

Minutes of the
NIU Board of Trustees
Of Northern Illinois University
Ad Hoc Committee on Enrollment
February 14, 2017

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 9:04 a.m. by Chair Barsema in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Kathleen Carey conducted a roll call. Members present were Trustees Wheeler Coleman, Veronica Herrero, Matthew Holmes, Tim Struthers, Eric Wasowicz and Committee Chair Dennis Barsema. Also present were Trustee John Butler, President Doug Baker, Board Liaison Mike Mann, Executive Vice President and Provost Lisa Freeman, Vice President Al Phillips, Acting General Counsel Greg Brady, Interim Vice President Harlan Teller, Vice President Anne Kaplan, Vice Provost Anne Birberick, Senior Director Abigail Dean, Associate Vice President Brad Bond and UAC Representatives Greg Long, Holly Nicholson.

2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING

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

Chair Barsema turned the meeting over to Chair Butler for swearing in of the new trustees.

3. SWEARING IN OF TRUSTEES

Chair Butler began, good morning members of the board and those who have joined us. I'm delighted to join the committee this morning to conduct the swearing in ceremony for the four newly appointed board members; Tim Struthers, Dennis Barsema, Veronica Herrero and Eric Wasowicz. Today is a special day for NIU. A day that marks the anniversary of a tragedy on our campus that causes all of us to reflect deeply on the blessings of life, the power of compassion and support, and the importance of continuing despite adversity to move forward with our mission as a university. Three of the new members of the board have demonstrated for many years that they are passionate stakeholder in the success of NIU's mission and one of our new colleagues is new to our community, but not at all new to Illinois higher education; a person whose values as demonstrated by her chosen profession are clearly aligned with our mission. We are fortunate that the Governor selected such an accomplished and ideally suited group of individuals to serve on our board and on behalf of the four board members you will soon join, those who have served before I welcome you to the board. I will add that we'll be honoring our colleagues whose terms have expired; Marc Strauss, Cheryl Murer, and Robert Marshall with a presentation of resolutions at the start of our regular meeting on March 9th. I invite all of you to join us for that ceremony as well. I will administer the oath to each new member individually and provide each an appropriate opportunity to make some remarks. When we have finished swearing in each person, I will offer the other trustees an opportunity to make any remarks and then I will turn the meeting back to Trustee Barsema. I'll begin with our returning colleague Trustee Tim Struthers.

Board Chair John Butler delivered the oath for Trustees Tim Struthers, Dennis Barsema, Veronica Herrero and Eric Wasowicz.

**NORTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
TRUSTEE OATH OF OFFICE**

I, TIMOTHY A. STRUTHERS, 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.

Timothy A. Struthers
Trustee Signature

February 14, 2017
Date

Oath of Office administered by:

John R. Butler
Signature
Board Chair, Northern Illinois University Board of Trustees
Title

February 14, 2017
Date

Trustee Struthers added, I did not have any prepared remarks at this but in quick reflection what's on my heart and mind today is the incredible responsibility. I walked in the door with Eric Wasowicz this morning. This is a start of a new chapter. We have very, very important work in front of us. The history and the legacy of this institution is great. We want to have our legacy stronger and better and more powerful than ever, reaching more lives, impacting more students, and impacting our community more than we ever have. You know if you look at the charts, our trends for a long time were onward and upward and for the last eight or nine years they have not been from an enrollment perspective, from an employment perspective, from a community perspective, we need to turn the trend. That is our responsibility. We need to get on with that responsibility that very, very important work and I pledge to do my part in every which way I can to improve the trends of this university. I'm thankful for the confidence that the Governor and others have placed in me and I look forward to working with all of the new board members and the existing members going forward. Thank you.

**NORTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
TRUSTEE OATH OF OFFICE**

I, DENNIS L. BARSEMA, 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.

Dennis L. Barsema
Trustee Signature

February 14, 2017
Date

Oath of Office administered by:

John R. Butler
Signature
Board Chair, Northern Illinois University Board of Trustees

February 14, 2017
Date

Title

Trustee Barsema added, thank you very much. It's an honor to serve. I saw a quote on the way in this morning and actually it said "We did not come this far to only come this far." I know that's a little deep and we need to think about that for a second, but when you reflect on that and since 1895 we have come a long way. I have a long history with NIU. I was a student here. I graduated from here. My wife and I have played a strong role in the growth of NIU here over the last 17 years now and I've been a teacher at NIU for the last 10 years. I have a deep love for NIU. I have a deep love for our students. I have a deep love for our faculty, for the staff, for everybody at NIU that has made this the great institution that it is. You know when you reflect upon what we stand for. We are a diverse culture and we embrace that. We accept all peoples. I stutter and NIU helped me because when I graduated from NIU I couldn't put three words back to back and everybody said that I wasn't going to be able to do what I wanted to do in the world and I had a professor at NIU in the College of Business who told me, he said "you know Dennis, people aren't gonna pay or respect you for how you say something, it's what you say that's important." I never forgot that. Of all the lessons I learned at NIU that one has stuck with me the most. I try to give that to our students that no matter who you are, no matter how you walk whatever line you're going to walk, you as an individual are cherished and respected here at NIU. So I think as we go forward and I'm very blessed to be a part of this Board of Trustees, very distinguished Board of Trustees, and I'm very appreciative of the state of allowing me to serve in this way. But as we go forward I think we always need to embrace and keep close to our hearts what NIU has stood for so many people and the difference that we've made in so many lives and the difference that we have to make in so many lives to come. As the quote said, we didn't come this far to only come this far. We have a way to go and together we will all get there. Thanks very much.

**NORTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
TRUSTEE OATH OF OFFICE**

I, VERONICA HERRERO, 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.

Veronica Herrero
Trustee Signature

February 14, 2017
Date

Oath of Office administered by:
John R. Butler
Signature
Board Chair, Northern Illinois University Board of Trustees
Title

February 14, 2017
Date

Trustee Herrero remarked, I'm feeling lucky here. I also was not prepared to give remarks. My apologies, but when it comes to talking students and higher education, I think it always just comes from the heart which is how I will speak this morning. My relationship with Northern Illinois, you know I'm not an alum, but I was born in the state of Illinois and I also am a first generation student myself, my parents immigrated here from Mexico, I know the power of an education and a power of a Bachelor's degree. From my experience I know the power of an Associate's degree transferring to a Bachelor's, a university, a four-year university and going on to get my Master's. I do understand the value of education and I know what it

means to the state of Illinois. I believe in the students here. I believe in all of our young people in the state of Illinois, and all the individuals that, although may not be going through the path that we went through, everyone is coming in at different points with different goals and different dreams and aspirations and I feel, I feel a tremendous amount of responsibility to do everything that I can to make sure that we are giving our students here in the state what they deserve. In conjunction, I also believe that I have a responsibility to all of the staff and faculty at our universities, and our public universities, and in particular here at Northern because I do know that our hearts and souls are all in this. Our best of intentions are here and I look forward to helping all of the different stakeholders to come together to serve to serve our students and the diverse body of students that you have here. So it's a true honor to be here, to be able to be a part of this, and serve with this really great, talented group of trustees. So thank you very much.

**NORTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
TRUSTEE OATH OF OFFICE**

I, ERIC WASOWICZ, 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.

Eric Wasowicz
Trustee Signature

February 14, 2017
Date

Oath of Office administered by:
John R. Butler
Signature
Board Chair, Northern Illinois University Board of Trustees
Title

February 14, 2017
Date

Trustee Wasowicz added, this is truly an honor to be here this morning and I haven't had a pin like this since I got a pledge pin when I first coming into Northern Illinois University. As I recall though my trip here to Northern, I looked at two schools, I looked at Illinois State and I looked at Northern Illinois University. I think I made the right choice and I think that's something that we as trustees need to make sure that other kids that are in 8th grade and freshmen year in high school start to make that same correct choice as well. I too was impacted a lot here. It impacted my entire life right here in DeKalb and it comes to mind that I had torn my knee playing junior college football and finally got it operated on and I worked at the student radio station and the way I could get through on crutches was to cut through the computer science lab and I wondered what was going on in this place and as it turns out I ended up taking a class in computer science and basically changed my major from Radio, TV, Film to Computer Science. I might be the only person that's ever done that and I took a class with a professor, Professor Laws, who I didn't know at the time was working with Bjarne Stroustrup at Bell Labs. If you don't know who Bjarne Stroustrup is, he's the creator of the Unix Operating System. For all of you that have an iPhone or an Apple laptop, Unix is the core for what's going on. So there were great things being done here and I didn't even know it. I graduated from here with an orange suit and about five bucks in my pocket, but the education I got here at this school has made me what I am today. I take this very seriously and I look forward to taking Northern back up to where we were and beyond as Dennis would say, and I can't wait to get started. Thank you very much.

Trustee Coleman remarked, first of all I think today is a great day in Northern's in the Board of Trustees history. We just got three outstanding new members to the Board. I've had a chance to spend some time with each and every one of you and I want to say that I am thrilled. There's a term that we use in my church about being peacock proud and I'm peacock proud today of the talent that we've got as part of our Board. I say that in light of the fact that we've got a lot of serious work to do and we've got some decisions ahead of us. We've got some tough directions to take. We've got clearly a turnaround agenda that we've got to invoke and we're are going need all of your support, your help, your energy to make it happen. And so, I think we've got a nice infusion of new blood into the board and I'm excited for the future. Welcome.

Trustee Holmes added, it's great to take this chance to formally welcome everyone to the Board. I know I was really excited to come to the meetings this week to really see a new direction of the Board and how everyone plays in with four people returning, five with Tim and three new. I think just from everyone's opening comments it's very inspiring to see everyone's story and I'm really excited to finish out my term with this Board.

Chair Butler added, I would be remiss if I didn't mention that Trustee Boey is not able to be here this morning. He may be able to join us for the special meeting later in the morning, but he of course sends his best regards to the new trustees. I've said enough to not have to go into much more detail, but based on what all of you have said, you are so perfectly poised to move into this role and we're very pleased to have you, so welcome. I turn the floor back over to Trustee Barsema.

4. APPROVAL OF PROPOSED MEETING AGENDA

Ad Hoc Committee on Enrollment Chair Barsema asked for a motion to approve the meeting agenda. Trustee Wasowicz so moved and Trustee Holmes seconded. The motion was approved.

5. REVIEW AND APPROVAL OF MINUTES OF OCTOBER 20, 2016

Chair Barsema asked for a motion to approve the minutes of October 20, 2016. Trustee Wasowicz so moved and Trustee Struthers seconded. Trustee Coleman made a comment that he would encourage everyone, including those attending and entire community to read the minutes because there is good dialog around enrollment, the university and the CHANCE program. Chair Barsema thanked Trustee Coleman for his comment and agreed. Noting that the minutes were very enlightening for him around enrollment and the data presented. The minutes were approved.

6. CHAIR'S COMMENTS/ANNOUNCEMENTS

Chair Barsema continued, noting that he did not have any further comments although he was honored to be here and serve as a trustee.

Chair Barsema welcomed the representatives of the University Advisory Council and offered an opportunity to comment.

Greg Long responded, I would welcome all the new and returning Board of Trustees members. I appreciate your service to the university and your interest in our continued growth. As was mentioned, I'm the Faculty Senate President and in that role I also serve as the Executive Secretary of the University Council. In this role I share and coordinate the leadership for faculty and staff governance at the university. Before proceeding I'd like to introduce Holly Nicholson. Holly is the President of the Operating Staff Council. She'll have a few words to say. We also have, as part of our University Advisory Committee the Chair of the SPS Council and three additional faculty members who will show up at various points during our meeting. One of the things I would like to mention is that prior to these ad hoc meetings of the board the president does call together a meeting of the University Advisory Council to talk about issues of relevance to the board. I

want to thank President Baker and the administration on behalf of the UAC members for their support and use of the University Advisory Council for input and urge that this practice continue. In fact, I always think there's more opportunities for us to provide support. So if we could move forward in that direction, I think it's a good start. I would also say that the continued budget impasse and underfunding of higher education endangers the recruitment of our students, faculty, and staff. I know this isn't news to you. I've been here since 1991 so I'm finishing my 26th year as a professor at NIU and I'm sad to say this but this is probably the time in our experience where anxiety is the highest among faculty and staff and morale is probably the lowest. It has a lot, significance, to do with the budget impasse and the state of things going forward. Anything that you can do as a board to keep in mind recognitions, support, anything for faculty and staff, I think that would be really valuable. Because we do see ourselves as kind of the heart and soul of the university; we're the ones, between faculty the staff, interacting directly with the students and we are doing our very best and at least so far, according to the students, we seem to be doing a good job. Internally we're struggling but the students so far are not really perceiving that at least too much. The one thing that I would end up with saying is as a long time professor I'm concerned that NIU maintain its status as a major research university. It's tempting to increase workloads and serve as expectations to address financial challenges. I would caution, however, that this cannot be a long term solution. A university's mission and role center on the creation and dissemination of knowledge, research and artistry; and in fact the best artists and researchers are typically the best teachers, so you can't separate them without support. What we're finding is it's difficult to recruit and retain the best faculty. Consider if you were trying to – if you were applying for two jobs in public universities, one was in Illinois and one was in Iowa. Where would you choose? If they were the same, that's the challenge we have and so I just wanted to mention that to you. Finally ,you'll hear about salary concerns I'm sure from many people. I won't bore you with the details on that, but do recognize from a morale standpoint not to even get a cost of living increase for the past seven years is a rather demoralizing situation for a lot of our employees. With that I want to thank you and I'll turn it over to Holly.

Holly Nicholson added, thank you very much for this opportunity. First I want to extend a warm welcome to all our new trustees. I appreciated your remarks this morning and your care for NIU and higher education in Illinois. We are really looking forward to working with you. I also want to take a minute to honor those who lost their lives in Cole Hall nine years ago today and to say that their families and the survivors of that tragedy are continually in our thoughts and prayers. I want to introduce myself and my constituents. Again my name is Holly Nicholson. I've been at NIU nearly ten years and I work in the newly formed Division of Enrollment Management, Marketing, and Communications. I'm also the president of the Operating Staff Council. In that role I represent the 1,500 Civil Service staff at NIU. The employees in my constituency are not your stereotypical state workers. They're exceptionally hard working people. They are constantly going above and beyond what is expected of them and they are dedicated to the mission of the university. For them students come first even before themselves, and over the years they've had to make many sacrifices to continue to serve our students. Even before the budget crisis, the university was faced with difficulties with enrollment. Employees were told they needed to wait for enrollment to improve to even get cost of living salary increases and fewer and fewer positions were being filled, which was understandable. But it's now to the point where many are doing the work of two people and even more in some cases. NIU has worked hard and hired enrollment consultants. We've reorganized divisions and departments. In the past couple of years the staff participated in monumental efforts to improve retention and those were successful, but it hasn't been enough. I'm concerned about the toll this is taking on employees and about the talented people that we are losing when they find better situations elsewhere. I'm concerned about the quality of education and services that may begin to suffer though they haven't yet. I'm concerned about the future of this university if enrollment continues to drop. And so it's therefore that I deeply appreciate this opportunity given to me today to come before you because more than ever employees need a voice. They need to understand that they're being heard and valued and prioritized. We are ready and willing to do anything we can do to improve enrollment. The formation of the new Enrollment Management, Marketing, and Communications Division which we'll hear about later has great potential to affect positive change and I look forward with continued work with this committee and that division as well. Thank you very much.

7. PUBLIC COMMENT

No public comments.

8. UNIVERSITY REPORTS

Agenda Item 8.a. Spring 2017 Enrollment Update

President Baker began, thank you, and for the new board members, I think Holly and Greg really represent their stakeholders as does Cathy Doederlein for the SPS. We really do have a dedicated faculty and staff at this university and they've helped us weather particularly difficult times. It's not easy to take the body blows the university has taken with these 70 plus percent budget cut last year and the reductions we've had on top of that. So my thanks to the faculty and staff. We've weathered through this and we're seeing the beginnings of our turnaround in enrollments because of the work you all have done. Thank you. I also want to recognize that today is the anniversary of the day nine years ago when five students lost their lives and this afternoon there will be a moment of silence at that time. Each year we also have a memorial dinner for the fallen students and it's a scholarship awards dinner in remembrance of the five fallen students. It's one of the more moving evenings we have each year. The families come back and new students are given scholarships and they're all amazing students. Every year I've been here it's been a very emotional and wonderful evening. I appreciate that remembrance going on for those fallen students here. I think the new trustee's comments, and Holly and Greg's comments, really set the stage for what we're going to talk about here and that's the turnaround in our enrollment at the university. We've clearly had some challenges but we've begun to address those. Holly noted that we began turning around retention three years ago and it's continually been going up since. Incoming students have not and we need to turn that around. Part of challenges are external as Greg noted with people having concerns about higher education Illinois, but part of it's our own challenges and things that we can control. What I'm going to do today is give you a brief update on our spring enrollments and then transition it into some of the critical things that we're doing in Enrollment Management, Marketing and Communications as well as in International Programs and with our retention activities. In your notes there is a brief update on our spring enrollments. In the fall we were down 5.5% and that's cascaded over into the spring, we were down to the same amount. So if you were down in the fall a percentage amount you are likely to be down at least that much in the spring. That's what's happened here today. You can see the breakdown. It varies by subcategory, on-campus, off-campus, graduate, undergraduate. One bright spot is the College of Law and I think we have something to learn from them. They were up this fall and were up again this spring, even though their applications were down and they maintain the quality because they work by yield rates. They got more of the applicants to actually come and I think there's some real lessons that we can learn from that and you'll hear about more of those today. We also had a small increase in our incoming class for the spring. Typically you have a big incoming class in the fall and a smaller one in the spring but we did see a bit of a bump there particularly from our new transfers. Which is up about 4.9% increase in new transfers this spring. So some of the work that we're doing with our community colleges where we've got real opportunities is beginning to have an effect. We are taking a number of steps to turn the tide. We're working on our programs. We've done that through our program prioritization process throughout the institution both curricular and co-curricular as well as our administrative units. We've revamped the general education curriculum through our NIU Plus. Thursday you're going to consider 26, I believe, changes in curriculum additions and deletions coming out of the program prioritization process. So it is alive and well and helping us reshape the institution. We're rebuilding our co-curricular efforts and internships with companies like Ideal Industries. Last month our students presented business plans to the Board of Directors of Ideal Industries and now have been hired on as paid interns to help get those businesses started. So what a great learning opportunity and a great way to link our students, faculty and local industry to build the economy. We're also building stronger bonds with community colleges. Our new Rockford Baccalaureate program in Mechanical Engineering is showing some real signs of progress and the incoming class at Rock Valley Community College this year had about 120 students in the pipeline that will get to us in another year into that program and we have 12 to 15 students in the junior year right now. We have

recruiters on select community college campuses to enhance our yield rates from those schools. We continue to build articulation agreements to make it easier for students to transfer from community colleges and we're increasing our promotional activities at the community colleges. We've also overhauled our financial aid system setting the stage to rethink how we allocate our financial aid to best use so that the most students get the right amount of money to be able to come and stay and be successful at the institution. We're taking that data now that they've been developing and work with an external consultant who does this kind of work to help us leverage that money so we can understand how to maximize the impact to get the right students into the institution and also have a positive net revenue so that we can continue to build the institution. This spring we piloted room discounts as one tool in our portfolio of financial aid with a small number of students and those were impactful and it allowed students to come back that wouldn't have normally been able to come back. We are continuing that into the fall with continuing students as well as a select group of incoming students. We're also working aggressively to overhaul the Enrollment Management, Marketing and Communications group and they have a plan for us on how to move forward and we're executing that plan. Our first presenter today is Harlan Teller who will walk us through some of the key initiatives that are underway as we merge Enrollment Management with Admissions and then align those down through the colleges. Abby Dean will be second and she'll talk to us about our new marketing campaign. Brad Bond, Dean of the Graduate School and leading the International Programs, will talk to us about what's going on in International Programs and then Ann Birberick will talk to us about the ongoing and successful efforts in retention.

Agenda Item 8.b. Enrollment Strategic Imperatives

Mr. Teller began, I want to start out just briefly since we have new trustees and I'm not sure how many more times I'm going to have an opportunity to address everybody. I was really moved by all the trustees and their remarks and what really strikes me is how similar my story is to the trustee's story. Dennis was talking about the and he used a term I really like, no matter who you are you'll be cherished and respected at NIU and you know I know that this group has talked about what our value proposition and what our brand positioning is from time to time. That's a very eloquent statement of what our brand positioning really is because like Dennis, I came in here as a scared kid and I had some great mentoring from some terrific professors. I was an English major at a time when about half the English Department turned over. There were all these kind of desperado maverick English professors who were about maybe three or four years older than I was basically and I got to be friends with them. I learned a lot from them. I gained a great deal of confidence. I was president of Sigma Tau Delta the English Honor Society. I was the first student representative to the undergraduate studies committee for the Department of English. I did a lot of things here but the fundamental premise I'm driving at is what we're all about with our brand campaign. You come here, you get personalized attention, people help you find your chosen path, you have transformed experiences that really change your life and you're ready to leave and succeed both in your career and in your life. That's really our brand proposition and you're going to see that both played out in our institutional advertising as well as in many, many other ways. I had a great support network. I had a lot of friends. I had a lot of people who cared very deeply about me. I think we are different in that respect. My youngest son started out at U of I and he left after a year. He was floundering his second semester. There was nobody there to intervene for him or to advocate for him or to try to help him stay there because you know what, at the U of I when he leaves somebody else with a higher ACT comes in right behind him. It doesn't really matter. Here, I have watched people just torture over the life and the future of a kid and I think it's what makes us different and our focus to first generation students. I was a first generation kid from Skokie just like thousands of other people who have come through here. What we've tried to do with the brand platform is to really capture the character of that and the heart of that and what that's all about because that is the essence of NIU and that's what we're trying to communicate. This is going to be a 30,000 foot look at the new Enrollment Management, Marketing, and Communications Division. I have 7 direct reports, four from the Marketing and Communications Division and we've added Undergraduate Admission, Orientation, Family Connections, and Financial Aid and Scholarships. It was a strategic approach to looking at our enrollment operation. Lisa Miner, Senior Director of Institutional Communications, has elevated our news and information and public relations operation to a level where we really proactively

manage our institutional reputation. Abby Dean, Senior Director of Marketing and Creative Services, is responsible for moving that area in a strategic direction to align marketing much more closely with recruitment and to have more precision about the way we spend our marketing dollars. Jennice O'Brien, Senior Director of Web and Internal Communications created a Creative Services Department that works very well and she handed it over to Abby and she's taken on Internal Communications as a major challenge for the university. Katy Saalfeld, our Acting Director of Admissions. Katy has done virtually every recruitment job known to NIU. She's been really on the ground. She has great energy, drive, initiative. She knows recruitment like the back of her hand, and so we haven't missed a beat with Katy Abbey Wolfman is the head of Orientation & Family Connections. She has done tremendous work to try to bring our orientation product up to best practice. Finally, in our Financial Aid area, Rebecca Babel, who has probably forgotten more than anybody will ever learn about financial aid. Anne Hardy who runs scholarships and has great experience across the university in a number of operating management positions, Anne and Rebecca have done extensive work in integrating our financial aid and scholarship offices which is probably overdue but now they are together they are doing a great job working as co-managers of that area.

Mr. Teller continued, here's some short term goals, First, is to integrate this team into one team with one voice, one mission, and one identify and I think the way you do that is you get people to work together and that's what we're doing. Secondly, really improving our approach to yield communications and partner engagement. This is yield season for first year students, we have 99% of our apps are in for first year students. Now with transfers about 42%. So we have still opportunity on the marketing side to deliver more apps for consideration on the transfer side, but this is yield season with regard to freshmen students. I want to emphasize four key areas; one is re-engineering, or in some cases engineering processes, to result in better integration of recruitment disciplines. We're really trying to do is to get some real integration and synergy and to make sure that the marketing and communications spend is really providing the kind of strategic targeted air cover that our recruiters needs. We are going into the high schools or doing career fairs or other things we need an air cover in order to tell a more fully realized story about NIU. Secondly, leveraging technology and digital assets. We have basically turned our website into a marketing tool. We've really taken the charge of converting that web site into a recruitment tools from a media relations standpoint. Also there's one of the critical things that we're going to be doing with DoIT leading this effort is our CRM integration project. We're going to be integrating the effort to pull adult learners into NIU with what we're doing with first year's and transfers and graduate students, This is going to create great efficiencies, but not only that, we are still building out the Hobson's Connect CRM system. There is functionality we haven't really taken advantage of and through this CRM project there's going to be an opportunity to really build out that functionality. The third area is enhancing partner relationships and engagement. Two fundamental partnerships that are absolutely critical to our ability to improve our yield is a stronger more intimate and integrated relationship with the deans and colleges. Where that's most manifest is working with the colleges to funnel down communications. The down funnel is where you get very specific, where you find out that students want to be in the business school or in CEETs or someplace else, you need down funnel communications to seal the deal and we're working with each of the colleges on that. The other relationship that is critical is the alumni. We've got great alumni represented by the Board of Trustees and elsewhere. Very eloquent about how they feel about the university. The alumni are very much part of our value proposition. They are going to be very much part of the overall brand campaign, but specifically what we're doing with the Alumni Association is engaging on a letter writing campaign, we're looking to get 1000 letters in the field to students that have been admitted but haven't confirmed and a variety of other things. Finally defining and focusing on the customer at the top of the funnel. The top of the funnel we need to have better definition about who we should be going after, how we should be going after them, who we have permission to go after, and we have some ideas on that. A couple of things that we'll talk about in a couple of minutes, but it really needs to be a fully realized strategy at the top of the house and I think that's going to require the best efforts of the senior leadership of the cabinet, working with the Board of Trustees to move that forward.

Mr. Teller added, when I put together a strategy I like to look at the externalities as well as the things that are internal. The secular decline of high school graduates. The out migration that we're suffering through

in Illinois. Those are well documented. A lot of competition from out of state particularly contiguous states. On the other side of it, there's 1.8 million adults that have some college in the state of Illinois. Almost more than a quarter of a million of them are in our area of dominant influence. So that tells me there's a real opportunity if we can move forward to tap into a bigger share than what we've got to really grow on the external side. On the internal side, I'm two and a half years into this job and this is still a very highly, not as decentralized as it used to be we've centralized a lot of things through program prioritization, but the adoption of the applications with brand standard they're still very uneven and we're missing leverage opportunities. Now we have a brand reengineering project that's trying to get everybody on board. We're looking at events and things that we sponsor. We're also looking at how do we get our clearinghouse with the review mechanism where we review materials working at a quicker pace and that sort of thing. But we still have an issue with brand. When you are in a position where you have an advertising budget that's 1/10 the amount that one company spent for a 60 second spot in the Super Bowl it's an issue. You've got to be extremely effective and efficient with your brand spend. We are getting some traction with regard to our integration. The CRM is continuing to be rebuilt. The integration project we're putting a big bet on that. That's just beginning. The four P's; enrollment management is defined differently from college to college. At NIU essentially enrollment management is undergraduate recruitment. We have responsibility now for first years, transfers, and adult learners that are undergrads as opposed to graduates. So we really have the brunt of the promotional responsibility; pricing to some extent because obviously from a net pricing standpoint our scholarship and financial aid people are critical but you know there's place and there's product and those are all in different places which really puts a huge premium on the need for us to get real synergy among our different divisions. We are responsible for the different Ps and we're working at that. Then obviously it's no secret that we are in the process of looking for new leadership for this division. The assumptions going forward is that we're going to get some incremental gains just from integration. The state budget issues are going to persist. I think we have to understand that whatever happens at the state level we have to get 80% of our revenue from other sources and we got to figure out how to do that. Acceleration of the shrinkage of the market, out migration, these are all continuing trends and we as one institution among many are going to have a hard time affecting those trends. So again, you want to control your own destiny. The way you control your own destiny is you get your own revenue. Fall '17 when I say looking positive, I'm talking specifically about the area that I'm responsible for that we're responsible for, and that is new enrollments of freshmen and new transfers; it is looking positive and that's without considering the potential increment that we may gain from the kind of aggressive yield strategy that we're embarking on right now. There will be benefits from program prioritization, process reengineering, and I do believe that the brand reengineering work is going to create more effective brand governance.

Mr. Teller added, I just want to show our enrollment funnel which is where we go from suspects to applications, to admits, to enroll, to actually show up. We are, like I said, we're in the yield season we're at the red part of this funnel and if you can see what we're showing is those percentages on the left side is the NIU percentage, on the right side is the national average. So if you look all the way down on yield, the yield rate, our yield rate is 23%. It's been hovering over the last several years around 23 to 26%, it's 23. The national average is 36. It's probably is going to come down given the fact that we know that high school students are applying to more colleges than ever before. So I just wanted to set that up before we get into the initiatives. So for first year students, we're doing a lot of things for each of these segments. We're going to talk about first year students and transfers and then non-traditional learners, but I wanted to focus on a couple of key things because I think it kind of reflects what we're trying to do. If you look at your market and your market is shrinking, there are two things that you need to think about, one is there any segment in your market that is growing where gaining share is not necessarily is going to be as tough or gaining a percentage of a growing pie is not going to be as tough as trying to steal share from somebody else because historically we have not been a market share play institution. We have ridden the crest of demographic waves quite frankly. So you got to look at that and then the second thing is what do you do to broaden the geography. How do we go after out of state students which I think is very, very important to the future of this school, but there is one demographic segment in the state of Illinois that's growing significantly and we've grown with it. We've actually, Latino students are, I think we're up 82 – 85% over the last ten years. We've not made any concerted effort it's just happened and it's the one demographic

group of students that is up. So we're actually for the first time, we've always from our advertising standpoint, we're actually breaking off a fraction of our ad spend to target that population. We're looking to engaging my fully robust partnership with the Latino Resource Center to partner with them. We're going to be enhancing our presence in high schools that have significant Latino populations and sponsoring regional community events starting in the summer and then going on to the following year. We're going to see what happens there. With a little conservative effort both in terms of advertising, face-to-face, can we turn the heat up a little bit there. Enhancing orientation experience in orientation is really a yield activity just like everything else. You're basically, you're competing with other schools even at the point of orientation. Then finally, key high school feeders. As part of being a data driven culture we're going to be looking broadly as well as narrowly with regard to our marketing and advertising spend and where our recruiters go and one of these areas is key high school feeders. We analyzed, we have the capability of analyzing each school, how many students came in this year versus last year. We also know that we're buying a database from College Board, we can also profile each of these schools in terms of not only who's sending what but what students are asking, i.e. their test scores send to us but also other schools. We can look at high schools that have a certain profile that is favorable to us and then match it up with high schools that we haven't even been recruiting at where we could gain share. So we're going to be doing a lot more of that. Geo-targeting and geo-fencing in terms of our digital ad media spend. Again, it's something we've not done historically at NIU. We're going to start to do that. Transfer students, we're trying to get some traction with regard to those four schools that we have service centers at. We are on the ground, we're putting some advertising in the field and advertising in student newspapers at the four community colleges. We're going to be doing out of home on the I90 corridor near Elgin and other places, we do go to career fairs, effort going on overall through outreach and we want to support that effort any way we can and there's an opportunity not only for transfer students but also for non-traditional learners. In the area of non-traditional learners, which again this is very early days for us, but we're going to support the current campaigns that are out there with paid digital media. We've not put advertising against those campaigns. We're going to do that now. Insuring we have the flexibility, pricing, and programs the market wants and needs. This has been a big issue for us for many years and Chris McCord has a task force that's looking into that, so obviously we want to pair up with that. We're revamping our web presence. I think there's two fundamental issues with non-traditional learners. One is the programming and majors they are looking for, that they want and they need; and the other do we understand who they are. So the web revision that we're looking at is to really deal with that issue of we know who you are. We have testimonials from adult learners, have real robust content that really speaks to the idea that at NIU you're going to go someplace where you're going to be respected and cherished just like the other students that we have here. We're reengineering admission to drive adult learners first to admissions, through admissions counselors, and then to program advisors. We're going to be merging database management. We're ramping up our face-to-face. We actually do get adult learners coming to our open houses and we have a segment of our open house that is devoted to that. Peer-to-peer marketing, very important with first years, very important with transfers, also important with adults, and so integrating adult learners into what we're doing from a digital and social media standpoint is very, very important. Those are things that we're doing overall with regard to each of the three segments that I've been asked to speak about. Here's some of the key initiative across the board that I just want to touch on briefly because these all have impact on everything. The integration project we talked about and you've got in your packages. The brand refresh, very important, I think we've presented a lot of that to most of you here. This was the brand narrative and standards that we have. We've refreshed our narrative, we've refreshed our brand, we have presented to virtually every major group on campus as to how to communicate about us, and that's a very important initiative that we're trying to prosecute throughout the institution. Brand reengineering and how to get brand to permeate everything that we do at the university. Net revenue pricing model, you have students with a capacity to pay, you have students with the willingness to pay. Capacity to pay is a financial issue, willingness to pay is a brand issue. The intersection is you need enough people with the capacity to pay in order to promote our access mission as a university. The idea of net revenue pricing is to make sure that at the end of the day we have that financial wherewithal that's supporting the other revenue streams that we're getting that will help to actually broaden access and bring more students to campus. We're working with Noel Levitz. They are expert in this area. They're building a model that is totally tailored to us to our student

demographics and population and we will be ready to roll that out in the summer in time to inform our top funnel strategy for students in fall of 2018. Housing discounts, I think we're going to be talking about that more. Our goal is to fill all of our beds and I think we have a very, very good strategy and proposal for doing that. We see that largely from an enrollment standpoint, we see that largely as a retention strategy as opposed to a new student strategy. New students when they come in first year they have to live on campus one way or the other, but we think that there's a lot of opportunity for additional retention through that strategy. College of Business sub-brand development, I bring this up because I think it's really, really important. What we're trying to do, we've got the brand narrative, we've the brand, we've got the way that we are positioning the university, the real issue now is to sync up what we're doing with what the colleges are doing and to do it in such a way that the brand is manifesting what the colleges are communicating, but that the colleges, each of them, have their own differentiated brand proposition and that is their very own but is tethered to the brand, to the master brand. In the College of Business, we're in the final stages of finalizing their brand narrative, their brand graphic standards and rolling that out for the college. We're probably about 60% of the way there. Hopefully it will be a template for other colleges to do the same thing. Again, the idea is that everything that we communicate whether it's at the college level or institutional wide level has some synergy and some complementarity; if that is a word I am an English major, so that it's all working to build the reputation and brand of NIU but also working specifically to drive more students into the respective colleges. So that's going to be exciting stuff and I would love to show that when we're ready to show it. Down funnel communications, we talked about that employee engagement, we talked about web reengineering. Process reengineering has become a mantra here. We've embraced it in our division with the web, with Creative Services; we've done reengineering now with brand. Market segmentation analysis, this is again looking at the top funnel and really doing a strategic job of segmenting the market and figuring out who we have permission to go after and how do we go after that. Program enhancements and orientation and we are developing online orientation modules so that even before a perspective student shows up on campus they've engaged with us in a very integrated way online.

Trustee Wasowicz asked, the job fair that we have here is always very well attending with a lot of people and a lot of former students. Is there anything that we do at the job fair to look at people that may have incoming children that are incoming students?

Mr. Teller responded, that's a really good thought. I think it really kind of plays into this whole reengineering work that we're doing with events. How many events can we actually have admissions people there in case there's an opportunity to talk to perspective parents. We need to do a better job of doing that as a matter of course.

Trustee Herrero asked, what are your targets right now for this year, even for the next three years, for enrollment? As I look at the yield and capture piece which is really great because I had questions about conversion rates, what are you hoping to capture at the different levels of conversion?

Mr. Teller responded, first of all, I don't have three year numbers. We're working on three year numbers overall as an enterprise and I think Doug can speak to that.

President Baker responded as you can see we're kind of re-shaping the whole enrollment structure and so as we've been rebuilding the ship we've been a little bit remiss to put too many boundaries on those numbers. We need those so we can manage the system, so we can hold each piece accountable. We've got some goals for this fall. We think we're going to be up, as Harlan said, in the incoming class a few hundred, but we've had these macro level things going on like a 70% budget cut that have driven students out of the state or executive orders from the new president who have potentially driven people out of the country. We're going to come back to you in probably at the next meeting or the meeting after that with those multi-year goals as we get a little more solidity in our numbers.

Mr. Teller added, it looks like we're going to be up about 75 in first years and 75 in transfers for new students, so about 150 altogether. Now, we could pull more based on the yield activities that we're doing.

The national average is probably going to go down to the low 30's. I'd love to be there. When I first got here, I had a very quick analysis done and we were about half, from a yield standpoint. We need to be competitive, we need to get our yield up. If you know that you've got admits and they're interested in the school, they should be the easiest people to convert to actually showing up. That's the low hanging fruit, and also it's the least expensive strategy because you know building a major brand campaign costs a lot of money, but doing digital targeting into zip codes and doing Facebook posts and texting are options which we are looking into now. So we can do things that are relatively inexpensive to drive our yield. We need the content. We need to make the incremental investment in some of these communications channels to make that happen and I think if we can do those things, we can get closer to the national average. So if you figure that delta is 1000 students, if we could shoot that gap by about half that would be okay.

Trustee Coleman asked about the students that we are losing. What kind of information do we have in terms of their background, where they come from, what colleges they attended? I think spring over spring we lost about 1000 plus students. What are we learning from that?

Mr. Teller responded, we know where they're going because that's information you can get publically. If you look at the data, one thing I will say and this was reflected in what we did with brand, ISU, UIC and DePaul are three of the schools that we're losing the most share to. That's why when we did the brand survey we looked at us versus those three schools.

Mr. House added, in addition to that, we've looked at the data, and certainly a larger portion of our perspective students are selecting community colleges in the region. The economic factors come into play and then, as Harlan mentioned, the outflow to out-of-state is at an all-time high. So in addition to the three that you just mentioned, we're losing to University of Iowa, Purdue, and to schools in Wisconsin that are providing other options.

Trustee Coleman replied, I want to get some clarity on maybe the question I raised and then your answer. The number of students that left the university this past fall was close to 1000 students. What do we know about where they went to and what do we know about them in terms of the majors that they selected, and the colleges that they were a part of?

Mr. House responded, we can look at data from the national student clearing house and track students who have left and although we don't know what majors necessarily they selected at the other schools they went to, but we do know that 9 of the top 10 destinations for students was to go back to community colleges.

Trustee Coleman responded, of the students who specifically left here, are we also saying that our database is not good enough to tell us what majors they were attempting to study and what colleges they were a part of?

Mr. House replied, our data is definitely good enough to do that. We can certainly prepare something like that, but again keeping in mind that so many of our students are undecided that they are still in that status when they have left.

Trustee Wasowicz commented, so we know where they're going we just don't know why they're going.

Mr. House replied, correct. We have done some surveys to look at that.

Trustee Herrero asked, are most of the students that you're losing, the 1000 are all of them in their first year or is this after their first year?

Mr. House responded, we lose a sizable number after the first year, we lose another subset at the end of three semesters and at four semesters. That's when the bulk of the departure takes place.

Trustee Herrero asked for confirmation on when exactly the bulk of the departure is.

Mr. House clarified, it is in the first year and in the summer between the first and second year.

Mr. Teller added, Anne Birberick is going to talk about retention which is her area, she probably has more to say specifically about this. What I will say about recruitment, is that we pay very close attention to students that leave here to go to community colleges because, unlike the first year students that leave the state, half of the community colleges students every year that graduate are transfer students. It's a strategy that I know that we're trying to build on. Students that have had some experience at NIU, leave for a community colleges degree, will return and we have an opportunity to recapture those students.

Chair Barsema asked, will the outside consulting firm that we've brought in, Ruffalo Noel Levitz, help to capture is who is the targeted student at the high school level that is most likely to come and apply to NIU?

Mr. Teller responded, yes.

Chair Barsema continued, the marketing dollars that we do have, did we spend them wisely? And if so, is that the data that we're going to get?

Mr. Teller responded, the quick answer is yes, but Anne can you talk about that.

Anne Hardy responded, the data from Ruffalo Noel Levitz will help provide some information on price pointing and market segmentation, so yes, we can target who we want to recruit and how we want to recruit them both with our marketing dollars and especially with our financial aid dollars.

Trustee Struthers added, what number will total enrollment be on September X, 2017. We know that the student bucket will continue to decline sharply as smaller incoming classes have shrunk and they're smaller than the freshman classes were four years ago. So I'd be very interested in that number but we know it's going to well exceed the current 150 of new students, so the net will be a pretty sizable negative number again in September, 2017. I think that's healthy to talk about and just get it out in the daylight, talk about it, and then again very specifically what are we going to do about improving that number. That leads me to another big picture question with respect to strategy. There are multiple strategies of net revenue, or gaining market share, and it seems like we're kind of giving up on the net migration of students leaving the State of Illinois. I think we need to do whatever we can to keep those students here and if that takes price, I think that's a board level discussion we have not had. Would we rather lose a little bit of money in 2017, we're losing enough as it is, we've lost a lot of money the last three years, but momentum is an incredible powerful thing. When students choose to go to other schools that will perpetuate further trends in the same direction. We have to stop the decreasing numbers of enrollment at this university. So the idea of net revenue is we need to be in the black in time, but I believe that market share dominates to a very large degree until we can get that trend turned around and should be a key strategy. So when we write the alumni letters, writing a letter from an old friend may be nice, but writing a letter from an old friend with an incentive attached to it to tip the scales to that perspective student is a lot nicer. We had that conversation last meeting in the pricing discussion which I and others were kind of disappointed that we were tweaking things right when we have some huge levers to potentially pull with respect to price and some 500 or 800 empty beds and the ability to attract students by utilizing that somewhat "free" asset. I would like to see the board engaged at that level of what is the priority? What is the target number? What's the end kind of fall 2017, 2018, 2019 number and then high level strategies of what we're going to do to effect that to pursue market share. Is that a strategy we want to embrace? It seems to me that would be a board level discussion and then the strategies that would fall under that with incentives from alumni scholarships, etc. etc. rooming, housing, etc.

Abby Dean began, I want to thank the board for the opportunity to present this. We will take a look at the

top level of our advertising strategy, creative and budget. So first, a brief overview of the budget. We've got approximately \$486,250.86 in our total budget. That is two-thirds of the entire university's budget meaning one-third of our budget is outside of the realm of our control. So we're parsing out this way so you can see the brand awareness is our top strategy and that's because brand awareness will affect more than one recruitment class. That will help us reach parents, influencers, and students. Building the brand awareness, again our goal is to raise awareness of the NIU brand, and provide air cover for our recruiters. Stage one of this is a strategic use of our new spot, we are going to be using different versions of our new spot in YouTube videos, if you've seen those sort interstitials, but we'll also use that with digital online videos through Comcast and those can be supremely targeted. So we'll be using that as well as our out of home which is essentially billboards and other sort of ground level advertisements. Stage two would be what Harlan referenced is success stories and triumphs of our faculty, staff, alumni, and students told in very strategic ways that really speak to the NIU brand promise. So I want to show this is our 60 second spot (video plays). So the 60 second spot is really going to be used mainly online in locations where we have already a little bit of buy in from people. 60 seconds seems like a short amount of time but in marketing terms it's very long. So we'll use that where we have a little bit of engagement already and people have shown some buy in. We have a 30 second spot that we can use in email campaigns, we can use this online. We can use in a lot of different ways (video plays). I do want to mention usually 30 second spots are what you would normally see on television. We don't purchase a lot of television because frankly a lot of people don't watch television commercials and we can't really get as targeted as we need to be with the small budget that we have. This will be places you know, for example when we have televised football games. We've worked with Athletics so that this is the spot that we show. But other than that, we'll be really hyper-targeting with these. Finally, we have a 15 second spot. It's the shortest and it's really meant as sort of pre-roll when you're looking at other videos on line (video plays). So you can see the messaging is really just a cut down from the 60 to 30 to 15 second spots. In addition to the video we also have the billboards or street level advertisements. So what we're doing is taking brief sort of proof points of our brand and giving the proof point along with the statements. So top ranked professors who know your name, student-to-faculty ratio of 13:1 and that sort of thing. Again we're trying to reiterate those points to make the brain case and there really isn't a call to action on billboards. You're not driving down the freeway and want to type in a URL so these are really meant to reinforce all of the other brand messages that we'll be putting out there. Transfer and Latino segments are two segments that really are growing segments. The only growing segments are large populations for us so we want to raise visibility of NIU's brand in those key markets and integrate our share of those key markets. For the Latino population, we're advertising in Latino specific media outlets, geo fencing high schools and community colleges with high percentage of Latino populations and what that means is we can draw this invisible fence around a campus so that when a cell phone crosses that invisible fence anytime they're on campus within that fence we can serve up ads to that specific phone and we can hyper target in addition to just that geographic location we can say cell phones between the ages of 16 and 32 whatever that is. We can set those demographic parameters as well. Also part of this entire campaign is to make sure that all of these different campaigns work together and work towards the same sort of things. So we're going to realize as much crossover as we can with the transfer of recruitment. For the post-traditional, which is forthcoming it's not currently in the field, but we'll be geo targeting areas with high percentage of adults with some college credit but not a degree yet using paid search like Google Ad words and that sort of thing as well as degree specific mobile ads. And then the transfer segment, raising visibility again amongst this key market. Through our brand research we know that transfer students, perspective transfer students, know a lot about us and they like us, so it's an area that we can make some improvements there too. We're placing ads in community college papers as well as the community papers surrounding those areas. Geo fencing again, campuses for mobile ads. LinkedIn and social ads and posters, and other sorts of things that reflect that same sort of messaging and tone. I wanted to give you an idea of what those students might be seeing. We push a lot to visit campus. Visiting campus is one of the key ways to move them along the funnel when they visit campus. We share a lot of times, they weren't really sure, but they came to campus, it really just sort of felt like home. We're wanting to drive that sort of behavior. So you can also see here the Godaddy.edu/mcc. So each iteration has a different URL so that we can target and track to say well that ad really didn't give us much traction, maybe we'll cut it out next time. In addition to being hyper-targeted, we're tracking everything that we're doing

so that we can make better use of our funds the next round. We've been on Pandora and iHeartRadio stations as well. Again those can get very hyper-targeted and the purpose is to be as targeted as possible. These are some actual ads that we've got on Facebook, LinkedIn and Twitter. These are some of the ads that we would have for the geo targeting the mobile ads. Again each iteration has its own tracking URL so that we can see which methods are paying off for the university. Posters again, you're seeing the same sort of design and that's meant to reinforce the message. Visit campus strategy, we worked with Admissions to make sure that we understood which of the campus visits directly affect our enrollment positively and which ones work hardest for the university and those are the ones we're really putting forward. Those would be in order of impact, agenda visits, or when a student can say I'm really interested in this program and we set up meetings for them with administrators or faculty within that area. TGIF's are transfers who get information on Fridays so Friday's we have transfer information sessions, open houses, and daily tours. We will consider these the sort of always on ads so we will be running throughout the entire year. Finally, that miscellaneous budget, the smallest of the five initiatives, but we're really trying to get our brand out there in places that it makes sense. So we support the Sigma Tau Delta International Conference. We are the nation center for Sigma Tau Delta so it makes it a lot of sense for us. We support the Annual Conference. Last year we hosted the conference and it was the first time it was held outside of the Chicago City limits. Finally, the Chicago Volunteer Expo which is coming up at the end of this month. It's a really great opportunity to talk about the community leadership and civic engagement major and some of the other majors that speak to volunteers and that sort of field.

President Baker noted, Brad Bond is next. Brad has been overseeing our international activities and has undertaken a yearlong planning activity with that group through the American Council on Education and has some thoughts for us on international recruitment.

Dean Bond began, I want to talk about three items this morning. Two of them are very discreet items. One is a bit of a hodgepodge, a collection of related items. The first thing is housing scholarships. Back in August, President Baker asked a group of individuals from Academic Affairs, Financial Affairs soon to be Finance Administration, Student Affairs, if we could determine a way to leverage available housing stock in order to increase international student enrollment. We recognize this hypothesis was something of an experiment. I don't think the group that met was pre-determined to embrace the idea. We studied it very carefully. The group undertook a cost benefit analysis. We tinkered with the value of scholarships, we examined available housing stock to determine suitability for international student needs, housing needs; and eventually the group recommended taking a double wing of the 4th floor of Neptune Hall to do some remodeling in that facility to address international student housing needs including the redesign of some shower space for the provision of separate wings for males and females with a common space between and in that common space a pseudo kitchen at least where they could do some cooking. We ran the analytics. We considered investment of approximately \$100,000 in the remodel for Neptune Hall plus annual costs, lost revenue on the housing side of the equation, and we believe that over a five-year period, we'll see a substitutive return on investment somewhere in the neighborhood of about 20:1 ratio. We think that's a pretty fair return on investment, but more importantly we think we'll be able to use these housing scholarships to attract international students and start turning the corner a little bit on enrollment. It's important to understand that if we have 100 housing scholarships, what a huge increase the number of scholarships that is for international students. Right now we have 16 scholarships that are used exclusively for international students. Upping that number to 116 is a pretty dramatic change for us. We're very thankful for that. Another thing that happens with enrollment as we think about enrollment rather, is partnership agreements of all sorts. I cannot explain to you adequately enough how often we are hammered by requests from institutions abroad to enter into 2 plus 2 agreements. I see a couple of deans here today, you've all got 2 plus 2 agreements sitting on your desk or an associate dean's desk that we're trying to push through. The encouraging thing about the current wave of 2 plus 2 agreements that we're trying to work through the process is that we're starting to see some appeal from Latin America and the Middle East not just from China. Traditionally our most successful 2 plus 2 programs had been in China, but we are starting to see other countries raise their hands and ask to do these transfer agreements. 2 plus 2 agreements allow a student to come to NIU for the last two years of their course work, they complete

a degree here and then simultaneously transfer their NIU coursework back to their home institution and earn a double degree essentially, one at home, one at here. Today we do have agreements from Latin America, China and a Middle Eastern country that are going through the process. In just a couple of days we're going to sign articulation agreements with four American degree transfer programs in Kuala Lumpur, Malaysia. We have somebody who leaves tomorrow to go work on those agreements to get them signed. ADTP transfer programs in Malaysia are operated on campuses that very much resemble private community colleges in the US. They are specifically structured in such a way so that their curriculum fits with American style curriculum. The programs are taught in English and they are preparing a student body that is purposefully preparing to come to the US to study. We have worked a little bit over the past year or so with one of those institutions. Last year we enrolled five students from that institution with just a little bit of work. I think by putting these formal articulation agreements into the hands of the institutions we'll be able to see more of those students come through. I made a list of other things that are going on particularly with a couple of our colleges but it's not just Engineering and the College of Business that are working on programs abroad, but those data points are accurate there. The last thing I'll mention is that we just recently, the beginning of this month, signed a contract with ELS to place an NIU recruiter in Shanghai. ELS is a Princeton, New Jersey based company that provides intensive English programs at universities in the US and at facilities around the world. For the past six years, ELS has been the provider of intensive English programming here on campus. We have a great partnership with them and that partnership and the relationship that we have really extends from the president of ELS down to our local ELS crew. Last year we approached ELS about renting space at its Shanghai center to house a recruiter and ELS responded with sort of a counter offer and said that based on their previous experience doing this they had a better idea. The idea would be that they would, with our approval, hire and train and manage on a day-to-day basis a product manager, a recruiter, dedicated to NIU and that they would do that all in consultation with us. So right now, today, interviews are being conducted. We hope by mid-March that we will have a China based recruiter in place. I do want to emphasize that this is a really important position for us. Please understand the way the Chinese recruitment market works. You go to China to recruit, you don't talk to students, you talk to agents. ELS has a network of 1500 agents that work in China. They are trained, they are probably the most reputable company in training agents. With our ELS, NIU employee we will have access to be constantly in the face of that ELS network of agents. We think, quite firmly believe in fact, that with this ELS based recruiter we will have this access that we need to really change the number of students that come from China to NIU.

Trustee Barsema asked, if I look at the five legs, as I would call them, of the stool that I think are important to us from an enrollment management standpoint; incoming freshmen, transfers, adult learners, retentions, and then the international students. As Harlan said, he's got responsibility for three of those, three of the five I would assume retention is under Lisa and that's an appropriate place for it to be. But from an international standpoint, I get the fact that recruiting the international student is much different than recruiting the domestic student, do we have the proper connections between the EMMC group and your group Lisa so that the international group is working with the EMMC group so that we have a consistent strategy on the recruiting of all students for NIU?

Dean Bond responded, there is good cooperation between EMMC including work on the production of materials. All of those students, at least at the undergraduate level, enter the same application system. They go through the same admissions process if you will. Though it does take a particular set of skills to be able to understand what you're looking at in transcripts. These students are recruited very differently since international students do not require ACT or SAT scores. We rely in TOEFL scores, TOEFL main buys, it's the same process, different set of criteria.

Provost Freeman added two other things, we do have very good collaboration between Marketing Communications and the International Office, but there are two major reasons to continue this way. The first is compliance, the Visa process, the database and homeland security considerations are significant. It's an expertise all onto itself and we feel, as most institutions feel, that our students and the institution are better protected from risk when we have the experts in international recruiting responsible for those

aspects of international admissions. The other reason that most universities have international recruiting with the rest of international affairs, the international student and faculty support office, is recruiting international students is different and in some ways it's almost like recruiting the non-traditional students who are working in a business-to-business environment and providing a concierge service. The students and the parents, who are sending their students across the world to come to the university, want a connection from the time they speak to the person who is telling them about NIU until the student comes here, learns American culture. Our orientation for normal students does not include things like telling them about using deodorant for example or about how to bank in an American bank, but those are things that are really important if you're coming here from another country and the trust level that comes with international recruiting and that handoff to the staff in Brad's office who make these students feel welcome at NIU is just really a critical part of not just recruiting but retention of international students.

Dean Bond added, as you are recruiting overseas it's not only students that we deal with, it's also agents, but we also end of dealing with universities. A lot and those universities then lead to other partnerships for other purposes. So having an integrated approach really helps.

Trustee Wasowicz commented, you're saying now that we do have programs like that in place now because I'm relating back to when I used to teach an entrepreneurship class here and I had two students that had a business going, one from Bosnia and one from China. They were saying about the difficulty of getting recruited in to a university, and it wasn't just NIU they felt it was all over, and it was this exact same thing of coming in here and understanding I think they said use of deodorant and toothbrushes and you know just things like that that they may not have been used to.

Dean Bond responded, the culture differences and not just US vs. Bosnian, but Bosnian academic culture and US academic culture is huge. I'm not picking on Bosnia but it's true for all of the international students. They're coming from very different academic places, very different traditions.

Trustee Wasowicz added, this must have been maybe a year and a half ago, maybe two years, and so we're saying now we are doing that.

Provost Freeman responded, I would say our international students aren't really any different than the rest of our students in that not all of them take advantage of all of the services that we offer and we probably don't make all of our services as visible as we could. So we have been doing these kinds of orientations as well as linkages to the community. The DeKalb community is very welcoming to international students. There are many people who open their homes as so we try to make sure that most of the students know about all of these services, but we don't succeed 100% of the time and that's on us. When we get feedback from concerned faculty like you who will call the international student office and say hey I have these really brilliant international scholars in my class and they don't feel like their making the right connections or getting the right advice. When that type of phone call comes in we're on it immediately and we make them aware of not only the standard programming that we offer for all of our students but we try to make connections that are peer-to-peer or staff to student to make sure that their individual needs are addressed because the brand that Dennis and Harlan spoke of, where we meet our students where they are and give them what they need to succeed, that expands to our international students as well as the rest of our students.

Dean Bond added, we do know that we have a good attendance at our orientation program and at workshops that we conduct throughout the year, but one of the things that we started doing this year was to do a reorientation about two months into the semester. That first week is like drinking from a fire hose. Some of these students are coming in just off on the plane on Sunday they show up for orientation on Monday. They're still suffering jet lag. So we're shoving a lot of things at them. They're getting in touch with a lot – they're put in contact with a lot of folks. So we started doing a reorientation program, a couple months into the term so they can take their pulse, see where they are, see what sort of services they do need.

Trustee Herrero asked, again sort of you talking about drinking from the fire hose I'm right along there. So a background question, with the focus Chinese students is that because there's already a large number of Chinese students here and that's just low hanging fruit or is this just an area you're targeting?

Dean Bond responded, it's not our largest international student population, it's actually India. We think China can be a better market for us in part because China is the largest sending country in the world. China sends about twice the number of students that India does to the US, and India sends about four times more than the next country on the list. So those are the two big countries. We have a good footprint in India. We need to improve our footprint in China.

President Baker introduced Anne Birberick, Vice Provost, to talk about the fifth pillar which is retention. So in addition to recruiting we need to retain and then that makes up the total enrollment of the institution.

Vice Provost Birberick began, I really appreciate the opportunity to come before you today and talk about some of the retention initiatives that are going on at NIU. Retention is important because it reflects student success. We want all of our students to be successful. We want them to walk across the stage at commencement, shake President Baker's hand, and then become NIU alumni. That's our goal. I know the board is interested in some of the common metrics of retention because they track the success rate. There are a few up on the screen. These are standard metrics, institutions and boards nationwide use them. What I'd like to do today is just simply focus on one of those metrics which is fall to fall retention. What you have here is a graph that charts fall to fall retention across the year. So it starts in 1986 and goes all the way to 2015. So if you look somewhere around 2005/2006 you'll see that retention was on a downward trend. But then we hit 2012 where you see the dotted blue line and retention starts to trend upwards. So what took place in 2012? Well that was the onset of the Baker administration and retention ended up becoming a focal point campus wide. Holly referenced that in her opening comments when she talked about how even staff at NIU became involved in retention initiatives. We had retention summits, we had Bold Future workshops, we also had leadership retreats and you'll see retention has been trending upwards ever since that time. Also growing out of the campus wide focus on retention, is our belief that we needed to take an equity minded approach to student success. That approach has actually been referenced this morning by the trustees and I would say Trustee Barsema summed it up the best when he said that we cherish and respect all of our students. So we meet our students where they're at. We're very interested in maximizing student strength, making sure that the students get the support that they need. We have a diverse student population and our students come to us with diverse experiences. That's what it means to have an equity minded approach to student success. That equity minded approach is reflected, those tenants are reflected in our key retention initiatives. So what I'd like to do is just focus and highlight three of those initiatives. So we've already referenced the fact that a student's first year in college is crucial. That's the year after which most of our students leave us. So many of our retention initiatives really focus on that first year. We start focusing on that first year before it even begins. NIU has developed a predictive model of student success or persistence and you have on the screen the factors that go into that model and correlate with persistence. The two that are highlighted in bold are the ones that have the strongest correlation. A student's high school GPA and the average ACT composite score of the high school that the student went to. We share the data or the information gleaned from the predictive model with advisors. Advisors when they meet with the students for the first time at orientation have this information and it's a way of kind of informing the advisors to better assist the students during that initial meeting so they can help the students create a schedule of classes that will be not only meaningful for the student but one that will optimize the student's ability to succeed. We also share this information with enrollment management so that as they develop their strategies related to key Illinois high schools, they have this in their back pocket as well. Another initiative or strategy that focuses on the first year is our course UNIV 101. That is a freshman seminar and most universities across the country have something very similar to this and it's a seminar that is intended to help students make that transition between high school and college. In 2014 we took a really strong look at our UNIV 101 and underwent a redesign and that redesign was taught in 2015. The redesign involved really giving the course a more academic focus that's reflected in moving from 11 student

learning outcomes to five. Making sure that there were common intellectual shared experiences and focusing on connectedness; connectedness through collaborative learning, connectedness through the use of peer educators, a peer educator is a student who previously took UNIV 101 comes back to the course as a mentor for the students and a resource. You can see some characteristics of before the redesign and after the redesign. So now the question becomes first is a UNIV 101 seminar impactful, and second what is the impact of the redesign. So first of all what we're doing is we're comparing students who took UNIV 101 to students who did not take UNIV 101. So the students who did not take UNIV 101 would show up as that zero percent. So what you're seeing is the impact of the students who took UNIV 101 on retention. Since we're talking about year-to-year retention, it's those lines, those orangish-red lines that reflect year-to-year. It reflects fall to fall retention. What you see is even before the redesign students who took UNIV 101 were more likely to come back to NIU a year from now. After the redesign that number increases. So that's year-to-year retention so students who did not take UNIV 101 returned to NIU at a rate of 71%. Students who took UNIV 101 returned to NIU at a rate of 80%. So there's a nine percent difference. So that shows that our redesign was effective. Another strategy that we use, and this is for the first year and beyond, is to combine technology with advising through a tool called the student success collaborative campus. This is a web-based software platform that brings together state-of-the-art technology, big data, and customized analytics. The advisors are able to use this platform to connect them with support offices throughout campus and to really focus on identifying students who are academically at risk and connecting those students to support services. The advisors can also leverage the power of big data to develop really targeted interventions. So let me give you an example of one such intervention. If you're pursuing a bachelor of arts, you have to take a foreign language. You have to fill that requirement to graduate. Now I come from the Department of Foreign Languages and Literatures so I can speak to the fact that fulfilling a foreign language requirement for many students is a barrier or a bottleneck. What the advising office in the College of Liberal Arts and Sciences did is they used the data and identified the students who were struggling in the first semester of their foreign language study and they reached out to those students and they were able to meet with the students and advise them. Maybe the advice was connecting the students to appropriate support services. Maybe the advice was pursuing a Bachelor's of Science in that particular degree or maybe the advice was have you thought about a different foreign language to fill the requirement. So that's a way in which SSC campus can be leveraged to have rally targeted interventions for small student populations but it's meaningful because it helps to open the bottleneck or it helps the students to navigate around something that was a potential barrier that would slow down time to graduation. The final strategy that I'd like to talk about is NIU's strategy to close academic equity gaps. So the question is what is an academic equity gap? Imagine that you have a class and the student population as a whole in the class, 70% of them receive a C or higher. But there's a subpopulation in the class and for this example they are males, and only 60% of that subpopulation receive a C or higher. So that difference between the population as a whole and the subpopulation, that is your academic equity gap of 10%. Retention is everyone's business on campus and in closing equity gaps that's no different. We have the colleges and the departments, everyone is involved in this strategy. What we have today is all six undergraduate colleges and the College of Law have all established academic equity teams. These academic equity teams have looked at disaggregated data. They've developed action plans and right now they're in the process of implementing these action plans. So to go back to our example, let's imagine that the class in question is a writing intensive course. What might be a way of addressing an academic equity gap in this course. We don't want to single out a particular group of students, and at the same time we're not exactly sure with great certainty what might be causing the equity gap, academic equity gap. What intervention might we do and that intervention might take the form of saying to the students in the class that you're mandated or required to go to the university writing center for one of your assignments. We are able to then track what that intervention, the effect of that intervention on the students in the class. Those are the three that I'd like to highlight and I'm absolutely happy to take any questions that you might have.

Chair Barsema commented, I've been in the halls of NIU for the last ten years as a teacher and I can tell you that the effect of the UNIV 101 course has been tremendous and with the redesign that you did in 2015 that was a great redesign of a course that needed to be redesigned. I've spoken in that class a number of times and it's a really a very, very helpful class and I'm thrilled but not surprised to see the

effect that it's made on retention. Thank you and I know there were a lot of folks behind the redesign so great job to everybody that was part of that.

Trustee Struthers asked, I know the ultimate measure of retention is graduation rates and if you might just speak to that a little bit about the four-year and six-year graduation rate today and kind of how that has trended.

Vice Provost Birberick responded, I don't have the data with me to show the trend, but I can tell you that our four-year graduation rate is 21% and the six-year is 50%. Those aren't acceptable and we want them to increase and the best way to do that, in my mind, is to work on it incrementally. So you want to make sure that students return from one fall to another fall and then the next fall to the next fall and so on again until they walk across that platform at commencement. That's how you do it with incremental strategic initiatives.

Provost Freeman added, in the second slide, it actually addressed a question that Trustee Herrero asked about do we lose students in all years? We do lose some students in all years and we lose them for different reasons. Sometimes it's academic, sometimes it life happening and many times it's financial. So we certainly are as a university working very hard to at least address the last piece, the financial piece, by more targeted outreach, more scholarships that look at addressing small balances that can become large barriers and I think that's one thing that will help us. The other thing you might have noticed on that first slide that Anne didn't point out. If you look at the dotted line you can see that in President Baker's first year and second year we made larger increases in retention than we've made since then. That's because we did the low hanging fruit. We became very intentional as a campus about retention. We tried a lot of things. We've looked at what worked and what didn't. We stopped doing the things that don't work to conserve our resources, but the things that we implemented were targeting all students. If you think about the equity gap project, we're now taking the data that are potentially actionable and we're disaggregating them and we're getting them to the level of the colleges and the programs where those actions can have the most meaning because the retention of students who come from different backgrounds, whether they're first generation students, whether they're students of color, whether they're students who are PELL eligible, understanding what impacts those students and what impacts them in specific curricular and specific college contexts is what's will allow us to do the things that get those lines to keep climbing at the rate that they climbed the first year. The equity gap approach is something that we're doing because we think that that's what we need to do to use our resources efficiently to move the needle and to do what's morally appropriate for the students that we serve.

Trustee Herrero responded, this is wonderful. I know how hard it is to work on retention so congratulations. Among the students, based on your predictive model of persistence I'm sure you've identified the groups that are most at risk, and among those at risk segments, how has the UNIV 101 impacted those specific groups because this is across the board? I would imagine the impact is even greater for those higher risk groups?

Vice Provost Birberick responded, characteristics: We have done a little bit of work in that area. Not necessarily using the predictive model, but looking at other student characteristics. One of the things that we've discovered and I'm not saying that this is a higher risk group, but we've discovered that students that come to us from Chicago public schools benefit more from taking UNIV 101 if they take it versus if they don't take it.

Provost Freeman added, one of the other things is the things that have been identified as high impact practices, things that connect students to the campus whether it's undergraduate research, or study abroad, or membership in a fraternity or a sorority or a social service organization; we've shown using NIU data that as students engage in one or more high impact practices they're probably of graduation rate in a reasonable period of time increases tremendously. When you look at students from disadvantaged populations which again include Chicago public schools, it includes PELL eligible, it includes first gen

students, it includes students of color and these are all overlapping populations. UNIV 101 makes them more aware of the opportunities to engage in high impact practices and we know that one of our challenges as we disaggregate data and look at it is getting more students from those underserved populations to take advantage of all the opportunities for high impact practices and persist and that's a big part of the work that's being done in the academic equity gap space.

Trustee Herrero asked, do you cover the financial challenges in the UNIV class? Because I understand the sense of belonging piece which is so, so important, but then you can have this great sense of belonging and love NIU.

Vice Provost Birberick responded, we do have a chapter in the electronic book that's devoted to finances. It does have information about the scholarship office and the financial office and about personal budgeting.

Trustee Wasowicz asked, do you know how we compare against our competitors? I mean if you're looking at 21% for four years and 50% that means we need to recruit that much more in order to keep our student population up I would think. So how do we compare against Illinois State in particular?

Vice Provost Birberick responded, we have access to that data, I just don't have it readily available with me today but we can easily get it to you in terms of benchmarking against all of the Illinois State schools as well as lot of times what we consider our peer institutions which are MAC institutions.

Provost Freeman added, it was in actually last meetings board books so I'll get a reprint for you. We looked at NIU versus the Illinois publics, the Illinois publics that have student populations similar to ours and that have an access mission as well as the University of Illinois and Illinois State.

President Baker added, that curve you saw go down and then boomerang back up, our graduation rate followed that downward trend, lag four to six years, and now as it comes up it will increase at that same lag four to six-year rate. So in the next two years you'll see it going back the other direction up. I think it's apparent that we're going through a pretty big metamorphosis here, restructuring what we're doing, being the executive order and what's going on in the world, but we still hope to be up there and our much more strategic, putting together a very strong team, and now executing. We're going to see some impact. I think our incoming class will be larger. We didn't mention any potential gains from international. A few months ago we thought would be up significantly internationally. We don't know now with graduate school may be up significantly as well. I think retention will continue up. So the leading indicators are good. As Trustee Struthers noted, we also have the smaller classes working their way through the demographic dip in our system and that will have to work out as we turn the corner and have bigger incoming classes and stronger retention. But I think we're heading the right direction.

Chair Barsema added, on behalf of the board thank you to all those that were a part of today. I know it's a lot of work to put all this together so thank you for the great material and thank you for your work and for your continued allegiance to NIU, our students, faculty, staff, and those involved.

9. OTHER MATTERS

No other matters were discussed.

10. NEXT MEETING DATE

Next meeting date will be determined at a later date.

11. ADJOURNMENT

Chair Barsema asked for a motion to adjourn. Trustee Coleman so moved and Trustee Herrero seconded. The motion was approved. Meeting adjourned at 11:30 a.m.

Respectfully submitted,

Kathleen Carey
Recording Secretary

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