pleasure of being Chair of the Board during the transition of the presidency, and it was a pleasure because we moved from one generation to a new generation. For me, as a Trustee, it is very important to highlight the words professionalism and ethics, the ethical focus that President Baker has brought to the mission, articulating that as one of our primary foci. As a Trustee and also an alumna, this will be the fourth year that I have funded a professionalism and ethics series at the Law School. It is important to share that with you because the Trustees, many of my colleagues, are not only here to review things from a governance perspective, but some of us are alumni. Some of us have been and still continue to be on the Foundation. Many of us are donors, which speaks volumes to the practicality of this university and the fact that we really do support the mission, not just in word, but that we truly support it in deed.

*Boey:* I had the pleasure of chairing the committee for the presidential search, and I mention that because the important part of that process is the mission. In the search for a president, we wanted to articulate the way we view our students and how we take care of our students through enrollment and retention. In addition, it is a matter of cultivating this whole learning process so that when they graduate, we have graduates that exemplify who NIU is. I am also Board Liaison to the NIU Foundation, and that kind of conversation goes on within the Foundation meetings as well. You have heard a little about our football team and some of the good things they have done this year, and it is nice to see that there are people from the Foundation and the Alumni Association among the participants. We are more than the mission, and these things really play into getting the overall view of who we are.

*Strauss:* The sum of the things that have been stated here relate to our vision or other concepts that derive from the mission, Trustee Strauss said, but I would draw your attention to the engagement portion of the mission as being something that distinguishes NIU's mission from others. In many different respects, we have taken engagement as being important. It also bears on issues that relate to outreach and service, but we are proud of our designation as an engaged institution. We have looked for ways that engagement applies to our students, whether that is through honors programs or study abroad or internships. Those are things that you will find as you talk to people on campus and in the performance of our duty here.

*Butler:* To add to what has been said so far, we have addressed some planks of our mission. Trustee Marshall talked about student success, as did Trustee Boey. Trustee Strauss talked about engagement. Engaged teaching and learning is important to us, and one of the things I am proud of about our mission is our expressed and particular isolation of the importance of the synergy between teaching, research and service in terms of engaged teaching and learning. I also have always identified personally with two other aspects of the mission and those are access and shared governance. Access is important to me. I am a former undergraduate and graduate student of Northern, which was my school of first choice. I was enriched and flourished here. In terms of access, I am precisely what Northern is looking for. I grew up on the southwest side of the city of Chicago and Northern was the perfect place for me from an economic standpoint and from an academic preparedness standpoint. It was the place where I launched my own career, which ultimately led to me becoming a professor at one point in my career and on to becoming a consultant and doing the work I do now.

Shared governance is something that the Board particularly wanted to see expressed in the mission statement, not only to commit ourselves to it as a Board, but also to express and project loudly that it is an important value. We have one of the most powerful and influential student governments, undoubtedly, in the nation. The activity fee they allocate and the transportation system they run is close to \$5 million of the budget that they operate almost all on their own. They are also involved in a number

of university-level committees, and they have a member on the Board of Trustees. We have a University Council that blends all of the various representatives of our campus entities in most of the major decisions that are made. These are also very important values to us.

*Fuller:* Shared governance and how you do value that is a very prominent theme throughout your self-study.

***Venugopalan:* From the Board's point of view, what do you see are the major issues facing NIU today and what is the role the Board plays in working with the university to address these?**

*Butler:* We have essentially four major issues, and our presidential search was for a leader who could deal forthrightly and directly with those issues. The first issue is enrollment, by which I mean the incoming freshman class, transfer students, graduate and professional students, as well as retention. Secondly, we are challenged to develop a link between our strategic plans and our resource allocation. Third, we need to foster a culture of teaching and learning that places assessment as a best practice. Fourth, we need to establish a budgetary process geared toward transparency and long-term sustainability. The Board has a direct role in seeing that these needs are dealt with, and our first step in dealing with them was to hire a president who had all of these things in mind when he came here, and Dr. Baker certainly has taken these challenges on.

*Murer:* One of the challenges that higher education is facing is the transition or the potential significant transition from what we know as campus-based higher education. As we start to look to the electronic media and the delivery of courses, it is not simply the delivery of courses from the university, but the challenge will be the homogeneousness of providing courses from name institutions with classes cobbled together by individuals and maybe two courses from NIU, two from Stanford, two from Yale, three from UI. The question will be, what will the market think of this and how will employers respond, especially when we are looking at the red herring, the certificate versus the degree. What concerns me is how we are going to hire faculty. Are we hiring faculty who will be engaged in the electronic media based on an individual's course, or is it the institution's course? Who is hiring that person? As we are looking at the future of NIU, that future is driven by the next decade of the definition of higher education. We can prepare for what we think will be the future, but I believe that until we have a response from, in particular, business and industry and from a global environment, what is going to be determined to be satisfactory when we deliver an educated workforce. That is changing dramatically, and as a governing board, we need to be attuned to the outside dimensions as well as the inside dimension. We certainly have enough issues that we deal with internally and some of the traditional issues of cost and value, retention and enrollment. Those are struggles similar in many institutions, some driven by birth rates, by generations that change, but we have never seen the current challenge with electronic media, what that will do and how that will change not only the face of education but also the faculty and their hiring. What does that do in terms of tenure and how will that be viewed in the future? We are in the midst of a new decade and we can either look at it with fear or we can look at it with opportunity. I usually like to see things as opportunity, and I think NIU is well positioned to be adaptable, flexible, nimble. I agree with Chair Butler that one of our strengths has been how to have an effective shared governance. And I preface my terms by saying that, not just having shared governance, people can have shared governance. But how do you really integrate it and how do you make it comfortable so that you don't have volatility in the relationship building? Each party also comes with a different point of view, which is important, and we have exercised that extremely well. We did that beautifully in the presidential search. But we will continue to be challenged in the future. What is important is that we continue to hold very dear to intellectual discourse. We do not have to agree, especially when you have a very soft floor and in where things are going. So, that is what we are supposed to do as a university, garner together the best of minds, varying opinions on a topic, and propose solutions, but if we propose a solution we find is not workable, be nimble enough and respectful enough to change.

*Fuller:* It is quite obvious in your self-study that you put a lot of emphasis on setting up that infrastructure for shared governance with the University Council and with having a variety of

opportunities for people who share their views about where the university should go. That is quite clear, and we have already heard that people have those opportunities, which leads me to my question about strategic planning. Strategic planning, obviously, must be based upon good shared governance, that intellectual discourse that you mentioned, because you have a lot of people on this campus who are very good at intellectual discourse. From my own campus, I have a lot of people who are good at intellectual discourse. Sometimes I do not like what they tell me, but you have to provide people the opportunity to do that. **From a Board's perspective, do you believe that the previous strategic plan, the 2020 [Vision 2020 Initiative] plan, was guided by that intellectual discourse with a complete openness? Anticipating your answer to be yes, the self-study is indicating that you are also seeing the need to start making a change to that plan to be more responsive to what is happening in the greater area.**

*Strauss:* Four years ago, we engaged in the process that produced the Vision 2020 Initiative. It was a bottom-up strategic planning process that involved constituencies all across campus, so I am convinced, in answer to your first question, that it was truly representative of the thoughts on campus, and the Board endorsed it. The big challenge we have with the Vision 2020 program is that the financial underpinning has proven not to be what was anticipated. It forecasts that we would have a target of being able to meet a headcount of 30,000 students through a combination of both increasing on-campus enrollment and doing something much more robust with distributed learning than we had up until that point. We have not met the targets for either of those, so it is clear that we are going to need a pivot of some sort to be able to bring into balance what the marketplace tells us we can do financially to build a sustainable financial model. The administration is currently in the process of surveying the landscape to come back with recommendations on what we might do. The precise process for doing that has not yet been determined. Whether we will take the time to do a full revamp using the same process we did before or whether this challenge is so pressing that we have to do something that would necessitate midcourse corrections that the administration might propose for the Board to consider. Regardless, our commitment has always been to accept comment, at least, if not the genesis of all of these ideas from other constituencies on campus; but it is clear that we are going to have to do something in order to be able to make a modification.

*Fuller:* **So you see one of the options is perhaps to maintain 2020, but just to make adjustments to it based upon more realistic financial realities that might happen?**

*Strauss:* The Vision 2020 program is very good at assembling data about diversity, retirements, quality of programs and shortcomings. It was probably the first time, as an institution, that we had ever put an inventory of all those items in writing. It certainly is a very good resource for taking a look at what it is we have to do next. Our position is not different than many other institutions. Trustee Murer spoke about some externally imposed challenges, and those are being felt by everyone. You are seeing them in Milwaukee and in Minot, I'm sure. Illinois maybe differs from some other locations in the sense that demographics are working against us as a state, and we have a challenged financial environment in the state of Illinois. Both of those have implications for whether or not we have a sustainable financial model. Still, the fundamental issues are ones we are going to have to deal with, and it is not a very great challenge to be able to discover what those are. How you go about trying to deal with them, will engender some discussion, and we need to be able to find a way to get input from all of the people who will want to weigh in on that issue.

*Fuller:* **Just to follow, you see one possible response to that as increased enrollment. I have heard that as an issue for freshmen, as well as transfers and others, and it is very obvious in your self-study that increased enrollment will lead to greater resources. Is that the direction we are looking at?**

*Strauss:* That is only one direction. That would be a preferable solution because then you are able to maintain everything you are currently doing, searching for other revenue streams. If you cannot find other revenue streams that support this, then you may have to look in combination with other ways to become more efficient. That efficiency doesn't mean that you have to lop off things. What it may mean

is that you have to go back through and look for other areas where it's possible to save money. But you have two things that you can do when faced with a financial challenge. One is find more revenue. The other is take a look at the expense side. We may have to do both or some combination, and we are going to have to solicit input from everybody to be able to determine what makes the most sense.

**Fuller: If I may add just quickly that you wanted to increase the capacity for doing online. Do you see doing online as sort of a competitive issue for you and the enrollment side?**

*Strauss:* This is part of a real national debate, so I will not pretend to know the right answer. When I have thought about it personally, it occurs to me that different people learn different subjects in different ways most effectively. There is some science that should be brought to bear on this. The examples that I use are if I want to learn how to do calculus, there is generally one right way to get to a single right answer. We have pretty good technology that should allow somebody who is engaged to determine whether or not you are making progress in that educational objective. Or, if I want to teach somebody philosophy, where there are a thousand right answers and ten thousand right ways to get there, the way to have the most effective interaction in the classroom is to look at the body language of all the people who are sitting around the table. We do not have technology that effectively produces the same result you get from having a discussion. Now, somewhere in between are other subject matters. There are some market realities, there are only going to be so many brands when all is said and done, and early adopters have some advantage. They are getting marketing information by having rolled something out. But I am not willing to concede that an online experience is the best experience, that it has the best educational outcome or creates the best citizens. So we have to figure out which deployment is going to produce the best result, and we will engage in thoughtful conversation on it. That is what we have done today. We have taken a look at what tools we have currently in our arsenal to be able to deploy in making that analysis and found that there are some things we do not have, and we either need to learn from somebody else or devote more resources to developing those capacities to further explore it. So, I think we are going to grapple with that issue just like everybody else across the country. The way we grapple with it is also going to be dictated by how Washington makes available funds or what objectives the state imposes upon us, so we are going to have to consider those things too.

**Venugopalan: If I may follow up on a few things we are talking about with Trustee Strauss and Trustee Butler. You mentioned that a couple of issues related to linking resource allocation to strategic plan and transparent, sustainable budget process, and then you have talked about how to best deploy the resources you have. So, when it comes to these issues, what is the role of the Board versus what is the role of the administration and the shared governance process in your opinion? What do you see the different factors are?**

*Butler:* The Board has ultimate responsibility for the development of the university's strategic plan. We cannot ourselves achieve a bottom up process such as Vision 2020, but we can interact with it and we can participate with it, and we can be certain that the infrastructure for proper resource allocation in relation to that plan is being assembled by the university president and his/her cabinet. As a general disposition toward those issues, that is the one that we take so we are ultimately responsible for the creation of that plan and I think that we should endorse the plan that is created if we believe it makes fiscal sense and it is ideal for the environment we are operating in.

*Strauss:* I believe the administration has an obligation to propose to us alternatives. I agree with Chair Butler that it is our responsibility to make the ultimate decision. He wisely pointed out that this process does not spring fully formed from nothing, that the administration has some idea about the general feelings of the Board members and that this would be taken into account in framing the issues and the alternatives. I do not believe that what winds up happening is that the alternatives are prepared in a vacuum, that we have some history and that we have some understanding as to what direction the Board maybe would be content with and that would color the rest of this. The process is an interesting one, and I do not pretend that there is a single right answer for that, not for us and not generalizable across institutions. That is something we will have to discuss, sort of like we did when we engaged in the Vision 2020 process. One of the things that is favorable for us is that we had to go through the exercise

of trying to define a process as recently as four years ago. There are other institutions that have gone far longer without having had the benefit of going through that process. So I think our discussion about that would also be more informed than it would have been otherwise.

*Boey:* What I really wanted to express is that NIU, until 1996, had a Board of Regents; from 1996 onward, we had our own Board of Trustees. The big difference is presented through our shared governance. When the Board of Trustees, needed to find a new president 13 years ago, we had a complete presidential search, and that presidential search involved 25 members. In our most recent presidential search, nine months ago, 27 members were involved. I mention this because in the search for a president, we were very clear in the description of who we wanted, and that included the 2020 Vision Initiative. When we were finished, we picked President Baker. Through his own interpretation and through all the processes during the search, he knew exactly what to do, which is a great way to start a presidency. Also I want to add that as a background for how you would view us as a governing board and how our governance is in terms of online, briefly, for the Board, it is an opportunity for increasing both enrollment and revenue, but it is not the only thing.

*Murer:* Regardless of sector, whether it is business and industry, higher education or healthcare, there is always a fine line relative to governance and management, and the role of governance is to establish policy. But it is also, as my colleagues have said, to take ultimate responsibility and accountability. We all come with different experiences, so it is much easier to look at things that are tangible that generally relate to management than it is things that are more ethereal, which relate to policy. This Board challenges itself constantly on the differentiation between policy and management. We also are very cognizant of allowing a new president to be able to structure his vision, because, as a Board, we hold him accountable. Our primary job is to hire and retain a president, so we need to not restrain our president, but we also need to make sure that the direction being taken is within the confines of the mission and the philosophy of this institution. We are not a private, or a small liberal arts university, so you have to look at decision making through the filter of understanding who we are, and we take that very seriously. We are a public, research-based institution of higher learning for the State of Illinois. That understanding means that even if it were to be more profitable for us to be an institution, for example, of 10,000 students, that is not our job, that is not our role. We are here to educate, first of all, the citizens of Illinois, the region and the world, if they are interested in coming. So we have a sensitivity to not only our responsibilities internally, but also our responsibilities as a public university. Each one of the Trustees is appointed by the Governor. We are not elected, it is not an appointment by the President, so that has to be taken into consideration as we look to our challenges, as we make financial decisions, as we respect the fact that we are a public university. That means a course or college that may not be "as profitable as another" does not mean that is not as critical to the whole. We are and have always been very sensitive to not just course additions, but discussion, for this Board, has also included what deletions we have in majors or minors or emphases? How do you substitute? How do you change things to be in the vernacular that is more appropriate to today's market? So we not only look to that, but at what you call the course which, in and of itself, has merit. These are things that, as a Board, we challenge our Provost, our President and the deans to bring to this Board under our Academic Affairs Committee appropriate courses that are responsive to our mission. All those factors are important, especially, in the next decade where we will not have the guidance we have had in the past decades. We are in a brave new world of higher education, not just in Illinois, but worldwide, and we have to figure out what is going to happen in terms of educating our youth.

*Fuller:* I would like to ask about the recent change, which is sort of out of your control, so I say this with that provision, this change in the pension that is going to be coming up on May 31 and also questions about compensation. I understand that one particular committee, the University Council, has two goals, enrollment and compensation. **My question to you is, knowing the pension issue is something that is completely out of your control, what influence or what actions or what are you thinking about? Because, as we have heard from the University Council, there could be somewhat of an exodus of people who are going to be losing that pension. Has that been a part of these conversations at the Trustee level?**

*Butler:* The Board, through Trustee Murer's committee (Legislation and External Affairs Committee), has received rather extensive reports on what is happening at the State of Illinois level. We understand pension reform. We also understand what could be coming, based on the expressed interests of the public state universities who have operated as a rather unified group to engage that state level conversation and proactively offer some solutions that might be advantageous to our interests so that we do not lose so many people and that we can attract people to come to Northern for a thriving, teaching, research career.

*Strauss:* I want to reiterate, we are fully advised as to what is happening with regard to the pension situation, you are correct in that it is completely outside of our control. It is actually, right now, outside of the legislature's control too because it's an issue that is being litigated in at least four different court cases that have already been filed, so we are going to have to deal with whatever the outcome of this is. There are several possible outcomes because layered with this is just the demographic of our faculty and our staff, many of whom have been with us for a long time and would, even without this pension situation, be contemplating retirement naturally. We are mindful of having to remain competitive to faculty and staff with an overall economic package. But, again, we do not sit in isolation. These pressures are being felt throughout the university, but they are also being felt throughout society. Most of us who have private sector jobs are not in the same situation for compensation or retirement benefits today as we were ten years ago. So, the short answer is that we are certainly aware of the issues; we are following them intently. We know that they are going to have an impact on the institution, but we cannot tell you, today, how we are going to cope with them.

*Fuller:* The response from the Chair is the one that is the most reasonable here, that you form a coalition of other institutions knowing this is impacting education generally, and I think that is the way to go.

*Butler:* It is an issue of leadership and academic leadership. If we know that we are going to be losing some of the best and brightest and longest serving members of our community, we have to have in place the apparatus to prepare the younger generation to take on leadership responsibilities, to be the department chair, the department assistant chair and the associate dean. We have to nurture that leadership, and we have to give them something to look forward to, a reason to actually want to do that. That is in part something Dr. Baker is aware of in the manner in which he is working very hard on campus to build enthusiasm for the future and to give young members of the faculty and staff a sense that there is a bright future for the university.

*Fuller:* Just to conclude, my own reaction is that I have a very good sense of what you see as the distinctiveness of NIU and its power and where it is going. Your voices have offered my colleague and I a very clear sense of what you see are the essentials, the strengths, which I have heard earlier today as well. Also, you have identified the issues that seem to be quite obvious in the self-study: enrollment, a tough one for all of us; retention, those issues of how you engage people in teaching and learning strongly. That is good to hear from a Board of Trustees. That is coming out, so I applaud you for that. We appreciate your time. It has been a very good conversation, and thank you for taking the time to meet with us.

*Butler:* Thank you, gentlemen. We appreciate your time and appreciate you asking us to participate in this effort. We have been watching it very closely as it has unfolded throughout several months. As mentioned earlier, the Board was involved in the formation of the Mission Statement in anticipation of all the work you are doing, and we are very excited about your visit and look forward to your results.



## **ADJOURNMENT**

The Chair entertained a motion to adjourn. Trustee Strauss so moved, seconded by Trustee Murer. The meeting was adjourned at approximately 12:02 p.m.

Respectfully submitted,

Sharon Banks-Wilkins  
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.*