

Minutes of the
NIU Board of Trustees
Of Northern Illinois University
Ad Hoc Committee on Enrollment
December 17, 2015

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 1:00 p.m. by Chair Marc Strauss in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Kathy Carey conducted a roll call. Members present were Trustees Robert Marshall, Raquel Chavez, John Butler, and Tim Struthers. Trustee Robert Boey was absent. Also present: President Doug Baker, Provost Lisa Freeman, Board Liaison Mike Mann, UAC Representative Greg Long, Dani Rollins, Vice President Eric Weldy, General Counsel Jerry Blakemore, Carolinda Douglass, Abby Dean, and Joe King.

2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

General Counsel Blakemore indicated the appropriate notification of the meeting has been provided pursuant to the Illinois Open Meetings Act. Mr. Blakemore also advised that a quorum was present.

3. APPROVAL OF PROPOSED MEETING AGENDA

Chair Strauss asked for a motion to approve the meeting agenda. Trustee Butler so moved and Trustee Chavez seconded. The motion was approved.

4. REVIEW AND APPROVAL OF MINUTES OF OCTOBER 14, 2015

Chair Strauss asked for a motion to approve the minutes of October 14, 2015. Trustee Butler so moved and Trustee Struthers seconded. The motion passed.

5. CHAIR'S COMMENTS/ANNOUNCEMENTS

Chair Strauss indicated there were no opening comments and asked for any comments from the representatives of the University Council?

Representative Greg Long responded, the only thing I would say is I really appreciate the work that is being done and the work of getting things organized. I think there's been some definite improvement and I just wanted to say thank you for the focus there.

6. PUBLIC COMMENT

Chair Strauss indicated there is a request for public comment from Sharon May.

Speaker: Sharon May: Good afternoon. I'll try to make this brief. During the public comments section of the last full board meeting, Mr. Van Burer called for the termination of President Baker's employment. I would like to add my voice in support of that call. I'm a firm believer of innocent until proven guilty, but I believe that enough evidence has been presented publically to justify his termination. This includes details on legal bills paid for by the university which indicates that the OEIG investigation of this administration contains over 33,000 pages of documents. 33,000 pages. How much more evidence is needed? I would also like to add the board's reluctance to act in this situation is in stark contrast to historical university attitudes. Previously it appeared that employees of the university were deemed guilty until proven innocent even when the administration, due to their own involvement, knew of this innocence. So to repeat, please take action swiftly to terminate this employee and correct the ills that

have beset this university. Allow the university to again focus on its core mission, education of students. Thank you for your attention.

Chair Strauss responded, thank you.

7. UNIVERSITY REPORTS

Agenda Item 7.a. Admissions Update

Dani Rollins began, my last presentation before the committee was in June, and so, at that time I went over how we had reorganized the Office of Admissions when I arrived in January. The slide you see there is the new organizational structure of admissions so I thought I would take each pillar in turn and talk about what we've been doing in that unit since June. We're in the process of hiring for three key positions. The Central Southern Regional Representative; this person will be stationed remotely and will recruit for us in Central and Southern Illinois. We also received approval for an additional Chicago representative based in Chicago. They are also in the process of receiving approval to post and hire for additional transfer counselors in DeKalb on the main campus. I had a meeting this morning with Kishwaukee College and they're really excited about this and we think that could help us solidify our relationships there as well, especially with their new leadership. I included some information about fall semester and I included some historical comparisons, but in general since June we've been making more visits, more phone calls and more visitors to campus as well. You will see numbers about college fairs and additional university transfer days and things like that, but one of the things I wanted to really highlight for all of you is the new addition there at the bottom. We had over 6,000 admitted student phone calls and those happened directly from the admission counselor to the admitted students. So those calls are a brand new initiative that we've worked into our weekly rotations and weekly duties for admissions counselors. These are, in addition to the outbound calls made by the call center that I'll talk about in a few minutes. But we've sort of streamlined and made this part of our regular counselor duties, and every week they receive an automated report of all their admitted students for the past week and they call all of those students while they're in the office. So that's just a new initiative that we've put in place since I arrived and with that new initiative we've reached out that way to over 6,000 students.

Trustee Struthers asked a question on perspective given the enormous priority of enrollment and trying to get some context here of staff. Could you give me an idea of what your staff numbers look like, say pre your arrival, and where they're at today and then two other parts of that question, where do you think they need to be to reach our objectives and are you having any challenges in getting to that number?

Ms. Rollins responded, we have made the most hires in admissions and processing and we have about 30 full time staff total. At one point in processing, historic numbers would be 12 processors and we were down to about four and we had a huge backlog. We've been able to hire 7 more people in processing specifically and getting these three new admissions positions in recruitment will be helpful as well. Really the issue that we're encountering is just the time that it takes to go through Illinois's process from the time that it takes to get something approved here on campus and then to get new hired. The Civil Service classification process, all of those things, it just takes a long time. I use the example of a strategic communications position, the associate director position, from start to finish because of the process and the way it works; it took about ten months to get that one position hired.

Trustee Struthers noted, but a metric as we look at this, if we were say back in 2011/2012 and we were looking at declining enrollment and if we would have had a scorecard it would have showed the resources allocated towards that really important mission, the number would be significantly smaller than maybe it had been or what it should be and today

Ms. Rollins responded, it's on the upswing.

Trustee Struthers continued, it's on the upswing and the other part of my question is so once you've filled these positions would it be at full strength?

Ms. Rollins responded, not quite. A benchmark for admissions offices would be enrolled students to full time staff or FTEs in admissions and we would probably need another two or three even after this to be on par with the national benchmark, but what we don't have benchmarks for – again that addresses FTEs relative to enrolled students, but not all FTEs actually go out and recruit. Not all FTEs actually work on processing documents. And so in my program prioritization write up, I included those ratios as well so that people could get a better idea of what the actual workload is relative to one's role in admissions and so I would be happy to share at least that portion with this group so you could get some sense of the workload if that would be helpful.

Trustee Struthers responded, I'd surely be interested in watching that on a very continual basis. I'm reminded in business if you are behind say let's talk about on UPS deliveries right, you really increase your workforce to meet that demand or if it's in manufacturing and the sales are outpacing manufacturing, you throw a lot of resources there to get the numbers up and it just seems like this is such an important piece of what we're trying to accomplish to tell our good story and we're moving in the right direction.

President Baker added, if I could make two comments on that. Certainly you want to put the resources where they're needed thus the program prioritization process across all of our 480 programs in the institution, but admissions has hired the processors to the point where we have a 24-hour turnaround. There's no backlog of things being processed, so we're at speed there. That's good. Then Dani's had to come in and really understand what the landscape is and how she needs to allocate her resources so she's been going through that process to know do we need more, different or better training. She had a workforce that really wasn't very well trained before. She took on the first training of that workforce this summer, so she's in that growth process to figure out how many we need relative to the market and our skills and the training and the processes. So we've had to be thoughtful about doing that. She's doing a good job bringing us up to speed as she learns more.

Ms. Rollins, added if you would like to see some numbers, I've compiled those as part of the program prioritization process and I would be happy to share those or at least that portion.

Trustee Struthers continued, in my simple mind I like red, yellow, green which says this is a big part and we're chasing it with respect to staffing or resources maybe is a better term. Resources could be training, up to speed training, education, technology, marketing dollars, and people; those resources are to get these numbers that are continuing to decline to stop and start to go up and where do we need to be. Red, yellow, green is again, simple minded and I'm talking for myself, can understand and then we'll be able to create the sense of urgency to move that. If I could see that, I'd feel better about it.

Vice President Weldy noted, we have to be careful also making comparisons of staff numbers now versus staff numbers five or six years ago because there's a lot of cross-training that's current now. I think that we're doing a better job of utilizing the technology that we do have, and so I think that impacts from the standpoint of being able to produce more than we were before when we had more staff members.

Provost Freeman added, that piece about technology, is that student expectations about their interactively have changed and you are building a modern model for the students.

Trustee Struthers clarified, I'd use the term resources and not people for sure.

Ms. Rollins responded, yes, absolutely, and I will tell you that this staff in admissions is one of the best I've ever worked with and I've worked several regions and other much larger and much smaller institutions, and it really was just a case of what Doug is saying, just getting training and getting the infrastructure and the technology where it needs to be. The staff, the people, are fantastic and Dr. Weldy, Dr. Baker and Dr. Freeman have all been very supportive in any requests I've put forth in asking

for more people, but there is some other training and systemic kinds of things that are outside of anyone's control that we're trying to address. So moving on under events, tours and customer service, we hosted NIU's first ever Saturday Open House and that was a great success. It outpaced in terms of attendees by every other open house we've ever done by over four percent. We had about 800 students here on a Saturday morning with their families for about 2,000 total attendees. We also gathered over 400 applications just that one day so it was a really big success and we hope to do more Saturday events as well. We've also hired more Northern ambassadors and we're up to about 54 undergraduate student ambassadors. These are our tour guides. They also do some work in the office for us. They answer phones and make phone calls as well. We've had over 70 special groups on campus and the high school and community based organization list was just too long to include on one slide, but I did want to make sure to include the specific community colleges that we've had on campus as well. These are groups that have organized themselves and gotten themselves together to come to campus. I've included those there. I also think it's important for this committee to understand that the events, tours and customer service area within admissions that's really one person and student support; and so these are phenomenal numbers especially just for one person so our Associate Director of Events, Tours and Customer Service, Ted Campbell, he does a phenomenal job. Again, he's one of the best I've ever worked with. So the people are really solid in that area. In slide 5, strategic communications, I've included the calls there for the outbound call center. We are a little bit down with calls made by the outbound call center really just due to the hourly restrictions on extra help employees. To give you some sense of how long it would take us to catch up though, they average about 400 calls an evening. So we're down by about 900 so they could catch up in two or three evenings with where we were at this time last year. We've also, as I mentioned, just hired the Associate Director of Strategic Communications and that person will oversee the CRM and again they'll do some of those infrastructures that Dr. Freeman referenced in building the technology as well as overseeing e-mail, text, working with University Marketing on the print and hard copy publications, and social media presence as well. We've updated the website since June and in one way or another over 300,000 perspective students have heard from NIU Admissions since June 16th. Systems and processing slide 6, as I mentioned we hired 7 processors. It's been hugely helpful. We're outpacing where we were in terms of admits, and have been consistently since we started reporting numbers in October, and I think that's again to Dr. Baker's point, that's in large part due to better training, more efficient processes, and we also have a really strong staff and we've been able to hire some really great people. We uncovered some processing anomalies that had inflated applications for a couple of cycles and those have been addressed as well so the numbers that you see now in the weekly reports are much more organic. We've streamlined the college review process and so again, taking advantage of those efficiencies and for those admissions decisions that leave the office of admissions, we're tracking those better and we're making sure that our college partners are acting on those files quickly so that we can reach out to students sooner. It's also eliminated quite a bit of expense relative to paper and routing paper files to different partners on campus so that's been successful as well. The registration page for fall of 2016 orientation registrations was scheduled to go live on January 31st but I'm happy to report that that actually went live this week and so our director of orientation and family connections Abby Wolfman she deserves all the credit. She worked really, really hard to get that up and running sooner and so now my staff are going to be getting on the phone and getting people to sign up for orientation which will then be reflected in our confirmation numbers and we also have an e-mail campaign that we'll be launching next week. In terms of slide 7, just general admissions updates; we were the first university in Illinois to fully adopt the new AP law and so we received some really great feedback from the Board of Higher Education and the College Board on that as well. They have some things posted on their website and that was really helpful to NIU's image I think. Admission also received a \$20,000 grant for recruitment and we're going to be using that for a high school counselor event on campus so that we can really sort of rebuild some of those relationships and get them on campus to see everything that we have to offer their students. That will be happening likely in March or April. We were requested to speak at two national conferences. So one was on July 26th and that was specific to all the changes and the optimization that we've made in our CRM Connect and that was in San Antonio on July 26th; and we were also requested as a speaker for the National Association for College Admission Counseling which is our national governing body and I attended that on October 1st as well. I'm going to close intentionally with opportunities and challenges, but I just wanted to highlight a few things here and again they're sort of external challenges but also opportunities as well, particularly

the first one. Illinois is going to adopt the SAT and so that's going to change some things in terms of names that we purchase, in terms of resource allocation for different record acquisition. We're also going to have to set up some things on the back end in terms of sub-scores and how we report those scores and how we gather those scores and where they're housed in our various systems. We also have the prior year FAFSA changes and those are going to take effect in 2017. This essentially means that students in their senior year will have access to the FAFSA in October instead of January and so we really don't know what that's going to look like in terms of enrollment management. We don't know if that means that students will be applying to colleges sooner because of course you have to be admitted before you can be packaged so we don't know if they will be applying sooner. Just because they'll have access in October doesn't necessarily mean they'll take advantage of it, maybe they'll still do it in January. We don't know if they'll be applying to more colleges and then comparing more financial aid offers or if they'll only be applying to colleges that they think they can afford, so we really don't quite know what the impact of that is going to be just yet. And then just in general I think it's important for this group to be mindful of the fact that the state of Illinois – they're not producing any more high school graduates and so I included a slide there from the Western Interstate Commission for Higher Education and they do a lot of reporting nationally. You can kind of see where the growth areas are in the Midwest and there are some opportunities; Indianapolis is an opportunity as well. They're projected to grow in high school graduation by about 14% over the next five years, so that's an area that's close enough that we might be able to capitalize on it with our central and southern Illinois Regional Representative. But I just wanted to kind to give some sense of what we're looking at externally as well.

Chair Strauss added, before we move on to the next report, we focused a lot on the inputs that are used in the admissions process, what we haven't really looked at are the outcomes of these inputs. You mentioned weekly reports, we don't receive those. You did indicate that Admissions were running at a better pace than last year, but also that there were some problems with trying to get comparable statistics over the last two admission cycles. So I'm wondering what we can do to wind up receiving some information that would allow us to more closely monitor what's happening in terms of the numbers of applications that are coming in, the admit decisions and then as people put down deposits and so on. I'm sure that you're all monitoring this already, but we don't receive the data that shows us what's happening, and then I think it also would be useful for us to be in a position to be able to, along with you, try to make informed judgments about which of these tactics are successful. So right now you're changing 10 or 12 things at once. It's very difficult to be able to focus on any one of them and make a determination as to whether that's been effective. But as you get caught up. you'll start changing things one at a time and we can take a look and determine whether they are approaches that we need to support and whether there's any board level action that's required. Those are things I would be interested in seeing us follow up on.

Trustee Marshall responded, you mentioned early on in the report that you're not quite at capacity for the staff that you would need to do the job. Could I get somewhat of an identification of some of vacancies that you would list as critical to making our mission complete?

Ms. Rollins responded, we could definitely use some more people in events, tours and customer service and we're actively pursuing that now. Just because again, as I mentioned, that is a staff of one with student support and so if we want to conduct more on or off campus visits and want to host more groups and really get people here on campus, we're going to need more staff to do that so I would kind of place that high on the list. We could always use more recruiters. Again, the demand is such that there are always places we're just not able to go. We've talked a little bit in other groups about some of our competitors being in their top feeder community colleges; specifically they are there once a week. We're able to go about once a month just because of staffing. I think that those interactions are quality interactions, but of course anytime you can get more boots on the ground, you get more exposure for the university and that's a great thing as well.

Trustee Butler asked, can you go back to the slide on systems and processing? Unpack for me streamline college reviews, sponsorship review and reinstatement review. I'm not sure I understand what any of that is.

Ms. Rollins responded, for all of these populations, these admission decisions do not happen within the Office of Admissions. So if a student does meet our stated admission criteria, those decisions are then routed out to college partners. So if I'm a philosophy major and I am underneath a certain threshold, the Office of Admissions doesn't actually make that decisions we route the components of the file to that college that houses that major and they will make that decision.

Trustee Butler asked, based on the interest that's indicated by the student?

Ms. Rollins responded, based on the major to which they're applying, yes.

Trustee Butler asked, is that just in the case of transfer students?

Ms. Rollins responded, no that's for freshmen, transfer, reinstatement, any students that don't meet the stated criteria in the catalog.

Trustee Butler continued, is that concept, that's what the term sponsorship means?

Ms. Rollins responded, right, so if a student falls slightly below any of the criteria of a college, so for example Visual and Performing Arts, they may be a very talented dancer, they may be a very talented artist, but they don't quite meet some of the admission criteria as stated so those colleges can choose to sponsor the student and they will review that student.

Trustee Butler asked, do you have any sense that this is – over the last several years is this happening more or less where you're referring to the colleges?

Ms. Rollins responded, I really don't know. I could absolutely go back in and ask for some of those numbers, but I don't really know if we're doing more or less in terms of sponsorship or we're sending more or less to college review in general but I can find out.

Trustee Butler responded, then the colleges make the decision at that point? And then that is honored by the university?

Ms. Rollins responded, yes.

Trustee Butler asked, are there ever cases where it's not?

Ms. Rollins responded, not to my knowledge, no. Not since I've been here.

Trustee Butler added, so a program that is looking for a particular type of student for whatever reason could potentially have a good deal of control over the number of students it brings in based on if they declare an interest in that major?

Ms. Rollins responded, potentially, yes.

Trustee Butler asked, is there anything that's done to connect to the student that doesn't particularly perhaps indicate a major interest?

Ms. Rollins responded, yes so if the student is undeclared, it can be undeclared in any college so they could say yes I know I want to go into engineering, but I don't know if it's civil or mechanical; they could be undeclared in Engineering and those files will still be routed to Engineering. If they are just undeclared, they would go to the Academic Advising Center and that staff would review those files.

Trustee Butler noted, so there's an effort then to find out what they're interested in and maybe talk to them about the potential college review?

Ms. Rollins responded, yes so we would tell the students that they're under college review through the communications that go out as part of the application process.

Trustee Butler clarified, but I mean if they don't indicate a particular interest but they're not meeting the standard, is there an effort to reach out to them and say we have another way in?

Ms. Rollins responded, it happens automatically and so the files are automatically routed based on what they put on the application.

Trustee Butler asked, so you're automatically going to put something on the application?

Ms. Rollins responded, yes, absolutely. They're forced to choose a major option. What we've unpacked here with a system called OnBase, it's essentially we just routed this in a way that doesn't require paper, and we've also implemented symmetrics so that we can send reminder reports to the colleges because some people are quicker at these kinds of things than others and some people get more college review files than others. Of course Liberal Arts and Sciences is our largest college so they get more files by comparison and so we now send them reports to say okay now you've had these files under review for this long. The oldest file is on top, please make decisions as quickly as possible so that admissions can then input the decision and reach out to the student.

Provost Freeman noted, if I could just add something to that, as part of becoming a much more data informed campus, the deans have been looking, along with the program leaders, at the number of sponsorships and the reviews that they do and going back and looking at the characteristic of the students who were accepted through that mechanism and done well and then asking themselves should we be changing our automatic review criteria? Have we set the thresholds in a way that we're making work for ourselves and creating slowness in the process? So that's ongoing and I know we have a number of changes that are coming forward. They have to go to a shared governance committee before they can be instituted.

Trustee Chavez asked what the turnaround rate is for applications to admittance.

Ms. Rollins responded, usually from the time a file is complete, so that means they have paid their fee, they've submitted a transcript, they have everything that we've asked for, it's like three business days, three to five business days. Sometimes students miss a piece or two and so then we have to reach out - so from the time the file is complete, not necessarily from the time of application, but from the time we have a complete file, it's usually three to five business days. That can vary depending on workload.

Trustee Struthers noted, I have one concluding comment. First I commend you for your work and effort, it's very apparent that you're transforming this initiative which is incredibly positive. An observation is you've got a lot of irons in the fire and maybe I'm a little concerned there's too many and that many community college calls should be a focus along with our branding study and results. Strategic piece of our brand, the environment and all those things that take your energy and efforts and focus a little bit more and I'm sure you're doing that a bit, so just observations as I read this, there seems like a lot of work going in.

Ms. Rollins added, there was just a lot that had to be done very quickly to put us in a place where we could be more strategic in the future. The infrastructure frankly just was not there and so there was a lot that we had to act on, so I tried to do as much I could as soon as I could, but yes the focus is to try and get all of these things in place to build some stability and to get the staff the training they need frankly to build up morale and get them where they need to be and then we can be more strategic once we have the people and the training in place.

Agenda Item 7.b. Enrollment Update

Vice President Weldy began, I would like to just kind of piggyback on some of the things that Dani spoke

on from the standpoint, I mean she gave some wonderful examples of what we're doing to put ourselves in a better position to meet our enrollment goals and so I would like to kind of share one of those initiatives with you and then getting to the update. I know that there was a request just kind of a summary of our fall 2015 enrollment and I'll share that information as well. But one of the things I wanted to talk about was in November 2015, just last month, President Baker established a special task force to look at our scholarship and waiver process and funding. He established a scholarship task force steering committee and this committee has really been hard at work since last month. Obviously, as I noted, looking for ways that we can put ourselves in a better position to meet our enrollment goals and so one of the things that we obviously noticed is that we're heavily decentralized as it relates to our scholarship and waiver process. So it was important for us to get a group together to look at that to identify any possible issues and what we can do in order to move forward. The task force is examining all institutional aid that we have including undergraduate and graduate need based aid, merit aid, and academic program restricted scholarships, as well as grants, waivers, and athletic aid. The task force has representation from a number of divisions and departments throughout the university, but some of the main ones include obviously Enrollment Management, as well as the Grad School, Office of the Provost, CHANCE, Administration and Finance, Development, as well as Athletics. We're well represented across the campus. A couple of my staff members are chairing this task force, Rebecca Babel who is here today; she is our Director of Financial Aid, as well as Anne Hardy, who is our Director of Scholarships. The task force has met a couple of times since November, in addition, there has been a number of individual meetings in which Rebecca and Anne have met with members of the task force to address various issues. I believe earlier this week the task force met and they will be separating into five different working groups to really kind of dive deep into the various issues they've been asked to address. I have attached a document that the committee has put together and it's number five looking at scholarship – it gives scholarship details, and financial aid expenditures from 2014/2015. I know that the committee has asked for information in a previous meeting, but I think the wonderful thing about this particular document is that it really kind of shares the details in regards to our financial aid expenditures and so I wanted to address any questions that you may have in regards to this particular document and I have asked Rebecca to be here to assist.

Chair Strauss noted, before I ask for input from other members of the committee, I have one observation and then a couple of follow up questions. So to me, the chart shown on page 27, you know as we discussed this earlier, was really a fascinating document because the amount of financial assistance compared to our total revenue for tuition is really staggering. I don't think this is something that we've ever highlighted before. I wonder whether you could comment on what the relationship is between the amount of aid and what's showing up on our P&L as being revenue from students, number one.

Vice President Weldy responded, I think that everyone is aware our students are heavily need based and that poses some issues from the standpoint of their ability to pay. That poses some challenges. I also know that we've taken some steps to identify students who are very capable academically, but also identifying students who are in a better position to pay. At the same time I think as an institution and that is why the task force was created, was for us to better utilize the funds that we do have so that those students who are in need that we're in a better position to meet that need for the students. As a state institution I think we are in agreement we have an obligation to our community no matter what the financial position may be for our students, that we're in a position to provide the best possible education as well as the best possible means in assisting our students.

Chair Strauss replied, if I look at just at the grant money, the grant money 88 and 24 is about 112 million dollars under the amount of total tuition revenue that we receive and, if my memory serves me correct this is about 120 million dollars. The conversations that we have about affordability focus on a tuition number, that's the gross number, that's not the net number. So if we're truly going to take a look at our competitive situation, I think we've got to have good data that we can focus on. I know it may not be available in an accurate format for all other institutions to try to draw comparisons regarding what the net cost of attendance is, and there may be a story to be told here because, frankly, when I looked at these numbers I was surprised at the amount of institutional support we're providing for students. There's a certain amount of disservice that I believe happens to the institution when we just focus on the

published gross number. The actual cost to attend is what we need to pay some attention to. I hope that we'll continue to track this. We've made quite a commitment but we haven't really trumpeted what we're doing for students in order to be able to make the cost of attendance affordable for them. Are there other questions on this piece before Eric continues?

Trustee Struthers asked, I am trying to understand the difference between dollars that actually are coming in from outside sources, such as I think I can understand the federal piece 32 million in '14, those are real wire transfers coming into the institution right?

Vice President Weldy responded, yes.

Trustee Struthers continued, then say so is the state ... and then there are some dollars here that might be scholarships that we're forgoing the tuition payment from the student is that right? The waivers, so in that case again the students aren't paying but we are not getting any – so tell me which one, I assume that's the NIU piece, the 32 million are waivers.

President Baker responded, no, just the last two lines.

Trustee Struthers responded, lines 2.1 and 3.3 okay. The others are?

President Baker responded, cash.

Trustee Struthers asked, say athletic, isn't that just a waiver?

President Baker responded, no, that's cash.

Trustee Struthers asked then where's that coming from?

Rebecca Babel responded, some is waivers and some is cash, but in an accounting sense the cash is forgone, it's charged and it's paid but it passes through our books.

Trustee Struthers responded, that's what I'm trying to discern, if you charge it and waive it, to me that's a wash.

President Baker added, it's not waived, it's general operating dollars that are put toward this, but it is tuition dollars that are put towards this.

Provost Freeman responded, a waiver has a specific definition and we have a state cap so we use that word very carefully.

President Struthers responded, then down below under graduate aid, okay that total of 200, and then we have grants, scholarships and that is the GI bill really money coming in, NIU scholarships, foundations, that sort of thing is real money probably coming in from other entities such as a foundation or such.

President Baker responded correct.

Trustee Struthers continued, what's the real net mean or median kind of total check that students are writing and beat that drum a little bit more and trumpet that story. I guess it's relatively low.

Ms. Babel replied, the waivers don't cover any fees, it's just tuition.

Trustee Struthers responded, surely include that.

President Baker added, but the rack rate and what students pay are significantly different numbers. I think that's what you're getting at.

Trustee Struthers responded, yes, exactly.

Chair Strauss responded, correct.

Trustee Struthers added, insightful. I'll ask about more as I understand more. Thank you.

Vice President Weldy continued, as I noted before there was a request in regards to giving a summary of where we were with enrollment for 2015 and I just want to make a few highlights. I think that we're all aware that we were down in total enrollment by 481 students in comparison to where we were a year ago, but I think it's also important to note that we had our smallest dip in enrollment since 2010. Our one year retention rate for freshmen improved by a percentage point to 72% which was built on last year's leap of 5% in that category, and so we see that just within the past couple of years there has been areas of improvement. Also, in regards to our Honors program, we saw an increase of 31% that relates to our Honors program, and so we had 100 more students this fall than last fall that were part of the Honor program. That was a significant jump or increase. Our international student enrollment has also increased significantly. We had 321 undergraduate international students on campus this fall representing a 48% increase of two years ago and about 23.5% from last year. The same can be said in regards to our international graduate students has climbed by 43% over that period of 11% from last year. I believe that this fall we had a record of 1,211 international students. So I just want to highlight even though we were down 481 students, we can tell that there is definitely been some progress that has been made. Any questions?

Trustee Butler asked, do you or anyone at the table have a sense as to what is the increase in honors students?

Vice President Weldy replied, yes. What we did was, when I arrived, I noticed that we had a number of one and two year merit scholarships and not a lot of four years. I believe that our top two scholarships were four year scholarships. In order to be competitive and attract more of that top tier student, it was important for us to make that transition to 4 year scholarships and so we did that and I think that we're really kind of seeing the first fruits of that.

Provost Freeman added, you also changed financial aid leveraging in terms of how the scholarship opportunity was presented and when it was presented and that was a very good collaborative effort and it had more impact on the honors population.

Trustee Marshall asked, do we have any figures on when we get the bump from our agreement with the Chinese universities?

President Baker responded, it will either be two and a half or three and a half years from now. The reason is the first two years will be in China, the second two years here. So there's a two year lag as freshman and sophomore work into the sophomores and juniors it will be here. And then we're waiting final approval from the central government in China. We have the agreement among the schools, but they have to put their federal stamp on it and we anticipate that this spring, and then we'll have to see if we have enough time to recruit a fall class or not for this year.

Trustee Marshall replied, do we have any ideas of the number that are currently starting in China?

President Baker replied, we anticipate there will be roughly 250 per year so 1000 total when it's built out. At any one time we might have 500 students on this campus.

Trustee Struthers asked, a question with respect to market share, are we aware of other Illinois state public universities enrollment numbers for fall of '15?

Vice President Weldy responded, yes we keep track of all those numbers.

Trustee Struthers asked, how did we do with respect to our market share for fall of 2015?

Ms. Rollins responded, I don't have those with me but we're part of a consortium so all of the directors of admissions will share those periodically so I can go back and pull those reports.

Trustee Struthers noted, I know there's published data for sure with total numbers, we've seen them before and I understand the pie in Illinois is getting smaller so we have lots of head winds and so should we cry or celebrate the 4½ % decline.

Vice President Weldy responded, well, I'm not at the point of celebrating yet.

Trustee Struthers added, I think market share is a big deal. I would encourage that and would be interested in it, but I think that's a way to think in this tough environment so we don't lose the students. The other piece would be this idea around projections so you mentioned the international students increasing, I'd be interested to know what your model says around what we are shooting for down the road in the different kind of pieces and parts of our enrollment puzzle and again, did that hit your targets.

Vice President Weldy responded, I think that's the big question for us in moving forward. I think there are a number of us around the table that need to have a more in depth discussion as we kind of look at market share and where we are now and where we want to be, particularly over the next year or two. There are a lot of changes as been noted before that are occurring at the same time, but I think that we're at that point now where we can be even more strategic than what we have been.

Trustee Butler added, the issue of the state impasse, and if we were tracking market share carefully we could potentially see indications that impasse is having an adverse impact on our recruitment efforts. Not just ours but all state universities. You'd have to and you could even subtract some of the universities that are making very public cuts and are engaged in significant cost cutting that's very public versus ones who are surviving because they are in a better financial position.

Vice President Weldy continued, I don't wish ill to any of our competitors, but at the same time I think that we need – it's very competitive so I think that we need to take advantage of certain situations. I will say this, that for a while our competitors have done a great job of recruiting in Northern Illinois which has been our bread and butter and so we have been looking at and strategizing about how to expand that market base for ourselves. Whether other institutions are struggling or not, we still need to do the things that we're doing.

Ms. Rollins added, I would just also add that our competitors also include community colleges, which are almost always less expense, and are difficult external influence as well.

Trustee Struthers responded, I just wanted to make sure my comment wasn't to mean that, but it's a result of and that we catch up or if we're gaining in market share, but the reality is that would be a really good measure and as an outcome we have lots of input, things we're doing. Increasing market share would be something we could start to feel good about by the work that's being done right and what it is accomplishing, that's probably the ultimate measure on this initiative.

Provost Freeman added, in regards to Trustee Butler's comments, that budget impasse is affecting the retention, as well as recruitment and retention of students, as well as faculty, and other valued employees. So to pick up on Eric's comment, I don't wish our legislators any ill will, but it would be helpful to all of us if this was resolved and we appreciate the Board's sentiments.

Vice President Weldy continued, shared information in regards to our new freshmen class and characteristics. Many times I'm always asked, how does a particular cohort group compare to last year or previous years, so just as last year our cohort group was a little bit stronger than the year before. The same could be said of this new freshman cohort group and from this standpoint that there were slight increases in high school class percentile among our new freshmen, our cohort group, as well as high

school GPA and ACT composite score. There's always a question from the standpoint of where do our students rank, and is this particular cohort as strong or as weak as the one before? So this really allows us to kind of track that. The final chart deals with raw statistics for this semester and this was as of last week, in regards to the number of students who have withdrawn from the university and the numbers that we have here we have improved by 31 students, so we had 31 fewer students withdrawal from the university this fall in comparison to last fall.

Chair Strauss asked, the last chart I think focuses on diversity measures correct?

Vice President Weldy responded, yes I believe there's a question from the standpoint of what is the diversity makeup of our undergraduate student population so that information is shared here. This fall, I believe that we had slight increases in our Hispanic or Latino student population as well as the white student population.

Trustee Struthers added, I'm really encouraged by the quality factors, increasing the class rank and ACT and mean GPA and that is positive news. I just encourage us to find a way to package this and publish it and tell a good story.

Vice President Weldy responded, I think that when we shared our ten days numbers that we did highlight that. We didn't show the actual numbers but we did go through from the standpoint that we had increased across the board in those areas.

President Baker added, when you press release that tenth day, that information comes out on that and on the web.

Trustee Butler noted, again on that issue we think that that the quality increases. Is it safe to say that the observation you made on the increase of honor students that the causal forces are the same, we're restructuring our aid packages and our scholarships and we're competing better for those high quality students?

Vice President Weldy responded, yes I do think that we're competing better and so for many students it comes down to money, so to be able to offer a four year scholarship versus a two year scholarship, for me it's a no-brainer.

Trustee Struthers added, on the College of Business, the decline was surprising to me.

Provost Freeman responded, that reflects the national trend in undergraduate enrollment in the colleges of businesses across the country.

Chair Strauss noted, this is also not a one year phenomenon, so if we looked at this historically, that decline has been going on.

Trustee Struthers noted, that's kind of what I was looking for, this is a societal national trend that simply high school students don't look at business.

Vice President Weldy responded, well I think as well, I mean if you looked over let's say the past 20 years or more when we've had some uptick in regards to our students enrolling in business. A lot of it had to do with how the economy was going. If there are lots of jobs out there then fewer students in the graduate level are thinking about going to school, but when the jobs aren't there, I think that has an impact from the standpoint of students and whether or not they're looking to enroll.

Trustee Chavez responded, this is just a general observation but I'm just noticing because I'm a graduate student, I think there's a lot of emphasis placed on undergraduates. It makes perfect sense, but what about the graduates? How are admissions and marketing working together with the graduate programs to get more students to come here? I think it's a very good pool of people. Nobody wants to get a job

now, we're all just – I think we should maximize on that opportunity.

President Baker noted, admissions is for undergraduates. The graduate college does graduate admissions and then they work with the colleges. Around the country, graduate recruitment tends to be more departmentally focused rather than university-wide focused and so that's the collaboration between the grad school and departments and marketing too. It's trying to highlight some of those proof, concept or proof of brand programs.

Chair Strauss added, it may be worth some time at a future meeting to get a more in depth presentation of the graduate side. We haven't really heard about that and looked at the opportunities. I'm also thinking that at some point while we focus here as to what's happening with the recruitment and retention of our more talented students, we may also want to take a look at the bottom end with regard to what's happening to the retention of the less qualified students and whether we have other things that we can do to make sure that we're able to help those students graduate.

Agenda Item 7.c. Migration, Credit Hour, Enrollment by College

Chair Strauss continued, at this point I think let's move on. I believe the next report is Mr. Mann's and it relates to migration, credit hours and enrollment by college.

Speaker Mike Mann began, thank you Mr. Chair, members of the committee. Item 7.c. was developed with the intent of answering a couple of different miscellaneous task questions that the committee raised at the last meeting. The data that has been pulled together here comes from a couple business sources. One being the Department of Education's National Center for Education Statistics and the other basically being our internal sources, being our institutional research data book as well as our student enrollment profile. I think I would like to just jump right into it and go to page 29, table 1, which provides a historical look at student out migration trends. This data comes from the US Department of Education. I will walk through how this table works. If you look at the fall 2000 year, column 1, Illinois resident freshmen attending college anywhere 117,000; column 2, freshmen enrolled in Illinois 107,000; and then column 3 Illinois resident freshmen enrolled in Illinois. When you talk about how many students we're losing, it's the difference between column 1 and column 3. So our out migration is 20,500; 20,000 of our potential freshmen are leaving the state, and then the difference between column 2 and column 3 both show you what our in migration is; so we're actually getting 10,000 students from other states. So column 6 shows our net, the net impact of those two, losing students, gaining students and so with 2,000 our net out migration is negative 10,220 students. In that year we ranked second, second worst in the nation behind only New Jersey, so the trend that we hear a lot about is that we are second only to New Jersey. It's not really a recent phenomenon, as you can see by this table it's been going on for quite a while. So that's how the table works across. I think if you look at some of the columns there's some information in here that is kind of interesting. column 1 for example over time there has been an increase in the Illinois resident freshmen attending college anywhere, but if you look at column 3, and we were just talking about market share, 97,000 students in fall of 2000 Illinois residents enrolled in Illinois and now that number has fallen to the most recent data that the department provides, has fallen down to 88,000. In terms of the out migration, we were losing 20,000 students a year and now that figure is up to 33,000. That's the number that IBHE throws around quite a bit. They also throw around the most recent net out migration figures for Illinois being 16,247 which again there was an improvement in in migration in fall 2006, fall 2008, but apparently that was sort of a trend anomaly because we started the decade 49th in the nation and currently sit there as well.

Chair Strauss noted, it appears this data is collected every two years and 2014 hasn't been released yet. Is that correct?

Mr. Mann responded, that is correct.

Trustee Struthers asked, are the leaders in Springfield absolutely, positively aware of this phenomenon?

Chair Strauss responded, absolutely, positively.

President Baker added, they've also cut our budget in inflation adjusted dollars by 50% in the last 12 years and have a goal for having 60% of the population with an advanced degree. So these pieces don't line up and I think it's because of the other currents in the state budget that they have to fund other things and higher education. As Mike sometimes says, is the sixth priority out of five in the state. So that's kind of where we are. You can present a rational argument, do you put a dollar in and you get ten out of higher education, but that isn't the political forces that lead to a 50% reduction in our operating budgets.

Mr. Mann continued, we're basically the only piece of the state budget that has not been approved, or decided or settled. 90% of the state budget is in motion.

Trustee Struthers noted, the city of Chicago continues to attract some high end companies and investment from around the United States surprisingly given the status of our state budget and such and government. The thing that's often cited is the availability of talent in Chicago and Northern Illinois and I wonder if that isn't something that they say hey boy they're coming anyhow, you know people while they leave to go to school, they're going to come back to the city or such, but they don't seem to have with respect to healthcare, finance, the arts, etc. continue to attract really talented, strong companies and hospitals and such. So maybe it just isn't a burning issue with respect to talent at that end, but the middle piece of the pie is missing.

Mr. Mann responded, we meet regularly. When we meet rank and file legislators, a lot of times President Baker and I will hear that from them. We like you guys. We passed the budget for you back in '90 and we only cut you 8%. This is out of our control now. There's a current initiative, U of I and the rest of the public universities are trying to pull together and get a new collation, hopefully led by business and industry leaders where they would stand up and say higher education is critical for us providing us with training and skilled workers and 50% of our management team is made up of graduates from Illinois public universities, things like that. The presidents and chancellors meet on a weekly basis to talk about different strategies and pressure points.

Trustee Struthers added, the consequences that this has on communities like DeKalb, when you lose in our case 5000 students, but in the broader picture of Illinois losing 30,000 a year, the impact that that has on towns.

Mr. Mann continued, we have pulled together, when I use the word we I mean in a collective sense of a university crew, we pulled all of the universities economic impact studies and prepared those as aggregated figures and we submit the package as one of our many talking points.

Trustee Struthers noted, I tell you again I'm conscious of talking about, I heard this recent economic impact study that NIU Environmental Studies did and the tone of that was that we have a big impact and it's significant. That's all I heard. I didn't hear the fright around how it may have diminished which might have been a better headline and how it may diminish more and the consequences of less. Just an observation, again I think a lot of this is marketing, but it's so significant. I do think this idea of communities that's another angle. Clearly if you look at the median home price in DeKalb it's not moving at all or very, very slow, alive and significantly, it might be something that maybe there's another drum that could be beat from the communities perspective if you go to the perspective state university towns and have them ring a bell. Thank you. And my question is I just want to make sure that this isn't the forest, you know the trees aren't lost in all of the data that's coming at them, if we just keep hitting them with 33,000 kids are leaving this state.

Trustee Butler asked, how vulnerable are we to the argument that we have brought this upon ourselves? Let me explain. It's likely that in our management of a 50% cut in resources we have had to raise tuition if we were to operate the institution. Tuition increases have made us less competitive for a state resident. Is that a fair argument tuition increases have made us less competitive for someone who lives in the

State of Illinois and is seeking to go to college?

Mr. Mann responded, I think that's a fair argument, but the reason I like this table is because if you go back to 2000 prior to the diminish in appropriations for universities, we were still doing fairly poorly in this measure prior to, you know we hit high water mark in fiscal year 2002. Higher education funding was rocking and rolling in the '90s and through 2002, yet in fall of 2000 we were still 49th in the nation in exporting students. Yes, I think we're vulnerable.

Trustee Butler added, right and I was interested in the response. So what if it's not a controllable phenomenon? What if it's just a trend based on the preferences of the generation?

Chair Strauss added, and maybe we need to reframe the value proposition. This is why we have to complete the branding study and understand what it is people think of us and what we're capable of delivering. I think we clearly have more work to do in this area and we have several moving pieces that we've spent some time talking about and should return to it and make sure that we're attending the appropriate business. But I believe that we've got a much better understanding at this point as to what the forces at play are, and I believe we've also got an appreciation that there are people who are focused on the pieces and I think it would be fair for us to give them enough time to be able to implement the things that they've told us that they're working on.

Mr. Mann continued, there are significant concerns that the 33,000 out migration figure is going to explode based on the current status of the state budget situation.

Trustee Struthers asked so projected for the '14 data or yet to come?

Trustee Butler responded, correct. It will be a while before we can see it in these numbers. Let me just add this one point, if we want to make that argument we can't wait for these numbers to make it for us. We're going to have to look for indicators of that trend earlier so that we can make that part of the advocacy effort with lawmakers with respect to the urgency of the situation.

Chair Strauss added, we did that in the resolution that we passed. I think it's not for lack of making the argument. We've put the argument out and the legislators that I talk to, understand that the arguments are being made. There are other political forces that are in place. We can also continue to look at how you play the political game and see whether there are appropriate actions for us to take there to. Alright let's continue because we've got a couple of other agenda items too.

Mr. Mann continued, tables 2 through 11 or 2 through 10 provide information on enrollments by college. If you can find the one separate slide at your places, this summer I recalled those tables and it will just show you that as Eric mentioned earlier we're at 20,130 in the fall of 2015 that's a 5,183 student decline since fall of 2006. But in the figures by college, there are colleges that have increased in enrollment over those periods of time, and the tables in the packet provide that detail by the undergraduate and graduate level. I would note that the College of Business has an uptick in graduate enrollment on page 31, but I believe all of the other colleges that are down, are down 800 graduates at both the undergraduate and graduate level. This information is available on databook and various sources, but I don't think it's ever been prepared for this committee in this manner. So I just wanted to brief you on this today.

Chair Strauss responded, no I think it's useful to have it compiled. We have seen it in other smaller chunks before, but this is a very good summary of where we stand.

Trustee Butler asked, Dr. Freeman the program prioritization effort, they're dealing with all of this information.

Provost Freeman responded, yes, and more.

Trustee Butler noted, and more I'm sure, as we get in to looking at the enrollment trends on the basis of

college split between undergraduate and graduate data, how significant is this information in that process?

Provost Freeman responded, it's very significant. Graduate programs and undergraduate programs procured separate narratives in most cases. In those narratives there would be enrollments, there would be credit hours, there would be a measure of revenue generation per credit hour, the review measure of instructional staffing and then the synergy across programs would be reflected in the way that faculty time was apportioned. So as you know as a former faculty member, we don't have a whole, we often have a faculty member who will teach a service course that's part of our general education curriculum, teach undergraduate course in the major at the upper division level and then also contribute to one or more graduate programs and so, we in the process, engineer our data to reflect that and allow the program office to be very specific about where there are efficiencies, how those costs and time allocations are happening and what the national trends are to the trends at NIU and where opportunities exist and what places have the need, so I think that will come through in the narrative.

Chair Strauss noted, his is a good transition because the next report relates to program prioritization. Mike, if you've got a couple other higher level things that you'd like to focus on.

Mr. Mann responded, I'll just say that the rest of the tables provided here provide information on credit hour loads by degree level and location and I believe specifically in response to Trustee Butler's questions in the past, there is a table in here that shows course loads, credit hours, I'm sorry the number of students who are taking one hour, two hours, three hours, four hours; and Table B-5a, if you go down to the credit hour load of 11 through 11.9 and you walk your way over, you'll see the cumulative percentage of students taking 12 hours or less, basically it's about 10.05%.

Chair Strauss indicated, I'm glad we didn't skip over these because it is interesting the number of credit hours being delivered off campus and I know that's something that again we'll take a look at with program prioritization. It's also interesting, while it's only 10%, if we have a headcount of 20,000 that still represents a significant number of people that are taking less and then in the discussions that we've had about price elasticity of demand and our pricing strategies and how they apply to part-time students. This again, is something that I know that you'll give some thought to, but they were both interesting statistics and I'm glad we had a chance to take a look at them. One closing comment I'd like to make just on page 41, on table 11, it shows that there has not been much change in the average undergraduate courses over the past ten years. I believe this question was raised in the context of what is our new tuition charging policy, what is the result then on course loads and the answer at this point is not much, but it's early. This will be interesting to continue to monitor to see whether what we expected is going to happen actually does.

Provost Freeman responded, I think in the experience of other universities has shown that step pricing is one way to encourage students to increase their load by an active campaign to finish or something similar is also a really important component and so as we activate that mechanism I think we'll see more of that.

Agenda Item 7.d. Program Prioritization Update

Chair Strauss indicated that we will now move to program prioritization.

Speaker Carolinda Douglass began, thank you Chair Strauss. We've just reached a very important milestone in program prioritization. December 11th was the date when all of the program narratives were to be turned in. So what I'm going to do is tell you a little bit about what we've achieved thus far, what's actually happening now that we're in December, past December 11th, and then where we're headed. The second slide shows the timeline and where we're at and all the things that we've accomplished thus far. We really started this January 2015 and in that time we established our coordinating team and the team groups and sub-groups. I think I've mentioned before to this group that we've had over a 100 people working on this process. We had a shared governance process by which we created the criteria and the

weightings associated with that. We also worked through discovery meetings with a number of different Vice Presidents and different units to operationalize programs and identify the measure that would be used. We selected through an open nomination process the two task forces, one the administrative, one the academic; 21 members each. Last summer we established the data platform. We're using something called Prioritization Plus, and we began populating the data. We began our tech and data support. We've had many, many questions over the last several months about how to use the platform, how to use the data. We have a really nice data glossary that we've prepared and we've had help desk tickets that have come in well into the 300 – 400 of those. Then this past fall we've been very busy. We had the task force trained for their peer review process. We had an external panel of a number of different people who have gone through this process before coming on campus and we held sessions for two days. They met with various groups on campus, they had open groups as well, open meetings; but they met with people who are writing narratives, they met with people who were going to be evaluating the narratives and they met with individuals in different units as well, specific units. We had the narrative writing by faculty and staff that have occurred over the last 11 weeks and we've had some open houses for people to understand their data better. We've had a lot of customized data sets being created as well. As I mentioned, the data platform Prioritization Plus was open for 11 weeks. That's actually a reasonable amount of time according to the people that we've talked to, consultants and external panel people that we've discussed this with. It's maybe a little bit on the longer side, but we had some issues with people really wanting to have that time to do the writing. And the task force has started to make decisions on scoring and using rubrics. The rubrics are published on our website. They began the norming process, so how they're going to work together to evaluate the various programs that they're at, the narratives that they're looking, and actually the norming occurred for the administrative task force this week on Tuesday and just yesterday for the academic task.

Chair Strauss asked, based on conversations that I've had with my colleagues, I believe that everybody understands we have a program prioritization process going on. We've made available what's on the website the numbers, and some I think have spent time taking a look at those materials and some have not. There's a lot of description about the technical terms applied to what it is that you're doing. I think it would be helpful to the board members and members of this committee and the board members who are not here, if they had the opportunity to see what this work product looked like. Now I don't want to dump 500 submissions on them, but I think it might be useful to see a sample of a small number so that people understood what was expected and what these things look like and if we could follow that up with some input to the board that would translate into easily understandable action items and something visible that we could use to help educate the board members as to then what happens with those narratives after they've been submitted, that would be much more useful than talking about it at a higher level since I don't believe that any members of the board have ever been through this particular process before. Now I know that most of us have received some literature about the concept behind this. I don't believe Trustee Struthers has necessarily because he joined us after we embarked upon this process, but the rest of us received some background information, but the sense that I have is that we're not up to speed on what this actually looks like in practice.

Provost Freeman noted, we obviously want the board to be as informed as possible and I certainly need to share the narratives that were prepared for my office as a sampling. We've had broad conversations across academic and administrative leadership about the importance. We have said from the beginning that the task force owns the evaluation process and that we would not be subverting the evaluation process that was determined through shared governance. So the discussions I've had with the deans and the discussions we've had a cabinet have been very much about the value of excerpting pieces of the narrative to find highlights that can go to Marketing and Enrollment Management, or to identify philanthropic targets immediately. The opportunity to share narratives within a like subgroup so that we have a better sense of what we do, but to be very mindful of a line that suggests that we're going to use narratives outside of the task force effort to make management decision because we promised that that would not be the case. So I just wanted to make clear in a public forum my commitment to the process that we've promised our campus while I also certainly want to educate the Board of Trustees.

Chair Strauss continued, I'm glad you raised that issue because the intent of my request is not to subvert

that process or to have the board supplement their judgment for the activity that is currently occurring, but I do believe that there is a lack of understanding at the board level as to exactly what is happening. Simultaneously with your program prioritization effort it is obvious that the institution is having to take a look at what the impact is of not having enough funds available. So the board needs to be in a position where it can understand what's happening in the program prioritization effort, how it operates concretely, and then understand separately how it is that we are going to provide input with respect to these budget issues. What's become clear to me is that we need some more education as to how this looks on the ground. Our collective understanding is not what it needs to be and our individual understanding of this on the board varies from person to person. So I think this would really be helpful to us to try to provide some education for the board members so that we're doing what we need to do.

Provost Freeman noted, Carolinda and I would be pleased to meet individually with any board member at any time. We will share exemplars and we really appreciate your interest and support for this process. You've shown it all along and I certainly understand what you're asking for now.

Chair Strauss responded, I think that would be a very appropriate way to do this because people then will feel free to be able to ask whatever questions they have and I think as I said before everybody's level of understanding is different so you'll be able to deliver exactly what's required to each board member. That would be an ideal way to approach this.

Vice Provost Douglass continued, it's still going to be high level that we can get on the ground. On the next slide it shows where we're at in December. So on December 11th that was our date that everything had to be in. We have 469 programs, 233 academic, 236 that are all approved, 100% approved. That involved the cooperation and input from over almost 400 authors and 24 approvers. Some of those approvers had a lot to approve. College of Liberal Arts and Sciences who had about 100 programs to approve.

Trustee Butler asked, what does approval constitute?

Vice Provost Douglass responded, people wrote the programs and then they had to be approved by the next level, for two reasons; basically this is in fact something that they wanted to go forward but also that the information and the data that they uploaded was appropriate and legitimate. So it had kind of two edged.

Trustee Butler asked, that's not the same as norming?

Vice Provost Douglass responded, no. The norming process is the task forces working together to make sure as they score them, they're scoring them using the rubrics and using the scales in a similar way.

Chair Strauss noted, because the sophistication of the submissions is not necessarily the same, nor do they focus on exactly the same items not withstanding whatever the form asks them to put down.

President Baker noted, each of the individuals comes with a different lens so we need to focus everybody's lens.

Vice Provost Douglass indicated, the authors wrote the programs and usually not individually, often times there were multiple authors writing on programs together or they had other staff or faculty involved, but then there was a single approver for each program. So 24 individuals on campus who actually approved yes, this is a legitimate representation of this program and the data are accurate to the best of our knowledge, and so they gave that approval and all 469 of them are approved.

Provost Freeman noted, the project management skills that were exhibited by the leadership of campus were just extraordinary in terms of setting internal deadlines and meeting them.

Chair Strauss added, the process showed a real interest in seeing that there was accurate information

and that there was a fair way to be able to compare across things otherwise seemed disparate.

Vice Provost Douglass responded, right and all of the data help I mentioned earlier, the help desk, the open houses, the external panels, all of that really helped the authors and ultimately the approvers as well to complete the narratives.

Trustee Struthers asked, excluding the amount of work required by everybody, is there much – is there stress or is there kind of enthusiasm around the pending outcome?

Vice Provost Douglass responded, yes. I guess that depends on who you ask. There's a lot of enthusiasm on the data support team. We met our 100% approval, but I think it's been a stressful time on the campus. That said, we just sent out a survey asking authors and approvers what they thought of the process. That closes on Monday. I think we're around 30% response rate right now and some of the early responses, some people are saying I really learned a lot about my program, I learned a lot about the University, I understand my data better. So I think that there's some good outcomes from that, but it definitely was stressful for many people to work on this process.

Trustee Struthers asked, again so excluding the work, the desired outcome would be budgets are being cut, students are leaving the state, we have challenges and we need to run the railroad differently and pitch in and help and be part of the solution. That would be the desired outcome. The other would be, don't touch my department and I'm going to try to maneuver any which way I can to save my department.

Vice Provost Douglass responded, that survey may help us understand better. My own personal impression is we got a lot of people who really do understand why we had to do this in the end and that it is a great practice to make sure our mission and our priorities are aligned with our resource allocation. I think generally people understand the importance of the process.

Provost Freeman added, I want to reiterate what Carolinda said about aligning resources and mission. We were asked by our accrediting body, the Higher Learning Commission, to create a process to make sure that our plan and our budget and our mission were aligned and transparent in an understandable fashion and this was a mechanism that was suggested to us. I would also say that another way of saying these are challenging times is that I think we have a wide recognition that the amount of money that we receive from the state in terms of an appropriation isn't going up. So as a result of that, we need to be better stewards around resources and I'd echo whoever just said we would do this as an effective practice in good times and in bad times because the stewards of public funds and good managers of our business, we want to allocate resources to areas of potential growth and to stop doing things that don't make sense anymore.

Chair Strauss added, I think you can profit from having a one-on-one conversation about some of these items. I would just observe that this is also supposed to allow us to develop strategic initiatives that we don't currently fund. So this exercise is much broader than trying to determine who is going to receive less money. That's why this process is different from the consideration of what it is that we're going to be able to afford to do. We need to have the background information to be able to judge what is aligned with our mission and what's most important. So you've got a list of things that you can focus on.

Trustee Struthers agreed, it's a prioritization of resources.

Trustee Butler added, in fact it may not be a cost cutting overall because it's entirely reasonable to assume that you glide through this process, you might identify for example a PhD program that has only had one or two students in the last ten years. You cut that and everybody agrees that it should go and people are sad, but it goes. But you don't really save any money because the faculty that were advertised to be teaching in that program will still teach, but they'll teach in the Master's and graduate program which may be entirely productive and vital to the university mission.

Provost Freeman continued, then when that faculty member retires, instead of replacing that faculty

member with an exact clone, we can say that PhD wasn't serving our needs or the region's needs, we recognize that within that discipline or within that college there's a real opportunity to look for a faculty, not a replacement as a clone, but a faculty member who can build our initiatives.

Trustee Butler added, and it's cost savings there but importantly too, you're shaping the curriculum in relation to the mission as a result of this review process. I guess what I want to get into and I think you're about to go there, but maybe you can incorporate this as you're talking. I want to get a sense on the ground of just how much review is happening. So you've got these 21 people on these committees, you've got 469 programs you don't have a lot of time even if nobody messes with the schedule. That's a lot of – I mean presumably these are pretty sizable documents for each program. How much...

Vice Provost Douglass responded, there are around 12 pages with all the figures in them for the academic and they're a little shorter maybe around ten pages for the administrative.

Trustee Butler asked, so if I'm a person on say the academic group what kind of workload do I have?

Vice Provost Douglass responded, they're expected to work at least ten hours a week, four of which is actually meeting in a four hour meeting on a weekly basis. There may be weeks where they have to work more. There may be weeks when they can get by with a little bit less, but they are expected to work at least ten hours a week.

Trustee Butler asked, you're also saying that our goal is 30 – 40 something?

Vice Provost Douglass responded, per week. They're setting their own agendas and actually they're doing them slightly differently in that the administrative group wants to take a quick look at everything first and see where they have agreement and then set those aside because they have agreement; and then go through a second time and see where they didn't have agreement. The academic group is looking at each piece much more in detail. They're going to go through it more slowly, but they've also set some time again at the end for any kind of changes and reshuffling if you will in terms of the ratings.

Trustee Butler responded, and presumably these people are not being let out of all their other duties within the university?

Vice Provost Douglass answered no. They were given an option of a course buy out or a stipend or professional development, all of the same amount. So basically it's a course, it's a course release basically.

Trustee Butler commented, a course release, which as a former professor I can tell you it sounds like more than a course.

Vice Provost Douglass responded, it's a new prep course really, ten hours.

Provost Freeman added, the time that we provided the task forces is typical of what's done on other campuses and actually that time is typical of national peer review agencies so we haven't set out something that's impossible or out of character with peer review processes.

Vice Provost Douglass continued, that was actually very enlightening when the external panel came and people from other campuses told us they had similar and sometimes even in some cases shorter review periods and processes and some had larger, some had smaller amounts of programs but similar types of processes that they went through.

Trustee Butler added, I'm asking these questions because of the kind of common sense question from a board members perspective as they look at the significant resource pressures that are on us. Why can't you move faster? I get it. I know why you can't move faster, but I think it requires us to understand what a review methodology with credibility and integrity that has, but in what that entails and how much work

goes into that, and that's why I'm asking the questions. It's not just from colleagues on the board I want to be clear. It's also for state representatives; it's for people who wonder why we can't cost cut more quickly.

Vice Provost Douglass added, well as we said earlier, it's not just cost cutting so that's part of it; and secondly I think it's the first time we've done this. We have to do this in a way that has great integrity and rigor and I have always tried to protect in this process that four months that these people will be reviewing these programs because you know the data platform piece ended up taking a little longer, this piece ends up taking a little longer getting the criteria and waiting, and I've always said we have to protect that period because we need that period. That's the most important part that we're doing and so the next four months, in my mind, are the most critical part that we're doing and they have to have the rigor and integrity in that process.

Chair Strauss responded, I think that all the questions that are being asked are certainly appropriate and I understand why they're being asked. We still have another agenda item after this one that we want to get to today and leave a little time for break before the next meeting. So if I could just beg a little indulgence from the other committee members and see whether we can't manage to let Dr. Douglass finish her presentation and then give ourselves the opportunity to take advantage of the offer to meet individually with people. That may be a better way to handle these questions.

Vice Provost Douglass continued, the last item on this slide, we had an opportunity for people to either say they wanted to eliminate a program or create a new program. From that ironically we ended up with ten new proposals and ten eliminations. That will also be a part of the process. But that really doesn't represent I think the possibilities for synergy that are embedded within the criterion. We had criterion in each of them, one relating to program potential, the other one is called opportunity analysis and a lot of people have written about how they're going to work with other programs, they're going to have more collaboration with other groups, they may not have created a brand new program or asked for an elimination, but they're definitely working together collaboratively. The next slide shows what we're going to be doing now moving forward this spring; analyzing all of those programs, prioritizing them into five categories, the next slide shows those categories, and then presenting those recommendations to senior leadership. In addition to that, the co-chairs are going to get out and communicate to the campus community about exactly what they're doing and how they're doing it. As I said the rubric are posted but they're still going through the norming, they're still working out exactly the way they're going to do this process. So they're going to get out early in the spring semester and then we've talked with senior leadership, various people, to communicate to the campus community about how the results will ultimately be used. And then next summer the resource allocation hopefully will begin with fiscal year '17, if we get a fiscal year '17, and go through fiscal year '21. The idea is they'll be small investments or phasing out in the first year, but then ultimately within a five year period these changes will take place. The provost already mentioned, but recommendations for fund raising and research priorities, marketing communication, all of that will come out of this as well. The last slide that I have, I guess I have two more, but the last one with some meat on it anyway shows the five categories. Basically they're going to put them in categories that are related to performance as well as importance to NIU, the mission. And so we'll have in the upper right hand corner you've got the "candidate for enhanced resources," that's obviously what most people would like to be in, important to NIU and also very high performing. Below that you've got "requires transformation" and these are programs that we have to keep. They're very important but they're not performing at the level that we would like them to perform at so they need some transformation. In the middle, that's probably the "continue with no change in resources," so that's just status quo. On the left hand side "continue with reduced resources." So they're high performing but maybe they are things that we just can't afford to do as much of. And then the last one, "additional review candidate for phase out." So it's not immediate phase out, but it's a review for phase out and particularly with the academic programs there's a whole curricular process by which a program needs to go through before it's eliminated and we always teach out. Students will not suffer as a result of that. And we're asking them, the task forces, to put approximately 20% of the programs in each of the five categories.

Chair Strauss commented, congratulations on surviving December 11th. Please convey to everyone involved in the process our gratitude for their participation. We are obviously interested in what's happening and we'll eagerly accept the offer to come and speak with everybody.

Agenda Item 7.e. Chicago Earned Media Report

Chair Strauss added, let's move on to the Chicago Earned Media Report.

Speaker Joe King began, thank you. It's my privilege to be here representing our Vice President in Marketing and Communications, Harlan Teller. He asked me to come here today and speak on his behalf about the partnership that we developed with a Chicago based public relations firm by the name of Kivvit. I'll be summarizing a presentation today that he gave on campus a couple of weeks ago. I believe that presentation is included in your package. I know we're kind of short of time so if I skip some things, bear with me. So one of the first needs that Harlan identified when he came to us was a need to have what he called boots on the ground in Chicago. It's one of our most important media markets by far and we don't have a great deal of visibility there. So he wanted to connect with a firm in Chicago that could act as our proxy on the ground there. When the hiring process was complete, he was delighted to see a growth because of that track record of success in this region and an impressive list of clients that includes companies like Google. They were happy to work with us and you can see on the page about assets, they saw us as a university that had a lot to offer and everybody likes to work with a winner and they felt that they could succeed with us. From the standpoint of my office, the Office of Media and Public Relations, Kivvit came on board at a very good time. They came on board in the spring and our staff at that time was five which made us one of the smallest offices for a university in the state of our type. Within a couple months through attrition we dropped three, making us the smallest office of our type in the state. We quickly adopted a strategy whereby our office devoted its time and effort to finding, developing, and writing a story that speaks to the excellence of Northern Illinois University and then relying on Kivvit to handle much of the pitching of those stories to the media. By doing so we got through a period this summer where we couldn't just have been glad to tread water and actually had a very productive semester. You see some of the media things that Kivvit helps with on the next page there. When we write and develop the stories, they pitch the stories, but they also help us with things like prepare and train our faculty when they appear on the media. They've got great resources and great contacts within media to figure out who to pitch to. Moving ahead to the page on Chicago media landscape, we have the good fortune, or curse, I'm not sure which to be located on the very edge of the third largest media market in the country. The good news is that makes for lots of media to pitch to. The bad news is for an outfit our size and in our location, it's very difficult to stay on top of all those media to keep track of all the different reporters who's covering what and those types of things. Enter Kivvit. They've got a staff that has a tremendous amount of experience. For instance our primary contact spent more than 15 years working on the assignment desk at Channel 2. So she's got a very good understanding of what Chicago media is looking for. She also has tons of great contacts within all the newsrooms across the city. But not only do they have contacts in the major news outlets, they've also got their finger on the pulse of a lot of smaller more independent publications like Chicago or Blue Sky Innovation which are outlets that frankly we were hardly even aware of before we got to know Kivvit. Furthermore, with their contacts in the big media, they've got a handle of what's going on there. If you pay any attention to the media coverage in recent years, there's been a dramatic decline in the newsrooms around town. It used to be when we had a good science story or good business story, you had to sit down and you had to think about which reporter you were going to approach at the Chicago Tribune or the Chicago Sun Times. Nowadays, they don't even have any science writers and the business desks are down to one or two people. So the competition for attention with those people is intense and having somebody like Kivvit who knows those people, works with them on a daily basis, makes it much easier to kind of rise to the top of the pile, we've got this story to tell and we need to get some attention. They know when to call these people, what they're looking for, what's appropriate to pitch to them. It's a great thing to have. Kivvit also brings to us some expertise that we haven't really had a chance to develop. For instance, they are very good on the social media side. If you look at say television ratings across the city, you might not be very excited to get hit on Fox News because the ratings aren't great in some of the time slots, but if you look at the social media scorecard that they put together here you find out that Fox actually has one of the biggest

social media followings in the city. So we've had a couple of nice hits with Fox and the nice thing is it wasn't just a one stop thing that if you didn't catch it during the 7:30 slot in the morning it was come and gone, actually they promote it through their tens of thousands social media followers throughout the day which really leverages the hits. Moving on to some of the successes that we've enjoyed with them, we've kind of become the favorite child of WGN radio. We've had a lot of good luck there and I'll kind of use these examples of some of our relationships, for instance the black Friday retail story. That was a story idea that Kivvit came to us with during their conversations with media around the city. They had reporters that were looking for people that could speak about black Friday and what does it mean and how has it changed and they turned to us and said have you got anybody that can speak to that? Well we beat the bushes a little bit and Dr. Mark Rosenbaum over at the College of Business said oh I'd love to speak to how Thanksgiving has become as much as a shopping holiday as an eating holiday. And so he wound up doing about 20 minutes on Thanksgiving from his mother-in-law's house speaking to that topic which was actually a great time. It's a time a lot of people are in the car travelling and listening to the radio on Thanksgiving. They kind of pushed us to find an expert that might not have otherwise been and it turned out to be a very nice hit. The one in the center there about some research by Dr. Brian McCormack about when a boss is having trouble at home he often takes it out on his employees. That turned out to be a really good example of how our office and their office can kind of synergize. That story was kind of surfaced this summer, I wrote it and I was able to go to a contact at the Chicago Tribune, Rex Huppke who has a nationally syndicated column. We've worked in the past and it turned out to be a very nice hit and it appeared in papers across the country and it was wonderful. I played upon another long time relationship at WGN radio, I wound up with a nice ten minute interview on the noon hour. Normally that would be a great piece of research and for Kivvit, they turned around and they got us a second bite of the apple on another show at WGN radio, another ten minute interview and a couple of weeks later Dr. McCormack went downtown and sat for an interview with WGN TV which is going to air on December 28. So they were able to take that success and really leverage it. So it was kind of a neat combination of our contacts and their contacts yield some big results which wasn't bad for a piece of research that appeared in a rather obscure journal where our guy wasn't even in the author. On the WGN TV hits page, I'm going to highlight the one about battling bullying because this was another tactic we came up with to kind of overcome our being shorthanded the past few months. We went back to a tactic we hadn't used in a long time, creating tick sheets whereby you pick a topic such as back to school and we went out around campus and we looked for faculty expertise that would be popular in the media. One of those things was bullying which is kind of an evergreen topic but it's particularly hot right now and especially hot during the back to school season. We found two professors on campus who have tremendous expertise in that and put them on our tick sheet and Kibet got some very nice mileage out of placing them; a couple of the bigger publications in town and again on WGN TV. Those were great hits that came at minimal cost to us as far as man hours put in to do it. We were able to focus on finding other scores to keep the ball rolling. You see some additional stories there. The story about white children's book world. That was some research by one of our faculty in the College of Education and it didn't look like it was going to be that exciting at first, just talking about how people of color are underrepresented in children's books, but it caught on big with the media after a lot of blogs of a certain strike began attacking for pointing this out and saying that that was just light in their viewpoint and she became a bit of a media sensation for a while there and Kivvit really helped us push her out there and make her a voice that needed to be heard. There's a couple pages there on our bilingualism study. This is part of our effort to position NIU as a thought leader on some issues of importance in the region. Thanks to Kivvit we got some good penetration across the region in Chicago, especially in the Latino media which is an area that we didn't have a lot of good contacts in, but which they were able to call upon people that worked with for years and that group made quite a success. For our part were able to leverage our contacts in the suburbs that have a lot of success found in Rockford. So again another good example of collaboration. I mentioned earlier that Kivvit has a strong client list including Google. Earlier this year, I think it was during the summer, Google had an event called Geek Street in Chicago. Because of Kivvit's involvement in that, only one university from the region had a booth there and it happened to be us and when a national reporter from US News was looking for a vendor to speak about the event and why it was important, they pointed right at us. Again it was one of the benefits of working with somebody that's got those kind of contacts. The next to last page here is kind of a summary of Chicago area media hits over the last approximately six months. You'll see that we did very well at WGN TV, WGN Radio, and on

down the line. Keep in mind these are hits that reflect only those that Kivvit had a direct hand in. There are other things that our office has done independently, and this only reflects the second half of the year. I think if you were missed – I want to point out one of the people in our office, Tom Parisi, was on fire earlier in the year, he had four different stories done by research done by faculty which when we totaled it all up, it would up in more than 1400 media across the globe with a potential reader or viewership of 1.5 billion people and adding it all together about \$40 million. Our office is – I guess what it really means is the fact that we've got Kivvit on our side helping us get out there and pitch these stories and keep this kind of thing rolling has freed our staff up to continue to do that kind of work too. Having a partner like Kivvit has proven to be very valuable.

Trustee Struthers asked, I'd be interested more in the again in this subsection of enrollment and marketing is a piece of that. It's seems that this is a tiny narrow piece of marketing. I'm a little interested in why this was so important within the context of enrollment. My guess is it's such a small slice but I'd probably be more interested in the bigger view of marketing, what would strategically with our marketing dollars to attract more students, just an observation. We talked about the good hits and all that stuff but what did it cost us and how was kind of, was that part of our strategy and is that a budget for respect to the cost?

Mr. King responded, I can't to speak to some of that but I can tell you that the cost of our partnership is \$200,000. I know that that was an amount that they wrestled with. This kind of thing, perhaps we could have invested less, but for much less effect. There's kind of a threshold that we needed to get to to really make our self a valued client and to get the kind of attention that we would require to make a difference and I guess we felt that that was that level.

Trustee Struthers added, an observation, I know that the \$200,000 is really the \$400,000 in value that is someone's speculation. That's an observation. I'm not crazy about the expenditure.

Trustee Butler added, you have been here a long time and you participated in an operation that essentially has been doing this for years, significant added value this group in your view?

Mr. King responded, I would say yes, especially at this point in time.

Trustee Butler added, I mean it's a somewhat softball question, but what I'm looking at is you started talking about the difficulty in reaching people within newsrooms, etc. so is this something that's necessary due to the changing structure of news? Ten years ago would this have been as necessary as it is today?

Mr. King responded, I would say no. Like the story I shared about the changing nature of the newsroom at the Tribune and Sun Times. It used to be that the people we would seek out had been – it took a long time to rise to the level of being chief science writer of the Chicago Tribune or to be one of the primary business writers on the desk at the Sun Times and those people have a long history and they were well respected and they were well known. You knew who was doing what and they could kind of pick and choose. So it was easier to identify who to go after and a little bit easier to get their attention because they weren't being pulled in as many directions. Now, with the quick turnover and the way the news cycle has changed, it's much harder to get in front of people and get their attention especially if you aren't working with them on a daily basis or at least a weekly basis and that's something that we just don't have the luxury of doing. We not only work media relations, we support executive communications, we support crisis communications, we wear a lot of different hats on campus. As I pointed out, we've got a relatively small staff. So we just don't have the manpower or the luxury of time to get into those newsrooms and build those kind of relations and keep up with the relationships as they change. So having an outfit like this that that's their primary concern is they're in the relationship business; having them on our side is a huge help.

Trustee Chavez asked, do you see this relationship being a crutch until we can get our stuff together or is this going to be a long going partnership?

Mr. King responded, I think that's something that's going to be analyzed on an ongoing basis. They weren't brought in to be a crutch. They certainly became one over the last several months just because of certain circumstances. I think its going to be very interesting going forward as we get our manpower back to where we'd like it to be to see what kind of new opportunities that creates. I know that one of the things that we're hoping to do going into the new year is to move actually beyond just the media relations with them. They've also got tremendous connections within the Chicago civic community, Chicago education community, the not-for-profit sector and they'll be looking for opportunities to where we can be a good fit for things that will elevate our visibility through those channels.

Trustee Chavez asked, is this type of relationship common practice amongst universities? Is it unique to us, what are other institutions doing?

Mr. King responded, interesting question. I don't really have an answer for it.

Trustee Butler noted, I think there's a recognition that there's been a structural shift in the way that news is made and you're essentially buying into relational networks within the media and it's difficult to gage where we would be without it because it would have to really be a situation where we're producing such provocative stories or such provocative research that can be translated into provocative stories that we're just getting all of the interest of the media, but I think what we're learning through this process is that that's not a natural phenomenon.

Mr. King responded, correct.

Trustee Butler continued, and it used to be I think much more natural of a phenomenon. If you produced a press release about something that's been discovered or some type of innovation, there were people within media outlets looking for that story.

Mr. King responded tight, that was their beat, that was their specific and now it's one of ten beats that they have.

Chair Strauss thanked Mr. King for his presentation.

8. OTHER MATTERS

Chair Strauss asked if there are other matters for the committee.

Trustee Marshall added, at some of the future activities, is there a chance to bring in additional or student interns from our assisting programs?

Joe King responded, yes, I think that's something that we would like to do more of. Again it's the kind of thing at the moment we're so busy trying to generate stories and write the stories; we wouldn't have time to really mentor those people. However, over the years we have. Like I said when we get our manpower back we can start to do that again.

9. NEXT MEETING DATE

The next meeting date was not set but exploring options in February 2016.

10. ADJOURNMENT

Chair Strauss asked for a motion to adjourn. Trustee Struthers so moved and Trustee Butler seconded. The motion was approved. Meeting adjourned at 3:03 p.m.

Respectfully submitted,

Kathleen Carey
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.