

Minutes of the
NIU Board of Trustees
Of Northern Illinois University
Ad Hoc Committee on Enrollment
July 21, 2016

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 9:00 a.m. by Chair Marc Strauss in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Vicky Rippberger conducted a roll call. Members present were Trustee Robert Boey, John Butler, Wheeler Coleman, Matthew Holmes, Robert Marshall, Tim Struthers, and Committee Chair Marc Strauss. Also present were General Counsel Jerry Blakemore, Board Liaison Mike Mann, President Doug Baker, Executive Vice President and Provost Lisa Freeman, Vice President Al Phillips, Vice President Eric Weldy, Sr. Assoc. Vice President Vernese Edghill-Walden, Dean of the Graduate School Brad Bond, Acting Dean of the CEET Omar Ghrayeb, Dean of the COE Laurie Elish-Piper, Vice President Anne Kaplan, Vice Provost Anne Birberick, Vice Provost Carolinda Douglas, Vice Provost Murali Krishnamurthi, Assistant Vice President Dani Rollins, Director Jennice O'Brien, Dean of the Law School Eric Dannenmaier, Dean of the COB Balaji Rajagopalan, Dean of CHHS Derryl Block, Dean of the CVPA Paul Kassel, and UAC Representative Greg Long.

2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

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

3. SWEARING IN OF TRUSTEE MATTHEW HOLMES

The meeting began with the official swearing in of the newest member of the Board of Trustees. Matthew Holmes who was appointed and confirmed recently by the Student Association Senate. Chair Marc Strauss asked Mr. Holmes to join him for the reading and signing of the official oath.

NORTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
TRUSTEE OATH OF OFFICE

I, MATTHEW HOLMES, DO SOLEMNLY SWEAR THAT I WILL FAITHFULLY SERVE, SUPPORT, PRESERVE, PROTECT AND DEFEND: THE CONSTITUTION OF THE UNITED STATES, AND THE LAWS THEREOF; THE CONSTITUTION OF THE STATE OF ILLINOIS AND THE LAWS THEREOF; AND THE CONSTITUTION, BYLAWS AND POLICIES OF NORTHERN ILLINOIS UNIVERSITY. FINALLY, I ACKNOWLEDGE THE FIDUCIARY RESPONSIBILITY THAT EACH MEMBER OF THE BOARD OF TRUSTEES HAS AND FURTHER SOLEMNLY SWEAR THAT I WILL DISCHARGE FAITHFULLY MY DUTIES AS A MEMBER OF THE BOARD OF TRUSTEES OF NORTHERN ILLINOIS UNIVERSITY TO THE BEST OF MY ABILITY.

Matthew W. Holmes
Trustee Signature

July 21, 2016
Date

Oath of Office administered by:

Marc J. Strauss
Signature
Board Chair, Northern Illinois University Board of Trustees

July 21, 2016
Date



Chair Strauss continued, the formality is you need to sign the oath and return it to Mr. Blakemore and you get a single, tangible representation of your service of a limited edition of a lapel pin which I hereby bestow upon you. Thank you. Wear it with pride.

4. APPROVAL OF PROPOSED MEETING AGENDA

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

5. REVIEW AND APPROVAL OF MINUTES OF APRIL 14, 2016

Chair Strauss asked for a motion to approve the minutes of April 14, 2016. Trustee Butler so moved and Trustee Marshall seconded. The motion passed.

6. CHAIR'S COMMENTS/ANNOUNCEMENTS

Chair Strauss welcomed Dr. Greg Long, the representative of the University Advisory Council. There were no additional comments.

7. PUBLIC COMMENT

No public comment.

8. UNIVERSITY REPORTS

Agenda Item 8.a. Moving NIU From Equity Gaps to Equal Outcomes

Eric Weldy began, I want to just thank everyone for being here today. In our previous meeting we reviewed historical data trends, our most successful undergraduate recruitment initiatives. We also looked at retention, and gave a retention update. We looked at graduate student recruitment and retention as well as off-campus recruitment and retention. Today we are focusing on equity gaps to equal outcomes and also international students which we have not had an opportunity to present before the Ad Hoc Enrollment Committee. Since our meeting, there has been much discussion around what changes are needed in order to increase efficiency and effectiveness of the admissions process for all students at NIU.

I've had wonderful opportunity in engaging in a number of conversations centered on program prioritization and related work. Accordingly, the leadership in Academic Affairs and Student Affairs and Enrollment Management have agreed to move forward with moving the recruitment, the admission and the orientation process for the Deacon Davis Chance Program over to Undergraduate Admissions. As you are all aware, the mission of the Chance Program is to identify, recruit, admit and assist capable students who have graduated from under-resourced high schools. One of the main things I want to stress in regards to this is this is something that we do with all of our areas, whether it's Athletics, whether it's Honors Program, and with this move my office and the office of the Executive Vice President and Provost will be working together to move this forward. I've also had some engaging conversations with Dr. Bond as well from the standpoint of international students on how we can better support the international student recruitment. I will turn it over to Provost Freeman to speak further.

Provost Freeman continued, I want to echo Vice President Weldy's comments that it's a great opportunity to work together to institutionalize the admissions, financial aid, counseling, and orientation process for the Chance Program which is such a signature program of the university. Everyone on this committee is well aware of the 21st century technology that's being used in our Admissions Office. We've seen Assistant Vice President Rollins present on that and we certainly want all students to be able to be recruited using the most up-to-date methods. We're also excited about bringing the talent that exists in

the Chance Program in terms of culture competence, managing the dynamics of difference, and responding effectively to cultural and language needs of prospective students and their families to a broader audience through creating more synergy with our Admissions Office. This is one of those things that I think is win-win. We have some tactical discussions to go, but we're committed to being there in time for the 2018 admission cycle. I think certainly the spark was catalyzed by program prioritization, but these conversations have been underway for a while and we're pleased to tell you that we've gotten to this point. Before I start talking about equity gaps to equal outcomes, I also just want to recognize how many members of the academic leadership we have here today. In addition to the Associate Vice President from Student Affairs and Enrollment Management, we have the vice provost and we also have a number of our deans including our newest deans here because this is a topic that's really important to everybody on campus.

Provost Freeman continued, when we talk about equity gaps and the importance of equal outcomes in a national context and when we talk about underserved student populations, we're not talking about a single uniform population, we're talking about students who have been disadvantaged through their socioeconomic status so they're eligible for Pell grants. We're talking about students who are first generation and we're talking about students of color and all of these communities have been underserved historically by higher education for a variety of reasons. Some of them intersect and some of them do not. But this is a very important topic nationally at this point in time because we've recognized that when we look at students who are in the bottom socioeconomic quartile and we look at their success in earning baccalaureate degrees, it's considerably less, 15% than students who are more advantaged. So if you look at the top quartile, 60% of students obtained bachelor's degrees, the bottom quartile, it's 15% and in between you see progressive success in obtaining baccalaureate degrees as socioeconomic status improves. We worry about this because having a bachelor's degree is the key to social mobility. So if you look at the graph that's up, we're looking here at the bottom quartile all the way to the left and the red bars are the students who don't get a bachelor's degree who start in the bottom economic quartile all the way up to the top one. The yellow bars show the students who do get a degree and what we have on the Y axis is earning power. What you can basically see is if you're able to earn a baccalaureate degree your earning power increases substantially. We see essentially a right shift in earning power or an increase in social mobility or economic well-being by virtue of earning a baccalaureate degree. So when we talk about students who start out economically disadvantaged and we don't do everything in our capability to promote their educational attainment of a baccalaureate degree, what we're doing is denying the public the good of having an affluent society, a robust middle class, and social mobility for all of its citizens. So that's why this is a topic that is so important to all of us. Regardless of how they're defined, first generation students, the students who are the first in their families to seek a college education, also enroll and graduate at lower rates than do other students. There's just certainly a lack of familiarity with the system, a misunderstanding, a fear that has a negative impact on the ability of first generation students to succeed. Also students of color, black and Hispanic students in particular, are under represented among bachelor's degree recipients and this is true even when we adjust for socioeconomic status. So again, we have underserved students in three populations. Students who are socioeconomically disadvantaged, students who are first generation, and students from historically underrepresented groups, students of color who don't succeed at the same rates as students who are majority or privileged. This is something that's very important because if you look at the demographics of high school graduation rates in our country, and I'll show you Illinois on the next slide, we see that the number of white graduates is decreasing at the same time that the number of Hispanic graduates, Latino graduates, is increasing and the number of African-American and Asian students is staying relatively flat. So thinking about how to make all students succeed is something that we need to do to succeed and to be sustainable as an institution of higher education. If you look at the fall 2015 student cohort at Northern Illinois University in the left hand column, and you compare that to the students who are graduating from Illinois, there are data that were obtained from the ACT; you can see that both of these cohorts are ethnically diverse and racially diverse. We are an institution who has historically, because of our access mission and our locations and the high schools and community colleges that we work with, serve the students who look very much like the students who are graduating from high schools all over the country right now. Being able to do this with increased success is something that's really important to our future going forward.

When we talk about our history of serving students from underserved populations, I want to point out that the average ACT composite score, the average high school percentile rank, and the average high school GPA or grade point average of new freshman to NIU has been constant for 25 years. Even as we have increased the diversity of our student population, we have not changed what most people would consider indicators of student quality. Those have remained constant. Today, students from underserved populations make up 78% of new freshmen and that's based on our 2014-15 cohort and if you unpack that or break that down, you'll see that in that 78%, 53% are students of color, 47% are Pell eligible, 52% are first generation, and then you'll notice that those add up to more than 100% and that's because there's overlap in those populations. They're not discreet populations. Many of our students are from a socioeconomically deprived backgrounds and also a first generation college student or other permutations. 25% of the underserved students are admitted through the Chance Program. I want to point that out because I think sometimes people believe that most of the students who come into the university through the Chance Program are underserved student populations and in fact Chance represents only a fraction of our students who are considered underserved by a national definition and at risk because of that. The six year graduation rates for students who come to us from the Chicago public schools, through the students who come to us through the Chance Program, and African American students are roughly equivalent and that's about 27% and that's not good enough. Now that's a six year graduation rate from NIU, so students who leave and then succeed at other institutions aren't included in here. We know from our participation in things like the student achievement measure we might gain another 10, 15, 20% of some degree completion if we were able to use clearinghouse data, but still it's not good enough and there's a gap between these students and the students who come from more privileged backgrounds, students who are majority, and that's not acceptable. Approximately 13% of NIUs new freshmen are Chicago public school students. This is an important population for us to work with and I believe the Board has seen a presentation previously from Vice Provost Birberick about all the work we're doing to share data with the Chicago public schools through the Chicago collaborative for student success to make sure that we know how most effectively to intervene and enhance the success of those students. Less than 50% of NIUs Chicago public school students are admitted through the Chance Program. So again there's some intersection of those populations, but they are unique populations with an intersection. When we're talking about students who come to us who are first generation or who are students of color or students from disadvantaged socioeconomic backgrounds, there can be a tendency to focus on their deficits or to have a deficit minded approach. A deficit minded approach looks at what the student lacks and suggests that the students inherently lack academic ability, qualifications, motivation, family support structure or adequate resources. If you have a deficit mindset you're reinforcing a tendency to actually blame students for inequities in access, opportunity, and outcomes. To attribute those inequities to the student's own background whether it's their social, their cultural, or their educational background, you're also giving yourself and the institution a false sense of security about the risk of students who come from advantage backgrounds completing or not completing their education. It's considered nationally a best practice, an effective practice not to adopt a deficit minded approach to student success but instead to adapt an equity minded approach to student success. In an equity minded approach the responsibility for success is shared between the institution and the student. The institution believes that every student can succeed, meets the student, accepts the students for who they are, maximizes and recognizes the student's strengths and allows those strengths to become institutional strengths; provides a central support for student success, and insures that students connect with existing curricular and co-curricular support services throughout their academic careers. This is an important set of beliefs, an important framework for student success for a number of reasons. We know from the Promise Grant that we have from the National Science Foundation, and we know from the data that Vice Provost Birberick has shown this committee and the Board about the sticking power that students who engage in high impact practices have at an institution that there are things that work for all of our students that enable all of our students to succeed. There's a growing body of literature that shows the things that students from underserved backgrounds ask themselves; do I belong here, do I look like the people who are succeeding, what's the point of higher education. These questions that can be the questions that lead students from underserved backgrounds to do other than succeed, to fail, are the same questions that students who come from advantage backgrounds ask themselves when they're in a challenging course and ask themselves when they're thinking about making a choice between a

social activity and studying. So by focusing on things that work for all our students, we help all of our students, and that's important to the success of our institution for us meeting our mission and for our financial sustainability over the long term. What are we doing at NIU to promote an equity mindset and to enhance the success of all of our students to close those equity gaps and to move us closer to equal outcomes? Well NIU I'm proud to say was one of 16 institutions that was selected by the Association of American Colleges and Universities to participate in a national exercise called the Equity Academy. We have all of our degree granting colleges committed to developing strategic plans to address diversity and inclusion and establishing academic equity teams so that the practices I showed you on the previous slide become part of NIU's culture across the institution. Each of those teams will include faculty and staff and each of those teams is engaging students so that we have a real understanding that what we're doing is effectively meeting students and enabling their success. Currently, those equity teams are identifying and analyzing retention and completion data and looking at what the most effective strategies have been at NIU to promote student success so we can scale those and do it in a way that helps all of our students. Dr. Edghill-Walden, our Senior Associate Vice President for Academic Diversity and our Chief Diversity Officer, is working with the Provost's Office, with Undergraduate Academic Affairs and with the degree granting colleges and others on campus to establish benchmarks so that we can monitor outcomes, have a dashboard, see if we're succeeding in our plans and fostering across college and across division discussions focus on identifying the tools and strategies we need to reduce the equity gap that we see here at NIU. Our goal is actually to become a national model. Before I ask for trustee questions, I'm going to just ask Dr. Edghill-Walden if she wants to add anything to what I've said.

Sr. Assoc. Vice President Edghill-Walden responded, I believe that this work is the right thing to do. We started this work in October and it is definitely aligned with the diversity and inclusive action plan. I spoke to you about that when I reported to you at the board meeting in May. Also, it's really important that we align this work of closing equity gaps to our larger mission around diversity and inclusion. Thank you and I look forward to answering any questions that you might have.

Chair Strauss began, let me start by trying to focus on three things. First, with regard to Dr. Weldy's report, I would say I'm very pleased that there's an intersection of program prioritization and also the questions that have come out of this committee and the answers that we have received. It's allowing best practices to migrate to areas that can benefit from the application of technology and effort and I'm also appreciative of the cooperation that we have that lead to this result. Program prioritization is never an easy process. I'm looking forward to see how this experiment works and I'm confident that you'll track whether or not this was a success. So far as this committee is concerned, our focus is on recruitment and retention and, so as I have spoken with the Provost about this in preparation for today as well as looked at this material, there are really two things that strike me. First, if you take a look at the slide, we talked about the NIU and Illinois student demographics and you take a look at the student cohort that we have here compared to the Illinois high school graduates and look at the Hispanic, it would appear that we have unrealized potential and we simply are going to be in fulfillment of an equity objective and so my first question would be whether we are recognizing this because I know this is on the news, we have in place some sort of an intention to be able to explore how to be able to capitalize on this opportunity.

Provost Freeman responded, I think I'll let Dr. Weldy speak first and then maybe I'll add a comment at the end.

Vice President Weldy added, yes in regards to the Latino student population we note that the increases in the pool of students available from high school to college, so focusing on emphasis on our recruitment efforts as it relates to high school students, but also there's been an increase in the number of Latino students at the community colleges within the surrounding areas and particularly at the institutions in which they are our top feeders and so we're moving forward with some initiatives from the standpoint of increasing our recruitment efforts in those areas.

Chair Strauss continued, the second thing is related to retention. Clearly addressing the equity gap has a collateral benefit facing retention to the extent that we're successful in being able to accomplish this objective. There are a couple of dimensions of this that are interesting to consider. One is that high

impact programs cost more money than students who don't require the application. I'm curious as to whether there is any data available as to what the increased costs are to be able to try to make a dent in this challenge.

Provost Freeman noted, I do have some data and I want to say that I'm not sure that there are actually students who don't require what we would call high impact programs. When we look at the students who use the university writing center we have a very significant fraction of all of our students who use the university writing center. Last fall we had 1300 students who used the writing center. Ten percent of those were Chance and 90 percent of those were non-Chance students. When you look at tutoring services, you also find that the majority of students who use those services are not students who enter through the Chance Program or through specialized admission and I think you would argue that the students who aren't using those services who then wind up leaving in academic distress would probably be better off if they did use those services and if we had them widely available. I was just at a conference with all of the provosts from the land grant and public institutions and one of the big topics there was success in mathematics. Success in mathematics is a barrier for all students regardless of their socioeconomic status, their color, their first generation; some for more than others, but students tend to struggle with math and that's a national problem and we had one of the great mathematicians of our time talking about when he started studying this problem he really thought it was going to be about the math and the courses and what it really turned out to was you needed tutors in the classroom within the first three weeks because all students benefit from having tutors in the classroom and if you don't make those services available in a course like math in the first three weeks, the students who go are the students who don't need the tutoring and the students who don't go can never catch up and that crosses preparedness lines, all of those lines. So I think part of having an equity mindset is recognizing we do need to deliver these types of services at the greatest economy of scale to all of our students and that we can't have unnecessary replication and we can't have barriers and we need to make sure that what we're doing is effective and efficient and incorporated within Student Affairs and Academic Affairs in ways that make sense for the institution and for our students.

Chair Strauss responded, I appreciate that perspective. I do think it's important to understand that I'm not questioning that we have an access commitment and it is something that's historically important to us. But part of this equation is that recognizing that we are a state institution and that we have been afforded this access requirement that there should be an equal commitment by the state of the resources necessary to be able to meet the increased costs so that we fulfill that objective. I think we do ourselves benefit by being able to quantify if there are extra costs so that we can make the case to the legislature that it is appropriate that money come our way.

Provost Freeman agreed, absolutely and I think even in general numbers that we do have available to us like the cost of educating a student at a public research institution versus a community college speak to that because having professorial faculty who have programs that engage students, who can lead study abroad, who make this institution what it is that isn't a community college is part of that argument to the legislature but certainly we should refine that.

Trustee Coleman responded, first of all I want to say thank you Mr. Chair for appointing me to the ad hoc committee. I was not part of the ad hoc committee due to my travel for work, however that has changed so now I'm part of both ad hoc committees and I'm glad to be here. When I read through the minutes and the ton of information that's being provided I said oh my, but I will tell you it's refreshing to get and to take a deeper dive into some of the issues that we don't have time to address in some of our board meetings, and so the topic is really important. I do have a couple of questions. I would like to go back to the Chance Program and the administrative changes that were recently made. What I don't have a feel for is what's left in Chance from an administrative perspective. I do have questions about how do we measure success and how do we make sure that we're moving the ball forward versus taking steps back and providing support to a population that probably needs it more than others? There's some things that we have to understand and I speak from a knowledge base being a first generation college student, also being a Pell Grant student, a student of color and a Chance student. A lot of times there's a lack of information that's made available to some of the students. They don't know the habits or things to do to

be successful in a college. They don't know about the tutoring programs at times. They're not familiar with all the paperwork they have to do to get their financial aid filled out and get their paperwork in place in time. How do we ensure and we pull together administrative functions which I believe and I think I've been advocating that we've got to find a way to eliminate redundancy throughout our organization, throughout the university, but how do we ensure success and that we're not dropping the ball as it relates to those changes.

Provost Freeman responded, I think that's a question that is on all of our minds and it's part of the important work that we have to do as we create the plan to move the administration functions associated with admissions, financial aid counseling, and orientation under admissions because, as I said previously, this isn't recognizing something that Chance wasn't doing right, it's taking technology, a customer relations management communication capability that exists for all of our students and making sure that we use it in a way that takes the things that the Chance office does really well and not only continues to offer those to the students who come from under prepared populations, but makes them available to all of our students because as we pointed out 78% of our students have some of those questions. Trustee Strauss asked a great question about what are we doing to enhance our recruitment of Hispanic and Latino students and I think there's a lot of talent, expertise, and experience in the holistic admissions process that resides in Chance. It may be too paper driven and it doesn't take advantage of our student information systems and that's not something that we want to continue. We don't want Chance to be separate; we want it to be part of institution. We want Chance students to be treated by admissions the way we treat our most talented musicians and the way we treat honors students, but part of what that office has done in their very holistic approach, is make students and families feel comfortable coming to NIU and targeting them to the services and so making sure that we have consistent messaging and also culturally appropriate messaging so that we're meeting our student where they are is going to be a really important part of the conversation over the next several months. Chance is a first year transition program and a lot of that relationship that persists onto campus, that coaching, that comfort level, that safe place to ask questions, we need to make sure that we also have a good plan for preserving that and doing it in the new context. I think we're very committed to doing that, but certainly Dr. Weldy and Dr. Rollins and I couldn't come here and say we know exactly how to do that now. That's why we need to engage the staff from admissions, the staff from Chance, and think this through. We think there's a possibility to go to CRM Company and ask how they've deployed that tool on campuses that do a good job serving students who are under prepared or under served through their main admissions process. So we have work to do, but we're committed to getting to that end point in a way that respects what you brought up is really critical.

Trustee Coleman added, I'd like us to do it by the numbers, so let's put some target numbers in place and say here's our goal, if our objective is to do no harm, we want to make sure we're moving forward and not taking steps backwards. We need to put some targeted numbers in place and say this is where we are today and as we engage in this integration and consolidation of functions and roles and as we attempt to try to go after new population, let's make sure that we're moving the ball forward. That's kind of my challenge for the group.

Provost Freeman responded, I could not agree more and we're happy to come back and report to this committee with those targets and give you access to dashboards that show our progress.

Trustee Coleman added, I'm curious in terms of what we're doing in terms of communicating the administrative changes that we're making about the Chance Program to the students themselves as well as to the broader university. How are we communicating? What's our communication plan and strategy associated with that?

Provost Freeman responded, so this is a week old decision. It came out of the final stage of the program prioritization action planning. After we had discussion across the leadership, Dr. Walden and I went to meet with the Chance staff and spoke to them. We had a very candid and vigorous discussion about what we would need to do going forward. Number one on that list was an excellent communications plan so that people know what this is and what this isn't and so that we actually understand from students what

the most important things to them are so that we make sure that we have student voices in the planning process moving forward and we're developing a communication plan. This is really the first public discussion of this move and we chose to bring it to this committee today without doing more background communication than we already have because we know that this has been an issue that's been very important to this committee.

Trustee Coleman continued, for years, years, I was a student, a long, long, time ago. Over 30 years ago there was always rumors that there was an undermine move to get rid of the Chance Program. This is the first significant changes that we have made to the Chance Program probably in 35, 40 years or so since its existence. I want to encourage the team not to take lightly the communication strategy associated with this, because this could be a real negative to the students on campus at least to a small population of students on campus, especially the minority students. So I want to encourage everybody to sit back and make sure that we've got the right message, which we've got a consistency and a common theme that everybody can speak to that.

Provost Freeman responded, to that and I want to say very publically that the Chance Program is a point of pride for this university and that our Chance students enrich the university community as do the musicians, the performing artists, the athletes, and the honors students and I firmly believe that. I'm committed to that vision and I understand the sensitivities and I think one of the challenges for NIU probably for the last 30 years has been understanding that this is a sensitive topic and sometimes being afraid to look at opportunities for enrichment, engagement and improvement because of that. We are very sensitive, but I'm here to say today on the record and anywhere else that this is about strengthening Chance and strengthening our university admission process.

Trustee Coleman added, I want to go on record too that, based on conversations you and I have had, it makes sense to try to consolidate functions. I'm a big supporter of that. Also putting caution to the wind that we need to make sure that we're not taking steps backwards and it's not being perceived as a first step to undermine or shut down the Chance Program and that we don't take lightly the communication that we've got to do. I think there's got to be proactive communication associated with these changes.

Vice President Weldy responded, one final comment I would like to make is that from the standpoint of the three areas that I've mentioned, the recruitment and the processing piece on the admissions side, the financial aid counseling, and the orientation; undergraduate admissions and enrollment management has supported Chance in those areas. We have worked with them long before I arrived on the scene and long before Dani arrived on the scene. So it's not something that we're unfamiliar with. Particularly we've made some advances as it relates to orientation as well within the past year and so there has been ongoing dialog and discussions even before program prioritization. I want to state that as well because I don't think that many people know those kind of nuances and details.

Trustee Struthers added, I echo the comments. I'm absolutely thrilled with the reorganization. I think it's absolutely necessary in the environment that we're in to get focused around anything that matters and this matters and to get focused in drawing all the right resources. It's critical. I'm also delighted on the last page about the measurement. As Trustee Coleman said, the idea there's an old adage in business what gets measured gets done; and the fact that apparently we haven't measured this because we don't have any measurements for a baseline.

Provost Freeman responded, we have baseline data we can certainly share with you.

Trustee Struthers, responded, I'd love to see that for context. I don't know how big this program is, what the composition of the program is, what the trend line has been and how we define success. I would like to see the Chance Program specifically. As we define these measures, the benchmarks we establish, and to get focused around that of how we define success.

Provost Freeman responded, given the importance of our underserved student population and the work that we're doing with AAC&U in terms of closing the equity gap, the dashboards that we're building will

be in general looking at all of our students and Chance is a very small population of those students, so I'm certainly happy to share historic data on Chance, CPS, Pell; any of those populations, but going forward our focus is on all of our students and all of our equity gap students not just Chance. I just wanted to clarify that.

Trustee Struthers asked, what is the definition of Chance?

Provost Freeman answered, Chance is a specialized admission program. It's a partnership with a number of high schools that we recognize who serve students from socioeconomically disadvantaged communities so that we have special admissions criteria for students from those high schools and Chance is a first year transition and not a four year retention program. If you look at the slide only 25% of our underserved students are admitted through the Chance Program. So Chance is a subset of the students for whom we see a significant equity gap and our desire is to close that gap and to get equal outcomes for as many students as possible so that we have the highest graduation rate possible.

Trustee Struthers asked, the benchmarks that you will establish will be for essentially the top slide on 5?

Provost Freeman responded, yes, absolutely. I'm glad that we were able to clarify that because obviously I'm sure that we both want as many students as possible to walk across that stage with a diploma in hand.

Trustee Struthers replied, absolutely and then, again, trying to get the data together. Again even that I don't understand what the definition is, I think whatever gets out there and is talked about and a positive light is shined on it, the better, so we can see the progress. Trustee Wheeler's point is let's go forward with every single one of these populations, absolutely.

Provost Freeman added, absolutely. Our deans have been looking at this data by college and reacting to the compelling story it tells about our importance of committing to all of our students. I'm going to ask, Dean Ghayeb, do you want to say something just about the impact of the college level or one of the other deans want to say something about the impact at the college level, the partnership with the Provost's Office and Dr. Edghill-Walden's area?

Dean Ghayeb responded, as the acting dean for the College of Engineering and Engineering Technology, the challenge is even greater when it comes to student success. However, through the different initiatives we have, through the different units on campus, and the Provost's Office and the support we get, our students are enjoying lots of support. Now for the Chance students we did some change a few years back. Historically, Chance students when they come in they can declare a major and then they will be advised by faculty members. Now can you imagine a student who is enrolled in very low math course being advised by a Mechanical Engineering faculty member? What type of advising is that? The notion was don't allow Chance students to declare a major, but that's not effective because a student needs to feel that he or she belongs to a program. The change we made, we allow them to declare a major and we advise them through undergraduate advisors. They provide development advising and that's been very effective. Of course we were able to do that through the support of the Provost's Office.

Trustee Struthers asked, for definition we're talking about this population, what term would I use to capture the essence of the board conversation? Is it underserved population?

Provost Freeman responded, underserved populations and that would be the heading on the dashboard.

Trustee Struthers continued, then the pieces and parts that we're measuring going forward would be around that?

Provost Freeman responded, yes. If we broke them into those three categories you would just have to understand there's overlap so we can look at Pell eligible who are socioeconomically disadvantaged. We can look at first generation. We can look at students of color. We can break that down further, but as we

do those dashboards they'll be students like Trustee Coleman who are a data point in every one of those dashboards.

Trustee Boey commented, this really brings back memories on the Chance Program. In my early years of trusteeship I was invited to attend a luncheon which basically was a graduation luncheon for the Chance students. I still remember so vividly because some of the attendees that came for the luncheon were the graduates of Chance students and they were lawyers and doctors and encouraged the ongoing students and say here is what we have had a chance to become and it's your turn to do it. It was a very touching moment and I'm talking about over 20 years ago and it's still on my mind when I heard the word Chance and I would certainly encourage that we continue to fertilize that particular program and don't let it go to waste because it's doing a lot of good.

Trustee Butler began, I have several questions. We don't have to answer them all but I'll sort of zero in, I'll ask a bunch of questions, and then I'll zero in I think if I do this right on the ones that I do want us to talk about. One of the things I think is so fascinating about the way that this presentation was put together by focusing on what we're referring to now as the equity gap is that we're looking at populations who come from under resourced high schools or under resourced high school and background and they then find themselves categorized in this notion of underserved student populations and we've broken that down into sort of three areas and I think that that's excellent. So now we're looking at the problem, the challenge in a way that challenges everybody within the university to begin to think of what sort of programming we have in place to help these students but also if I understand it, to look at what sort of barriers we've put in place maybe in most cases unintentionally that might cause these students even more challenges. One of my questions that I don't need to have an answer for now, but I would suspect that even outside of these population groups that we've identified there are students who meet the qualifications for entry, are not on the radar for these various reasons, but within a very short period of time we discover that they are in fact under prepared. I'm curious if we can think about in the future what are the infrastructures we have in place to recognize our discovery of those student populations and what do we do when we determine someone isn't really fully ready to engage in the kind of curriculum that they are engaged in. I'm also very interested and I think this is probably where I do have some interest in some answers. Trustee Coleman talked about lack of information and it seems to me from a recruitment standpoint we have to do a better job of tracking the manner in which these underserved students enter the college experience particularly at the community college level. Because, I'm just assuming here, but based on a number of interactions I've had with young people who've started there that they're getting, in many cases, bad advice and sometimes with good intentions. They've just graduated from high school, they go to the local college that is affiliated with their region and they meet a counselor, they have no idea what they want to do, but they've been told by their parents they're going to take classes, they're going to go to college, and they share some general areas of interest. Many of them get tracked into career oriented programs that do not transfer into four year institutions, what we generally refer to as associates of applied science. Then they discover toward the middle of their programming wherever it may be or even at the end when they're ready to transfer that they're not really set up for that. This is often times underserved populations. Students who are very much uninformed. They may not even realize they're going to an institution that is only for the first two years. Are we setting ourselves up for the management of these students who come in or wish to come in and don't want to necessarily spend four years at Northern after taking two years, at a community college and all of the potential challenges that they face academically when they enter the system? Not only are there issues of trust that they face because they've taken 60 credits only which maybe 20 are transferable, but they're very frustrated with the system and that process has not developed the necessary basic skills that they need to succeed at a place like Northern. I guess I want to talk a little bit about that. Students who are not necessarily part of the demographic that we are identifying but find themselves in a very disadvantaged place when they come into the institution or wish to.

Provost Freeman responded, I'm going to try to answer sort of the suite of questions a little bit first and then I'm sure Dr. Edghill-Walden and Dr. Weldy may both want to say things. To go to the first point about students who are at risk because they're students and even though a model that predicts academic success may suggest they have no problem, we know that that's not always the case. Last fall we had 5

of 16 honor students leave in poor academic standing and if we look across the university at large you know people with predictive success that happens. Trustee Strauss's point we want to capture every single one of those students but we can't go broke doing it. If we treated every single student like a student athlete or gave every student a personal coach we could probably get them all through but the cost of tuition would certainly not be consistent with an access mission and that's where I think we are working hard to look at what the right combination in our advising, tutoring, coaching sectors are of high tech and high touch because with the student data systems that we're able to deploy now things that you've heard about like our early alert systems or Map Works that looks at students assessment of self efficacy or a student's assessment of how much they should be studying versus how much their peers are studying or how much successful students actually study and sort of integrating what we can learn about students from their behavior from their participation and surveys with the appropriate interventions. That helps us find students while there's still a time to intervene and it prevents our important, critically important, human resources attached to advising and tutoring and coaching from spending all of their time with the students who are the honor students who are going to make it anyway but just want to spend a lot of time with advisors or the students aren't going to make it no matter how much you intervene so that we can actually increase the number of students who persist at the university. That's one solution or one sort of framework for a solution to the first problem that you spoke about. With respect to students who start at community colleges particularly in associates of applied science programs, we're trying to meet those students while they're still in community college. Because even with more information students may still select to get a two year degree that allows them to enter the workplace immediately because of their personal family circumstances or you know their belief at that time of capability and then they may change their minds and as you point out, that can be a disadvantage. We certainly at the level of the colleges have seen a lot of innovation in terms of 3 plus 1 programs particularly from the College of Engineering, but from others as well where we can actually provide students on site at the community college with a year of general education equivalency requirements that will allow them to add at a very cost effective manner in place, be prepared to come to the university for that final year whether that final year is done in place here or on line it allows them to go from the associates of applied science degree to a four year degree much more seamlessly. Same with reverse articulation agreements and all of those require people like our registrar to be talking to the community college registrars, people like our Provosts Office staff to be talking to the community college staff. I don't want to steal Dr. Weldy's thunder but I know that he's been out talking to community colleges and looking at positions, hiring positions, who are sort of not just recruiters but also knowledgeable about these aspects of admissions and transition and articulation so maybe at this point I'll just let you speak.

Vice President Weldy added, from the standpoint of community college and that transition, I think one of the major reasons why the decision was made to have a greater presence at the community colleges is so that we could share added information with students so that they can make better decisions from the standpoint of what their major will be and that transfer process. Particularly for first generation students, it's a lot of information and so I think for us for having that greater presence at our top feeders will be very helpful obviously for us from the standpoint of getting our name out there but also from the standpoint of really better preparing students. We have also done some pilot type programs with some of our community colleges. Predominantly, I'm looking at Kishwaukee. We've been working with them the past couple of years with a program to help perspective students who are interested in NIU to make that transition. We've connected them in kind of a mentor/mentee type relationship or peer mentor/mentee relationship with our current students here who were transfer students who are very successful. I think there are definitely added things that we can do that won't cost a lot of money. I understand the emphasis on spending and what is this going to cost us and I may be dating myself as well here, but my doctoral dissertation was on universities that had the most success in graduating under represented students in the STEM areas. There were three case studies; the University of Illinois Urbana Champaign was one of them, University of Houston in Texas, and SUNY Albany. Now I can tell you that U of I has a heck of a lot more money than SUNY Albany but they were able to be successful, SUNY Albany, not having a lot of money but how they utilized other resource throughout the campus community. So there are definitely ways that we can support our students without breaking the bank.

Sr. Assoc. Vice President Edghill-Walden added, having come from a two-year system that the 3 plus 1 and the reverse articulation agreements and even the course for course articulation agreements that community colleges have with our academic departments, are absolutely the right thing to do to help those students. I too saw a lot of students with an applied science degree that then realize that they really wanted to do something else. The key is really to advise that student much earlier and for us to partner with them. I think everything that we're doing at NIU is the right thing to do and it's the right thing that is happening nationally with community colleges and four year institutions. I would also add that once the students come here when we look at the equity teams within the college, so we look at all of the support programs that we have provided, all of the work that Provost Freeman has talked about in terms of how we identify the needs of students to be better successfully academically. In addition to that I think that the equity teams will also help us understand what has to happen at the college level to even more inform and enhance the work that we already have. So many of these tools that we already have, it's just a matter of how do we scale those up to benefit those students in a way that's much more intentional than what we've done in the past.

Dr. Long added, I just had a couple of comments to make on this. I particularly like the distinction between the idea of a deficit model versus an equity minded approach because as a faculty member we do traditionally look at it from a deficit minded approach. What do you need to get versus what should we be doing for you. So I think that I like that. I think it will require a bit of a culture change because many of our colleagues as faculty staff do tend to look at things from the deficit minded approach versus the more equity or what I would consider even social model. When I look at my disability work we talk about this in the same way. Is it a medical problem or is it a bigger social problem and I think we have the social problem that we're trying to address with this. I support that. I would also just encourage us to look at equity and underserved populations as broadly as possible because across, for example, all of our presidential commission we are not just focused on race, but again across those commissions many of those individuals are first generation, low SES, so on and so forth. As we can make this as broadly applicable as possible I think that's going to have perhaps a better sell for most of our faculty and staff.

Trustee Marshall added, I'll make a couple of comments. One of them follows Dr. Long's presentation and the deficit model is sometimes not even worthy of comment. At Loyola University some years ago the Phi Delta Kappa Chapter set up a grant, submitted it to the parent group, and received a grant for a cultural awareness test. This test was used to train student personnel workers to find out if they could have the same results on the test that a student originated glossary provided. Just to give you one or two of them you don't have to raise your hands or anything, but how many of you know what cornrows are? Okay, how many can give me the definition of what grits is made out of? What I have to say is that test when put before many of the professionals who taught and who administered in the student services arena the people failed it and yet the students could pass it. So I wanted to comment on the deficit model. The other thing that I would like to say is that I totally commend the administration for the effort that you're making in bettering programs and moving towards equity. It will do a lot of things. Not just in giving people a chance, but in increasing our graduation rate.

Trustee Butler responded, on that point I think there too needs to be a reflection on the terminology that we use such as the term articulation, the term prerequisite. Terms that students may come to us having just a general notion of what those words mean, but won't understand that we're talking about things that are vital to their potential success as a student and the consumption of higher education, the amount of money they may spend because of their response to that terminology and what they think it means. For example, I've run into students who have been told that there are courses that are prerequisites to their major but they weren't really prerequisites to the major, they were course they could take before they were admitted into the college which meant simply they were open and available courses to them that would eventually be relevant to their major. The term prerequisite which has a very specific meaning just wasn't being used correctly and the students were understanding of the way that they thought that it – in terms of the meaning that they understood it. I think the term articulation should never ever be used to ever be spoken to a student until they have a master's degree. I just don't think the term should ever be used because what it means to us and the importance of that term there's so many different ways that we can explain to a student what that means. One other area that I'm

interested in is if you're a student and you're underserved and you can't get into the Chance Program because there are particularly the minted number of slots and you're advised to go to a community college. You may learn rather quickly that there are sorts of routes that you can take within the first year to make yourself able to enter NIU by taking a particular sequence of courses and if you do moderately well in them you can be admitted particularly if you have a college that's willing to admit you. I think I'm right about that. But that doesn't necessarily make you prepared at that stage. Are we thinking about the different ways in which students who do take the time to learn the system who may find themselves coming in before they finished an associates of arts program or something like that, but who are quite still unprepared?

Provost Freeman responded, I think it really goes back to really adopting an equity mindset. I would say that 100% of our students are unprepared for college at some level by definition regardless of where they started from. University is a different experience. The social, cultural, educational adjustments that you have to make are challenging for all of our students. Although we see students who don't struggle to attain their degrees, we don't know how many of those students aren't graduating in the career or the major of their first choice because of a barrier that they encountered along the way. I think the important thing is to recognize that connecting students, making services available and non-threatening to them, not labeling students so that students are willing to come forward and take advantage of the resources that are available to them, connecting students through high impact practices and things that have been shown nationally, to promote success. I think that's what we need to do for all of our students. Then instead of worrying about a cohort with a special story, we worry about all of our students because they're all essentially coming to us to succeed and it's our responsibility to meet them where they are and make them succeed. I want to say something in response to what Trustee Marshall just said, I think that when we look at the demographics of Illinois and of the country, and we look at the career success that we want for all of our students, the employers who are going to be hiring them don't want students who don't know what grits are or don't understand what Gbraids or cornrows are because they're going to be talking to customers and they're going to be working side by side with colleagues who have expectations that their culturally literate and that's one of the great strengths of a place like NIU, students have an opportunity to come out really prepared to be global citizens because of their experience on this campus.

Trustee Coleman began, I have a couple of recommendations. One is based on the line of questioning from my fellow trustee, I think it would be nice if we had an overview of the Chance Program, what that consists of in light of the changes and where we see the Chance Program headed and the entire admission program, the relationships with the schools and that kind of stuff. I think we need to be brought up to speed on that. I recall maybe four years ago somebody giving me a number saying we had about 94, 97 almost 100 support programs for students throughout the university. I don't know if that number is true or not and I don't know where it is today, but I think it would be nice if we could get an overview of what kind of support programs that we have in place. Maybe categorize them and get a feel for that as well.

Provost Freeman replied, if I can respond to the second part of it. You know one of the recommendations and overarching themes that came out of the program prioritization process was a desire to look at what's distributed versus what's duplicative and where redundancy serves the university well and where redundancy is inefficient, ineffective, or unnecessarily consuming resources. Support programs were an area where the task forces specifically said let's look at what we're doing and see if our resources are being used as efficiently as possible. There's a lot of work going on right now to map those resources. We've had groups of people sitting around tables talking about what they do, learning about where things could be done more effectively by not duplicating services and leveraging people's talent. And so asking the question right now is very pertinent because it's what we're working on so hard. It's also asking about a moving target. Maybe we could give you a presentation on where we're starting from, what's coming out of program prioritization and again the goals we're setting to make us as effective and efficient as possible so you can help us honor those timelines and so I just want you to be aware that this is something that's under active consideration at this time.

Chair Strauss responded, Trustee Coleman that it may not be appropriate. They are certainly worthy

topics of consideration by the Board, but they may be better suited for presentations before the Academic Affairs, Student Affairs and Personnel Committee except to the extent that we have direct admission implications from these which we've already been informed this morning are in the works. So maybe we can add those to the agenda of that committee and if that works for Trustee Marshall you could have some additional conversations with the Provost to set that up.

Provost Freeman added, I understand that Trustee Coleman is now the vice chair of that committee and with Chair Marshall, I look forward to working with both of you on the best communication strategy for those items.

Trustee Coleman added, I have no problems with that moving into that committee. The only concern that I have is the amount of time that we have available to do a deep dive in that area.

Chair Strauss responded, if you all decide that you think that you need more time and this is an appropriate forum for that I'm perfectly willing to do that.

Provost Freeman added, we're always happy to visit with the trustees individually as well.

Trustee Coleman responded, yes and so I want to point out on both of those programs, and I think it's appropriate at this table, but if the Chair feels that we should move it I'm okay with that but I want to point out to you and we talk about the Chance Program and we talk admissions also. I mean it's what 500 plus students every year that makes up what percentage of our freshman class?

Provost Freeman replied, about 9%.

Trustee Coleman continued, 9 to 10% which is significant still. When we talk about retention and retaining students the support program, the resources that we spend for those support programs is also another one. I'm a little concerned about just moving it to our committee versus an ad hoc committee because of the amount of time in – so I haven't had a forum like this where I can do deeper dives and raise questions.

Chair Strauss responded, my only request is the three of you get together.

Trustee Coleman replied, let's do that. We'll do that.

Chair Strauss continued, if you want to wind up having back on this agenda, we'll just make sure that we reserve enough time at our next meeting so that we can address those issues.

Trustee Marshall noted, we will be working together on this, and asked all trustees if there are some questions and/or request please forward those.

President Baker noted, I wanted to put this in a little bit of context. We're talking about students that come into the university and then through a series of equity activities trying to help them be successful at a rate like all of our students. So as we say coming in that implies they're in a system somewhere and when they leave us they go somewhere. That's what our P20 network is working on at the university and I don't think we've really talked about that at this table. So let me contextualize a little bit the pipeline and let me start with the work of employment. Employers often say why don't you graduate enough STEM people? Why aren't there more engineers? He is working as hard as he can and has great faculty and programs, but why aren't there enough engineers to fill the jobs or why aren't there enough artists or whatever it is? Well maybe there aren't that many students interested in it. Well why aren't there? So where are you in this system? So our P20 network has been working for two years to look at this system from prenatal to retirement and looking at the educational continuum and how it's affected up and down the continuum. One of our superintendents actually the one from Rockford, Aaron Jared, about a year ago said he had 2000 students in his senior graduating class and of those 2000 students one-third would graduate and be ready for college or a career. One-third would graduate and need significant

remediation, and one-third would not graduate, and that's about where we are in the state. So if you think about the input at least at the freshman level, we've got a two-thirds fail rate not coming into higher education. When we ask Aaron what predicts those third, third, third categories who's going to be in which category, he will say I can predict fairly accurately by their third grade math and reading scores. The dial doesn't move a lot given what we're currently doing in K-12 and why? Then we ask what predicts third grade and I suspect you might have an inkling we saw the data. It's socioeconomic background. Poverty predicts your success rates. That means if we're trying to solve something at a freshman year or a junior year in college, we may be two decades late because we didn't address the issues early on. Why is it that children in impoverished backgrounds get into school and don't succeed at the higher rates and I'm looking at Laurie Elish-Piper who does literacy research who tries to work on this in our community and teach the teachers around the state to do these issues. The kids come to kindergarten with what percent of language relative to wealthy kids, what do poor kids come with?

Dean Elish-Piper responded, basically they come in at a disadvantage because when teachers start teaching content and literacy skills and strategies, these children don't have the building blocks that their peer who came from more affluent backgrounds have and so, while there's a gap when they start, sadly that gap tends to increase as they move forward because often times schools are not really equipped to effectively help those children and to provide the intensive support that they need to be able to close that gap. If they aren't reading at or near level in third grade the likelihood in ninth grade is that not only will they not be commensurate with where their peers are, but that they will then be choosing classes that are not as challenging and so it's kind of a double whammy. Their skill development doesn't catch but they also then don't take the types of classes that are necessary for the building blocks to be successful in higher education. It truly is a systemic problem.

President Baker added, so we have five working groups and in this P20 network we're working on we've got about a dozen community colleges, 20 school districts, 59 high schools, employer groups, state agencies, etc. involved. We reported on it at the Future of the Workforce Commission that I sat on this last year. Those employer groups and state agencies are telling us what they need and then we're coming back and working on these issues, but remember old LPs where you stacked them up and you had your record player and it would drop down and play one and drop down and play one? Well when we think about education and education policy we think at the record level. We think horizontally and much of our discussion today was things we need to do to improve equity in college. But I just told you two-thirds of the students in high school the seniors this year aren't ready for college or aren't going to graduate from high school. There's a whole system vertically that we need to be thinking about. And so our P20 network at the university is not passively saying we're going to try and bend the curve with whoever shows up at our door, we're going to try to change the system. We're going to do it in the northern region of Illinois and we're going to look at the whole continuum. So we need to know what workforce issues are and the emerging jobs and skills that are needed all the way down to prenatal care. One of our workgroups is on birth to grade three. If you don't get it right before kindergarten you're playing catch up. That is a complex system of issues that you've got to deal with. In our own community we've begun to see that work through Dean Elish-Piper's work, through the Jerry Johns Literacy Clinic which is show piece and a national model. We're seeing it through our partnership with 25 or 26 community groups that are working in Camp Power and University Village that are bending the curve and not only is it increasing literacy over the summer which is unusual for children at this age because they usually go backward, but it's dropped the crime rate by 50%. These are the social issues, you have to take on social systems. It's not a deficit model up here, it's a social systems issue that's presenting itself at our level. I'm very proud of what our P20 network is doing under Vice President Kaplan's Division of Outreach and Engagement to change the system. So we need to do everything we can, we need to use our research and expertise and our ability to get these many groups working together to solve systems issues.

Trustee Boey asked, are you saying that really the Chance Program should have a place in the P20?

President Baker responded, it is a piece in this P20 continuum. It absolutely is. We need to look through those student's eyes as they get here in the Chance Program and ask do I fit, can I succeed, and do I

have the self-efficacy? Brian Lance and I did a couple focus groups last year with students coming out of a high performing high school in Chicago that every student has very high poverty, come from very high poverty. They have, what was it, a 97% graduation rate out the school, something like that. Very high but they struggle in college. These are great students.

Trustee Coleman added, Dr. Baker there's a couple of points I want to make here. You've got to be careful to make sure that even though we've got social ills and we've got students that come from backgrounds where they're placed at a disadvantage, we've need to be careful not to give them a death sentence. We've got to do everything at our level to help any student that we bring in the doors succeed. It's cheaper for us to keep a student than it is to go get a new student. We've got to understand that and we want those students to be successful. There's also another component other than just academic fit. There's social fit and acceptance and when someone walks through our doors from a background that may be disadvantaged or that comes from a different culture, they've got to also feel welcome. If they don't, it will play a major role in a student's success as well. So if I'm living in the dormitory and we don't use the term bully a lot of time at the college level, but if I feel that I'm not being treated as an equal, then I may not want to stay in this environment.

President Baker replied, that's the whole deficit mentally point. You don't give them a scarlet letter so to speak.

Trustee Coleman responded, right and so we just got to keep track of that. Just two points I wanted to make.

President Baker added, so one of the things that Brian and I discovered in these focus groups was that the students, although let me explain the school, they have a great deal of their high school training and the success of their students is because of the socio-emotional training that they do at the school. They have a program called a disciplined life, 26 principles, they work on them with students, very effective. But even with that training the students struggle because of do I fit in here at a university kind of background. Their suggestions, or one of them, was to do more peer mentoring. We're working on putting those pieces into place. Another was financial and so Eric and his folks are now working back not just to educate the students, but partnering with other folks who do financial planning with the families not just the students. I just appreciate this kind of vertical systems perspective thinking about what we need to do before and after our place in the continuum.

Sr. Assoc. Vice President Edghill-Walden added, I think that what you're referring to also requires an ongoing awareness of who we are as a community and the kinds of things that we can do to make students feel included in an institution and so part of the diversity and inclusion action plan is really looking at a comprehensive way to provide ongoing sustainable education for our community, faculty, staff, and students to understand what it means to be a part of this community and to feel like you are a part of this community. What it would take to do that really does require looking at our programs on policies and our practices that sometimes could make a student that comes from a different background not feel welcome. That has to be a part of the work that we're doing in addition to equity. We can assist in moving the needle around equity gaps, but if we don't change the culture around inclusivity, we will still have some problems.

Trustee Struthers added, quickly to your point, when we 75% are quote "underserved populations" indeed it's almost everyone. It's a huge portion of the pie chart in addition to the international students. It's absolutely cultural.

Strauss: Let's shift our focus to international. This has been a fascinating conversation and I wish we had more time. If there is interest, we can return to this topic, but I think after we hear the international presentation we'll be able to reflect on what we'd like to do at our next meeting.

Agenda Item 8.b. International Affairs Report

Dean Bond began, I appreciate having the opportunity to be back with you to meet again. This time the topic of our conversation is international enrollment. I know that all of you are familiar with the program prioritization process. It's ongoing. The program prioritization of course is a form of institutional strategic planning. It's one that's keenly situated to help us identify areas of strength and focus. It's one that's pitched to afford great efficiency and effectiveness. While that program prioritization process has been ongoing this past year, the Division of International Affairs has been involved in its own distinct strategic planning effort that is dovetailed very nicely with program prioritization. Part of this effort has also been focused on greater efficiency and effectiveness within the division. I want to give you a little bit of background about that and try to show you how it all comes together to point us to where we've been, tell us where we've been, where we're going. Back in the summer of 2015 just about this time last year NIU received an invitation to participate in the American Council of Education's Internationalization Laboratory. The ACE Lab is a cohort of 13 institutions from across the country that are particularly interested in internationalizing their campuses. We are a member of that cohort and happy to be there. The lab is really structured in a way so that we are provided access to experts and consultants through ACE and other institutions, but also with our peers in the cohort that we're in. The timing of that invitation was quite virtuous for NIU because late in the spring early in the summer of last year two senior leaders in the Division of International Affairs departed the institution. President Baker and Provost Freeman looked at the opportunity, the invitation to join the Internationalization Lab as a way for the institution to accomplish some very distinct goals. First of all to start doing some benchmarking, develop a strategic plan for internationalization but also to develop a structure to support and sustain implementation of that plan. For me one of the key goals in those two goals was to develop a blueprint, something that would be attractive to potential candidates for the Senior International Officer once we open that position. Getting the structure right, being in the right place with a plan, having all the pieces together, makes us a much more appealing place for candidates for a position. During the fall and spring semesters the task force has been meeting. The task force consists of 22 faculty and staff from across to university. We've been working to develop a strategic plan and a plan for structure that supports internationalization. I'm in the process of drafting the documents that we need to move forward for approval for the university process. I hope to have that process completed in the fall. In the spring of '17 we will have external consultants here on campus to look at a planning process, to look at what we produced and what we've done and to offer some more in-depth advice as we move forward. I told you that there were 22 faculty and staff on that task force. If you know anything about group dynamics you know that's an impossible group to work with, just the sheer numbers. Just scheduling a meeting is almost impossible. Very early on in our meetings we developed some themes, we saw some themes and some areas that we thought we needed to work on. Those themes then became working groups for us. From roughly the mid-point of the fall semester through the spring semester those faculty workgroups have been working on these five big themes. One of the very first things that we recognize as we started meeting was that all of these themes are interconnected. You can't talk about recruitment without talking about partnerships without talking about learning, what about the international student experience, they all impact one another. Choose anyone of those topics and it's going to touch on another. My job working with the working groups has been to help those interconnections develop so that we're not living in bubbles on the working groups. The interconnections are important to understand and we start looking at benchmarking data and at models for structure. I know that this ad hoc committee is particularly interested in enrollment and I do want to provide some context as well as an outline of where we think we should be headed. I think you have a copy of this in front of you so I realize those are very tiny numbers on the screen and I apologize. But going back looking at that first column of data labeled undergraduate fall 2010; there were 163 international students here. In the fall of 2015 that number is 304. That's not an insignificant increase. The graduate numbers increase a slightly different rate but pretty impressively as well from 540 to 866. The growth in the undergraduate enrollment owes to some purposeful work with partner institutions at creating dual degree and two plus two programs. It also owes to very purposeful work with partner institutions abroad to facilitate study abroad particularly by their undergraduate students. The undergraduate numbers also owe to the partnership that we have with ELS. If you don't know, ELS is a third party intensive English language school that's co-located here at NIU. They have classrooms and office space in the Health Services Building, 2nd or 3rd floor, and have

about anywhere from 100 to 200 students taking intensive English program with them at any given month of the year. We work with them to help us recruit students as well. The growth in those undergraduate numbers also represents a purposeful effort on the part of international student faculty office to work with student influencers and also with students abroad to recruit them. The graduate numbers we've talked about a little bit in the past over all. You'll notice there the real change for those numbers started in 2013 and we could go back to a couple very specific cases where we had departments really engaged in some creative activities. I think last time we talked about the change of the MIS program from an ordinary program into a STEM program that really turned their numbers around. We've had an engineering chair who has been very active with graduate school support and getting aboard and recruiting face-to-face particularly in India. The ACE Lab, the planning process that we've engaged in is leading us to this point where we're trying to set some goals. We think that in the next three years that it's a reasonable, in fact a quite ambitious goal, to move that undergraduate number to 5% of the total which is roughly equal to 750 students to move the graduate percentage up a couple percentage points to 20% which is 1000 students. These are ambitious numbers. If we take a look at peer institutions and peers in this case very broadly defined. If we can move our undergraduate international student population to 5% of the total, that makes us sort of a big deal. There are not many peer institutions that have those sorts of numbers. Okay, not very many at all, in fact none. These are ambitious goals. How do we get there? I want you to understand a little bit about markets. Every year the Institute for International Education does a report on which countries are sending students to the US. The numbers that they report are the total number of students from a particular country that are studying in the US either at a community college, a university, an intensive English language program, or through a work program like OPT a post completion program. The data that you see there tells us a couple of things. First of all, China and India are the biggest two markets for sending students, period. The second and third largest senders only send about 60,000 students. We're talking less than half of where the second place one is. From there the numbers drop below 30,000. If you look at the data, particularly the top 25 sending countries, you see China and India stand out, but if you move away from looking at countries and start looking at regions, you'll see some patterns and that is Southeast Asia collectively sends a lot of students to the US. Not any single country, but collectively. You'll see that that the Middle East very broadly defined also does the same. If we have that understanding we also need to develop as strategy and structure for getting there. Strategically, we need to take a global approach to recruiting internationally. I say that because typically we have students here from over 80 countries at any given semester. That's a lot. We have a global brand and we need to be able to recruit globally. But I think we also need to have a regional focus paying attention to the Middle East, Southeast Asia plus China and India. For the other markets that are there, the other clustered markets Latin America and Europe we have activities going on in departments that we try to leverage through building partnerships that do bring us students and that do accomplish other goals. The structured piece that we need to work on and this is where these two planning processes are dovetailed together the program prioritization process and the internationalization task force are coming together. Through the program prioritization process the international student faculty office, the international admissions, we're placed into the enhanced pool. There was a recognition from the program prioritization task force that those two areas needed to have some more support in order to accomplish the goals that they need to accomplish. We have a series of proposals going through the process right now. The program prioritization conversation is not over, but we are trying to address the structural deficit in international admissions and recruitment that exists through that process and it does reflect what we said, a focus on certain regions and a couple countries, but not ignoring other places. As part of our benchmarking effort, we looked at how to do this a little bit for peer institutions and even some beyond the peer base. It's very important to be able to use recruitment, partnership, and study abroad opportunities all combined into one. You have to be able to leverage resources in other words. We are not at a place to be NYU, New York University, or to be University of Texas where we have people committed to working China from multiple places. We cannot afford that sort of redundancy. We need to have a little bit of a systematized approach to it we think, and it's certainly something a model that our peer institutions use. Chair Strauss, I'm not sure that I have anything else but I'll be happy to entertain questions.

Chair Strauss responded, I'm wondering whether you can help educate us as to which components regarding the international recruitment and admissions process, the nuts and bolts of this, occur

independently in an operation that you would supervise and which happen through the Student Affairs and Enrollment Management operation or Eric's area.

Dean Bond responded, there is a separate mission process in international where we deal with those students. There is only one person who works in that office and she handles inquiries from students. She works very closely though with Eric's office. We'll have a student who's actually a domestic student but has international education that they're trying to transfer in. She works closely with them. She works through their systems and she works very tightly with them, but she is located one floor up from Admissions.

Chair Strauss replied, much like the discussion that we had at the last meeting regarding graduate program, there are obviously some elements of these that are specialized. Somebody who's involved with trying to apply here as an international student needs to understand visa requirements and you have to have a discussion about how vastly you are with English language and there are other issues that wouldn't require specialized knowledge but I think the interest is in seeing that we're doing what we can to be able to share resources appropriately and adopt best practices.

Dean Bond replied, yes, there's a lot of cooperation between that one individual and Admissions at this point and there will be. There will continue to be. You're right, some of the business about immigration is pretty specialized, in fact it's very specialized. Prospective students need to talk to the right people. There's plenty of bad information about visa, the CEVA system that's out there. So talking to the right people is very important. The other element, compliance Visa, you had another component to that question though.

Chair Strauss added, there are some best practices regarding the way in which marketing is being undertaking with regard to the attempt to recruit other students and I want to make sure those are being appropriately shared. They may not all be directly applicable to the international effort.

Dean Bond responded, we were just in a conversation with Admissions last week, and they've had other conversations that did not involve me over the past month or so to make sure that we're set up to be able to use the CRM in a way that's much more useful than what they've been doing in the past. So those are inchoate conversations at this point.

Chair Strauss added, my last question is that I understand the goals that you have set for the next three years or you're in the process of setting. My question is whether those are reflective of a current set of inputs that we possess on campus or whether we would be capable of having a higher percentage of international students if we devoted extra efforts. Then further, whether there are reasons why we would not want to undertake that effort?

Dean Bond replied, the numbers and the goals are not finalized; we are very comfortable that we can handle what that means. We're going to need a little more support yes, and that's part of what we put forward in program prioritization so this is two planning processes that are coming together very nicely.

Chair Strauss asked, if there was more than a little bit would it produce a return that would warrant the investment of the additional resources? Looking at it occurs to me that that is the critical path that would require the first application of additional resources but there may be others down the road that would be required in order to support this because international students require some programs to succeed when they arrive on our campus so there may be other collateral resources that would be necessary too if this was to be scaled to a larger extent.

Dean Bond responded, just as we were talking earlier, the business about acculturating students early on is key for international students. As I say with a little bit of resources, and it's in the program prioritization request that we put forward, we think we can hand over the acculturation piece. But International Affairs does not do the academic tutoring or writing center work, but students take advantage of those services. It becomes a little difficult from a distance, without talking to Gayle Jackie,

could she handle another fill in the blank, writing center.

Trustee Marshall began, thank you. I was looking at your clusters and in some cases individual countries, and since there's a great big continent over there called Africa, where are you on your research or targeting?

Dean Bond responded, there is one country in Africa that is presently in the top 25 or 30 sending countries and that's Nigeria. Most of those are actually at the graduate level. In the past and until very recently, we have worked in Nigeria as part of a recruitment schedule. I think I told you last time we were here, our recruiter had just retired so we're trying to figure out what to do about that. You might find it interesting; we were running Google Analytics on the graduate school website. We choose a month just to check it on a monthly basis, and I think it was January of 2015 the heaviest number of visitors to the website were from Nigeria. So for some reason we have some traffic, some interest from Nigeria. There are other countries in Africa where we do have students and student interest and we have students here from a number of African counties, not in any large numbers.

Trustee Struthers added, I am delighted with your success. That's great. It really is impressive and also delighted with your future ambitions. I have few questions. Would I assume that your plans going forward are a subset of a larger university strategic plan to get to a certain percentage?

Dean Bond replied, well the percentage has not been discussed at a university level because this planning process.

Trustee Struthers asked, you're going to keep doing it until someone says no?

Dean Bond responded, yes until somebody tells us to stop.

Trustee Struthers replied, my guess is once it starts to be a considerable number and starts to have impact on culture, housing and resources; all of the collateral that comes with the increase attached to it that would be a good problem to have.

Dean Bond responded, it is. I will say, and this goes back to your question Trustee Strauss, the one area on campus that we know we've had an impact that would increase international student enrollment has been in the ELS Center in English and because that's been largely a graduate student market that's hit them, the graduate school has stepped in to help provide some resources. We've handled, perhaps not in the most strategic way, but we do recognize that it's our students who are impacting them and we're trying to provide some resources.

Trustee Struthers replied, I do think the idea of it being part of an overall plan at some point in time with respect to all of the other plans right now fits in and I think that is important. Like in our prior discussion, I would love to see some sort of benchmarking, scorecard, etc. for your "program" however you might define that and to just see again, what regions, where the students are coming from, what their success rates are. How do you define success and how would you define success with benchmarks going forward so we know that this population is moving in the direction as you intend, as we collectively intend?

Dean Bond continued, I will tell you that international graduate students don't look any different in terms of their performance, in terms of their success to graduation than domestic students. They're getting through.

Trustee Struthers added, I would love to see that data.

Dean Bond replied, I'll tell you anecdotally too that international undergraduates retain at a pretty high level. It's a very rare occasion when an international student does not make grades. Yes we lose them for other reasons occasionally, mostly financial, but we can get the data.

Trustee Struthers added, last question while I have the microphone, University of Illinois would have what percentage total international, I know that's a super high, that's unique, in the 20's or something. Dean Bond replied, we don't even look at them when we benchmark. U of I is in the top five in the country. NYU is first.

Trustee Struthers responded, and if we got to five percent we would be like in the top 100?

Dean Bond responded, I don't know. That would put us above institutions like Clemson, like University of Alabama. It's a pretty significant change for us.

Trustee Struthers added, I think that context would be important for us again as we start to move forward strategically somewhere we would surely understand that. Thank you.

Trustee Butler asked, Dr. Bond tell me what's wrong with my expectation that we would have more success recruiting students from Canada and Mexico?

Dean Bond responded, Canada and Mexico are in the top 25 senders. We do have some work going on with Mexico right now. A lot of the students who come from Mexico and Canada commute, they walk back and forth across the border. We do have students here from Mexico and Canada, although not many. One of the things that we are looking at with international admissions folk is doing some recruiting of international students at boarding schools in Canada and in the US. We've done a little bit of that in the past. In fact many of our South Korean undergraduate students actually came from boarding schools in the US and Canada, but they count as South Koreans because that's what passport they come under. I don't have a good answer for you.

Trustee Butler added, is there something structurally about the assumptions we make about the goal of recruiting students from other countries? For example, we've talked a lot about, I mean we as in generally in higher education, the advantage that the students pay a substantially larger sum of money to come to a US school. Are there things we can alter about those assumptions? Are there ways that we can package pricing in such a way to incentivize students to come here if we shifted our thinking about sort of what's in it for us with respect to the recruitment of students from other countries?

Dean Bond responded, if you're asking if there are more advantages to having the students here, more than just dollars and cents, we would absolutely agree.

Trustee Butler added, Well I don't mean that necessarily. I mean is there a way that we can package or even target students with scholarship support of some kind? Obviously not the type of support that tied to being a resident of the State of Illinois or being a US citizen, but are there ways that we can begin to attract students from other countries through scholarship resources that we would normally not think of using for that purpose?

Dean Bond responded, one of the reasons that the Middle East is attracted to us is because there are a large number of countries with scholarship programs and that's broadly defined, Middle East, Saudi Arabia, Kuwait, we're on approved lists for both of those countries to send students here and we have a goodly number. Azerbaijan as well, Turkey. If Turkey can manage to hold together, was talking about a new scholarship program to send students abroad outside of Europe. That's one reason that the Middle East probably defined us on that list because there are so many scholarship programs.

Trustee Boey began, I want to be sure I'm getting the right impression here. I was always under the impression that student's from Southeast Asia are financially better equipped because, for whatever reason, the parents want to send their children to the United States. Is that a correct statement?

Dean Bond responded, probably not. It's much more of a mixed bag in Southeast Asia. India and China has had a much larger development of middle class over the last few years. So ten or fifteen years ago there was economists who gave us the term BRIC to talk about developing countries Brazil, Russia, India,

and China. Two of those countries have actually developed as planned with a large middle class, a growing middle class. The same economists has recently come out with a new list of countries, looking 15 years ahead, and includes Malaysia, Indonesia, Turkey, Nigeria, and South Africa. These are referred to with the acronym MITN or MITNS.

Trustee Boey asked, are they providing the scholarships for the students?

Dean Bond responded, no. Malaysia does have some scholarship programs. We have met with the Malaysian government for the past couple years, but we are not seeing those students. But as Dr. Freeman says, we are working other partnerships there. In Malaysia there are institutions that are set up to be degree transfer. Transfer to American degree universities. We have made a small investment working with a couple of those. We started that investment last summer and we're starting to see a payoff this fall. These are transfer students who are coming in but they were purposefully sitting in an institution where they could do two years of US style gen ed.

Trustee Coleman asked, can you help me out with the uniqueness of the international program as it relates to recruitment efforts. We just talked about moving administrative functions into a central area, but we've got decentralized functions as it relates to the international. I was glad to hear that we're at least talking about at least having the conversation around using the same CRM system to do tracking, but I'm assuming there's other functions that we need to keep an eye on too and consider either consolidating or centralizing or standardizing the way we do things. Am I reading this right?

Dean Bond replied, I think for the short term if we can do what we're planning to do. When we grow a little bit on the international admissions and recruitment side, perhaps in three to five years, then we can have a more robust conversation about making that combination and that's what the benchmarking data suggests for us. We were mentioning earlier that peer institutions in our situation can't afford the redundancies of having different people working in the same region of the world. So we need to be able to use people who do recruitment admissions for multiple purposes.

Trustee Coleman responded, it does in terms of deploying individuals. From an institution perspective, the question is our systems, our processes, our policies for recruiting, for marketing material; do we have redundancy as it relates to international versus local?

Dean Bond relied, no sir. They all go through the same places. If we produce material it goes through Marketing and Communications. It's someone else paying for it other than Eric and it is coordinated.

Vice President Weldy added, if I could talk about a couple other things that I probably should have mentioned before. We just signed a new guaranteed admission agreement with one of our top community college feeders and the interesting thing about that agreement, it not only focuses on just domestic transfer students, but international transfer students as well.

This is something that I think is growing particularly within the Chicago area, Northern Region of Illinois, and so I think this is an interesting thing for us to look at as we move forward. As well the International Office also utilizes our app for the application process. As was noted earlier, there's definitely been a lot of collaboration that has taken place over the past few years and so anything that we can do to help this along from the standpoint of what Dr. Bond's vision is we will definitely do. I feel really good from the standpoint of where we are and the fact that we have seen significant increase in international students without really a plan, if I could be very frank in saying that.

Dean Bond added, I would go further and say without a structure to do it.

Vice President Weldy added, yes, without a structure to do it and so now we're talking about putting those things in place so imagine what we can do once that structure is in place.

Chair Strauss commented, we've had the opportunity to think about it a little bit this morning. If there are

no other questions, let me draw this discussion to a close as well.

Chair Strauss added, I've just jotted down four things that I believe we've had requests for or that we should look at the next time we meet including an overview of the Chance Program and support programs that are not included with the Academic Affairs, Student Affairs and Personnel Committee. We also should spend some time talking further about what is involved in the P20 initiative and the impact that that may have for us. In addition, by the time of our next meet we should have fall enrollment statistics and we can update the package that we've received previously from the fall meeting.

9. OTHER MATTERS

No other matters were discussed.

10. NEXT MEETING DATE

The next meeting was scheduled at a later date for October 20, 2016, at 9 a.m.

11. ADJOURNMENT

Chair Strauss asked for a motion to adjourn. Trustee Coleman so moved and Trustee Marshall seconded. The motion was approved. Meeting adjourned at 11:08 a.m.

Respectfully submitted,

Vicky Rippberger
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.