EDUCAUSE Board of Directors Meeting Minutes

July 24, 2008
Boulder, CO

Attending: Board Members Jerry Campbell, James Hilton, Rebecca King, Lucinda Lea, Thomas Maier, Marilyn McMillan, Tracy Mitrano, Diana Oblinger, Margaret Plympton, Carrie Regenstein, Kathleen Santora, Scott Siddall, and David Smallen

Also present: Staff members: Peter DeBlois, Lisa Gesner, Cynthia Golden, Richard Katz, Mark Luker, Michelle McIrvin, and Catherine Yang; Guest: Mary Sotak (FISN) [phone-in]

The meeting was called to order by Chair David Smallen at 7:34 a.m.

Motion: That the minutes from the May 8, 2008, board meeting be approved. Motion made by Marilyn McMillan, seconded by Thomas Maier. Passed by unanimous vote.

President's Report

New Activities at Annual Conference
Diana provided a handout and highlighted new features of the E08 conference, e.g., self-stuffing of totes, redesigned EDUCAUSE booth, lightning rounds, point/counterpoint sessions, refresher sessions for institute participants, and informal meeting spaces. Diana encouraged board members to check out the new activities. It was suggested that the conference evaluation be amended to include the new activities.

International Update
Members of the executive team will visit the United Kingdom in September to reinforce ties with European IT organizations. A team of three members, representing EDUCAUSE, will visit Japanese universities in August.

Retired Members
Cynthia described a proposed COBRA-type of benefit for retirees from EDUCAUSE member institutions that would provide them with member rates for conference registrations. In addition, she discussed a proposal to provide member rates for a period of up to 12 months to those who have recently left a member institution and are "between jobs." Instructions about how to request these status changes will be put on the web. *Suggestions*: Make an announcement at the conference—focus on the retirees, not the between-jobs people. Tap the emeriti resource.

Questions/Comments for Vice Presidents on Activity Reports
- *Do publications have a budgetary loss?* Yes, despite revenue from advertising in *EDUCAUSE Review*, publications overall are subsidized.

- *Projected expenses for publications in 2009 are lower; are changes coming?* Yes, *EQ* will move from print to solely online.

- *Are there caps on registration for regionals to keep them from getting too large?* We watch enrollments, especially in relation to venue capacity, but there is no absolute magic number for cutoffs, and most have room to grow.

- *The PKI summit and Net@EDU events are small. Is there resonance/alignment with Internet2?* Diana and Mark are meeting with I2 leadership to discuss and clarify inter-organizational relationship.

Higher Education Act Reauthorization Update
Mark indicated that the final House-Senate joint report had not yet been released. EDUCAUSE has been diligent in letting committees' staffs know of the higher education concern with overly prescriptive language about using unreliable technologies to control file sharing.

Financial Update

Michelle reviewed the financial statements, balance sheet, and investment report, giving her judgment that the overall budget is healthy. The $599K variance is due to $300K of unrealized losses on investments, and a projected reserve draw that was not done. *Suggestions:* Do an investment policy review on a regular basis. Find out when the investment policy was last reviewed and where it is. Have future budget reports show how results compare to the policy.

- Mary Sotak with FISN has worked with EDUCAUSE leadership and the board since 1998 on investment policy and strategy. Since the end of May, the portfolio's value has increased 31% since inception. EDUCAUSE has never needed to sell/redeem, and all dividends are reinvested; the organization is well positioned for growth. *Question:* Does our policy impede any actions/strategies you would recommend? No, the basically conservative approach of waiting for annual dividend results is sound, rebalancing the portfolio in January as suggested by market conditions. The current 33% equity allocation is prudent and right, with the principle of "time in market, not timing" guiding the diversification strategy.

- The proposed 2009–2010 dues increase is 1.9% overall, paralleling core inflation this year. *Comments/questions:* The recommended increase seems low in relation to other associations. People might question a larger increase, while, on the other hand, a 0% increase would generally not be healthy, financially and perceptually. What drives the need for an increase? It would be desirable to discuss this at the annual business meeting, emphasizing the balance of increased costs and reductions from new efficiencies.

- ***Motion: That the proposed overall dues increase of 1.9% for 2009–2010 be approved.*** Motion made by: Lucinda Lea, seconded by Jerry Campbell. Passed by unanimous vote.

- Diana reviewed assumptions behind the proposed 2009 budget: Salaries will be $7.5 million, facilities $1 million; travel costs, paper, and conferences' food and beverage costs have increased; the Hawkins Leadership Roundtable, a few new positions, and new marketing costs are included. In addition, some expenses that were hidden before are now showing, e.g., Frye Institute and the costs of board meetings. The investment strategy will continue to be conservative.

- Additional questions, comments, and discussion about the budget:

  - *How is outsourcing represented in the budget?* Contract labor.
  - *Hybrid face-to-face/online events could be important in the future.* Cynthia noted that anecdotally more IT leaders are starting to send staffs to the regional conferences. This is something we will want to watch as we develop additional models for online professional development.
  - *Are we comparing our offerings with those of* The Chronicle of Higher Education *and other competitors?* Yes, we are doing a "competition watch" while keeping in mind different subsidizing philosophies.
  - *Are we considering other, more cost-effective, content distribution models?* Yes, keeping perceived membership value in mind. For example, research has shown that people like the print version of the *EDUCAUSE Review* flagship magazine, while the highly rated *EDUCAUSE Quarterly* doesn't make as much sense in print and, consequently, will become an exclusively online publication in 2009, more closely aligned with content in the *Review*.

- Designated funds/overall reserves: Diana requested approval to move a fund from reserves back into operating. There are three board-designated funds—Capital Equipment (no change), the Leadership Fund (never used), and Strategic Initiatives (only used once). It might be advisable to move the Strategic Initiatives fund into undesignated operating funds. *Comment:* This would be inadvisable without board review of specific proposals for allocation. Michelle explained that the board still has oversight of the budget and that the reason to move this fund is for a more appropriate reserve proportion relative to the total budget. Most associations (65%) aim at reserves being equal to 50% of the overall budget. For EDUCAUSE, half of the $15 million budget is $7.5 million; we are currently $1 million over targeted reserves. The perception is that we have a significant surplus. The consensus was that this will be an important item to address at the annual business meeting. Diana indicated that the proposal would be reviewed further and refined in consideration of the board's overall budget review responsibility.

Update on Strategic Directions

Rebranding Project

Lisa Gesner, director of marketing communications, presented the status of the EDUCAUSE rebranding project that is being developed in partnership with Barnhart Communications, a marketing and advertising firm.

- Findings from interviews and earlier strategic planning efforts have been synthesized into the brand positioning and brand essence statements. The association is currently perceived as a clearinghouse, maintaining the status quo, being risk-averse, and more of a follower than a leader. Members would like EDUCAUSE to be known as being a voice for higher education, staying ahead of trends, being an influencer, and a leader

- Elements of *brand positioning* (logical)

    ○ What the brand <u>does</u> for the target audience(s)
    ○ Defines the brand relative to its <u>competition</u>
    ○ Tends to focus on <u>rational</u> or <u>tangible</u> benefits

- Elements of *brand essence* (emotional)

    ○ What the brand <u>means</u> to the target audience(s)
    ○ Defines the brand relative to its <u>members</u>
    ○ Emphasizes the more <u>emotional</u> and <u>intangible</u> aspects of the brand

- Building a brand positioning platform begins with desired outcomes. For EDUCAUSE, this includes being an aggressive, visible leader; effective megaphone; activator/advocate; trusted influencer; and an acknowledged leader, enabling IT professionals to be their best, advancing both personal and professional goals; and providing a sense of identity for the IT community.

- Accomplishing the desired outcomes requires being strategic, not tactical; a reflective synthesizer of key issues; continuously innovative and nimble; offering great conferences/professional development; collective "best practices"; more than a convener of community; proactive outreach; anticipating member needs; being agile, out in front; an incubator for IT as a means to innovation in higher education; and powerful/impactful network of professionals.

- A successful branding strategy also requires differentiation of EDUCAUSE from other community options. These include having roots in higher education; dominance in size and breadth; strong sense of belonging; passion for higher education; higher-order desire for the "greater good"; IT as a means to a "higher order" mission or purpose.

- The above elements lead to the following brand positioning statement (note that the positioning statement is used internally, not externally).

    ○ *To CIOs and staffs, others in higher education who use IT, other partners, associations, and public policy makers,* **[Audience]**
    ○ *EDUCAUSE, the established leading community of IT leaders and professionals in higher education,* **[Frame of Reference]**
    ○ *is transforming higher education and its ability to expand human knowledge and contribute to critical issues* **[Point of Distinction]**
    ○ *through the innovative application of information technology in colleges and universities around the world* **[Benefits]**
    ○ *by providing thought leadership, advocacy, learning, and results around the most important issues to its members, including: Teaching and Learning; Managing the Enterprise; Evolving Role of IT and Leadership; and E-Research and E-Scholarship.* **[Support]**

- Brand essence, the emotion behind the message, yields the following statement: *EDUCAUSE is my touchstone to professional success and provides a community that contributes to my personal fulfillment.*

- Lisa closed with the overall plan for the EDUCAUSE presence at the annual conference, especially a new booth design. The basic message will be that no other organization brings more IT influencers and decision-makers together to improve the day-to-day performance of IT in higher education. In Orlando, EDUCAUSE will

enable, elevate, and celebrate *Uncommon Thinking for the Common Good*. In the fourth quarter the rebranding project will develop a new marketing strategy that aligns with changes to association directions and programs and will be ongoing through 2009.

- *Comments and questions:*
  - ○ *How will we communicate this change?* Diana indicated that the annual business meeting, the booth, and the general sessions at the conference will be important first steps.
  - ○ *It will be important to extend the differentiation principle—the organization that higher education leaders trust—to presidents, provosts, and other senior officers.* Lisa indicated that the 2009 strategy will call for more reachout.
  - ○ *With respect to the differentiation, it will be important to clarify who is doing the transformation: IT or EDUCAUSE. It is important to remember that EDUCAUSE is a community but not the only one in higher education. If EDUCAUSE is an "enabler," we may want to foster debate about what that role should mean. In addition to being transformational, IT is inherently disruptive.*
- Diana emphasized that the annual conference will be a checkpoint where we will want to start gauging the evolving branding effort: Is it dull? Does it engage? Is there an emotional connection?

EDUCAUSE Quarterly (EQ)

Catherine Yang, senior director, explained that *EQ* will become an online-only publication with the first quarter issue in 2009. This will allow the magazine to be more agile in developing content and engaging the community, as well as more closely aligning with content and issue themes in *EDUCAUSE Review*. *Comments:* This will be an excellent opportunity to innovate and show how a peer reviewed publication can work in an online academic context. It will be an opportunity to transform/repost materials that gets a great deal of use by the community. An opportunity for exemplary application of the principle of openness and community-generated content.

Future Directions for the EDUCAUSE Learning Initiative (ELI)

Diana explained that the executive team has begun thinking about the mission and nature of ELI, with a focus on alignment and messaging. Key questions include: With Teaching and Learning as a major focus area, is ELI the same thing? If so, should members pay extra for a focus area? Should ELI be discontinued as a pay-for-play and be folded into EDUCAUSE? The board was asked to "think out loud" to help advance the discussion of ELI and the teaching and learning focus area.

ELI history began with the National Learning Infrastructure Initiative (NLII) in Educom and continued in EDUCAUSE, with a $5,000 per year fee. NLII morphed to ELI in 2004–2005, maintaining the $5,000 yearly fee. In 2007, ELI shifted its membership model from a "pre-purchase conference plan" to a reduced membership fee and a discounted registration fees ($2,500 fee and $410 conference registration). All of ELI's products except the members-only web seminars have been free and publicly accessible.

If ELI "went public," membership dues would be lost as a revenue source (~$600K); the ELI Annual Meeting would become a larger teaching and learning conference; the registration fee for meetings would increase (no longer subsidized by membership dues); focus sessions would move online; ELI web seminars would become part of EDUCAUSE Live!; and written products would be limited to the *7 Things...* series and the *Horizon Report*.

The board's input is important in reaching a decision. Should ELI be discontinued as a pay-for-play and be folded into EDUCAUSE? What are the cost considerations? Image implications? Buy-in from the community? Timeline?

Comments and questions:

- Does this really call for a change?

- What problem are we solving? What about other pay-for-plays? Do we risk/want a perception that others are more important?

- There may be an analogy to IT Services and evolution, with a service/program starting out small, but then becoming widespread/mainstream.

- This gives us the opportunity to bring it all together and show members how Teaching and Learning fits into the larger strategic direction.

- The revenue issue is fundamental. If this were revenue-neutral, it would be a different discussion.

- Do we want to consolidate or give people the option to selectively pay for desired content, with the principle of "one size doesn't fit all"? Pay-to-play is attractive if the value is seen as justifying the cost.

- "Framing is everything." If it is framed as a strategic direction to remove barriers, it is fine.

- Is there precedent for moving a pay-to-play program into the core? Some might ask, Why not the others?

There was consensus that ELI could be folded into EDUCAUSE along the lines proposed, with the caveat that the reason for doing so be clearly articulated at the annual conference along with an explanation for continuing the pay-to-play model for other programs (ECAR and Net@EDU).

Nominations and Election Process

In order to clarify the process and responsibilities of the Nominations and Election Committee, Diana suggested the following clarifications and changes:

- Change the committee's name to the Nominations Committee to reflect the focus of its charge.

- Have the committee submit names with no ranking for the board's consideration in selecting the slate.

- Clarify that the committee is expected to submit up to (and no more than) eight candidates.

Comments and suggestions:

- Consider having an additional board member, in addition to the ex officio board vice chair, on the committee.

- Some associations have a committee of the board handle nominations and the election.

- Three years is a long time for a term on such a committee; one year with a reappointment option might be considered.

Diana indicated that the immediate need was to clarify the committee's process and charge. There can be future review of its composition, along with that of other committees. There was consensus that the proposed changes should be implemented.

Updated Policies

Diana presented for the board's information new employment policies covering intellectual property, use of organizational assets, confidentiality, and candidate screening/background checks.

A Principles-Based Approach to Leadership: Statement About Openness

Diana reviewed the thinking behind a statement on openness that the executive team developed:

EDUCAUSE Guiding Principles: Openness

"EDUCAUSE will encourage the appropriate development and adoption of technologies, applications, and approaches that foster sharing, collaboration, and open access to knowledge and resources."

A core value of the academic community is its commitment to the free flow of information and ideas. This commitment to sharing is essential to scholarly discovery and innovation. It is also central to helping learners engage, absorb, and apply knowledge in order to advance personally and academically. Finally, this commitment to openness provides the foundation for leveraging resources, both within and among institutions, to strengthen the creation, transmission, and preservation of knowledge.

The academic—and, by extension, social—value of unfettered intellectual exchange finds expression in technologies, applications, and approaches that foster sharing, collaboration, and open access to knowledge and resources. By actively encouraging collaboration, customization, and experimentation, open environments—whether social, cultural, or technological—best facilitate the free flow of information and ideas on which discovery, innovation, and high-quality higher education depend. In an IT context, examples include:

- Open standards and interoperability
- Open and community source software development
- Open access to research data

- Open scholarly communications
- Open access to educational resources

Open sharing for the sake of discovery and innovation does not necessarily dictate a specific business model. In some cases, open resources can be monetized or provide the foundation for commercial enterprises. Although not all ventures lend themselves to open, collaborative approaches, many companies have demonstrated that they can participate in "open initiatives" to the benefit of both their shareholders and the common good. Two questions are key:

- Do the technologies, applications, or approaches catalyze sharing and collaboration—and thus discovery and innovation?

- Do all participants—for-profit and nonprofit, individual and institutional—know and respect openness as being essential to discovery and innovation?

As the higher education technology association, EDUCAUSE embraces the principle of openness. In following this principle, EDUCAUSE will work with its community and others to facilitate discussions regarding where open technologies, applications, and approaches are needed and how best to achieve them. EDUCAUSE will also look for opportunities, consistent with its mission and member service obligations, to support such efforts and to itself adopt open approaches. This principle commits EDUCAUSE to helping both its institutional and its corporate members to engage the topic of openness on a sustained basis. The goal of this engagement is to produce the best options for EDUCAUSE members—both now and in the future—to maximize the flexibility and creativity with which they can advance their mission of creating, transmitting, and preserving knowledge.

Becoming More Proactive as an Association: RIAA Options
Now that the Higher Education Reauthorization Act has been passed, it appears that the RIAA's strategy is likely to focus on state legislative and regulatory controls of file sharing. In anticipation of this move, EDUCAUSE will work with The Winston Group to hold focus sessions which will allow us to identify issues and arguments that resonate with the public and legislators. To date most of our arguments have been perceived as "academic" and technical which may miss the mark with legislators. *Comment:* We need a national conversation on this continuing issue.

Newsworthy Items for The Chronicle of Higher Education
Diana will be meeting with editors and reporters at *CHE* next week and invited board suggestions for IT-related topics she might suggest for future coverage. Board members offered the following suggestions and observations:

- Leadership: We rarely see things about leadership development—in organizations, higher education, and in American society.
- NACUA has a board meeting with *CHE* editor (Jeff Selingo) periodically; this would be worth considering.
- *CHE*'s Tech Therapy podcast series is looking for people to interview.
- We should cultivate a relationship with *Inside Higher Ed* too.
- The NACUBO board also met with Selingo at last board meeting, suggesting a popular piece about higher education for the average person.
- Technology and change in the academy; disruptive forces will cause dramatic change.
- A physicist to talk about the new CERN Large Hadron Collider.
- Kuali student system project and evolution of service-oriented architecture.
- Large-scale data management.
- How the "fabric of inquiry" and scholarship are changing.
- A reassurance piece on data security (for a change).
- Academic freedom in the current electronic age of surveillance/the balance of safety and freedom.
- Web 2.0 tools (even in administrative applications).
- What does IT mean in the Web 2.0 context?
- How higher education's values are changing and the philosophy of what the "business" is (not the common good).
- IT partnerships, e.g., with libraries.

- Why does IT cost so much?
- Cyberinfrastructure (without the boring part).
- Missing professions, i.e., preparing new professionals for new technologies.
- Training managers and leaders.