

Minutes of the  
**NIU Board of Trustees**  
**Academic Affairs, Student Affairs and Personnel Committee**  
February 7, 2019

**1. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 8:31 AM by Chair Wasowicz in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Duis conducted a roll call. Members present were Dennis Barsema, John Butler, Veronica Herrero, Bob Pritchard, Tim Struthers, Nathan Hays, and Committee Chair Eric Wasowicz.

Also present were President Lisa Freeman; Acting General Counsel and Board Parliamentarian Greg Brady; Board Liaison Matt Streb; Acting Executive Vice President and Provost Chris McCord; Vice President for Administration and Finance Sarah McGill; Vice President for Research and Innovation Partnerships Jerry Blazey; Vice President for Enrollment Management, Marketing and Communications Sol Jensen; Vice President for Diversity, Equity and Inclusion Vernese Edghill-Walden; Associate Vice President for Student Affairs and Dean of Students Kelly Wesener-Michael; Vice Provost for Institutional Effectiveness Carolinda Douglass; Assistant Vice President for Student Affairs Mike Stang; and UAC Representative Therese Arado.

**2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING**

Acting General Counsel Greg Brady indicated the appropriate notification of the meeting had been provided pursuant to the Illinois Open Meetings Act and advised that a quorum was present.

**3. MEETING AGENDA APPROVAL**

Committee Chair Wasowicz asked for a motion to approve the agenda. Trustee Barsema moved approval of the meeting agenda and Trustee Pritchard seconded the motion. The motion passed.

**4. REVIEW AND APPROVAL OF MINUTES OF NOVEMBER 15, 2018**

Committee Chair Wasowicz asked for a motion to approve the minutes of November 15, 2018. Trustee Pritchard moved and Trustee Herrero seconded. The motion passed.

**5. CHAIR'S COMMENTS/ANNOUNCEMENTS**

Committee Chair Wasowicz: I'd like to welcome everyone today. We have a very full and important agenda. We will have presentations on sabbatical leave as well as updates on campus dining and one that I'm very excited about, our strategic enrollment management. Oversight of academic programs as well. There are five approval items: recommendations for sabbatical leave for the 2019/2020 academic year, deletion of certificate of undergraduate studies in actuarial science, deletion of emphasis within the B.S. in Mathematical Sciences, request for new degree program (a B.S. in Actuarial Science), request for new degree program (B.S. in Statistics). Before we go into the agenda, at this time, I'd like to recognize the members representing the University Advisory Committee and the faculty senate president, Professor Therese Arado. Therese?

UAC Therese Arado: Yes. Thank you.

Committee Chair Wasowicz: Any comments?

UAC Therese Arado: I do actually, which I know is rare for me. Thank you, Chair Wasowicz. I really appreciate the opportunity to speak this morning. As you just mentioned, one of the items on today's agenda is the recommendation for sabbaticals, and I just wanted to say, the opportunity

to embark on a sabbatical is really quite a privilege and something that is incredibly beneficial to the individual embarking on the sabbatical but also to the students and the university community as a whole. These give the individual the ability to engage at a deeper level on research on other projects. It enriches and often reinvigorates that individual, and when they come back to campus, the knowledge and energy they gained during their sabbatical is back to the classroom, the stage, the lab, shared with all of their colleagues across the campus and the students. And so, it really enhances the overall university, and that opportunity to develop new or enhanced perspectives and approaches in a really focused manner re-energizes and has such a positive impact for the campus. And so, I just wanted to say, they really are a privilege in which to partake, and I'm excited for all of the people who are listed as potentially being recommended for a sabbatical. I'm excited to hear the presentation today as well. And I just wanted you to know that that experience and the discoveries they bring back to campus are really not measurable in any way except the awesomeness that they can bring back to the students and the faculty and colleagues. So, thank you very much for this recommendation that you're going to consider today.

Committee Chair Wasowicz: Thank you, Therese. I'm seeing that Holly and Kathy are not here unless I'm missing them. They are not here.

## **6. PUBLIC COMMENT**

Committee Chair Wasowicz: Mr. Brady, have any members of the public registered a written request to address the board in accordance with state law and Board of Trustees bylaws?

Acting General Counsel Brady: Mr. Committee Chair, I have received no timely requests.

## **7. UNIVERSITY REPORTS**

### **Agenda Item 7.a. Annual Report on the Outcome of Sabbatical Leaves**

Committee Chair Wasowicz: At this point, I'd like to ask acting vice president and provost to present the university report. Chris?

Acting EVPP McCord: Thank you, Chair Wasowicz. And, thank you, to Therese for that very eloquent statement with regard to our first set of items which involve sabbaticals. We all share the sense just very well-expressed of the importance and the privilege that sabbaticals represent to our community, and we continually stress that to those who participate in sabbaticals that this is an ongoing commitment to the university and part of their ongoing commitment to the university is to demonstrate the value that that brings back to the campus. As Therese noted, some of those values are difficult to measure. The rejuvenation of the individual, the way their new ideas spread through the community, through their students. We'll try to give expression to that in a moment with the example of Professor Michael Day and his work, but we also provide a report that summarizes some of the more measurable outcomes that are derived from sabbaticals. We deliberately do this with a lag because the activities that people engage in sabbaticals often take time to come to fruition. It takes time to turn the new idea you explored on sabbatical into a grant proposal, into a publication, into a presentation, into a performance. And so, we deliberately lag the reporting period a few years to give time for that maturation. You'll find in your materials a summary of the report in the academic year 2015/2016, forty-nine sabbaticals were awarded; forty-six faculty actually took sabbatical. And that's not uncommon that life intervenes and faculty who had hoped to go on sabbatical for any number of reasons are not able to. Forty-six individuals actually went on sabbatical. Of those, forty-three are still with the university at this point and were able to supply the updates to us about their accomplishments. I will not read through all of their accomplishments, but I'll note that those forty-three reporting individuals recorded 679 outcomes. Outcomes including publications, presentations, grant submissions, artistic works, course development, outreach activities, and so on. That's nearly sixteen outcomes per individual, and that compares favorably with – we've been reporting now for several years. As I've looked back

over previous years' reports, we find very consistently a very high level of productivity coming year over year from those activities. I will highlight. We had among those forty grant submissions; twenty-four of which were funded, producing \$1.86 million in funding. So, sabbaticals are both qualitatively tremendously valuable to the continual rejuvenation of the life of campus, and I think quantitatively are visibly productive. They insure our status as a research university. They bring our students in contact with research active faculty, and I'm happy to answer any general questions before we then invite Professor Day to give a more detailed presentation about his own work.

Dennis Barsema: John, go ahead.

John Butler: All I want to do is point out to Professor Day is that I have a meeting at 9:00, so I will probably be leaving just as he is reaching podium. My apologies.

Dennis Barsema: A couple questions. One, the people who had to pass on it because of life issues. Does it get extended to a coming year when they can take advantage of it, or how is that treated?

Chris McCord: Good question. Our policy is that a sabbatical request can be moved within an academic year, sort of administratively, if you will. Somebody wanted to go in the fall and changes their plans and goes in the spring. But if they're not able to go in a given academic year, university policy requires them to decline the sabbatical and reapply because the department circumstances may have changed, the ability to support that sabbatical might differ. And so, it's not uncommon for faculty to reapply. And, of course, if they had a strong proposal one year, they are often strongly favored the next year, but we do ask them to reapply and be reevaluated.

Lisa Freeman: There are a couple of cases that don't quite track with that, for example, if a faculty member accepts the responsibility of being a department chair. We have administratively allowed the sabbatical to be re-formatted for summer breaks or slower periods, periods where there is other coverage available administratively. So, there is a little bit of an individual case-by-case component to our flexibility.

Dennis Barsema: And the second question I had, of the grants that we applied for and that we received and the over \$1.4 million or so that we received in grant money, how much of that was the result of being on sabbatical that they had the time to do that work would you guess?

Chris McCord: That's a fair question. Of course, we have a regular cycle of faculty who are continually seeking grants. And so, yes, it is difficult to differentiate and isolate out, those who were directly tied to the leave and those that might have occurred separately. President Freeman?

Lisa Freeman: You know, I guess what I would say is even if the sabbatical proposal says that one of my intended outcomes is submission of a grant but proposals that are finishing work that's in progress or publishing or presenting that work actually also feed grant success. For our faculty, their workloads, their engagement with undergraduates is significant, and we're proud of the fact that our most research-active faculty take a lot of time to work with our undergraduates. But there are only 24 hours in a day. So, in addition to getting an idea, and you know what you do with that idea, it depends on whether you're an artist or a scientist. In my discipline in the life sciences, sometimes you really need to go somewhere to learn a technique to then bring it back and get data in your lab. And so there is a really great direct obvious tie. Other cases, it's a little more nebulous, but I think when you look at the overall statement of outcomes, it's not inflated. We are honestly not overstating the impact of the sabbatical opportunity on faculty professional development, student engagement, and the reputation of the university. When these grants come in, when the papers are published in prestigious journals, when collaborations with universities that have excellent reputations in a different discipline or theatrical companies – all of that has just a really great benefit as the provost has pointed out for the university community at large.

Dennis Barsema: Thank you.

Bob Pritchard: Looking at a large number that came from LA&S, is that reflective of the number of faculty that qualify for sabbaticals? Or is there some other dynamic that's creating a skewing, if you will, of the sabbaticals to that one college?

Chris McCord: There are two things at work. One, of course, is Liberal Arts and Sciences is by far the largest college. And so, year over year, they have the largest number of faculty eligible. But what we also see is the research profile, the prevalence of Ph.D. programs, and the research associated with those Ph.D. programs, does tend to promote a greater interest, a greater activity associated with sabbatical leaves in the college. What we find is that the other colleges, we are not always able to award all the proposals requested, and typically, the proposals requested from the other colleges, and we're able to accommodate all of those. So, the prevalence of request from Liberal Arts and Sciences is not, if you will, crowding out faculty from the other colleges.

Bob Pritchard: Okay. I just wanted to be sure that wasn't the case. Looking at the obvious desirable outcomes that faculty can achieve, we would hope that that would be proportionally represented.

Chris McCord: Yes, it is. That's an excellent point. So, we are very careful as we look at leave requests. We have a mechanism where we balance those first against the allocation for colleges, and if a college does not use its full allocation, then that is moved over and considered for another college. But we're always very careful to make sure that no college is excluded in its own request before moving on to others.

Bob Pritchard: Very good. Thank you.

*(Trustee John Butler left meeting – 8:46 AM.)*

### **Agenda Item 7.b. Faculty Presentation on Sabbatical Leave**

Acting EVPP McCord: So, as indicated, we'd next like to take a little deeper dive and show more of the value of sabbatical leave by a presentation about the accomplishments of a sabbatical. I'm very pleased to bring to the podium, Professor Michael Day, professor of English and director of the First-Year Composition program who has recently completed a sabbatical and will present a brief report on the scholarly work that he completed during his leave.

Committee Chair Wasowicz: And may I just ask the board to hold off on questions until Professor Day is completed.

Professor Michael Day: Good morning. I'm Michael Day. I'm currently director of the First-Year Composition program, which I'll call "FYComp" to save time. My research focuses on the use of electronic portfolios, which I'll call "e-portfolios", in rhetoric and composition programs as well as in general education, which I'll call "gen ed". My goals for the sabbatical in fall 2015 were first to finish a chapter on embedding undergraduate peer mentors in FYComp classes and second to draft a book chapter on e-portfolios at NIU and in regional higher education partnerships, and third, to network with colleagues at other U.S. and Japanese universities about their use of e-portfolios. To understand where I'm coming from, you need to know a bit about how we use e-portfolios in FYComp here at NIU. Within my field of rhetoric and writing studies, portfolios are known to be a best practice in curriculum, pedagogy, and assessment. So, to ensure student reflection in their growth as writers as well as to ensure consistency among fifty sections of the same class, we developed our own program outcomes and our own electronic system of assessment of those outcomes about sixteen years ago. Teachers used the e-portfolio as a final project in their writing classes and based a large percentage of student's final grades on it. FYComp uses the e-portfolio for programmatic assessment of student learning in three gen ed areas: written communication, critical thinking, and information literacy. We've worked with other offices on campus to make sure that our e-portfolio assessment coordinates with other NIU, gen ed, and assessment efforts. Here's a brief look at our e-portfolio assessment process. The five circles

represent the five steps. In preparation, we randomly select two students from each FYComp class and send their e-portfolio links to the technology coordinator who loads them into the e-portfolio system. In calibration, we score test portfolios and share and discuss our ratings to give us better consistency overall. In scoring, FYComp faculty use an on-screen rubric to read, score, and write comments on their assigned e-portfolios. You'll see the rubric in a few seconds. Each portfolio is scored by two readers. At the end of each session, groups debrief with their leaders. Then the group of leaders also debriefs. The notes we collect in this process become part of the qualitative report on that semester's assessment. To close the feedback loop, we aggregate and graph all the scores to show change between semesters on both holistic and individual skill levels. We use both the qualitative and quantitative reports to plan future assessments as well as curricular changes, textbook selection, and faculty development activities. This is the scoring grid that faculty use to score e-portfolios in the computer lab. When the scorers click on the boxes, the system populates a database with the numbers they select. We also add qualitative comments to balance out the numbers. The second half of my book chapter is about scaling up. That is, how departments and units can work together to create a supportive, consistent learning and assessment environment for students. As you see from the pyramid, we have slowly moved from individual and class e-portfolio efforts to programmatic initiatives such as the FYComp e-portfolio, but the next challenge is to coordinate efforts within NIU to create a more seamless learning and assessment environment for students. Beyond that, when our NIU team was introducing the NIU PLUS gen ed program to our partner schools, we realized that community colleges and universities in our region were also interested in sharing e-portfolio initiatives. So, we created the Illinois Regional E-Portfolio Partnership. Worldwide, e-portfolio efforts are also coordinated by such organizations as the International Coalition for Electronic Portfolio Research in which NIU participated as one of ten schools in the first three-year cohort. In the book chapter, I identify three main conditions for scaling up to institutional and interinstitutional e-portfolio initiatives: collaboration, persistence, and Kairos. Very briefly, what I mean by collaboration is that programs, institutions, and regional partners have to look beyond the silos of their individual programs to find and build relationships with stakeholders in other campus departments and offices and at our partner institutions. What I mean by persistence is that although change in and between institutions can be glacial, we must keep trying because needs, conditions, and players change. We have to keep reminding stakeholders of the possibilities and be ready to act. What I mean by Kairos is timing. The right time for action will come, and we need to be ready. At universities like NIU, like an alignment of planets, priorities and complementary interests often emerge simultaneously, so we have to have relationships in place so that we can act strategically at the right moment. Besides the two book chapters, one now in print and the other under contract, the most rewarding results of my sabbatical were the information exchanges on e-portfolio with regional partners, such as Elgin Community College, Governor's State University, and Iowa State University and international partners such as Osaka University and Kumamoto University where I gave talks in 2015. These discussions inform my practice in curriculum, pedagogy, and assessment here at NIU. In turn, our partners came away with good strategies based on our collaborations. Finally, as to the impact of my research, I can only say that e-portfolios help NIU better understand and measure student progress as well as student's perceptions of their own progress. Even more importantly, e-portfolios give faculty who teach in our large program an amazing opportunity to collaborate, to discuss student learning, and to share strategies with each other. As such, we collaborate and conspire together to help students develop professional identities through their writing, ultimately using e-portfolios as a focal point for our professional development activities. And, of course, my talks and workshops at other universities have helped to make NIU an exemplar in the field of e-portfolio learning and assessment. Thank you. The last slide is a poster from my talk at Kumamoto University.

Eric Wasowicz: Thank you, Professor Day. Do we have any questions? Actually, I have a question to start off with. Early in your presentation, you were talking about the areas that are focused on. One of them is critical thinking, and I hear that term used a lot. And I'm just curious as to how you define it or how do we define that as a university?

Michael Day: Critical thinking, I guess within what we do in First-Year Composition is the ability to look at all the sources of information around us and look at the events of our lives and to be able to discern what makes good information. What information has evidence behind it? How we can create good reasons for what we say and do? And also, it's an analytical activity whereby we look at those sources and we're able to see what the pieces are and see what the motivations are of the people who express those ideas. That's just off the top of my head here, but the American Association of Colleges and Universities does have as part of its value rubrics which we, I think, NIU subscribes to -- they have critical thinking as a major part. It's a major rubric, and so we try to weave that into written communication and information literacy as one factor.

Eric Wasowicz: Thank you. Dennis?

Dennis Barsema: So one of the concerns that my peers inside and outside the business world have, Professor Day, is the writing skills of, you know, the students that are coming through our schools today. Our smart devices are teaching us to spell "your" "U-R." So, what's your take and I mean I can see the application of what you've done here from a rubric, from e-portfolio standpoint, giving us good assessment tools to assess, but what's your take on the writing skills of students coming into NIU from the high schools, and then are we doing the proper things that we need to do to prepare them for life after NIU from a writing and composition standpoint?

Michael Day: Well, number one, the skill levels that we see vary enormously from students that come from underprepared high schools to students who become honor students and are some of the best we've ever seen. And so, people like to use the term "digital native" to talk about some of the students who are using their phones to text with letters and numbers and smilies and emoticons, but the fact of the matter is, there are some students who either didn't have access to those devices or some students who learn from a very early age that that's not appropriate. So, I think that the one-size-fits all doesn't fit, and the other piece of this puzzle is something that we try to address when we shifted to the NIU PLUS program which was to heed the advisory board's advice for more work in writing across the curriculum, and that means studying how professionals in different fields actually communicate and to begin to expose students to those methods and to begin to show them how that works early on in their college careers. I hope that helps.

Dennis Barsema: Yes. Thank you.

Bob Pritchard: Do you have any data you can relate to us on how this methodology improves a student's writing ability?

Michael Day: Well, I don't have numbers at my fingertips here. They're not part of my presentation, and I only had five to seven minutes. So, bear with me when I say that the research has shown that A) e-portfolios are a higher impact practice. That's a hit and that's a terminology used by the American Association of Colleges and Universities. But what they found in the research is that not only does this reflective act in pulling together your own work in a portfolio but especially reflecting on that has deepened the learning and has improved student's ability to transfer the learning they do in a first-year writing class to other contexts -- for example, their higher level classes at NIU and their careers but not only their careers but in their civic literacy.

Bob Pritchard: But no one has done any students to quantify that?

Michael Day: There are studies. I don't have them here. I can definitely send you some.

Bob Pritchard: Okay. Send me some, please.

Michael Day: Absolutely.

Eric Wasowicz: Any other questions? Thank you, Professor Day. I appreciate it.

## **8. UNIVERSITY RECOMMENDATIONS**

### **Agenda Item 8.a. Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2019-2020 Academic Year**

Chris McCord: Now we bring action item 8.a. Recommendations for Faculty and Supportive Professional Staff Sabbatical Leaves for the 2019-2020 Academic Year, and we present to you forty-three approved sabbatical recommendations and six individuals who are recommended as alternates. As I indicated, we have every year, if you will, a quota based on the size of the faculty and supportive professional staff that gives us guidance on an appropriate number of leaves to award annually, and this year that's forty-three. As we noted previously, we often see faculty who are approved for leave who are unable to take their leaves for any number of reasons. And so, we approve alternates to provide options for those individuals. Sabbatical leave requests are initiated and reviewed at the department level. They receive a careful multi-tier review process. They're evaluated at the department level. They're evaluated at the college level. They're evaluated by the provost office. They're evaluated by the University Council Personnel Committee before they come to you for final approval. That review process looks at, first and foremost, the quality of the proposal, but it also carefully evaluates the eligibility of the individual as sabbatical leaves can only be taken on a certain cycle. And it also looks at the department's ability to manage its curricular obligations with that individual on leave. So, on the basis of all of that evaluation, proposals are brought forward, carefully evaluated, and finally brought to you. The university recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on March 7, 2019.

Committee Chair Wasowicz: Okay. So, do we need to vote on that?

Greg Brady: We need a motion.

Eric Wasowicz: Okay. So, I need to hear a motion to approve the sabbatical level.

Dennis Barsema: So moved.

Veronica Herrero: Second.

Committee Chair Wasowicz: Now discussion?

Dennis Barsema: I have two questions. So, I didn't add up all of the names, but the College of Liberal Arts and Sciences has, you know, a large number. How hard is it to balance the workload in a college, and I know that's a big college, but how hard is it to balance the workload with probably 40-some professors that are going to be on sabbatical during the academic year?

Chris McCord: There's about thirty leaves from the College of Liberal Arts and Sciences. And those are managed at the unit level, so each unit looks carefully at its ability to manage and has primary responsibility for certifying as those proposals come forward from the unit, to the college, to the center. They have the primary obligation of certifying how they will manage. In many cases, faculty will collaborate, and one faculty member will assume the teaching responsibility of another to enable that individual to go on leave. In a few cases, we have a faculty who teach a very specialized course which is critical to the curriculum, and if we held them rigorously to that, they would never ever be able to go on sabbatical. In those cases, the college office will often work with the department to make the necessary adjustments for that individual. But generally speaking, it's the department working within its own resources; its colleagues covering for each other to make sure that there's no impact on the students.

Dennis Barsema: My second question is that one of the people in the College of Liberal Arts and Sciences is the current acting dean. So, what do we do – assuming that she is still the acting dean in the Spring of 2020?

Chris McCord: I've mentioned that life intervenes in many ways.

Dennis Barsema: I'm not sure if Judy's in the room or not, but --

Chris McCord: So, yes, we understand that should acting Dean Ledgerwood conclude her term and step out of her decanal role, she would be eligible for sabbatical. If she remains in the role, she would not.

Dennis Barsema: Okay.

Eric Wasowicz: Other questions. Veronica?

Veronica Herrero: Just related to that then, if the dean then steps down from her role to complete the sabbatical, do we then immediately start a search for another dean or does she go back into her role after the sabbatical?

Lisa Freeman: So, let me take this one before we start talking about things that are inappropriate given the number of searches that we have in process and the personnel actions that are unknown at this time. We are engaged in a national search for a permanent provost. We have the previous dean of arts and sciences serving in an acting role as the provost. We have Professor Ledgerwood, the Director of the Center for Southeast Asian Studies, serving as the acting dean of the College of Liberal Arts and Sciences, and she also has a scholarly opportunity available to her. There are a lot of moving pieces, and an obvious domino effect that could tip one way or another, and speculating on that in the context of this sabbatical approval is probably not necessary nor appropriate at this time if you'll bear with me on that.

Eric Wasowicz: Alright. Any other questions? I have a question. This is every ten years?

Chris McCord: Every seven.

Eric Wasowicz: Every seven. Okay. Alright. And has Kendall already started his sabbatical because he's not here or what?

McCord: No.

Wasowicz: I'm just kidding. Any other questions? Alright. So, we have a motion on the floor. It's been seconded. We've had all of our discussion. All those in favor signify by saying, "Aye."

Members: Aye.

Eric Wasowicz: Opposed? Motion carries.

Chris McCord: Thank you.

The motion was approved.

### **Agenda Item 8.b. Request for Deletion of the Certificate of Undergraduate Study in Actuarial Science**

Chris McCord: All of the remaining action items are part of a collection. And so, before I introduce item 8.b, I would like to set the stage for this collection of items and give you the context for these. And the context actually has a history to it that goes back several decades. Some time ago, within the department of mathematical sciences, the subgroup of faculty, particularly associated with statistics, formed a semi-autonomous subunit of the department of mathematical sciences known as the Division of Statistics. And I apologize for the confusion that we have. At the top level of the university, we have divisions. And then a subunit of a department is also called a division. But, the Division of Statistics was established several decades ago, intended at the time



as a transitional move towards it becoming fully autonomous and becoming a standalone department. At the same time, within the curriculum of mathematics, there was a separate master's program in applied probability and statistics but statistics at the undergraduate level was handled as an emphasis within the degree in mathematics. So, it was not a separate degree in statistics. So, that situation obtained for several decades. The process, if you will, got stuck. The division remained at the division status for several decades. The programs in probability and statistics remained an emphasis. Eventually, a separate emphasis area in actuarial science was added, also, again, as an emphasis within the existing undergraduate degree program in mathematics. The early part of this decade, an external review indicated some concerns about this structure. I was then serving as dean. I brought the division of statistics and the department of mathematical sciences together to evaluate the situation to look at three possible scenarios: Maintaining the existing structure of statistics as a semi-autonomous unit within mathematics; if you will, flattening the structure and simply removing the distinction and simply merging the statistics faculty back into the mathematics faculty, eliminating the distinction. Or, going the other direction and separating statistics out as a separate unit and separate degree programs. We had a collaborative review process involving the mathematics and statistics that looked at the situation, and the key points that emerged were the unit, the Division of Statistics, had all of the infrastructure of a department. They had the leadership, they had the bylaws, they had the governance, they had the budget, and they had the staff. They had all the structure necessary to be a department. Intellectually and conceptually, statistics really had separated itself as a discipline for mathematics. It was by all means, a mathematically grounded discipline, but then, so is physics. But physics is no longer seen as part of mathematics. It is a mathematically grounded discipline. Statistics is a mathematically grounded discipline that in many, many institutions has separated and become intellectually distinct, and it has enabled the growth of statistics in ways that are not so directly tied to mathematics. And third, it was very clear that there is a strong market demand for students with degrees in statistics and degrees in actuarial science that are labeled as such. So, on the basis of that evaluation, I recommended to then Provost Freeman that the Division of Statistics separate out and become a separate department and that the emphasis areas in statistics and actuarial science be separated out from the degree in mathematics and become their own separate degree programs. Life threatened to intervene again. The state budget situation arose. Program prioritization arose. These proposals were evaluated as part of program prioritization, and the academic tasks were strongly endorsed; both the separation of the department and the separation of the degree programs. We recruited Dr. Bárbara González, who is with us this morning, as a new director of statistics to lead statistics in this new direction. She has been working closely with her faculty to develop the new curriculum so that we're not just – we're basing this very largely on taking the existing emphases and converting them into a new degree, but there has also been a careful review of the curriculum at the same time. You may recall last year, we took mechatronics out of mechanical engineering. We took biomedical engineering out of electrical engineering. The curricular proposals we're bringing to you today are much the same thing. We are not creating a new thing that didn't exist. We are transforming the emphases into their own degrees. The structural change, the organizational change has actually already been transacted. Statistics is already the Division of Statistics and Actuarial Science. We're now completing that program by bringing you the curricular proposals, and what you'll see are curricular proposals to delete the old and then create the new.

Dennis Barsema: I would give you a high compliment for the way it was presented. The action items are very clear as to what we're doing. So, that's great. Question, though. What sort of job does somebody get who has a degree in actuarial science? I mean what jobs are they going to go into?

Chris McCord: President Freeman commented, "Any job they want." Actuarial science is fundamentally the statistical analysis of risk. It is an area that is very rigorous. There are

credentials – not dissimilar from the credentials of, say, a CPA. There's a very rigorous set of credentials that an actuarial scientist goes through, and it is an area where demand routinely outstrips supply. It's a very specialized area. It takes a great deal of sophistication to be a successful actuary, and students are always in high demand. They're in demand. First and most obvious the insurance industry is the major consumer. But as you can imagine, the mathematical evaluation of risk. Name your field, and there are people who will be in demand to evaluate risk in that setting.

Tim Struthers: I applaud the strategy as well. It's awesome to see the focus. I would be curious as to the number of students in the field today in the programs and then kind of what that trend has been over the last couple of years and where you might see it going.

Chris McCord: There are just under two hundred declared majors in mathematics, students who are declared majors in mathematics. Of those, about 70 are in the two emphases areas in question with about 40 in probability and statistics and about 30 in actuarial science.

Tim Struthers: Okay.

Chris McCord: We see real growth opportunity in those areas. Easily double, potentially -- I hesitate to say -- but could potentially grow exponentially.

Tim Struthers: Thank you.

Committee Chair Wasowicz: Any other questions on this? I think this is good, Veronica and I were talking about this last night, and we're now understanding it all. It took a while at first when we were re-organizing everything to get a full understanding, but I, again, applaud what we're doing here. So, if there aren't any other questions, we're going to go through each one of these individually with individual votes. So.

Chris McCord: Thank you. So, again, the order is we will first propose to delete the existing items that are no longer needed and then move to the creation of the new items, and we strongly implore the board – please don't stop halfway through. So, first, there's currently a certificate of undergraduate study in actuarial science. And we are proposing that this be discontinued. The certificate as a credential has not been in demand. The prerequisites are very high for somebody to earn a certificate. By the time somebody has met the requirements to earn the certificate, they can easily earn a more substantial credential such as the minor or even going into the major. So, the certificate as an own standalone item has not been in demand, and the University therefore recommends that the Academic Affairs, Student Affairs, and Personnel endorse this request to abolish the certificate and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on March 7, 2019.

Eric Wasowicz: Do I hear a motion for this?

Bob Pritchard: So moved.

Tim Struthers: Second.

Committee Chair Wasowicz: Any discussion? I think we've had that already. All those in favor signify by saying, "Aye."

Members: Aye.

Committee Chair Wasowicz: Opposed? Motion carries.

Chris McCord: Thank you.

### **Agenda Item 8.c. Request for Deletion of Emphases within the B.S. in Mathematical Sciences**

Chris McCord: Next is a request to delete two emphases within the degree in Bachelor of Science in Mathematical Sciences. So, we are proposing to delete the emphasis in probability and statistics

and to delete the emphasis in actuarial science for the reasons already indicated. These will now become two separate degree proposals. So, the University recommends that the Academic Affairs, Student Affairs, and Personnel endorse these requests and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on March 7, 2019.

Committee Chair Wasowicz: Do I hear a motion for this?

Bob Pritchard: So moved.

Eric Wasowicz: Second?

Dennis Barsema: I'll second.

Committee Chair Wasowicz: Thank you. We got like three seconds. Any discussion? All those in favor of this motion signify by saying, "Aye."

Members: Aye.

Committee Chair Wasowicz: Opposed? Motion carries.

Chris McCord: Thank you.

#### **Agenda Item 8.d. Request for New Degree Program - B.S. in Actuarial Science**

Chris McCord: So, we now move to the request to create a new degree program of a Bachelor of Science in Actuarial Science. And again, this will be as a standalone degree, will be much more recognizable. We believe we will have much more market appeal to students in a discipline that has significant employment opportunity. The University recommends that the Academic Affairs, Student Affairs, and Personnel endorse this request and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on March 7, 2019.

Committee Chair Wasowicz: Do I hear a motion for this?

Veronica Herrero: So moved.

Bob Pritchard: Second.

Committee Chair Wasowicz: Any discussion?

Dennis Barsema: Can I ask a quick question. So, just so we all understand, this degree exists today. It's just that it's now going to be in a separate department that will be headed by Professor Gonzalez or?

Chris McCord: Correct. And it's not just that it will be in a separate department. It will be a separate degree and will therefore appear on a student's transcript more clearly as a degree in actuarial science rather than appearing on their transcript as a degree in mathematics where you have to read the fine print.

Dennis Barsema: Right. And then the second half of my question is – are we one of in our state or in our region, are we one of few or one of many universities to offer this degree?

Chris McCord: I would like to invite Professor González to come to the podium to address that, please.

Department Chair Bárbara González: Hello, good morning. Actually, we would be one of the few to have a separate degree in actuarial science. Right now, many universities have it as an emphasis, either a degree in mathematics or a degree in statistics. Very few, I believe, have it as a separate degree. It's kind of a new area. So, I think we would be leading the way. I think other universities would follow our lead.

Dennis Barsema: And Professor González, are you new to NIU to come and do this specific program or?

Bárbara González: Yes. I have been at NIU for a year and a half. Before that, regarding actuarial science, I was at Roosevelt University for nine years where I developed or grew the actuarial program there. And so, I have quite a bit of experience running actuarial programs .

Dennis Barsema: Great. It's great to have you here. Welcome.

Bárbara González: Thank you. I'm very happy to be here.

Dennis Barsema: A year and a half later.

Veronica Herrero: So, it sounds like it's a really valuable degree, but I can also see how it's also a very abstract degree for many undergraduates. So, at what point, how do you – it sounds like you grew the program at Roosevelt. What is the plan to grow it here at NIU?

Bárbara González: Right. So, I am starting to work with the marketing department because I do think we have to go tell the high school students that this degree exists and it's very good for them and they should do it. I think that the students we get now are students that already know what it is and they're very – actually we're very fortunate because the students that we get in actuarial science are usually very focused and already very high achieving students. So, you know, but we can certainly, I think, grow the program significantly by just letting people know that this degree exists, what it entails because it's a degree that is in the intersection between statistics and business. And I think that many students that are very good in statistics like the fact that they can be in the business world but still do something very technical. And it's a very well-paid job, and the demand is high. So, I mean I think that the students just don't know very much what it is. So, we are going to work to go into the high schools and community colleges. Part of what I did at Roosevelt that I plan to mimic here is two-plus-two agreements with community colleges where the students do their first two years there and then they finish their actuarial degree here. That's a very good way of increasing the number of actuarial students because as I said, high school students, you say "actuarial science," and they look at you like, "What is that? I have never heard that word before." So, I think that you know that the path through the community college sometimes is very helpful. And, of course, many math and statistics and math-inclined people end up taking up actuarial science after they know it exists.

Veronica Herrero: Thank you .

Tim Struthers: I have a question. Nothing to do with the motion, but just curious. Would this be a kind of a feeder program for the College of Business' Data Analytics master's program? So, the kids coming out of this – is there a natural connection there or do they feed from all sorts of different disciplines?

Bárbara González: Yeah. I don't know the answer to that. I think most actuarial students will get full-time jobs, even before finishing. So, I think that very few of them, I think, end up in graduate programs. Now, that said, I think that the data analytics one would be a very appropriate one for an actuarial scientist.

Chris McCord: So, Trustee Struthers, I might suggest that the Bachelors in Statistics is probably a better pipeline to programs, master's programs in data analytics and data sciences. I think that's a very natural progression.

Bárbara González: Yes. Yes.

Eric Wasowicz: And maybe just to add onto that, what I'm seeing just in the business world right now, Tim, is that people are going out of school, coming back for the masters in data analytics and are probably in another business type of program they came out of and maybe even potentially

computer science, but what I'm seeing with the actuarial people, coming out of school, are going into these analytical areas and they're becoming very proficient in some of the business intelligence areas, utilizing some of the reporting mechanisms like Tableau and stuff like that. Would I be right in saying that? That's what I'm seeing.

Bárbara González: Absolutely. Absolutely. I think that's true. Also, actuarial science, although it's similar to professional exams as a CPA, it has a lot more. I mean to become a full-fledged fellow in actuarial science, you have to take about ten tests. It takes about ten years to become an actuarial fellow. So, the continuing education is happening in the job. So, very few of them come back for master's degrees because they're already studying all that stuff on their own.

Eric Wasowicz: Unless they want to teach or something. They're probably.

Bárbara González: Right. Right. I mean there are some that come and do Ph.D.'s and those are our faculty that we have in the department, but for most of them, I think that they end up in industry pretty quickly.

Eric Wasowicz: Okay. Any other discussion? We have a motion on the table with a second. So, all those in favor signify by saying, "Aye."

Members: Aye.

Committee Chair Wasowicz: Opposed? Motion carries.

Chris McCord: Thank you.

### **Agenda Item 8.e. Request for New Degree Program - B.S. in Statistics**

Chris McCord: So, that concludes our action items this morning. We now have three presentations. Statistics. Oh, I beg your pardon. Oh, I told you not to stop in the middle! I apologize. I apologize. So, yes. Thank you. I stand corrected. So, action item 8.e. is the request for a new degree program for a Bachelor of Science in Statistics. And so, as we already discussed, this takes the existing emphasis and stands it up as a separate degree program. The University recommends that the Academic Affairs, Student Affairs, and Personnel Committee endorse this request and ask that the president forward it by means of the president's report to the Board of Trustees for approval at its meeting on March 7, 2019.

Committee Chair Wasowicz: Do I hear a motion?

Bob Pritchard: So moved.

Tim Struthers: Second.

Committee Chair Wasowicz: Tim seconds. Any discussion? Hearing none. All those in favor of the motion signify by saying, "Aye."

Members: Aye.

Committee Chair Wasowicz: Opposed? Motion carries. Now we can get onto dining.

Chris McCord: Thank you. Apologies.

## **9. UNIVERSITY REPORTS CONTINUED**

### **Agenda Item 9.a. Campus Dining Strategy Update**

Chris McCord: So, agenda item 9.a. is an update on campus dining strategy. Associate Vice President and Dean of Students, Kelly Wesener-Michael, will provide the presentation, and this is coupled with action items that will come forward at the FACFO meeting to follow.

Associate Vice President for Student Affairs Kelly Wesener-Michael: Good morning! So, I have the honor and privilege of telling you a little bit about the dining strategy, what we've done up to

this point, and the road ahead. So, I'm pretty excited about the work that we've done and look forward to sharing the vision for the future. So, for me, this isn't just a dining strategy. This is about really enhancing the student's experience on campus. What we're trying to do through improving the culinary experience, we're also enhancing student life, and we're building community in the process. And so, this is important for our campus community, and it's not just about food. It's really about bringing the campus together in a really different way. This will be an overview. I'll talk a little bit about how we're finishing up phase one and then moving into the second expansion phase. As the provost noted, this gives context to some of the items coming up in the FAFCO meeting. And so, we will begin. What are we trying to achieve with the dining strategy? There are really two things that are leading the work as we're moving forward. We want to work to improve recruitment and retention, and also revenue is an important component of this. As we look at recruitment and retention, it's really important that we're giving a contemporary dining experience on our campus and we're offering venues and options that our competitors are also providing to make sure that we are keeping up with the arms or amenities races as we often speak about. It's important that we're expanding the meal plan. We want to increase flexibility for our students, increase the number of options, and also provide price sensitivity as we're looking at our meal plan options. It's important that we're driving student engagement through this process. We want to use food to bring people together. As we expand our food options in the renovations of Holmes Student Center, we're hoping that will bring students, faculty and staff into our facility, particularly in the evenings and weekends and as an opportunity for us to showcase some of the student engagement that will be upfront as we move our student leadership into the building and really begin to have Holmes Student Center be a very vibrant place for our community. As we have done in some work in the library as you know with Coffee and Bagels, we have seen real success in bringing traffic into the library and really having a different feel and vibe in that environment and it being a much more part of the campus community than it had been. We're really excited about that, and we're hoping that that will just continue to build. We also, in terms of student engagement, want to provide venues for faculty, staff, and students where they really can break bread together, build relationships. As we look to the revenue piece, it's important that we're looking to reduce operating expenses, and we'll talk a little bit more specifically about that in a moment. We want to increase retail options. What we've heard loud and clear from our students is that they really want to have retail options on campus. As we work with our student association to share with them the dining strategy, what we've heard loud and clear is a strong endorsement in terms of the increased retail options. And so, we feel confident about that, and we also feel like we're meeting the needs of our campus community. Also, it's important to retain customers on our campus. Folks are going off campus to eat, and there's ways that we can keep them on campus. And with that, we're making it more convenient for our campus community. If you can grab your colleague and say, "Hey, let's go have a cup of coffee." We know that not only is that convenient, it's helping our campus community as a whole. And also, we know that keeping customers on campus is fiscally advantageous for us as well. So I'm going to talk a little bit about franchises. As you know, we have added some franchises to our campus, but I think it's important to understand the process by which we go through that. We have some specific criteria that we developed in which we decide, "Is this a franchise that might work on our campus or not work on our campus?" So, I'm going to use the example of Coffee and Bagels and the selection of that to kind of walk through that criteria. So, as we were looking at Coffee and Bagels as an option for our campus, we knew that this franchise was available on college campuses; not all brands are. We also know that they had reasonable terms with which we could work. We knew that we did not have Einstein Bagels in our community. So, we are offering something different and something new for our students. Although Caribou is at Hy-Vee, that is a ways away, and that isn't necessarily easily accessible. So, for us being able to bring variety was really, really important. We knew that our customer -- so to speak -- faculty, staff, and students were familiar with these brands and would bring brand strength to our campus. And also, we know with the

business insider review that these two brands had strong customer ratings, and that we would have customer satisfaction which is really important as we're moving forward. So, a few pieces of information about franchises because this has been new to our campus. So, as you enter into franchise agreements, NIU does hold the license and is the operator of that particular franchise. We staff that with our employees. Not only is that full-time for students and for us it's an opportunity to give student employment to our campus, and for those folks that might be hospitality majors, really give them a career opportunity to develop some skills in that particular area. We pay royalties as a percentage of the sales. All profits are retained by our institution, and typically these are ten-year agreements. However, they do have termination options available which allows us to have flexibility. So, if there's a brand that's not working for our campus or has been here for a while and we really need to refresh, we have those options built into the contracts. So, part of the dining strategy has really been to take a look at how we make sure that we are being fiscally responsible, and we have done some work to reduce expenses. And this is particularly in residential dining, we're taking a look at this. So, from FY '15 to FY '18, we've decreased expenses by \$2.5 million. And how we've achieved this is we've had to adjust our footprint in residential dining. The residential dining program was built on about a 6,000 student occupancy in the residence halls which we know we no longer have. So, we've had to be intentional to bring that footprint to really match the current enrollment that we have in our residence halls. We've adjusted hours of operations and staffing. We've made changes to the menu mix in our residential dining. We've taken advantage of the IPHEC purchasing agreement which has been important to us. And overall, we believe that we've become more efficient and more efficient while better meeting the needs of our students. As we have these expense reductions, it also allows us to take some of the money or some of the revenue and re-invest that into the dining program to be able to not only make it better but to expand that, and we'll talk a little bit more about that as well. So, we want to give you a snapshot of how one of the major changes up to this point in the residential dining program has made a significant difference in our gross revenue. So, this is a snapshot. It's April to December. One is from 2017 where it shows that Blackhawk which was in Holmes Student Center which we then closed and opened Coffee and Bagels in 2018 and that's the same snapshot in terms of gross revenue. What this really illustrates is the power of a brand on our campus and really what students are looking for.

Eric Wasowicz: And quality of food would you say is --?

Kelly Wesener-Michael: I would say quality of food, consistency of food. All those things are really, really important to our students, and it shows. So this is taking a look at the retail gross revenue projections as we're looking to the future. These calculations assume flat hall occupancy and flat revenues in the dining program, residential dining program, and flat catering sales. So, with that, we really wanted to highlight the retail because that's our opportunity to create more revenue. So, this diagram also includes in here or factors in the additional revenue with the upgrades and expansions, and I'll go through what that looks like in a moment. But all of those – what we took off-line, what we brought on-line, all the adjustments -- are already factored in these projections. And what you'll see is in FY '21 the full benefit of Holmes Student Center renovations and the full dining program. So, let's talk a little bit about where we are and where we're going. So, our current dining options that we have in our residential programs – we have Neptune, Gilbert, New Hall, and Stevenson – all of which have dining options; a little bit different dining options, but still dining options in our residential programs. We've added Coffee and Bagels to our library. In The College Grind, we've done a menu change and brought in the Sandella's menu mix into that particular venue. We have upgraded the venue in DuSable and also did some upgrades in the menu mix there, and we have Barsema Hall and Three Sons Café there. So, that is where we're at. This is our current snapshot of our campus dining options. So, moving ahead – next steps. So, as you can see highlighted with the red around the icons, we will be looking to do some upgrades in Barsema, taking on a bistro concept, lighter, healthier fare in that particular venue. As we

complete the Holmes Student Center renovations and bring that back on-line, we'll have the Huskie Grille; we'll have Starbucks; we'll have a Mexican concept and a C store that we'll be adding. Stevenson, over the summer, we're hoping to build that out and bring retail to the west side of our residential portion of our campus, and students are pretty excited to have some retail options on that side of campus. We'll be doing that with a sandwich concept and a C store there as well. And one of the other things that really brings this to a much more contemporary feel for our students is we'll be doing the on-line ordering where students will be able to order on-line at our retail and then do pickup or have that delivered to wherever they are.

Eric Wasowicz: Will we be able to do that through our app or is that something that we'll have to use the franchise app or can we connect those in?

Kelly Wesener-Michael: We have not settled on a vendor yet. So as we're able to --

Eric Wasowicz: Okay, but when we do, can we put that in the -

Kelly Wesener-Michael: Yep, we will hope to do an integration. That makes everything as seamless as possible. Yeah. Absolutely. That's important for our students.

Eric Wasowicz: Okay. Cool.

Kelly Wesener-Michael: So one of the things that I also want to talk about is our meal plans. For FY '20, we do have the classic meal plan and what that really is that students can eat all that they can eat as many times as they would like, and that's really the advantage of the Huskie meal plan. We've also added optional block plans. Some of the things that we feel really good about is that it really does increase flexibility and the ability to participate in our retail locations. I think it's really important to know that the price of the current meal plan will stay consistent with the Huskie classic plan which is the piece that is a part of the room and board rates, and the new plans will allow students to eat when they want, where they want, and how they want. For us, it's important that if a student is on their way to class, they're able to grab something in DuSable as they're headed there. If you're a business student, you don't have to leave Barsema Hall throughout the day, and you can really focus on your studies. Or, I can go back to my residence hall, and I can have dinner with my roommate. So, we want students to have the flexibility to really have – to be able to have access to food wherever they are in a way that works in their lifestyle. And so, with that, questions?

Dennis Barsema: Thank you, Kelly. That was great, and it's great to see us making the progress on national franchise names. It's long overdue on our campus. And I think the success of Einstein Bagels and Caribou Coffee is an example of how that's well-received. I was there yesterday, couldn't find a place to sit, and there's a lot of seating there. And it was packed. So. Question for you, and I'm a little confused on – and I don't know that these tie together, but when you talk about the retail revenue projections, \$1.1 million in '19, going up to \$3.3 in FY '21, can I assume and I don't think I can – so you tell me what I can assume – Can I assume that that's a pre-royalty number? And I subtract some percentage from that to get our profit? Because I'm assuming that that's coming from franchises or from franchise --

Kelly Wesener-Michael: So, this particular slide is – what we're really trying to do is show the overall dining program, but the growth and revenue is going to be in retail.

Dennis Barsema: So, when we say “retail,” we're not referring to our classic or block dining plan?

Kelly Wesener-Michael: Correct.

Dennis Barsema: We're referring to Einstein, Starbucks, and whoever comes in addition to that.

Kelly Wesener-Michael: Correct. So when you take these revenues – so you take this as part of the overall dining structure, we have about 11% profit margin for the overall dining program.



Dennis Barsema: Okay. Okay. And I know you probably can't answer this question, but I would just get a feel from you because we want to be good neighbors, and we want to be good citizens to the DeKalb community so is all of this revenue we're taking away from the other establishments that are in DeKalb where to your point there maybe four students may be going off campus to eat and drink coffee and have bagels? Or could we consider some of this or all of this to be incremental revenue that we're all participating in?

Kelly Wesener-Michael: Students are going to go off campus because they want to get a little bit of a different – not only a different dining option but they want to get off campus just because it gives them a minute to kind of re-think, get some different perspective. So, they're always going to do that. What we really want to do is that we see this as an enhancement for what we're doing on campus. I don't think it's either/or -- I think it's a little bit of both, and will that make an impact in our community? Probably a little bit, but our students are still going to want to go to all of those options.

Dennis Barsema: Have we heard from any of our neighbors?

Kelly Wesener-Michael: We have not heard of those concerns, and if anything, the commentary from some of the folks that I've heard in the community is that they're pretty excited to have some additional options that they might be a part of when they're on campus or to see this as really an enhancement for our campus community as a whole. There's an investment in our community to make sure that our enrollment remains stable. And so, they know that by doing these enhancements, we're just only giving better options for our students and making us more competitive, and they know that's really important as well.

Lisa Freeman: I guess I'd like to just, you know, emphasize the very last point that Kelly made as really important as we talk to our community. The historical conversations about the university competing with the community have an inherent assumption that we have 25,000 students as a captive audience, and history has shown us that that isn't the case. So, everything that the university does to become more competitive to recruit and retain excellent students here is an investment in our community.

Dennis Barsema: Absolutely. The other thing was that there was an article in *The Star*, and I appreciate provost for having a dialog with me on it, but *The Star* talked about the block and the classic plan, and an illustration was made of Stevenson in particular where only the block plan can be used; the classic plan can't be used there. In your words, why did we make a decision to not allow the classic plan in Stevenson, and there was an example made in *The Star* article about -- I think it was a parent who had a student who had a disability and now we're – to buy the less expensive classic plan because the block plan is more expensive, to buy the less expensive classic plan, now we're forcing that student to have to migrate to one of the other locations in order to use that plan, one of the other dorms. Can you comment on that?

Kelly Wesener-Michael: Yeah. Absolutely. We would love to be able to make this more accessible to all of our students. The challenge is that, as you know, with board rates that have remained flat so we can remain competitive in our pricing and decreasing enrollment, there are strains financially in any of the choices that we're making. So, we're trying to make the best decisions that we can for the dining program overall, and unfortunately, that's not going to meet everybody's needs as much as we would like, but we have to make tough choices. So, let me talk a little bit about some of the factors or the things that we know that went into this decision making. As I spoke about our residential dining program, the footprint is too large. And so, we have to make some changes to be able to make that fiscally sustainable. We know that students want retail, and we've heard that loud and clear as we have been in conversation with Student Association, they very much endorse this particular strategy and are really excited about the retail. So, for us, it has to be a priority because we heard loud and clear from our students that this is --

Dennis Barsema: And just so I'm clear. The classic plan does not allow for flex dollars that can be used for retail, right?

Kelly Wesener-Michael: Additional flex dollars can be purchased.

Dennis Barsema: Okay. They can purchase --

Kelly Wesener-Michael: So, yeah. So.

Dennis Barsema: But the block plan has flex dollars built into it.

Kelly Wesener-Michael: Correct. Correct.

Dennis Barsema: Like they can be used at retail locations.

Kelly Wesener-Michael: Correct. With higher purchasing power. So, there's some discounts built into that so that if I'm on flex dollars, one way or the other, my purchasing power is stronger on campus. I will get more Starbucks coffee here on campus than if I went off campus and got it. And so, that's done with intention.

Dennis Barsema So that's an incentive.

Kelly Wesener-Michael: Yeah. Absolutely. We know that when we did the renovations in Grant a number of years ago, we don't have a dining options in Grant. Our occupancy remains consistent and robust. So, we know that that hasn't been a factor in that particular venue. We also, you know, as part of this is that we want to really honor price sensitivity, and we want to be able to make different options and, you know, the reality is that with convenience comes a price, but we also want to offer options that for students so that we're making sure that they have options that really meet their pocketbook needs. We know our students buy flex dollars. They buy flex dollars, like \$0.5 million a year worth of flex dollars. So, this is a behavior that's already inherent in our students. We also know that as we look to other campuses who have these particular meal plans, as they've increased retail, students have moved to the block plan. At this point in time, as U of I has built out their retail venues, about 93% of their students are currently on the block plan. So, we anticipate that that's going to be natural migration. And for us, as we benchmark other schools, we know that we are not alone in having students have to walk to venues. Lots of campuses have standalone dining venues, or because of the finances of higher education, they've really reduced that footprint as we're looking at as well. So, those are the things that we've looked at. Also, it's important to realize that Stevenson really has a limited option for dining right now. So, we're not moving from a full residential dining program to nothing. They really have limited options now. And the student behaviors in Stevenson really are to go to New Hall. So, that really isn't as much of a shift; we don't anticipate. And so, what we're doing is we are also enhancing what the dining options in Stevenson, and quite frankly, we're hoping to pull students from Grant and New Hall over to Stevenson to the retail because we haven't had that on that side of campus. So, those are all the things that factored into that decision-making process. We also have the student voice in that. We have an RHA representative, part of the governance structure in the residence halls, who is part of the committee that created the proposed meal plans.

Chris McCord: If I may just add one point to one aspect of Trustee Barsema's question, students with disabilities -- residential life, Disability Resource Center are always available to work with students with disabilities. They have priority in finding housing. If their circumstances change, we're always standing ready to work with them to relocate them as necessary. So, those are always handled on really an individual, customized basis.

Dennis Barsema: Thank you.

Eric Wasowicz: So, Veronica -- then Bob.

Veronica Herrero: I think my question is relatively simple, but so this is exciting. It sounds like it adds a lot of diversity for students in terms of options. But now are the new retail and franchises that would be going up, are they able to hire work study students as well and take advantage of federal work study?

Kelly Wesener-Michael: That's a really great question. I'm looking to our executive director for dining.

Daniel Koenen: We don't use any work study students right now. We just have regular student employment in campus dining which is about 400 students.

Veronica Herrero: So, with the regular dining, the current dining halls that are run by the university, we don't use federal work study students for that either?

Daniel Koenen: We employ about 400 students on a regular wage.

Chris McCord: For the record, could I ask Kelly to repeat the answer so that we have it captured?

Kelly Wesener-Michael: Yes, absolutely. So, at this point in time, we don't use federal work study in our residential dining or in our dining program, and it's per wage.

Lisa Freeman: And we employ 400 students.

Kelly Wesener-Michael: Yes, and we employ 400 students.

Lisa Freeman: Just capturing the whole –

Veronica Herrero: So, it's not displacing federal work study?

Kelly: No, absolutely not.

Eric Wasowicz: Bob?

Bob Pritchard: You mentioned these are probably going to be 10-year contracts. Does that seem to be a long time period with people's eating habits and trends changing fairly frequently?

Kelly Wesener-Michael: Yes, and that's kind of the standard expectation. However, there is termination language. So, that with, you know, depending on the particular vendor might be, you know, 30 days, 60 days, 90 days' notice, we're able to terminate that agreement. And for us, that's super important. You are exactly right. We need the flexibility to be able to refresh and to bring in new concepts and to keep our dining options relevant for our student, faculty, and staff. So, that for us is an absolute need is that we're able to end those contracts so that we can be intentional with making sure that our students, faculty, and staff love the food on our campus.

Bob Pritchard: And I may have missed it in the understanding between the block and the classic meal, but as students may try to reduce their cost of going to school and may move more towards the block plan, is that going to necessarily decrease our revenue and save them?

Kelly Wesener-Michael: So, the classic plan is the one that's built into the room and board rates, and so we've done all the projections because we know the amount of flex dollars and the amount of demand, we've been able to do, I think, good projections to understand what that is for our students moving forward. So, the classic plan is, like I said, if you apply for room and board, you're automatically going to get that, and we're going to depend on that staying consistent, and then hopefully we have some projections and conservative projections about how students might move to the other plan. And also given the experience of other campuses, we really feel like the other option is going to continue – the block plan will continue to grow in popularity. Students need to see what this is, and then I think they're going to gravitate toward that.

Chris McCord: But Trustee Pritchard, if I can clarify, the classic plan is the less expensive option.

Kelly Wesener-Michael: Yes. Thank you.

Chris McCord: The block plan adds flex dollars. It adds convenience and adds options, and of course, when you add convenience, when you add options, when you add buying power, you add cost, not decrease it. So, the classic plan, the student who's looking for the most affordable option will go with the base classic plan.

Bob Pritchard: And how many meals does that provide?

Kelly Wesener-Michael: So the classic plan is as many meals as you'd like to eat, and it's open. You can eat as many times --

Bob Pritchard: Okay. Because the block plan talks about twelve meals.

Kelly Wesener-Michael: Right. Yep. And that's a specific number. We know that our students, on average, eat twelve meals. You know, we have the unlimited now. We know that our students eat about twelve meals a week, and those happen from Monday to Friday. Lunch and dinner, to no one's surprise -- lots of students aren't eating breakfast. But we know that they're eating twelve meals a week. And so, we wanted to be very intentional to be able to provide twelve meals as we built out this new program.

Bob Pritchard: Okay. Thank you.

Eric Wasowicz: Tim?

Tim Struthers: To be mindful of time, I applaud the strategy, and the report is excellent. Just a few quick comments on the total expense side. Impressive, down 9.5%, '16-'17 and down 20% '17-'18. That number far exceeds the number, you know, the reduction in enrollment during that time, so the cost-per-student kind of thing is impressive. Again, compliment everyone who has been involved in that execution. The other comment would be it would be helpful to know, and I'd be interested maybe separately outside of the meeting, what the total revenue for dining has been. We see the retail piece here' and to Dennis' question, what we want to make sure, I guess in my mind, that we're not cannibalizing the entire -- this is an impressive chart, but if it's just taking away from the other -- I think in total we might -- my guess is the entire pie is expanding because we're offering better products. So, I think I'd be interested in that, and then a little bit of a metric, and I'm sure you all have it, which would be a revenue per residential head count or something like that. Right? Just so we get some sort of understanding of what's going on in the mix of who's -- I love the fact that folks from the community and those who live off-campus are using our services. That's a sign of success for sure, but I'd kind of be curious to know what those trends are with respect to the per-residential student.

Kelly Wesener-Michael: Yep. We'll be happy to provide that information.

Tim Struthers: Thank you.

Eric Wasowicz: I have a thought here. We're probably at least five maybe ten years behind everybody else when it comes to this. So, kudos that we're doing this now, but we are behind. But with that -- and there's also an opportunity here as well. So, you know, I look at if you use a mobile phone in a third world country, it works great. I get dropped three times on the way here, just because they were able to leap-frog us. So, we have opportunity here. Are there some things that we're looking at, and one thing comes to mind here is like an Amazon drop-off area? Some things where we can leap ahead now and be ahead of some other areas, looking forward, being strategic on this. So, Amazon is one, but are there other things that we're looking at doing here?

Kelly Wesener-Michael: So, I think the technology changes very quickly. So, I would say right now we want to, you know, get these venues in place and really make sure that we are ready for next year, but please know that we are committed to being on the cutting edge and really using our dining program to best serve students. So, off the top of my head, you know, I'm not going to

have that answer, but know that there's a commitment to continue to make sure that we're innovative, and we see this as a competitive advantage. And so, we need to stay ahead of it.

Chris McCord: Sarah?

Sarah McGill: If I could just add to that – as we're thinking, I think Kelly is talking, describing what we're doing related to our student dining which has been great. I think as we think about our campus use more broadly, those are absolutely the types of activities we're looking at, amenities for our students, amenities for our faculty and staff, and how we look at some of those best practices and not only catch up but how we leap frog and start to think about opportunities more broadly. So, definitely.

Eric Wasowicz: Yeah. This is a huge opportunity for us. So, I have one last question. Nathan, you're the one student here. What do you think?

Nathan Hays: Personally, I think that the dining plan definitely had room to improve. My time here, it's – you can see that there's been things that need to be added, and I think that these initiatives that are being put in place are really going to help. I'm currently on the – I live off campus, and I'm on the unlimited – not the block plan, the classic plan – just so I have an opportunity to eat when I want and where I want. But I think the block plan will be a lot more – will give a lot more appeal to the students, and I think it's going to be good for the students just because of the convenience and just kids coming in – all the other schools are doing these types of things, and when I was coming in, it was kind of like, you're going to do this, this, and this. There were less options. So, I think giving those options is going to be really good, especially for kids coming in.

Eric Wasowicz: Okay. He's probably the one that matters.

Dennis Barsema: Can I just continue to make an appeal that we provide healthy food choices and some vegan and vegetarian options as we go forward? Dan? Please.

Kelly Wesener-Michael: That will remain a commitment to infuse that into our program.

Eric Wasowicz: Blazey's jumping up and down back there, saying, "Yes! Please!"

Kelly Wesener-Michael: Thank you for your time.

### **Agenda Item 9.b. Strategic Enrollment Management Plan**

Acting EVPP McCord: So, next is a very important, long-awaited Strategic Enrollment Management Plan. And President Freeman will provide the presentation on that.

President Lisa Freeman: Thank you, Dr. McCord, the Strategic Enrollment Management Plan was released to the university community last month. It's been posted for a while. And so, what I'm going to try to do today is not give an exhaustive overview of the content in that document but rather some high-level key elements and some of the more tactical details that don't appear in the element will be my focus, and I'm going to start out by saying, I'm very pleased to recognize the hard work of everyone in the university community who came together to help us create a forward-looking enrollment management document because this will be foundational to much of our planning and the way we link our strategic priorities to our mission and to our budgets over the next five years and beyond. So, I'm going to start with reviewing enrollment trends and impacts, give a high-level summary of the goals and strategies, and then talk a little bit more about some of the implications and some of the keys to successful implementation. And I'm starting with the enrollment trends, not to encourage a look backward but to talk about where we are now and where we will be with some significant effort over the course of the next four years. I don't think that it's a surprise to anybody that we've experienced both declines in our overall enrollment and declines in our state appropriations, and this has a financial impact on the university and the way

we need to exercise our strategic priorities and our multi-year financial plans. We are moving forward in an era of increased competition from in-state and out-of-state universities, a declining traditional student population in Illinois, in the Midwest, outmigration of our students, and in addition to the students who go elsewhere, a growing number of students who are choosing to go nowhere, meaning that they don't enroll at any college or university. On the next several slides, I'm going to review some of the historical trends and use those as the launching points for how we use the data and the projections available to us to plan for the future. I think everybody has probably seen this slide before. It looks at the enrollment trends from 2009 to the present, so about a decade, and throughout that decade, we've seen a consistent decline in our enrollment at both the graduate and undergraduate levels, but really what we've seen mostly here is a decline in our traditional undergraduate residential population. And if we continue to rely on that population as our primary enrollment focus, we are knowing to be bucking some pretty strong headwinds. If you look, I have 2019 in the center of the X axis, and you look out to 2034, Illinois high school graduates from both public and private high schools are in decline. If you look a little more closely at our enrollment trends over the same period from 2009 to 2018, you can see that the demographics of our student body changed. And the percent of students of color has increased significantly from about 29% to 45%, the percent of Hispanic Latinx students has increased from about 8% to 19%. If you look at sort of the bottom of the graph and the rising purple bar, you can see about constant percentage of African American students, a rising percentage of both Asian, Hispanic, Latinx students, and if you look at the large, sort of gold bar, that's a slightly declining percentage of white students, and this is very consistent with the demographics of our state, our region, and our nation. So, I look at these data, and I see a competitive advantage for NIU because we are an institution whose demographics reflect the contemporary reality. If you take where we are now and you look at Illinois high school graduates going forward, from again the middle of the graph 2019 out to the end of the graph of 2034, you can see that among the declining population of Illinois high school graduates, the population of Hispanic Latinx students and the population of Asian/Pacific Islander students show the most potential for growth. If you look at where Illinois high school graduates go, in terms of type of institution within higher education, you see what to me is completely shocking. That the most common destination for graduates of high school in Illinois is non-enrollment in higher education. That is 37%. It's the big gray area. And when you think about the impact of that on the social mobility and potential for progress of those students, their families, their communities, and you think about the impact of that on the tax base of the state of Illinois going forward, it's tremendous. And so, very often over time, we have started to really think of public higher education as an individual good, and our impact being on the advancement of the individuals who attend us, but the reason public institutions were formed and the reasons the states have invested in them over time is because they are a public good, and making sure that we as a public institution do not ignore the 37% of students who are going nowhere is going to be important for us and for our state going forward. I think if you look at the rest of the graph, you can see that students tend to go to four-year out-of-state, four-year in-state, and two-year in-state institutions in fairly similar percentages. If you look specifically at NIU, at the top destinations of students who are admitted to NIU who don't enroll. And so, when we say "students who are admitted to NIU," we're talking about academically qualified students. We are a selective institution. Everyone who is admitted to our institution has the academic credentials necessary to succeed here. We see that of the top destinations for students who don't enroll, be they new freshmen or transfer students, no higher education is the top destination, consistent with what we see for the state of Illinois. In 2018, which is the year shown here, there were 1,000 qualified students admitted to NIU, either as new freshmen or transfer students who had grade point averages of 3.3, ACT scores over 21. These are students whose academic track records in high school suggest that they are very capable of success here, and they are not going here or to any other four-year or two-year school. If you look among the universities that are our top competitors, for new freshman, we see University of Illinois Chicago as our top competitor followed by Illinois State

University and the University of Illinois Urbana-Champaign. If you had looked at these data five or ten years ago, Illinois State University probably would have been our top competitor, but we are seeing across the country a preference for the current high school graduates to go to walkable urban amenitized environments and that's increasing the appeal of a university like the University of Illinois at Chicago. When you look at the principles that guide our enrollment management plan and thinking, we need to be very mindful of the institutional missions and values. And so, as we think about enrollment management in that context, we think about the importance of integrating educational opportunity for students with research and engagement, and it leads you to understand that our overarching enrollment management purpose is to attract and to retain students that represent the diversity of the region, nation, and the world. And that doing this is the right thing to do. It's aligned with our mission and values, but it's also important for our financial sustainability, and we will not get there on hope alone. We need to have a data-informed, multi-year plan. And so, last year, the provost and the vice president for Enrollment Management, Marketing and Communications brought together a group that was going to focus on strategic enrollment management. This past summer, I charged the leadership with developing an enrollment management strategic plan. That working group, the leadership, the colleges, the student experience team, all had input into the development of the plan. For those of you who don't know, the Student Experience Team reflects the leadership of Student Affairs and Academic Affairs and Academic Diversity Equity and Inclusion. It's a group of somewhere over fifty, under 100 people who come together around that area. To assure that we were not only aligned with our mission but very mindful as we developed tactics for enrollment management with the university's overarching goals and strategic priorities, our plan was developed first by identifying goals and strategies consistent with guiding principles that had come from the working group. We then defined measurable objectives so that we would be able to accurately assess progress towards achievement of our goals and adjust en route and then tactics that would be supportive of our objectives, strategies, and goals. The document that's public identifies the goals, strategies, and objectives but not the tactics. A follow-up document is in the works, and it will be available before the full Board of Trustees meeting in March. It will have an accountability focus, and that accountability plan will delineate some of the specific tactics that will be used. If you look at the three goals that were identified in the Strategic Enrollment Management Plan, one is about strengthening our distinctive identity as a public university, combining educational opportunity with student engagement. This is associated with a strategic imperative of brand penetration. Our second goal is to achieve a student enrollment that respects our mission and values and also positions us for fiscal sustainability. This is associated with strategic imperatives of focused recruitment of particular groups of students and individuals and also the removal of avoidable barriers. And then our third goal is about supporting equitable access opportunity and success for students from diverse backgrounds where we define diversity as we always do at NIU very broadly to include race, ethnicity, faith, political perspective, gender identity, rural versus urban origin, and any other dimension of diversity that has meaning to making a community a vibrant, intellectual, and thriving community. And in this aspect, our strategic imperative is to improve undergraduate retention and student success. I'm not going to go through in detail the measurable objectives and strategies that are aligned with the goals. I want to really spend time here highlighting the key elements of the plan and sharing some actions that we'll be taking to achieve the desired outcomes. But I do want to just give a couple of examples on the slide. When we talk about avoidable barriers, what does that mean? And that means places where the institution either gets in its own way or more importantly gets in the way of our students, attracting them and giving them the tools they need for success. So, if you think about barriers to attracting adult students, for example, a growing cohort of students who have some college but who have not completed their degrees, who are working adults. An example of removing an avoidable barrier for them is not requiring them to submit the same standardized test scores that we expect a 17 year old graduating from high school to submit, and we do that. We also are working with organizations

like the American Council on Education to use their framework to give credit for prior learning. So, for students who are veterans who have a lot of on-the-job experience, keeping our nation safe, and have had a lot of formal training in that context and informal learning in that context, we're able to use the ACE framework to make sure that we're giving them credit for their life experience. When you listened to Professor Day earlier this morning, he gave a beautiful recitation of the different challenges that our students arrive with, depending on where they started, and how he in his First-Year Composition course meets students where they're at. And I think that that's just something we need to focus on as a university, more and more as we go forward. So, when you look at the key elements of our Strategic Enrollment Management Plan, we talk about stabilizing our enrollment between 17,000 and 18,000 students, undertaking the efforts, actions, and activities that are identified as critical in the plan. We recognize that the student body profile will change. We will have more on-line and fewer residential students. We will have a slight increase in the percentage of graduate versus undergraduate students. We will increase the percentage of out-of-state and international students. The plan embraces the diversity of our student body as one of our greatest strengths and promotes multi-cultural competency. Inclusive excellence is a competitive advantage. It is our competitive advantage that we bring students together who have different lived experience in social identities, that the composition of our university reflects that of the state, nation, and the world, provides a great space for innovation, and a great place for students who choose to come to NIU to learn how to work closely on teams with people who don't look like them. And this is an advantage for them when they graduate. It's an advantage that we hear of repeatedly from the employers that hire our students. They come not only with a good work ethic, but they come able to work with people who have different experiences, and that promotes success and innovation within the context of those various companies. The plan focuses on improving undergraduate retention and student success and reducing achievement gaps and, you know, this is an emphasis that effective enrollment management values retention as much or more than recruitment. It also acknowledges that diminishing equity and achievement gaps at NIU is critical to improve retention. So, because of this, there's an emphasis throughout the plan on enhancing the support services that are available to students, ensuring that available support structures are helpful to individual students and discrete student populations, and ensuring that students know how to access these resources. Planning for enhanced resources includes investments in advising and advisors, implementation of technology that's been shown to enhance student success, and more sophisticated financial aid targeting. The Strategic Enrollment Management Plan also recognizes the importance of a mindset that student success is a shared responsibility of the student and NIU and accepts the appropriate response to the documented achievement gaps that exists between students who are first generation, students of color, and our average student success rate, and the appropriate response is not to blame the students. The appropriate response is to examine the institution through the lens of our students and figure out how we can be more effective and how we will all benefit from taking that approach which is sometimes referred to as an equity mindset. So, what will we specifically do to achieve success? In terms of brand penetration, we're going to be investing in state of the art technology to better connect with and attract students, and I'll say another word about that on the next slide. We're going to increase our investment in advertising to increase our reach and impact. We have an excellent product, but we need to be able to share that story many different ways, and as we look at a very diverse student population in dimensions like age and technological expertise, that means we have to send our message out over many different modes, many different airways to have the reach and impact that we want to have and to share our good story. We need to also emphasize our core values in recruitment and on-boarding – not just of students but the employees who are our brand advocates. With respect to recruitment and access, and here, “access” really means the removal of barriers, we want to engage new out-of-state markets through focused recruitment activities where at our last board meeting we approved a contract or the go-forward for a contract with a partner who will help us market our on-line programs and provide concierge services to the students who inline in those



programs. We want to use data to optimize all of our decisions, financial aid packaging among those, and we want to ensure that we have culturally competent bilingual staff in key student-facing offices. So, moving onto state-of-the-art technology. Sometimes when we hear the phrase “state-of-the-art technology,” people think you just want like the newest toy on the block, the shiniest, the brightest. You know, we’re trying to keep up with the Joneses. But the truth is state-of-the-art technology can have a real impact on both student recruitment and retention. And so, another RFP, another proposal that’s come to the board is about having a chatbot as part of what we do to talk to students who are considering coming to NIU and perhaps even talk to students after they’re at NIU. These things are expensive. The price tag is in millions, but the return exceeds that, both in terms of the ability to help students cross that finish line and the return to the university in terms of tuition and fees. So, just to look at the Georgia State experience, that’s highlighted in the textbox at the left, in 2016, during the first summer of implementation, their chatbot which is named Pounce after their mascot. So, Pounce is their equivalent of Victor E., not as good looking as Victor E. Pounce delivered more than 200,000 answers to questions that were asked by incoming freshman, and this allowed the university to reduce summer melt by 22%. Summer melt is students who are admitted, accept, and then don’t show up. They’re among the students who are admitted and don’t go anywhere, and that’s because somewhere between the time they were admitted and accepted and the time we expected them to show up on campus, something happened. Their financial aid package was un-understandable or not adequate. The fact that they are the first in their family to go to college led them to have a lack of resources to answer questions, and they got scared. Something else happened, and they had no one to ask, “How do I deal with this and still go to college?” The 22% summer melt reduction at the Georgia State University translated into 324 students, sitting in their seats for the first day of classes, rather than sitting out the college experience. That has a tremendous social impact; that also has a tremendous financial impact. What will we do to achieve success in terms of retention? A couple of the things that we do to help recruit students also impacts retention. The chatbot is one of them; innovative financial aid programs such as income sharing agreements or our financial loan forgiveness program is another. Having culturally competent bilingual staff in key student-facing offices is something else that has dual efficacy because the things that make students feel comfortable coming here, connect them to the university and help them stay here, and that’s important. Another technology innovation that we’re expanding as part of the enrollment management plan is NIU Navigate. It’s previously been called SSC Campus, and basically what it is helping developmental advisors reach the students who can use their help the most through high tech. So, the technology helps identify the students where a discussion with an advisor, an early intervention will make a difference and allows us to use our advising resources and our retention resources most effectively. Left to their own devices, the students who will go to advisors are the students who are already in so much trouble that they really can’t be helped by developmental advising because an earlier intervention would have made a difference, or the students who have high anxiety but are actually very successful who really could be directed to other resources. That middle group of students, the middle of the normal curve, are the students where combining technology with advising has the greatest impact and those are the students we want to serve and we want to have walk across the stage. You also see at the bottom of the slide that I put in the logos for two of the initiatives that we’re collaborating with. The Partnership for College Completion is a Chicago-based organization that works a lot with Northern Illinois and Chicago-based universities that serve Chicagoland students. They have a real emphasis on helping us close equity gaps, and then the Association of Public and Land Grant universities, a national organization has an initiative called, “Powered by the Publics,” where they’re forming cohorts of ten universities that have similar student populations and similar challenges to help form a learning community where the universities can trade information about what’s working and not just what’s working but also how it might be scaled to have the greatest impact. I’m very prone to say that relationships are resources, and I think joining these initiatives, collaborating, being part of learning communities that are focused

on positive outcomes for students will really help us move the needle here, but help our country move the needle nationally. So, I'm excited about being part of those collaborations. When you look at projected total enrollment over the course of the enrollment management plan from fall '18 to fall '23, you can see that we will actually dip in enrollment for the first two years, again because we're graduating larger classes than we've taken in, but then we hit an upward inflection point and move closer to 18,000 than 17,000 students. Arriving at these numbers took into account the projections that I showed you about the changing demographics of student enrollment, our historical patterns of enrollment, assumptions that were based into our expectations of deploying technology, and an assumption that state funding would stay relatively stable over the course of the enrollment management program. If you look at our projected enrollment growth, as I said on an earlier slide, we will be increasing international students, online students. We will be aspiring to be a Hispanic-serving institution, meaning that we will have 25% of our overall students as Hispanic and Latinx students. That's a federal designation that brings with it some advantages in terms of accessing resources for students, for financial aid, for faculty, for equipment, and we're intentionally going to pursue that designation, understanding it means that we need more bilingual staff and more culturally competent staff. This is a graphic that I think shows not just what will happen with the enrollment management plan but what would happen if we did nothing? And I think that's really important to keep in mind. If you think back to the early slides that I showed regarding enrollment trends here and national trends, for the past decade we really were heavily influenced by the demographic headwinds, the national trends, and this plan is a way to be intentional in combating those trends and realistic in setting our goals. And having realistic enrollment goals is important not just so that we can recognize and celebrate success appropriately, assess and adjust course as we need to, but also to allow us to have multi-year financial plans with realistic projection of tuition and fees revenues. And we're embarking on a process of multi-year financial planning that will use the enrollment targets in this plan to help guide us. Having a plan does not guarantee that you'll be successful. We have to make sure that we actually make the appropriate investments in the strategic priorities that we've identified. We need to align funding with mission and with strategic priorities. And that's why we're incorporating the targets in our multi-year financial planning process. It's why we will revisit progress on a continuous basis so that we know if things are working, and we can adjust if they are not. I said earlier that before our next board meeting, we'll be releasing an accountability plan to show us the groups and the individuals who are responsible for taking specific actions that will allow us to meet our objectives and achieve our larger goals. And leadership is consistent and important for the successful implementation of the plan and its goals. That's why the goals in this plan are consistent with my presidential goals and my expectations for the leadership team and their expectations for the wonderful people who report to them. I appreciate the support of the board and am happy to answer questions.

***(Trustee Butler reentered the meeting at 10:01 AM.)***

Eric Wasowicz: Any questions for Dr. Freeman?

Tim Struthers: I definitely applaud the effort and the quality of this report and look back, much like we talked about the dining plan, right, that we're well behind, you know, stuff we probably should have done a long time ago, and it's important I guess not to look back but to look forward and just commend you personally, Lisa, and your staff on the effort. So, and the fact that we're doing projections is just, you know, being honest with ourselves, and we're doing it based on good data, and you said the plan itself doesn't generate success, right? But it's a huge first step. So, thank you. Just a few quick comments. When you look at the graduating Illinois high school trend, and you go back to '09 to say '17 or '18, that number is actually increasing for a handful of those years and then started to decline. And then, of course, as you go forward, it declines sharply. So, two thoughts are on that. One is that was increasing while we were decreasing. And so, our market share was getting clobbered, right? And we kind of didn't know it. So, again, reflecting

on the past, but as we look forward, we have facts and we're facing reality and we're adjusting to the climate and find that applaudable. So, thank you. Last comment I would make is the success of NIU is critical to the success of our greater region, right, Sycamore, DeKalb county and beyond no doubt, and I would encourage – there's no doubt that there's active discussions but for the city of DeKalb and et. al., right, to be step and shoulder-to-shoulder with us in a plan, much like this – critical with respect to the number of students on campus and important to the number of employees that we employ for the economic success and, of course, the outcomes of the students and what they do in and around this community and the state is critical. So, to create that environment, whatever they can do to help support this plan, is critical, and I know that you're working with them, but it's a really important part of the equation. Thank you.

Eric Wasowicz: Bob?

Bob Pritchard: I would like to add my congratulations to the team that's worked together on this enrollment plan. It's something that when I was in the legislature, we were talking about for a number of years. And last spring, I think it was, Madame President we had a hearing where we were challenging all of the universities to look at the enrollment declines and what their plans were. And what we heard in those hearings was only a fragment of what we've heard in this enrollment plan. That this goes much further. There's much more detail, and I appreciate the president amplifying some of the earlier questions that I had in her presentation. I think it behooves all of us, though, associated with the university to know that this is going to take a team effort. That everyone has to buy into their roles, and as we get the accountability plan, as we talk about the training that might be necessary to equip people with the skills that are necessary to serve the kind of students we have, it's going to take all of our effort, and we're going to have to be very diligent because this plan is just a plan unless we fully implement it. So, I congratulate you and Chris and all of you for all the work that's gone into this and the vision that you've laid out. Thank you.

Lisa Freeman: Thank you.

Eric Wasowicz: Dennis?

Dennis Barsema: Likewise, I will echo the comments. This is critical to have in order to do the multi-year budgeting process that you are engaging in right now. So, you know, this plan was crucial. So, again, thank you. One thing I would encourage us to do, Dr. Freeman, is I would like to see us have a small set of KPIs, key performance indicators that we can look at on a continual basis to understand if we're on track. You know, those things that will give us an early indicator of "Yeah, we're on track. Or, "No, we're not on track. We need to make some adjustments." So, whatever those are, and that's up to you and your team to decide what those are going to be for our review. But I'd love to see us have a constant set of key performance indicators that we can keep in front of us.

Lisa Freeman: Absolutely. Those plans were already in place. We're working on developing an easy to look at, hopefully one-page document, for you and us to assess our progress. And part of the reason we were very intentional in having specific, measurable objectives underlying the strategies was that we need to make sure that we are on track, and if not, in order to be accountable and successful, we need to change our tactics to enjoy our success. So, we are very mindful of that, and we look forward to sharing it with you because we know that you're very invested and supportive of a plan and you will also have good ideas to bring forward.

Dennis Barsema: Thank you.

Eric Wasowicz: Anyone else have any thoughts? John?

John Butler: So, I also applaud this. This is outstanding work, and I am so pleased to see some of the key elements are manifesting that I've sort of long personally wanted to see develop in the

context of an enrollment plan such as the embrace of NIU's student body diversity as one of the university's greatest strengths and the promotion of multi-cultural competency. Some people remember that I have been interested in this subject matter for many, many years, and I've always thought that there was something really special about Northern's commitment to diversity that was something that we should be highlighting and marketing as a unique feature of the institution. I guess my comment would be I hope that we'll work hard to – I'm searching for the word here – but I'm hoping that we'll work hard to engage the elements on campus, the departments and the centers and the personnel who have long been championing that cause to join us in that effort so that they clearly see that this is a part of the strategy.

Lisa Freeman: You, know is Dr. Edghill-Walden in the room?

Matt Streb: She is.

Lisa Freeman: Vernese, I could answer this, but I would really like to make sure that you get the credit that you deserve for recognizing that that work is not mine alone or yours alone but the campus communities and creating structures to bring together all of those folks on campus in a powerful way who care about the various dimensions of diversity which are dimensions of our excellence and our competitive advantage and making sure that we have the largest number of voices with clearly defined roles, working on things like equity gaps, working on things like cultural competency training, so that it's not the chief diversity officer's job or the president's job or the trustees' job to make sure that these values are lived on a daily basis but the campus community's job. And as you correctly point out, Trustee Butler, we have so many people on campus who care about this, who stand ready to help and unafraid to have courageous conversations. We're very well-positioned for success. Vernese, do you want to say something? You have to go to the microphone. I'm sorry.

Eric Wasowicz: You can yell, but we wouldn't hear you.

Vernese Edghill-Walden: Good morning. I want to echo what President Freeman said. I also want to assure you that the committees that we've been working with have been long-established committees that the university has had. That's actually one of the things that impressed me the most about NIU when I came here was the amount of committees and organizations and students and faculty and staff that are committed to this work. I think that what we have done in the last four years is just to really intentionally think about how we can move forward in a coordinated fashion around this work. So, our – what you know probably as the CMCT committee is working on academic excellence, academic achievement gaps. We also have had our resource centers that are now coming together to do this work as well. We've also launched the conversations on diversity, equity inclusion which actually now has eighty of our faculty, staff that are committed to actually doing these workshops and cultural competency training. So that it is not just me and my office that actually does the work, it's actually faculty and staff that have been trained over the last year to do this, and we're actually looking for more people to be involved. So, it is definitely a campus effort, and we're really excited to not only do this work but also link it to our Strategic Enrollment Management Plan which is absolutely important.

Lisa Freeman: And the presidential commissions are highly engaged as well.

Vernese Edghill-Walden: Absolutely, there's not a committee that hasn't existed that is not actually doing the work as many of you know me, I get everyone involved. Lisa's laughing. Everyone does the work, and that's really important to get this work done. So. Any other questions before I sit? Okay. Thank you, I look forward to doing this work.

Eric Wasowicz: Thank you, Vernese. Any other?

Veronica Herrero: I don't think I have any questions right now, but just a few comments. One is that I think it's easy for us to think that, you know, when you look at the overall targets over the

next few years of 17 to 18,000 in enrollment, and it's, you know, say "Well, that's not growth. That's not aggressive." And/or you hear, "It's more realistic." But I would say it's realistic but also still really aggressive. I mean, you look at the targets, and we're talking 125% on-line enrollment, 100% new out of state. The new freshman is a 10% growth as our pool continues to get smaller over the next few years. So, I would just say that this is very aggressive. And I applaud you all for being bold and brave in trying to attain these goals. The other thing I just want to say is related to what we just heard from Vernese is how comprehensive and holistic this plan is. We could, I mean I think it's really simple to just put enrollment targets out there and say we're going to, you know, double the number of on-line, you know, students or try to capture some of the – what we would now consider as nontraditional, but it's really great to see that you're saying, okay, we're going to accept. We want to capitalize on the Latinx population, but we're also adding all of these supports to make this plan sustainable and successful which is not something that is often done, right? Everything is often -- when we're thinking about plans that they're done in silos. So, I really applaud the team for thinking about this cross-departmentally and very holistically and making sure that the equity part of it is not just lying in Vernese's office, but it really is across the board. So, and also just highlighting and underscoring the importance of the partnership piece which is also really great. I mean just being in Chicago and again in this space, I think Northern is really highlighted as being an exceptional partner in this space and being open to feedback and learning, not being scared to talk about the reality of our situation with enrollment. So, that's really great when I get to hear that from others, saying that Northern is leading the way in being very honest, having very honest conversations, and open to ideas and high-impact practices. So, thank you.

Eric Wasowicz: Yes? Nathan?

Nathan Hays: I just wanted to kind of express how I think this plan is great and the fact that – and I mentioned this to you, Dr. Freeman – how this gives us, the entire university, a sense of stability. And while we want to grow, and we want these numbers to be increasing over these years, the first kind of step to that is giving us a sense of stability which I don't think we've had over the last couple of years with all of the budget crises and the decline in enrollment. So, the fact that this kind of gives us a baseline that we can grow from, I think that's really important, and I really commend you guys for that.

Veronica Herrero: Oh, just -- I'm sorry. Two things that I do have actually questions. I don't think we need to address them here, but later is one, I think – and in the plan, you -- I was able to read about some of the pieces that are going to be implemented or improved, enhanced to support the populations that we're targeting. But with on-line students, I mean that's a pretty steep – that's a lot of growth, right? And what – I just would want to know like what do we have in place to support this growing population of students that's very different from the traditional classroom-based experience? And then the other thing that over time I would like to know as well is how are we doing in capturing that no college population? Right? What is the difference that we're seeing in either, you know, the phone, the app? I'm so not tech savvy at all, but in all of these additional technology pieces that we're adding, how much are we actually capturing this no college population? But thanks for laughing at me, Eric. Yes, my team laughs at me all the time.

Eric Wasowicz: Sorry. You got three little kids.

Lisa Freeman: I would say that ...

Veronica Herrero: ((Laughs))

Lisa Freeman: I think if you sat down with Dr. Jason Rhode and the provost and talked through some of the on-line plan, looked at the FAQs and came back with more questions, that would be probably the best way to get those answers out, and I'm sure you'll have a great perspective to share there as well. With respect to the students who go nowhere, you know where we discovered

those students after the fact. The summer melt students, we can, you know, we can catch earlier, and figuring out how to get that piece of Illinois' pie and that piece of NIU's pie smaller is going to take a brain trust within and beyond NIU, but for our state, it's a really important question. So, I think we all need to keep our eye on that ball.

Eric Wasowicz: Any other comments? I do have just a few short thoughts here. It's execution, execution, execution, but I really applaud first that we have this, and this is going to drive our financials which is fundamentally the way we need to do that. And then finally, I spent a week at Harvard last week, and all I heard about was change management, change management on cases that deal with everything – all businesses and everything around the world, and this is going to be a lot of change management because there's going to be a lot of change, you know, that goes on. And we need to accept that, and we also have to understand why we're doing things because everybody always wants to revert back to what it is that they're comfortable with. So, but the change is going to be good. It's going to be positive, and we have a plan. Now, we just need to execute, and then finally, when I talk to CEOs of companies and advise them, I usually say pick out three KPIs, like Dennis saying. So, if I call you at 3:00 in the morning and I ask you about those three KPIs, they should be able to just come out. So.

Lisa Freeman: But you're not going to call me...

Eric Wasowicz: No, no. I won't call you at 3:00 in the morning. Maybe I'll call Matt. Yeah. Yeah, Matt, you're on the hook. So. But thank you.

Chris McCord: Alright. Thank you, President Freeman.

### **Agenda Item 9.c. Oversight of Academic Programs**

Acting EVPP McCord: So, our last item, in view of the lateness of the hour, we provide an annual review of the protocols that we use to provide oversight of academic programs. You have the written material. We are happy to respond to questions, either now or individually, but in view of the lateness of the hour, we won't go into the report any more than your questions might prompt.

## **10. OTHER MATTERS**

Committee Chair Wasowicz: Okay. So, with that, are there are other matters to come before the committee? Does anybody have anything else?

## **11. NEXT MEETING DATE**

The next meeting of the Academic Affairs, Student Affairs, and Personnel Committee will be Thursday, May 9, 2019.

## **12. ADJOURNMENT**

Committee Chair Wasowicz asked for a motion to adjourn. Trustee Struthers moved and Trustee Herrero seconded. The motion was approved. Meeting adjourned at 10:48 AM.

Respectfully submitted,

Joan Parrish/Chelsea Duis

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.*