

MINUTES  
Board of Trustees of Illinois State University  
April 3, 2021

Trustee Jones: I understand that all of the trustees are here, so we're going to get going. I will call the meeting of the April 3, 2021... Oh, are we okay with the recording? I'm looking for our IT people to tell us we're okay.

Adam Kopp: Yes, that's fine.

Trustee Jones: Thank you. I want to make sure that all of this wonderful information is being memorialized. I will now call the April 3, 2021 meeting of the Board of Trustees of Illinois State University to order. I note for the record that this meeting is being held pursuant to Governor Pritzker's Executive Order 2021-05. As a result of the disaster declaration issued by Governor Pritzker, an in-person meeting would not be prudent, practical or feasible at this time, and as a result, this meeting is being held as a virtual meeting with no one physically present at the Board's regular meeting location in the Bone Student Center. As included in the notice of the meeting, the University has provided a YouTube link that allows all interested persons to contemporaneously view the meeting and hear all discussion and roll call votes. Accommodations have been made for presenters and persons wishing to make public comment, to participate in the meeting via Zoom. Trustee Louderback, will you please call the roll? You're on mute now, Trustee Louderback. You're still on mute.

Trustee Louderback: Okay, now I'm not.

Trustee Jones: There you go.

Trustee Louderback: Good morning. Trustee Bohn.

Trustee Bohn: Present.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Here.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Here.

Trustee Louderback: Trustee Jones.

Trustee Jones: Present.

Trustee Louderback: Trustee Louderback. Here. Trustee Navarro.

Trustee Navarro: Present.

Trustee Louderback: Trustee Turner.

Trustee Turner: Here.

Trustee Louderback: Chairperson Jones, we have a quorum.

Trustee Jones: Thank you, Trustee Louderback. I ask that each trustee confirm that they can hear me, the other trustees, and all discussion. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Jones: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Jones: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Jones: Trustee Louderback.

Trustee Louderback: Yes.

Trustee Jones: Trustee Navarro.

Trustee Navarro: Yes.

Trustee Jones: Trustee Turner.

Trustee Turner: Yes.

Trustee Jones: And I can hear myself loud and clear, and I also hear all of you. If at any point during the meeting you are having difficulty hearing any other trustee or any discussion, please let me know. Also, pursuant to the requirements of the Open Meetings Act, all votes taken at today's meeting will be roll call votes. Each board member's vote on each issue will be identified and recorded.

#### **APPROVAL OF AGENDA**

Trustee Jones: Next we have approval of the agenda. You have before you the agenda for today's meeting. I note that no action is being taken at today's meeting. Can I have a motion and a second to approve the agenda?

Trustee Bohn: So moved.

Trustee Navarro: Second.

Trustee Jones: We have a motion by Trustee Bohn and a second by Trustee Navarro. Trustee Louderback, can you please call the roll for the vote.

Trustee Louderback: Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: Agenda is approved.

### **PUBLIC COMMENT**

Trustee Jones: Thank you, Trustee Louderback. Next on the agenda is Public Comment. We have nine individuals today who have indicated an interest in making public comments to the board today. In accordance with policy, the Board of Trustees will allow up to 30 minutes in total for the public comments and questions during the public meeting. An individual is permitted up to five minutes for his or her presentation. If more than two persons wish to speak on a single item, it is recommended that they choose one or more persons to speak for them. The Board of Trustees will accept copies of the speaker's presentation, questions, and other relevant materials. If you have any written materials you want to share with the trustees, you may send them to [bot@ilstu.edu](mailto:bot@ilstu.edu) when appropriate, and the Board of Trustees will provide a response to the speaker's questions within a reasonable amount of time. At this time as a matter of housekeeping because we do have nine speakers today and I believe all of them are speaking on the same topic, we have a couple of options here available to us. One, we could have each speaker speak, all of the nine speakers, and their comments be limited to three minutes each. The other option we have is I noticed that some of these speakers have presented in front of the Board several times, and that, of course, is their prerogative. If they would like to cede their time and let some of the speakers that we have not heard from have their full five minutes, we could do that as well. So we have about three speakers over that we would need three speakers to concede their time if they would like to concede that to their colleagues to give them an opportunity to speak. I have no preference for that. I will let some of the speakers... I don't know how their unmuted, but there are a couple of the speakers again that I've seen that have presented to us before. Again, we have 30 minutes to handle this however we would like to, but I wanted to give the courtesy to the speakers to see if they would like to give their time to their colleagues or they would all like to be able to limit their comments to three minutes. So, as I'm looking, I think Trish Gudeman has spoken to us before on this topic, but, again, don't feel compelled to cede your time. I note Trevor Rickerd has presented to us on this topic before. I'm not sure who else has presented. I don't know for the process that our tech support is going through to unmute those folks. If you want to let me know, just unmute Mr. Rickerd, unmute Ms. Gudeman, and if anyone else has spoken before and they want to give a signal so our tech support can unmute you, you can let me know if your preference is to cede your time or if you would like to go ahead and limit it to three minutes.

Trevor Rickerd: You can also extend the public comments.

Trustee Jones: We're going to leave the public comments to 30 minutes because we have quite a full agenda. And, again, some of the folks we've heard from, we've also received written correspondence from, but thank you, Mr. Rickerd. Okay, right now we're just going to go ahead and proceed, and everyone is going to be given three minutes. We're going to start with Steven Lazaroff. Is Mr. Lazaroff here? Okay, we'll move on. If Mr. Lazaroff comes, then we will allow him to get back on the agenda. Next, we have Alex Murares. Alex, are you here? And my apologies if I'm mispronouncing your last name. You can correct me on that. Alex, are you here? Okay. Well, we're going to keep it right moving. Again, the same holds true for Alex. If Alex shows up, we'll add Alex back to the agenda. Next, we have Mr. Trevor Rickerd.

Trevor Rickerd: Hi. Today I'm going to share with you a statement written by the only graduate representative in the Academic Senate, Isabel Samuel, regarding her financials, which are current as of Monday, March 15<sup>th</sup> while she wrote the statement.

Looking at my checking accounts, I have \$89.84. I won't get paid again until March 31<sup>st</sup>, which is 16 days from now. If I split my \$89 evenly across 16 days, that gives me \$5.61 to spend every day. Can you imagine having only \$5 to spend a day? That'll buy you about two gallons of gas in Bloomington or two large iced teas from Dunkin' Donuts. It is not enough to buy even two loaves of bread from Jewel-Osco. If I save my money for three days, I can buy my cat a bag of dry food. Of course, all of this is a fallacy. I don't spend my paycheck evenly across the month. I couldn't spend my whole stipend every single month. I hoard the money after I pay my essentials and pray that I don't have some kind of emergency. I usually try to keep a cushion of \$300 in my account to have a plan for emergencies, but \$89 is not much of a safety net. I also need it to sustain me for over two more weeks. On the other hand, I have over \$11,000 on my Visa card, \$3,800 on my MasterCard, and \$1,085 on my Target card for a total of

\$16,000 in credit card debt. My stipend is \$1,060 per month. After taxes I get a take-home pay of \$1,006. My rent is \$800 a month, so after I pay rent, the rest of my salary from ISU comes to \$206. For the month of April my minimums across three cards on which I owe over 16 grand comes out to \$364. So once I pay off my minimums, I'll have a negative \$158. This does not include food, gas, utilities, or student fees. I do not get enough money from working at ISU to pay my rent and credit card minimum, and part of the reason that these credit cards have such a high balance is because I put all of my student fees on my Visa. So I do not make enough money from my monthly stipend to both pay rent and the minimums on my credit card, which I have the entire balance by ISU mandatory fees. I literally do not have enough money to afford going to ISU. That's the end of the statement.

Here's the thing. This is not an isolated incident. This is far too common a situation for domestic graduate teaching assistants at ISU. We aren't even talking about international workers who can't get a second job or can't receive State or federal aid, who are taxed at a higher rate and have an even lower take-home pay. Low pay for graduate teaching assistants is not only a moral issue; it's a diversity issue. Except I have to point out that I know that the administration is not operating on morals. The Board of Trustees and Dietz administration are calculated members of the larger institution with the goals of amassing profit for the University and the labor of the lowest paid workers. The less you pay us, the more your profit, because students are paying the same tuition rate whether the course is taught by a first-year TTA or a distinguished professor. I know you aren't working on morals or this entire bargaining process with the Graduate Workers Union would have ended over a year ago, and the University's Negotiating Team said to us that they were aware our stipends are non-competitive and did not allow the average teaching assistant to have a comfortable living situation. The University put out an e-mail early this week characterizing its economic offer as paying us far more than what the actual take-home pay is. When you calculate tuition labor into our compensation, an arbitrary number which has no basis on our take-home pay, you could say that we earned as much as you want. Sure, go ahead. Say that my tuition is worth \$100,000. Tell me I'm compensated with a six-figure salary. Waive my tuition. Great. I'm still taking home a starvation wage at the end of the day. If conditions are so great, why are we in situations where we are choosing between starvation or death?

Trustee Jones: Thank you, Mr. Rickerd. I'm sorry. Your time has tolled. Thank you. We have to allow time for the rest of the speakers, but thank you. If you want to submit your comments in writing, you're certainly free to do so. The next speaker we have is Mr. Jose Perales. I saw that he was here.

Jose Perales: Yeah. I'm here. I'm here. Thank you. I had some technical issues over here. My name is Jose Perales. I'm a doctoral student in the Educational Administration and Foundation program. Good morning, everyone. This process allows only one of us to share our concerns today, but I want to make it clear that I'm representing the ISU Illinois LATino Council on Higher Education, LEI Doctoral Cohort. And I'll specifically about concerns of a letter that we sent to the Provost and to the Dean in March of 2021. The rest of the Cohort and some other members of our community helped to put together these letters. Our Cohort and others will be watching this meeting through YouTube. What we like to do is I want to reiterate two of those concerns.

One is to prioritize the retention and hiring of faculty to teach foundational courses. Investing in EAF is a matter of equity. This department prepares a good proportion of graduate students of color. It should be a source of pride for you and the University. Our Cohort has presented local and national conferences representing ISU with pride. More than half of our Cohort has been awarded fellowships, and we're all making a difference in institutions of higher learning in Illinois.

The second concern, which is also important, is to prioritize the retention of hiring faculty to teach foundational courses. There will be some stats that will be shared by some of my peers, so I'll let them cover some of those.

Finally, we need for you to prioritize hiring Latina/Latino faculty members in the EAF Department. EAF currently does not have any faculty who are Latina or Latino in the Department. They haven't had any faculty. And this is really important, not just because of what they are likely to teach us. Their scholarship can benefit the entire institution. Carlos Munoz, a Chicano professor, writes that in 1970 his survey of Latina and Latinos with doctoral degrees in the U.S. indicated that there were approximately 100 of us. Many of them were men. Most of them had educational degrees. We've come a long way since then. There was a time when institutions could get away with saying we can't find Latina or Latino faculty. To be frank, that excuse has been overused by many institutions, and it's more than 50 years old. Students of color, Latinas, Latinos, are a growing demographic, and they appear to be a commodity and a revenue stream for universities. If you're opening your doors to our students, you need to open

your doors to black and brown faculty as well. As I close, I want you to know that when ISU met with ILACHE in 2016, they were explicit about the support they would be giving us. The United States was a different country in 1857 when Illinois State University was founded. The EAF faculty prepared leaders to assume our roles and struggles for educational justice. It would have failed at that task if we would not be here speaking with you today on these important issues. We will share our letter of July 2020 and March 2021. Those documents outline our concerns.

Trustee Jones: Mr. Perales, I'm sorry. Thank you. I let you go a little bit over because you said you were winding down, so we actually... If you have another sentence or two, we could go ahead, but we need to go...

Jose Perales: Just one more sentence. Those documents outline our concerns. We need for you to address them with deliberate speed. Thank you.

Trustee Jones: Thank you, sir. And thank you for your indulgence with us with the time. I'm sorry. Usually we don't have quite as full of agenda as we do this morning. Next we have Mr. Jorge Sanchez. Good morning, Mr. Sanchez.

Jorge Sanchez: Good morning. Good morning. How are you?

Trustee Jones: Good. How are you this morning?

Jorge Sanchez: Thank you for taking time to allow me to speak and voice my concerns. I represent DFI Fellows. DFI is a program, as you may know that's created by the Illinois Board of Higher Education that's designed, right, to diversify our faculty institutions of Illinois. We have quite a few DFI Fellows at ISU. And the reason I'm here to speak is because it's kind of ironic that we are in this program that's designed to diversify our faculty, but yet, as a doctoral student, I do not feel supported. Right? And many of my peers don't feel supported, and we're talking about mirrors and windows here. A situation of mirrors and windows. We don't see ourselves in front of the classroom. We don't see ourselves represented within the classroom, because as an institution ISU has purposefully disinvested in our black and brown communities. Right? There is no representation, and there has been no effort to hire and retain faculty of color. Within our program, EAF, there has been quite a disinvestment of faculty. The professors that we have are being overworked. I sent a letter to the Provost and the President, and I have yet to hear back from them. This letter was sent March 24<sup>th</sup>, and prior to that there were other letters sent. So, I guess I'm here because our demands aren't being taken seriously, and we have two very simple demands. The first is to hire tenured faculty, right? And it's important that we outline the hiring of tenured faculty, because senior faculty are allowed to sit on dissertations, right, which is something that we need. Latino senior faculty at that. When we talk about mirrors, our representation, our knowledge needs to be valued, and currently at ISU it simply is not. Right? And I say this again. Being part of DFI, being a program that's designed specifically to diversify faculty, it's ironic that ISU has written several articles on how they have several fellows within the institution but yet have not invested in hiring a tenure track. Those are my comments, and I yield the rest of my time to Sandy Lopez.

Trustee Jones: Thank you. Next, we have Ms. Sandy Lopez. I'm sorry. I'm having troubles with my mute and unmute, so my apologies.

Jorge Sanchez: That was Mr. Sanchez, by the way.

Trustee Jones: Oh, Mr. Sanchez next and Mrs. Lopez.

Sandy Lopez. Thank you very much. Hello. My name is Sandy Lopez. I'm here today as a representative of the ILACHE, the Illinois LATino Council on Higher Education. The Board members wish to support ISU's ILACHE doctoral cohort concerns and share some of ours. The Illinois LATino Council on Higher Education's mission is to work collaboratively with colleges, universities, and other stakeholders to increase the access, retention, and advancement of Latino, Latina students, faculty and staff in Illinois higher education institutions. I speak to you today, not just to the Latina community but for other communities of color who struggle for inclusion at ISU. When we looked at ISU's 2019 enrollment report, we read ISU had 468 doctoral students of which 264 are in the College of Education. A total of 214 of those 486 students are in the Department of Education Administration and Foundation, of which 103 are students of color. This data tells us that 46% of the doctoral students at ISU are from

the EAF Department, and students of color in EAF make up 75% of the doctoral students of color on our campus. So I'm here today to ask on behalf of ILACHE, "Why is there divestment in a program attracting students of color to ISU?" We support the students in their demands for prioritizing the retention and hiring of faculty to teach in EAF. We also understand that representation matters and echo their demands for Latina, Latino, and Latinx faculty. I speak today, hoping that you receive this message with an open mind and see it as a message to demand support and bring about positive change. As an ILACHE board member and current doctoral student at ISU, I cannot be silent when I see the divestment in EAF Department, my home at ISU. Frederick Douglass' famous assertion that power conceives nothing without a demand - it never did, and it never will, comes to mind to me today. For I would be remiss if I did not stand up for a department that has helped me develop as a student and an educator. Today I speak up to ask what will it take to create a more inclusive and supportive ISU for faculty, staff, and students of color. How do we use our collective power to chart a path that empowers the faculty, staff, and students of color at our university? First step is a simple one. Engage in a dialogue with the students who have been asking for a meeting since last year. When this pandemic devastated our communities, we still saw the importance of standing up for our faculty in EAF. There is a 1:21 faculty to doctoral student ratio, approximately five times the ratio of other departments with doctoral students at ISU above the university's faculty to student ratio overall and well above national averages. Mentoring and support to the dissertation process is essential for successful conclusion, particular for students of color. Yet, with such a high doctoral student to faculty ratio, this is impossible to provide. The doctoral students in EAF deserve better and the same educational opportunities as other doctoral students at ISU. We need you, the Board of Trustees and ISU to invest in a department that can significantly contribute to higher education. The elected board would like to know that the history of Latina community in higher education in this country has been a struggle. This can also be said for other communities of color in higher education. We ask the Board of Trustees to do its part to guarantee the change necessary to provide inclusion and opportunity at ISU. Thank you.

Trustee Jones: Thank you, Ms. Lopez. Next, we have speaking... I'm sorry. Give me one second. Everybody's jumping around. Ms. Diana Soriano.

Diana Soriano: All right. Good morning. Thank you for having us here today. My name is Diana Soriano. I'm a doctoral student in the Educational Administration and Foundation's program. I just want to thank you for taking the time to assume the leadership responsibility at Illinois State University. With your leadership we do recognize that you can advocate for students and make equitable change at the institutional level. And to frame our public comment I just want to acknowledge that we do this work in honor of our ancestors. We are student activists. We are graduate students. And we're thinking about the student activists that will come after us. This platform does not allow our entire collective to speak, but I want to remind you that I represent a larger graduate student collective group. We have expressed educational equity concerns to the President, the Provost, the Dean of the College of Education, the interim Director of Graduate Studies, and the interim Assistant to the President for diversity and inclusion, and our Department Head for the Educational Administration Foundations program this past summer. We, as a collective of graduate students, sent a letter earlier this summer to this administrative leadership team. We sent a statement of demands to outline our concerns, particularly related to education inequities that are happening in our department. Our graduate student collective is watching on YouTube this morning, and we want to address some of the concerns that were outlined in that letter. I will not review all of them for the purpose of this meeting and the specific timeframe that we have here. I just want to highlight two main points. One of them is that we are asking for investment and not divestment in our EAF Department. We know that our student enrollment has grown, and in 2015 our student enrollment was 128. The number has increased in 2018 to 158. In comparison, we know that the EAF Department also has an increased student enrollment of 72%, which is now at 220. So knowing that the Department is growing and specifically underrepresented and minoritized students and historically excluded students are in this group, we want to ask that there's a priority to retention and hiring of faculty to teach our foundational courses. As you know, Ph.D. students need faculty that can sit on dissertation committees, serve as dissertation chairs, and we recognize and we value the faculty that we currently have in the Department. We want to make sure that our voices are not silent, and I just want to remind the Board of Trustees that social inequity, social injustice and oppression has several guises. And if you're not familiar with them, I just want to share a few of them with you. And that is that discrimination has a myriad of guises in American law, as Derek Fell has stated. There's a failure of public education as a social justice issue. We know that there's a cycle of epistemological racism in the Academy, and the unwillingness to make contours of racism and whiteness in academia. Color blindness and color-blind discourse will not help us. Rather, what we're asking for is transformation in education. We, as graduate students, will not be dismissed. We will not be silent, and we will not be invisibilized. Again, we want to share with

the Board of Trustees that our letter was drafted with other graduate students of color from this University, and we met with the Provost and the Dean to share our concerns. We want to continue this dialogue with ISU administrators, and, more importantly, we don't want to just talk about it. We want to be about it. We want to see the change, and so the way that we can go ahead and counter social injustice and social inequity, it's not a conceptual term that we're just talking about here.

Trustee Jones: Ms. Soriano, I'm sorry. Your time has tolled, so I'm very sorry this morning, but thank you for coming before the Board this morning. Next we have Fusun Akman.

Fusun Akman: Hello. I'm Fusun Akman, professor of mathematics. It has become unfortunately clear to us in the past year that ISU sees undergraduates as cash cows, faculty and staff as hired help, and graduate students as, I don't know. I, once again, argue for shared governance, because it's good for all of us. Persons of color, of low income, and other underserved populations have little to no chance of survival as graduate student workers at ISU, because diversity concerns clearly do not apply to them. Our graduate student workers are not all healthy, young, single, young kids with access to unlimited funds. You should take it as a fact when they say that have human needs, including access to mental and physical healthcare. Nobody wants adversity at their workplace. I don't want to be here. You don't want me to be here. Nobody looks forward to a strike, so why not show some good faith and treat our workers with some dignity and respect that they deserve. There's a cost to treating people like dirt. The Senate didn't endorse the engineering college because we don't like it when some of our own are knowingly mistreated. If you claim that graduate student workers are just fine and you have time to spend money on an ill-conceived secret and expensive project, then people react. I teach calculus and linear algebra. These are engineering courses. I can tell you we short, and we can barely cover the existing courses. We were never invited to discuss the impact. Another example. The current engineering technology majors have to take just one calculus course, which even be business calculus, not the multivariable calculus that engineering students have to take. So that makes me think. How well conceived, how well thought of is this engineering program. Right now it's just a figment of imagination that lives in PowerPoints that nobody can inspect. I think this is something that should be discussed by our community online or in open forums and evaluated by outside experts and the incoming president, who is, by the way, being secretly screened, and I think you'll just see some white smoke when somebody is chosen. None of this is a sign of a transparent, caring, and thriving institution. We are as strong as our weakest link. We don't get new students if you see them as cash cows. In summary, we will continue to stand with our graduate student workers, and we look forward to an actual dialogue within our community as soon as possible in the very near future. Thank you.

Trustee Jones: Thank you. Next we have Trish Gudeman.

Trish Gudeman: Good morning, and thank you. I am Trish Gudeman, office support specialist in Sociology and Anthropology Department. I am the AFSCME local 3236 clerical and healthcare union membership Chair and Secretary, and I'm here on behalf of the Graduate Workers Union. There are many buzz words on the campus: Equality, inclusion, diversity, dedication, collaboration, respect, innovation. I would like to add another: Solidarity. There's a growing movement of solidarity on this public university campus. Faculty, staff, undergraduate students, and graduate students are all coming together to realize common goals of equality, fairness and justice. On a campus that applauds those very values, we find it necessary to join together to make it a reality on this campus, because there is a disconnect of actions and words. Our desire is to connect. We saw this connection happen at the Academic Senate when the engineering plan was voted down in order to place the necessary emphasis on more important current issues, the graduate workers contract. This is solidarity. In regard to that solidarity, I would like you to consider your use of the word "the University" when this administration is really more appropriate. For example, when at the bargaining table, Mike Kruger will often reply that the University is not interested in your proposal, and the University proposes this. Who is the University? An NTT professor in history pointed out this fact to me the other day, and it resonated. I am the University. The students are the University. The nurses on this campus, the graduate workers, the civil service staff, the Board of Trustees, and the President are the University just as much as food service workers, clericals, plumbers and students. We are all the University. We are one body working together. And when you say the University is not interested in the proposal by the graduate union, I say you're incorrect. I certainly am interested in what they propose. The faculty has made it clear that they are interested in what they propose. The student government has indicated they, too, are interested. It is the administration that is opposed. I think that is a very important distinction that needs to be addressed. Consider the solidarity. And since we are all on the same team called the University, consider again that a campus that prioritizes

its employees above projects and buildings. We recognize that there many factors at play, but it is no excuse for poor management or your most valuable assets, your manpower. Instead of looking side to side when everyone else is doing in order to follow students in the lowest level, ISU would do well to look outside the box and be innovative with respect to its contract and employees, to be leaders among other universities in its treatment of all its employees. You have attempted this in regard to issues in the past. For example, to assist the diversity and inclusion initiative, the Campus Climate Task Force was created. You have responded to growing concerns about the projected decline in enrollment by creating a task force to prepare for a school of engineering. We even have a breastfeeding task force to support breastfeeding on campus. I would like to propose a task force that is concerned with employee relations, specifically contracted employees but really all employees on campus could benefit.

Trustee Jones: I'm sorry. Your time is tolling. Thank you.

Trish Gudeman: Okay. Thank you.

Trustee Jones: This concludes our public comments for the morning. Thank you for everyone who has presented to us this morning. Good morning, all. Thank you for joining this meeting of the Board of Trustees. The purpose of today's meeting is to share information between the administration and the trustees on topics important at this time. As I stated earlier, no action is being taken at this meeting. I will now turn to President Dietz for his comment. President Dietz, you're on mute currently. Thank you. You're still muted.

President Dietz: There we go.

Trustee Jones: There you go. We got you.

#### **PRESIDENT'S REMARKS**

President Dietz: Thank you. Thank you, Chair Jones and all the trustees for taking time out of this beautiful Saturday morning to discuss important issues for the University's future. Before I move into the specifics of the topics on today's agenda, I want to share a couple of quotes that I read recently in The Chronicle of Higher Education February 19<sup>th</sup> issue, entitled "The Trends Report for 2021." One quote is in describing the post-pandemic college. Jennifer O'Rourke states "Higher Education leaders will need to move from performing triage to considering the long-term view." And, boy, can I think we all who relate to that triage that we've been involved with for this whole last year. Then the second quote was from Lee Gardner, who really wrote a much longer article in the same issue of The Chronicle, and his quote was "Colleges may succeed in positioning themselves for a future in which they can grow, but that depends on the strategic decisions that they make today." And his article was very compelling, but I share those quotes with you because the topics that we'll be discussing today take the long-term view of how to ensure that Illinois State University remains strong and stable, two words that we used to describe the institution for a long period of time, and how the University will be successful during challenging times to come. In my estimation we can't simply react to the daily challenges as they occur, but we need to be proactive and take steps now to be prepared for the challenges which we know lay ahead of all of us. So with that, let me share the five topics that we are presenting for discussion this morning. And, again, as Chair Jones indicated, we're not asking for any action today. We hope that action, however, will be taken on these at the May board meeting, but we have five topics, and this will become a lot of the Vice President Stephens' show this morning. He's going to be doing the bulk of the presentation this morning, but I want in particular to thank Dan and his staff for pulling together all the information and also Provost Tarhule and his staff for pulling together a lot of information, particularly on the engineering program but really all of these this morning. We want to also be cognizant of the time and appreciate the fact that we have limited time this morning. I've asked Dan to take about, at most, about 30 minutes to go through a very complex engineering discussion and information and then about 10 minutes apiece on the renovation of facilities needed to accommodate a fast-track plan for renovation and addition to the Wonsook Kim College of Fine Arts about 10 minutes and talking about the potential for a new simulation lab for Mennonite College and then about 10 minutes, also, on tuition fees, room and board that we typically act on in May. And then I'll have a brief conversation about the INTO program update. So, with that and being cognizant of time, I think I'll turn it to Dan, but we'll pause after each presentation and entertain some questions with that. I would hope that we would kind of spread all of that over by the remaining time that we have this morning, and then we have clearly a month between now and the next May meeting, so we have a lot of time to have more dialogue on this, and we would encourage that. So if you have specific questions that didn't get taken care of this morning, given the timeframe, please know that we're available to answer those. So, with that, Vice President Stephens, are you ready?



Vice President Stephens: Yes, sir. I am.

President Dietz: I think you are. I see a presentation coming up.

## **ENGINEERING**

Vice President Stephens: Thank you, President Dietz, and thanks to the Board of Trustees members for this morning and all of our guests. I'm going to do my best to move through this information fairly quickly. I've got kind of an executive summary put together, based on some excerpts of the full information pack that was sent out earlier during the week, and I'll be happy, as President Dietz says, to follow up with other questions. What we're going to generally talk about today is the benefit of the John Green complex being our future site for the College of Engineering. We're going to target about three financial scenarios around the number of students that we will be admitting and graduating. One fiscal scenario is the 520 students that we believe will enter into the program and graduate the program, and then we'll also have two scenarios where, based on information that we've received in studying this, it's very common in the engineering program landscape that students will start in engineering but eventually change their majors and transfer to other programs within the school. So we'll have two fiscal scenarios where we'll be talking about an additional 200 students starting with the program and an additional 520, and eventually those students, we believe, will stay with the University but benefit us in the big picture. And then lastly I'll close the conversation on the benefits that I see in the College of Engineering here at ISU.

The John Green website. Just a couple of pictures here. Many of you may not have been on the campus in a while. This is the facility that we're looking at renovating. It's a two-story complex. The back portion of it is used for warehousing, and this front section right here is some office administration space that we would use for faculty and collaboration space for students. Within the complex, also, is an area in the Carter Harris Administration Building that we would also use or dedicate toward predominantly faculty office. Here's a site that's fairly important to show just from the concept of not only the present but also the future. Here's the location of the John Green facility. It's right across the street from University High on Gregory Street. But what's probably more important about this is... See how large this piece of land is. As you will see in a few minutes, we're going to about the future phases of the engineering program that we believe will occur over, you know, the next couple of decades. We've asked the State of Illinois in our capital request for \$100,000,000 for a new engineering facility, and we're not going to wait on them, and that's our proposal here of phase 1 is to start with the John Green complex, get the program going, but eventually expand into this complex. One other point of adding this slide here is we believe this is also an advantage of this location. As you can see in the bottom left, this is right next door to our Cardinal Courts apartments. So from a total enrollment in residential experience perspective, some of the students that are in our apartments may choose to, if there is an opportunity to stay in that housing and have classes right next door to them. This is our Cannon team that you have seen before that helped with putting this proposal together. They were experts in the field of not only facility design but also in engineering education relative to curriculum and space. This is the footprint of that John Green building. It's essentially 50,000 square feet. When we talked with Cannon, we specifically told them that from a fiscal point of view, renovating an interior building that we believe we can rededicate versus building a brand new building would not only save money but also be a better and higher use. What they've identified in their programming is that this space would essentially help support about 520 engineering students. Here is just a quick picture of that administration space that we would change over from facilities administration over to the engineering program. This is a quick snapshot. At the end of the day, our experts from Cannon have an algorithm program that they've built over a number of years in working with schools and identifying the type of space and targeted space needed for effective teaching in an engineering program. So here is what they ended up providing. Here is the interior space as they see it of that John Green complex. That is separated between the variety of specialty labs, collaboration spaces, and learning spaces. So this is, again, targeted for, again, as we call our first phase of supporting the 520 engineering students. Here is a pictorial of the discussion I was saying earlier. This is the John Green complex. This is what we see as phase 1, and then this is the continued references of phase 2. Yet, at one point in time, we believe that the State will provide this level of support. It's just a question of when. And I know in earlier conversations, even with Governor Rauner and even with Governor Pritzker that they are very much in support of workforce development. So perhaps an opportunity as we move forward with this in our phase that that might give us a greater opportunity for the State to provide this funding to allow us to add a second building with a \$100,000,000 complex there. That'd be able to move the program collectively to between 1,500 up to 2,000 students. From a capital perspective, working with our experts from Cannon, they kind of studied the John Green complex and have essentially identified roughly about a \$44,000,000

commitment in order to renovate the interior portions of the building, provide the laboratory equipment, also provide capital for some of the other disciplines on campus, predominantly in the physics and chemistry areas that would have to expand because of these new enrollments. So you'll hear me talking about later the borrowing of \$44,000,000 and the capital debt and how we would finance that over time. We also got a note here on the left where these particular facilities...right now they're being used for warehousing and facilities management. We would ultimately end up relocating those operations to either other sites on campus or potentially acquiring other property and replacing those services elsewhere. So we've kind of earmarked potentially anywhere between to \$5,000,000 to \$8,000,000 to make that type of transition. Before I get into the financial modeling, I wanted to talk about what was referred to as an internal transfer impact. It's an enrollment advantage adding engineering to any kind of institution. What we discovered in our research is that, because of the complexity of an engineering program and predominantly in the math area, what a lot of students that start out in the program and get admitted end up choosing over time to not stay in engineering. But these are very, very bright students, as you can imagine. They've got some of the highest, you know, ACT scores and GPA scores. So one of the interesting statistics here that we've learned is that anywhere between the 40-50% of the students who enter the program ultimately don't stay in it, but they obviously stay in school. So this has an advantage for ISU in a lot of our other programs. We are essentially recruiting students that will end up in several of our other colleges that we have here. So as Dr. Tarhule talked earlier in his presentation, we're going to be having challenges of enrollment, especially with the demographics of the next several years, that actually having the College of Engineering and being able to recruit students, we're essentially recruiting for all programs on our campus. So from a fiscal scenario of modeling, I'm going to talk through essentially three of them. One of them is the cohort, the pure cohort where the number of students that are admitted ultimately graduate, which is the 500 student category. And then I've got two other models where we would be adding or recruiting and admitting an additional 200 students that ultimately start in the program and transfer, and then based off of statistics that I just shared earlier, the 50% scenario essentially means that we would be admitting close to 1,000 students in the program, 520 would stay, and the other 520, we believe, would just simply move into other parts of the institution. So, from a fiscal modeling perspective of those starting and staying, from a revenue assumption perspective, what's embedded in the model is our, you know, we started with obviously our current in-State tuition rate. We're modeling that essentially our program will dedicate itself to supporting the Illinois students, so we've got in there essentially 95% of the students being Illinois students, and then leaving 5% for out of state as well as international. From a recruiting point of view, our partners with INTO have told us that adding a college of engineering here at ISU would definitely allow for more opportunity for growth for international students here on our campus. One of the other fiscal pieces that we believe we would be successful in implementing is across most engineering programs across the nation and especially within our state, schools that have engineering also have differentiated tuition. And what those funds are used for is to support the cost of faculty and labs and special equipment that's needed. So we've got embedded in the model, starting at roughly 15%, very competitive within the State of Illinois... I think Northern sits at, I think, 13-15%. UIC sits around 23-24%. And then the other fees that are general revenue fees, academic enhancement fees, is with the revenue resources in this area. And then from a financial aid perspective, I worked with Jana to identify not only kind of an overall scholarship funding for students but to separate the list between those that we clearly would be seeking high-need students as well as graduate students. So we've got a model costing of almost \$3,800 - \$3,900 on average for financial aid. And then from a support perspective and faculty and staff support, we're obviously starting a new college and excited about that, so we've got staffing for the dean's office. We got the faculty to student ratio working with Provost Tarhule. As students come into the program, we're using a ratio of 1 to 24. And then also for the other disciplines that would certainly be impacted across campus – chemistry, physics, mathematics, English – those areas we would definitely have to add additional faculty lines. And so collectively at a steady state, which is when we would have all the cohorts coming through, essentially 520 students. We'd have close to about 40 total personnel in support of this program. This is just simply a chart here showing that we would be starting the university adding some personnel, but as those students are coming into the program, we would be adding the faculty and staff. And then once we hit steady state, as you can see it levels out. Other operating costs are that we also have modeled in. I won't spend a lot of time here. It relates to other operating support, and then we certainly have utilities and facility cleaning support embedded in the model that is based off of other buildings that we currently have on campus. So when you step back from this and you look at all the revenues and expenses just simply targeted at just the 520 core students, the overall revenue net of the scholarship expenses comes in at around \$6,000,000, and then the operating expenses come in on an annual basis a little over \$4,500,000. But when you net the operating results between those two, before we start to discuss the debt side, it's a positive margin of about \$1,700,000.

Now I'll talk about these other two models of the additional students that would be recruited into the school. The only difference between the revenue scenario with engineering program and the students going into the other programs is we've eliminated, at least for the sake of these scenarios, no differentiated tuition. We haven't set any differentiated tuition in any of those other areas on campus. It's not to say down the road we may do that, but for the sake of modeling, the only real difference in the revenue side here is where we add 15% in the engineering program. The additional scenarios of 200 and 520 will not have that revenue stream. The faculty and staff scenario is essentially about the same. The only difference in talking with Provost Tarhule from a faculty support perspective is the instructional cost in the engineering program is going to have slightly higher compensation for engineering faculty. So what we used from an instructional support for those across campus is just slightly a little bit lower using a compensated rate of about \$90,000 for instructional support. Everything else essentially stays the same. So, if we look what I refer to as 720 students, essentially at the end of the day we'd be admitting 720 with 200 students transferring and those 520 staying and graduating in the program. When you model that piece out, you end up with those extra students, but granted those funds are going to land themselves in the other colleges, but at the end of the day we are total ISU, so these extra 200 students would provide a positive margin just slightly over \$1,000,000 with revenue streams netting about \$2,000,000 a year in the operating costs supporting those areas of about \$1,000,000. If you move that conversation over to the highest number, which would be us recruiting and living in that scenario that the industry tells us that we may need to live into is essentially recruiting two students for engineering that ultimately one stays in the program and then the other student moves into another degree. When you move out to that level, it certainly has an opportunity to help our enrollment picture across all the university areas. That extra 500 students in this fiscal scenario produces about a \$5,000,000 net revenue, about a \$3,000,000 of operating expenses, and so it adds a margin of about \$2,000,000. Now, collectively at the end of the day, we would end up essentially managing our enrollment levels, so we're going to likely end somewhere between this 1,000 students and probably that 720 to make sure that we have enough students that will end up staying in the program around that 500 level, at least in this first phase. From a capital perspective, I wanted to speak a little bit here. We were very conservative in deciding to put a physical scenario there where this is all analyzed from the standpoint of ISU covering it all. We don't have any State appropriation funding included in this first phase, nor do we have any funds coming from private donations. In talking with Vice President Vickerman, he strongly believes that as we enter into this next phase of ISU's programs that our ability to secure funding support from private industry, especially in our area, will certainly be there, but we just wanted to be conservative and make sure that they Board of Trustees realizes that we've analyzed this without that. It will certainly help the fiscal scenario as we receive some of those funds, but we wanted to make sure that we look at this in the most conservative way. So from a debt point of view, as I spoke earlier, the capital renovation that in working with Cannon is about \$44,000,000. We did look at a couple of scenarios. One of them is what if we aggressively decide to manage that over just a ten-year financing, because that certainly is a lower interest rate, but as you look at the fiscal risk of that, we certainly landed more in a 30-year financing environment. These interest rates that we're using here are based on what we've seen in the last few years. So, now looking at that capital, adding that capital into the picture, what I've done here is just skipped all those other slides that were provided for your information pack, and just simply look at the central reserve support. So when you take all of the operating revenue that I spoke to earlier, net operating revenue from the program, if the State provided the building, we'd be stopping here. We wouldn't have any need for central support. What this shows here, because we're going to need or feel the need to get the program started, that we're going to need at least on an annual basis for a period of time that some central support area. So I've kind of highlighted here. Each of these bar lines here represents those years within the fiscal model where we'll have to dedicate some of our central funds in order to help cover for the net debt payment that isn't covered by the revenues and expenses. So when you collectively look at, over time, under the pure 520 students, we're going to need to dedicate about \$19,000,000. What this blue area represents is, as it gets beyond a certain maturity level, it starts to pay itself back, and then so this area talks about any... If those resources exceed the debt payment, we would end up replacing our central reserve support. Now when you move that model over to the 720 students, and then I'll show you the 1, 040, obviously the central support picture gets better. If we recruit students into this level, based on our fiscal results, we're looking at collectively over essentially the first five years we would need to support the fund there, but the revenue streams would start to kick in, and collectively we would need to only commit about \$10,000,000 to \$11,000,000 over the first five years. And then those, as that models out, that \$10,000,000 to \$11,000,000 would be paid back over the next several years. Obviously, as you add more students to the institution, the story gets better at least from a fiscal point of view. At the essentially recruiting two students into the University and one staying in engineering, the cumulative total commitment coming from the central reserves is around \$9,000,000, and it only needs to be drawn down for the first four years, and then it quickly pays itself back over the next five to six years. So, obviously, we've got to certainly manage that well. We have to be careful to make sure as we recruit students

into this that we make sure that we can graduate them. So it's not as simple as my fiscal model says, but it's certainly an opportunity for us to look at adding more students for the total University benefit. And this is just simply one particular chart in the big picture that says if you look at this 1,000 students bringing into the University, essentially the central support, it's drawn down and then repaid over 11 years. The highest year in each of these scenarios is essentially year three of the program, and the reason it's year three is that's when we really don't have any students in the program. That's really where we've committed to hire the administration. We've actually built the building, and now we're beginning to get the students into the University. The \$11,000,000 is drawn and repaid over 11 years, and then certainly the most conservative element is the 520 students.

So, in closing, I'm pulling from the chart that Provost Tarhule used before. We've got a very strong case for this and all kinds of factors. There's strong enrollment demand for engineering across not only the Midwest but also across the country. Illinois universities are not meeting that demand, as we've heard a lot of students that are recruited through UIUC or Northern don't get accepted and go out of state. From a demographics point of view, as I said earlier, recruiting engineering students that end up not staying in the program actually benefits the University and the rest of our programs because we've an enrollment challenge heading with us on the demographic shift for high school students. Adding an engineering college allows us to be a much more comprehensive university. Adding a portfolio allows the students to look to choose where they want to go to school. The more programs that we have, I believe, the better off we are. And then, lastly, from an international recruiting perspective, our INTO President will tell us that engineering tends to be the highest demand in international students want to choose when they travel to the United States. And then from the State's point of view, adding engineering, more people serving the needs of the State from a workforce development, is definitely something within our mission. This is another slide that Provost Tarhule used. I really ask the question at the end of the day. We are going to be faced with enrollment challenges, and so adding the College of Engineering certainly just helps that. So it begs the question of really can we afford not to do it. And, so, lastly, looking at this from a standpoint of, you know, your chief financial officer and a steward in looking at not only our fiscal resources today but also looking out the next, you know, 160 years that we have, I firmly believe that adding a college of engineering here at ISU is definitely a strategic investment in our future. So, having said that, I appreciate the opportunity to speak, and I look forward to future discussions on this matter.

President Dietz: I have a couple more comments, Dan. Thanks so much for that great presentation. To put this a little bit more in context and to remind folks that at the February meeting Provost Tarhule shared the draft engineering master plan with a curriculum design to meet the national accreditation standards that can be scaled for a variety of enrollment targets. The planning process has gone to great lengths to ensure that an engineering program will complement and support existing programs without imposing detrimental financial, logistical or other impacts. I also want to emphasize that we are not starting an engineering program today, next fall or next year. We remain in the planning process with an expectation of having an engineering college about three years from now. To accomplish this goal, though, the next step is to seek your approval, which we hope to do in May, for degree programs and electrical, mechanical, and general engineering so the programs can be submitted to the Illinois Board of Higher Education for consideration at their July IBHE meeting. In the meantime, we need to continue our planning processes for the college. If we delay the decision to pursue approval from IBHE for degree programs in these areas, we continue to push back the timeline for the engineering program, and that proposal is designed in part to help us address the demographic enrollment challenges which you heard about today that is really hitting all universities but especially those in the Midwest in the timeframe of 2025-2026. As Dan mentioned, the program will also help meet workforce needs in the State and satisfy that demand. So, with that, we're confident that the College of Engineering is the best for the long-term future of the University, it's fiscally responsible, and will help address the workforce needs of the State, thereby enhancing economic development. That concludes my remarks, and so if you have questions, we'd be happy to entertain a few in the few minutes that we have devoted to the engineering topic.

Trustee Jones: Thank you, Dr. Dietz. Member of the Board, do you have any questions, comments, concerns. I'll jump out there right first and ask a question. Dr. Dietz and Dr. Stephens, thank you for your presentation this morning. I know that we've had discussion. This has been floated in the community at large, also to our ISU community, about this engineering program. Can you give us some feedback? Have we heard from any possible local investors or private companies who might be interested in helping to support this effort? What have we heard from the students that are currently on campus about their feelings toward this engineering program?

President Dietz: Let me start with the first part of that. The community would be very excited about an engineering program here, because the strong and stable language about the University is good for business. And so they always are concerned about enrollment is going to be looking like, you know, now and in the future. And so that would bode well for us there. I think there's also lots of cottage industries that are growing up around the Rivian plant here, which is really thriving and really doing quite well. I know the CEO of that organization well, and we've not had specific conversations that would be conversations that we will have in the future about all of this, but we've had conversations with other industry leaders. One is about 45 minutes from here in one direction, and another one is about 45 minutes from here in another direction. So we've had kind of preliminary conversations with industry, and I think, you know, there are strong possibilities there. I think, also, has been pointed out, there are lots of opportunities for naming opportunities and for private funding of scholarships and professorships, and we would hope even the naming of the college. We have one of those under our belt this last fund-raising program, and so it would be great if we could have another one of those. So I think those folks are very excited about it. Internally and on campus, the Academic Senate... We've been presenting to the Academic Senate on engineering literally for years in different kinds of formats, and the Academic Senate, obviously, is made up of about half students and about half faculty and a couple of staff members. We presented to them several times, and there were actually six resolutions that they voted on. Four of the six were passed very well. The last two, in terms of the actual votes, there were 22 people who voted for the last two resolutions that happened recently. There were about 12 who voted against, but we had a number of students who abstained on that, and the reason for their abstention really had little to do with the engineering program per se. As a matter of fact, as a lot of them talked about the abstention, they spoke very favorably for an engineering program, but they had other issues that they wanted to bring to our attention, and that was their way of reporting that. So I would say that, overall, we have support on the campus for this. We have support in the community. As I talk to alums around, they're very excited about expanding the nature and the scope of their alma mater to include an engineering program. That's makes us a more comprehensive institution, and I think people are excited about that. So, overall, I would characterize this as something that's being very welcomed and would be appreciated.

Trustee Jones: Thank you, Dr. Dietz. Members of the Board, anyone else have any questions, comments, concerns regarding the engineering presentation we've had this morning or just general comments regarding the engineering program? I see Trustee Donahue shaking his head no. Trustee Louderback, anything from you? I see your hand. Please proceed, Trustee Louderback.

Trustee Louderback: I think the continual concerns, the continual concern that I have, you know, I think in the next month or so some real explicit comparisons of the financials. I mean that's the thing that really bothers me is, you know, how we're going to pay for it, and I know we've got all these, you know, out here things. And so I think a little more discussion that I'll be wanting to have is, you know, the real details as to can we really afford it, not can we, you know, here's this and that. But that's basically where my concern is coming from, and I'm sure that I will get some more information as we get closer to the vote. Thank you.

Trustee Jones: Thank you, Trustee Louderback. Trustee Bohn, any questions, concerns, comments from you?

Trustee Bohn: I probably feel somewhat the same with Mary Ann. I think that my concern is...my understanding would be we probably would use general funds for this, and I'm concerned about if we use this much for general funds, you know, what are we not using those funds for. So, I also look forward to some more details on the financial aspect.

President Dietz: I'm going to respond just kind of generally about that. I know that there's always concern about enrollment, particularly given the pandemic. We've talked about this before. Enrollment for the fall... We're closing the gap on deposits clearly, so I think we're always concerned about enrollment but less so since we're closing that gap, and our mantra has been that we're going to be more like the fall of 2019 than certainly the fall of 2020 with more face-to-face classes and with more face-to-face experiences on the campus, more students in our residence halls, etc. So the enrollment is always a question, but that's really coming back pretty strong. I think another issue that sometimes, you know, comes up about this is what about the expenses related to the pandemic. And we have had a good deal of expenses related to that. Thank goodness for the stimulus money. That's really helped repay us considerably, and so the reserves that we have would very well allow us to make this investment in engineering, because we are getting a good deal of federal stimulus money coming in, covering a lot of those

expenses that we've had due to the pandemic. But we can get you more detailed information. And as you have more detailed questions, that would help us prepare the answers to that specifically. We appreciate the questions.

Trustee Jones: Thank you. Thank you, Trustee Bohn, for your questions and comments. Trustee Donahue, any questions, concerns, comments from you?

Trustee Donahue: No, I have no questions. I want to thank President Dietz and Dan Stephens for the presentation. While I agree with my fellow trustees, Louderback and Bohn, finances are always a concern of everything, but I think as President Dietz has pointed out, at least at this point in time I'm fairly comfortable with what I call the risk reward of this program. The numbers they've demonstrated, which they told me are on the conservative side, which I believe that as it relates to enrollment and expenses I'm comfortable with, but as time goes on and we have another month to digest this, I may have some questions. But thank you, Madam Chairman.

Trustee Jones: Thank you, Trustee Donahue. Trustee Dobski, questions, comments, concerns?

Trustee Dobski: Yeah. Just, again, thank you. Like Donahue mentioned, thank you for the presentation. The numbers do make a lot of sense and that, and again with the enrollment and that coming down the road, the only thing... I know it's early to even ask about it, because the curriculum won't kick in in about three years, I think the comment was or something, but housing is going to be hopefully not a concern at that time as far as if we're going to be adding 500, 700, whatever students and that, that housing might be something hopefully won't be a problem. But that's down the road and that, but thank you for a great presentation.

Trustee Jones: Thank you, Trustee Dobski. Dr. Dietz, Dr. Stephens, any comments with the housing question that Trustee Dobski posed? I know he's correct that it's a little early, but I know you guys have been thinking about that, obviously.

President Dietz: We absolutely have, and you're exactly right. We're going to need more housing, and we still have a housing plan in place that got mothballed a little bit during our pandemic year, but we'll bring that back out, and there's still demand for housing, and this will create an even bigger demand. But with the numbers, we can absorb some of that, but we still plan to continue to move ahead and build housing.

Trustee Jones: Thank you, Dr. Dietz. Trustee Turner, questions, comments, concerns?

Trustee Turner: This kind of came like concerns with some like the other board members. I know we're not trying to do this until three years from now. I just kind, I don't know, trying to base the engineering building like a funding a lot of it off of tuition. It's just kind of hard because with the pandemic, we can hope for like good enrollment and increase, but we don't really know because the pandemic has definitely shifted a lot of things. And so my only concern is are students really going to be ready to fully come back. How is enrollment? For me, it's just I would like to have to see a little more data within the next year or two to just see how steady enrollment is or how it's going before I really like... I don't know, that's just my only concern about it is just the enrollment and trying to base it off the tuition of the students coming in. And then also housing is going to be another piece. Like was mentioned, that's going to be another expense, too, so how is all of that going to work. Those are my only two concerns about it.

President Dietz: I guess my reaction on the enrollment is that's always something that we're very, very concerned about. The engineering program is of high, high demand, and those students are either going out of State, many of them, or they're certainly not getting into some of the other Illinois institutions that they want to get into and not attending others that they don't want to attend. So we don't think the enrollment issue within engineering is going to be a problem. It's a very high demand area and will bring new students into us. In terms of housing, that's a cost that for some students, obviously, goes along with the tuition and fees. And so as we develop housing plans, that'll go along hand in hand with this program. Good question.

Trustee Jones: Thank you, Trustee Turner. Thank you, Dr. Dietz. I would just echo what Trustee Turner said. Part of my concern is I know it's hard to predict any trends now, because everything's kind of been shaken up. We've been talking for years about Illinois losing students to other states, so the possibility of adding an attractive program to our State does have the potential to allow us to stop some of the students that are leaving our State. But I do want

us to be mindful of we are establishing a new trend, and I do like the quotes that Dr. Dietz said about we get out of triage and we got to move to the future. But I also think that some of the trends that we saw prior to this may have a shake up, and we really need to make sure we have our finger on the pulse of how that's going to impact us. None of us know right now, whether people believe it or not, still in a pandemic. We're looking like we're on the down side of it and things are getting better. And thank gosh I'm fully vaccinated, so I'm excited about that, but we do still need to see... I appreciate our student trustee saying we don't know how the students are going to react to this. You know, students are still trying to figure it out. And so we need to make sure, you know... And I know the University is doing that. There are people who are far well versed at this than I am, but thinking about making sure that we monitor these trends over the next, as Trustee Turner said, not just the next few months but the next couple of years to see the eventual impact of all of this and see if some of the presumptions that we've made about the trends with students hold out or if they change and if the demographics shift and if students do, you know, two or three years down from here, things don't go back kind of the way they were with student enrollment, but they take a different trend. Trustee Navarro, questions, comments, concerns?

Trustee Navarro: Nothing new. I think some of the other trustees mentioned certainly financing and a concern about the financing. I understand the initial roll out of financing have been year three to establish, you know, faculty and get the college going. I am concerned about are there available students, you know, when we're looking at the numbers of available students going into higher education and going into programs. Will those projection numbers be realized and will we have those students available to enroll in our potentially new college? So same things that some of the other trustees mentioned.

Trustee Jones: Thank you, Trustee Navarro. I think that we've touched... I think it got all of our trustees, so I think everyone had their questions, comments and concerns addressed. Dr. Dietz, I'm going to pass the presentation back over to you.

#### **RENOVATION OF ON-CAMPUS FACILITIES**

President Dietz: Thank you very much, and thanks for those questions. And, again, if you have more, send them to us, and we'll do our best to address those. Now turning to the second topic on today's agenda, the renovation of on-campus facilities: Julian, Milner Library, Cook Hall and Weaver building to address the space needs during construction on the Wonsook Kim College of Fine Arts. We've been working with the Capital Development Board, CDB, to move along the construction of facilities for the Wonsook Kim College of Fine Arts. The CDB suggested that we continue the construction timeframe to two years, which would reduce constructions costs. It necessitates, however, relocation of classes, faculty, offices, studios and labs. We have looked at leasing or perhaps even purchasing space off campus, and I've talked to the Board before about this. And we examined how we might accommodate the relocation in existing University facilities, which we thought was always a better option than off campus and leased or purchase options. In the end, we determined that we would be better off to invest in University facilities which can be used for the other purposes once we revitalize the new facilities for the Wonsook Kim College of Fine Arts are completed. The good news is that we have funding for the Wonsook Kim College of Fine Arts after waiting for a very, very long time. And so we're delighted that we'll be able to try to renovate all of that in a couple of years. It does necessitate renovation of these four different facilities that could accommodate about 50,000 square feet, the surge space that we will need during that construction timeframe. Dan has a slide back that I think will show some of the plans for that. Dan, I'll turn it back to you.

Vice President Stephens: Thank you. Thank you, Dr. Dietz. Actually, can you all see that?

Trustee Jones: Yes, sir.

Vice President Stephens: Okay. Actually, President Dietz has actually covered most of the comments here, so it will allow me an opportunity to do this fairly quickly. It is true. At the end of the day, an accelerated construction project timeline that CDB is encouraging us to do is necessitating us to complete essentially about 50,000 square feet. It collectively adds up to about \$14,000,000, but it does represent spaces on campus that we had future plans for renovation anyway, so it's essentially just accelerating those, so I'll talk through this fairly quickly. Just as a highlight of the original Wansook Kim rehabilitation project, College of Fine Arts. This is just, in general, the particular areas. Call into attention probably here. The biggest area that's causing the disruption is the complete removal of Centennial West, and that is what is causing a lot of where the CDB is telling us... If the contractors can come on campus and do all of their work, complete all of this in a short period of time, then that certainly helps us

close to the tune of almost \$4,000,000 to \$5,000,000. As President Dietz mentioned, this was the timeline that David Gillick provided. It essentially goes back to fiscal year 2010 when, I believe, the original appropriation was mentioned and carried forward, but we've been working on this close to 12 years now, so we're excited about it moving forward. Just one note about the overall project. It is a \$62,000,000 project. The amount of renovation effort that the State is supporting, construction dollars that we're trying to conserve and use the best way we can, is about \$49,000,000. So we're thankful that that's finally getting a chance to move forward, thanks to Governor Pritzker. And here is the timeline where we sit today with CDB. We're right at construction document. They're ready to move forward when move this to construction bid, and we're shooting for an opportunity of accelerating and getting these renovated spaces done on campus so that the contractors who actually win the bid can actually be here next summer and begin to start that work. Here's the story again of the Centennial West and the view of parts of CVA, roughly the 50,000 square feet of net space we need to have. The four areas, again, that President Dietz spoke of. Julian Hall, first floor, as you know, we're completing. We should finish by June the back section of Julian Hall that is dedicated to cybersecurity. What we're talking about here is the front space. We're completing the envelope around it, but those 17,000 square feet there... I'll show you pictures of... That we're going to renovate for the usage for CVA to be classrooms, laboratories, music rooms, and offices. The estimated cost of Julian is about \$4,000,000. The future use, we see, of Julian is either the further growth in cybersecurity or, as we talked about engineering, we're going to end up with the need for having some additional spaces in instructional areas for the extra students coming through in STEM for engineering. So we believe that space may be utilized for that. It also actually could end up being parts of space needed for engineering as well. We just hadn't finally play in that piece. Weavers is the facility that we've been using today as really kind of storage space, but as CVA, a lot of the areas of CVA that need to be renovated and transferred out, it's going to be what is referred to on this as the dirty spaces, the areas that require a lot of unique space that can be difficult to have in any kind of normal environment. So the Weavers building will work well for relocating potteries, ceramics, welding, metal works, sculpture. That project is about \$3,000,000, estimated. The future of what we see for that, once it's renovated, is potentially relocating what we've got Master's Fine Arts Studios that are actually in downtown Bloomington that we believe we can move those back onto campus. It would also allow the opportunity for that space to potentially grow for a CVA program, and we've also had interest in our criminal justice areas for some additional space, because there is need there as well. The Milner Library first floor... we've spoken to you before about a Student Success Center. Actually, that is our ultimate goal for that space, but in helping with the CVA rehabilitation plan we're asking for the approval to do renovations of about \$6,000,000 on that first floor that would help do classrooms, acting spaces, and administrative spaces. But in the end, after we finish that leave the space and go back into their newly renovated space, we would be coming back to you with a proposal to complete any retrofitting of what expenditures we've had that we don't keep, that would move the program back to the Student Success Center design. And, lastly, it's Cook Hall, first and third floors. These are spaces today that are currently being utilized by CVA, but they've got to be changed slightly in order to improve the instructional space for music. That estimated cost is about \$1,000,000. Again, collectively, the total is around \$14,000,000, and we're hoping to bring that as a resolution at the May meeting in order to move forward with essentially a not to exceed. Here are some, again, general quick pictures I'll show you here. This is Julian Hall, front area. Again, that should be finished this summer. Here's kind of what that space looks like right now. Here is, again, the shell of it. Here's the cybersecurity area that's being finished as we speak. This part right here would be how CVA would use that particular space. Here's the library. Here's currently on that first floor of where the future Student Success Center is. A lot of the reasons why you see this furniture is when we were de-densifying the library because of the pandemic. But there are 20,000 square feet of space down there that we would renovate. Here's a rendering that we have for the new entry for the Student Success Center. Our plans would be to end this project. We'd be actually doing as much of the Student Success design as we can except on the interior portion. This is that space. This is the renderings of the how that space would be used for CVA, but in the end, ultimately we would try to make sure that we can keep as much of that renovation there so whenever it's time to move it and repurpose it back to the Student Success Center that we've got minimal cost in that scenario. Here's a picture of the Weavers facility. It's right across the street from the Hancock Stadium. This is how the CVA program would use it. And here's a picture of Cook Hall that you're all aware of. This is the first-floor space. Here on the left-hand side is really how it's configured today. It's being used today, and here is where the funds would be used in order to transfer spots that are going to be renovated over in other buildings; we'd renovate these here first. So this first floor will be move from this to this, and then this is a third-floor spot, about 3,600 square feet. It would be changed in order to this scenario. But that's it.

President Dietz: Again, before opening for questions, I would just conclude that location, location, location was really what kind of prompted these different facilities so students are not having to haul their tubas and their art



projects and all those kinds of things to off-campus locations that we had thought about, and also any kind of rent that we'd be paying for off-campus lease space, we can obviously save that and put it into this cost of these renovations. So, with that, we'll open for question. Chair.

Trustee Jones: Thank you, Dr. Dietz. Thank you, again, Dr. Stephens. I just have a couple of questions on this one as well. The first one is I know the Student Success Center is not... I don't think that's... I remember touring that space, I think, really right before the pandemic, and I don't think that's being utilized at all.

President Dietz: Right.

Trustee Jones: So there's no displacement of anything right there. We would be building it up.

President Dietz: Correct.

Trustee Jones: And then, after that is moved, then we'll be moving the students in. But how is that impacting? It's going to be couple of parts, so bear with me. How is that impacting the Student Success Center? Are we still going to be opening it, utilizing it, utilizing some of that space but not all of it because we're using some of this for fine arts? Is that impacting our timeline for the Student Success Center usage? And then for the other places on campus, it looked like some of those things... Like I'm just going to look at Cook Hall because I remember that picture. And I know for Julian Hall there's nothing there right now. But my concern is are we moving other things for these fine arts to take precedence, and what is the timeline for those things, and kind of are we moving stuff back? I don't want us to be delaying other things that were on our radar, like the Student Success Center, as a result of trying to accommodate the Fine Arts school. So, I'll let you go with that.

President Dietz: I'll start, and I'll have Dan finish up here. My sense of the Student Success Center is that we would need all of that space. There may be some parts of it that we could, you know, finish off that would be used as the Student Success Center later, but I think we're going to need all of that space. Dan, is that where you are on this?

Vice President Stephens: That is correct, sir. Unfortunately, finding 50,000 square feet of space is currently not being used by anybody is typically not common sitting a university, so as we looked at being able to accomplish the Student Success Center at the same time, what we're doing is we're, in essence, delaying that until this two-year project is over. But, at the end of the day as I said earlier, the designs were looked at to try to maximize the final footprint of the Student Success Center so that the minute that the CVA program can move back into their renovated space, we would essentially be retrofitting that to have a quicker opening for the Student Success Center at that later date. And then for the front of Julian, no, we hadn't identified immediately. We just completed the shell, if you remember, with that Board approval. We knew we would eventually be coming back for a purpose. And for Cook Hall, those spaces today are actually renovating existing space so they could be better utilized for the music program. In working with Dean Miller, it was just identified that if renovate those spaces now, it'll actually allow for the CDB project to be much more efficiently managed. That's in a separate building. As you know, Cook Hall is well at the other end of the Quad.

Trustee Jones: Right. So thank you for ending with that piece. So for the part for Cook Hall, are we currently using that part that's going to be rehabbed? So are those people going to be displaced and have to be moved somewhere else?

Vice President Stephens: We're trying to do that. Those classrooms are certainly being used, and we would have to take the time, but right now, fortunately, we would be trying to move through this work if we're able to get permission at the May meeting to try to expedite that renovation work and try to complete as much of that as we can over the summer. In those two spaces, it's predominantly just shifting some walls in there. It's not major HVAC work. Fortunately, it's just outfitting larger spaces and creating some interior space.

Trustee Jones: Thank you. And the final thing I will say, and then I'll turn it over to some of the other Board members for questions and concerns is I would like to see in the future, if possible, before the May meeting how this is all impacting the Student Success Center. We heard a lot of information about that. The Board, you know, advanced that. We were moving forward on that, and if the timeline is going to be changed for that significantly and if the students aren't going to have that available to them, I want to you what the future is looking like for that. What

did we think it was going to be when we first brought it up? Did we think it was going to be in 2022 and now it's going to be in 2024 or something like that? Because, again, we heard a lot about the Student Success Center. I personally was very excited about that, and now it seems like its being moved, and I just want to make sure that's not being pushed too far back on the back burner. So if we could get some more information on that, before we have the Board meeting to discuss this or to vote on it, I'd appreciate that.

President Dietz: Happy to do that. Thank you.

Trustee Jones: Thank you. Trustee Louderback, questions, concerns?

Trustee Louderback: I guess I'm confused. Did we totally agree to do that Student Success? I thought at one time we were putting it on hold. Or is this just.... Pardon.

President Dietz: The project was put on hold, but I think there was interest in doing this, but I think the project was put on hold, mainly with the pandemic and not wanting to...

Trustee Louderback: This is kind of a back door way to get it done.

President Dietz: No, this is a front door way...

Trustee Louderback: Oh, no. I mean if you're doing it, you know... No, I'm just curious because we do it... If we remodel it, then it's just kind of a back way we're going to get it done.

President Dietz: Right.

Trustee Louderback: Is Cook Hall... What kind of reason... You know, the plumbing and everything else, is all that fine, or we do have to redo all of that, too, or...

Vice President Stephens: Not in this particular... In those two spaces, no. The majority of it is being done in Cook.

Trustee Louderback: And the same thing with Julian. Now with Julian, is that not going to be expanded for cybersecurity?

Vice President Stephens: That's what I kind of said earlier. The space design that we would be using for CVA, we would try to do our best to use temporary walls rather than permanent walls where we can, because that front space is predominantly a classroom, you know, setup and office setup, so it's got future benefit for either cybersecurity or any other areas that we could use.

Trustee Louderback: All right. That was my concern, because I know that that's what we were going to try to do with that whole building.

President Dietz: That program with cybersecurity is growing, and as that grows, we hope that the growth of that and the exit back to CVA will coincide.

Trustee Louderback: I mean we all know CVA needs to be done. (Laughter). It's got a real problem. But, no, then that's all in my questions. Thank you.

Trustee Jones: Thank you, Trustee Louderback. Trustee Navarro? I see you Trustee Bohn. You'll be next. Thank you. Trustee Navarro?

Trustee Navarro: No, I'm good. Thank you.

Trustee Jones: Trustee Bohn.

Trustee Bohn: So I think I have a couple of questions for Dan Stephens, and, again, thank you for the information. And you may have discussed this, and I just missed it, so... The \$14,000,000 that you're asking at the main meeting, that would come from general funds. Is that correct?

Vice President Stephens: It would come from a combination of... Since these are instructional spaces, it'll come essentially from general funds. We have a revenue stream for...let's call it the academic enhancement fee. And so we would probably split the resources between central reserves and identifying these projects as AEF funds. We would have been choosing that, you know, in the Student Success Center, the Student Success Center by itself. When we presented that, I believe it was last May... I think it might have been at July meeting. I can't remember. And it was the pandemic. We were certainly ready to move forward, but unfortunately the pandemic stopped it. So that is an excellent example. Just like Cook Hall is an example of why we needed that fee. Those fees are dedicated specifically for instruction and student space. So it would be a combination of essentially central reserves and academic enhancement fees.

Trustee Bohn: Okay. Another question I had is so the project for Fine Arts is \$62,000,000.

Vice President Stephens: Right.

Trustee Bohn: The State is appropriating \$49,000,000. So that extra \$13,000,000 that's not covered by the State... Is that the same thing coming from...

Vice President Stephens: I apologize. Actually, the \$62,000,000 covers the total, including fees and planning fees and contingency. The \$48,000,000 that I mentioned is actually the amount of the construction bid that will occur. The collective total price that was provided by the State is 62. That just shows you the difference between how much extra fees and costs are needed. We working with essentially \$49,000,000 of construction costs, but collectively the total is 62.

Trustee Bohn: Okay. Thank you. And then are we anticipating in the future, then, more students into the College of Fine Arts from all of this renovation? I mean I know we need the renovation. I'm not questioning that.

President Dietz: There are targeted programs that are already growing and really doing quite well. We also have had a number of international agreements that have been signed off on by the faculty in that area, so there is some growth area within those areas. But some of those are also lending themselves to some online, and I see Dean Miller here shaking her head in a positive way and the smile on her face, never thinking, I think, that at some point that we would ever get the thing renovated. But there is some growth potential that we think this new facility will accommodate. We've already had to do some value engineering, if you will, around those, and that's typically the case.

Trustee Bohn: So if we're thinking growth potential, the new facility does accommodate an increase in enrollment in these areas?

President Dietz: It could. It could.

Trustee Bohn: It could?

President Dietz: Yes.

Trustee Bohn: Okay.

Vice President Stephens: And the one point I would make from an enrollment management perspective...having newly renovated space that students come certainly to visit as opposed to what we've been having to live with for the last 10-12 years since we got the request for the appropriation, that's actually going to have a benefit in order for us to secure those students that may have chosen to go elsewhere just from a cosmetics point of view.

Trustee Jones: Thank you, Trustee Bohn. Thank you. Trustee Dobski, questions, comments, concerns?

Trustee Dobski: No, I have nothing at this point.

Trustee Jones: I'm losing space of who I asked. Trustee Donahue.

Trustee Donahue: Thank you, Madam Chairman. No, my questions were pretty much on the line of Trustee Bohn's. And, one, I just want to say when I first came on the Board in 2011, we first received... What I'll say is we finally received the grant at that time, Governor Quinn, so it's exciting to see that at least ten years later we're finally doing something, and I don't say that facetiously. I'm very excited that this is moving forward. I guess my only question really, Dan or Larry, is on that \$14,000,000 that you've discussed that would be coming from partially general revenue as well as fees. What happens if we don't approve it? Meaning, what delays occur, what takes place on that piece if we were not to approve it?

President Dietz: Well, the first thing that would happen is that the cost of the project would go up, because the more that you delay this, construction costs just go up with more time. It would also, in my estimation, throw a real wrench in the work with the Capital Development Board that's got us on this fast track model. But, Dan, you might want to be more specific about that.

Vice President Stephens: We worked hard on that scenario. Having a project of this size, one of the advantages of doing the acceleration... As we say, even two years is a long time. When we've got \$50,000,000 of work being done on your campus, because we were having to work with space that we currently have, we're not building on raw land, so we're having to move things around. That's certainly a safety issue. So the contractors as well as us, we want to have as minimal amount of interruption as we can get, so accelerating that from a bidding point of view, being able to bid the contract of \$49,000,000 to \$50,000,000 is going to draw in a lot more bids, which is going to provide for a lot more opportunity for cost savings. What CDB has told us is if you aren't able to complete this in this two-year window and you have to go to an extended period of time, you're going to end up with higher cost because you've got start and stops. And so we'd like to be able to move this. It is unfortunate that it does require this much transition space. We're just happy we actually have some areas right now that aren't being utilized, like the first floor of the library or the front of Julian or Weavers that we're not having to displace. We're just simply unfortunately having to delay the renovation of another project that would eventually be starting on, and we'll do our best to complete as much of the Student Success Center design in this phase so that whenever we're finished it won't be very much left to do.

Trustee Donahue: Thank you. Larry, you hit it on the head where I was going with this. I set up that we waited 11 years, and I agree with you. I think to potentially put a delay with the Capital Development Board would be too big of a risk. Nothing aside to what Dan Stephens just said right there, but that was where I was hopefully, and I'm glad you pointed that out for my fellow trustees. So, thank you guys, again, for a good presentation.

President Dietz: Thank you.

Trustee Jones: Thank you, Trustee Donahue. Trustee Turner, questions, concerns, comments?

Trustee Turner: No. Not really. I do think this is something that really needs to be done and really needs to be taken care of. As mentioned before, the longer we put it off, the more it's going to cost, so I feel like it definitely needs to get started now. Also, I remember being on SGA and having to go lobby for the funding, so I'm really happy that we finally got it and we get it going and get it taken care of.

Trustee Jones: Thank you, Trustee Turner. Trustee Navarro, did I already come to you? Everybody's... The squares are moving around, so how that's how I'm indicating. Thank you, Trustee Navarro. Dr. Dietz, I believe I've addressed all the trustees' concerns. You can proceed.

#### **MENNONITE COLLEGE OF NURSING SIMULATION LAB**

President Dietz: Thank you very much. If we did delay, the cost of heartburn medication for Dean Miller also would go up a lot and dramatically, so I know that she appreciates the support on this. Next item is something that as we've talked about engineering, a lot of people say, well, what about nursing? You know, we've been talking about nursing for a long time as well. So the third item on today's agenda is a proposal for the construction of the new simulation lab for the Mennonite College of Nursing. The nursing program has obviously strong student

demand and capacity for growth. The major impediment to that growth in the past was the availability of clinical sites. Recently, accreditation agencies have recognized that experience in the simulation lab can replace some clinical experiences and, in fact, gives students a better chance to test their skills. We've worked with Mennonite College of Nursing, being Judy Neubrandner, who is also on Zoom today, to develop a plan that addresses this issue. She and her faculty have been very, very helpful on this. We estimate that we can enroll an additional 320 students in nursing when the simulation lab is completed. As I mentioned how engineering is part of the plan to address the demographic issue the University is facing, an enrollment expansion of the nursing program is yet another example. And so with this, I'll turn to Dan. We have some ideas about how we might address the simulation lab and some other needs there, and so, Dan, take it away.

Vice President Stephens: Okay, thank you, Dr. Dietz. I hoping that you can see that. This is just preliminary discussions around adding additional facility. We just got some information this particular week. We're working with CannonDesign in this, so actually I will end up adding some more potential enrollments than what were in President Dietz's notes, given the design and layout of this particular building. Just to give a backdrop on the College of Nursing in general from their overall instructional space, they currently today sit in Edwards Hall with about 15,000 square feet, predominantly classes, offices and student collaboration space. The current simulation lab that I'll have pictures for shortly is our clinical training space. It's around 6,700. And, I believe, in talking with Dean Neubrandner that the overall today enrollments for both undergrad and graduate programs that are face to face and online... I believe we're serving close to about 800 nursing students. The area is Edwards Hall, that you're all very familiar with up on the slide. Here's a front picture of the simulation lab. It's right across the street from the Bone Center. It is about 6,700 square feet. In talking with Dean Neubrandner today, it's roughly about 400 of the undergraduate students, predominantly in there in their junior-senior year is when they're utilizing this clinical space. And so actually being able to add an additional facility would certainly allow us to expand enrollment, really based on the size of the building that we choose to build. Here is a corner spot looking back from the parking lot. Looking over here, I'll make reference how important this is for the next few minutes. Here are some interior spaces of the existing space. And then this is the current interior space serving how much the lab serving 400 students essentially looks. And here are the renderings. But as you can tell just looking at this, this is ultimately how we designed it. Very attractive two-story building that would be sitting next to this particular property. The reason it's a two-story building. First of all, it will be maximizing space on land. If we're going to expand the program and build a facility, we have to make sure that we utilize that footprint more effectively in the long term. And, also, if we are choosing to build this particular space, we're believing that the enrollment levels could actually be close to anywhere between 450 to 500 students as we further look at this closer. Now the first floor of the lab. Here's a picture here. This is on the left-hand side that's kind of a general rendering of what Cannon provided. This right here is the existing space. So the students, if we renovated it this way, the students would have lab space basically next to each other, and there's a walkthrough from this space to another. If we end up, we would certainly on the second floor have some opportunity for lab space, but we would need to because of the expansion of enrollment, we're certainly going to have to add obviously a lot more faculty to do this. So, at least preliminary design at this point in time, Cannon indicated that a good portion of the second floor to be used for staff and offices. I won't cover this. They told us if we design the building and laid it out the way they first studied, this would be how it would turn out. From an overview here, as you've seen earlier, it's right across the street. This is the existing space as number two; it's looking at Bone Student Center and Milner Library, and this is the space of the property that the new building would be placed on. Right here... There we go. This is actually the building site. These two properties we currently own. The one on the left-hand side is an apartment complex that we were provided in a land swap with the Town of Normal with the fire station exchange two or three years ago. And then this house right here; we were able to acquire it from the owners. I think we closed on it last year. There are no occupants in there. There haven't been any occupants in there. But we were fortunate enough to get those sites because, as you can see, this is... There's the current facility as we speak. So it works very well, both in the short term, in building around and adding all our clinical sites right next to each other. And then here's the point I kind of wanted to make looking forward. Here's another picture looking back. Here's the back of the apartment complex and the house. So if the new facility is placed here, next to the existing lab, one of the things I wanted to point out is that we have as a second... In our capital request to the State, the number one item we requested of them is the engineering facility that I mentioned earlier. That's the \$100,000,000 facility. The second item listed to the State is a new Mennonite College of Nursing building, which is an appropriation request for \$61,000,000. The fact that we own all of this property here and there's land here, if we look down the road when the State does provide that, this definitely represents an opportunity to build around the simulation lab and build the College of Nursing facility on that complex, which would re-purpose, certainly re-open and re-purpose the space over in Edwards Hall. And this is a

view, actually I took the other morning, directly right across the street from where the building would be, looking straight at the Bone Center. Now as many of you know in our enrollment management initiatives as people come on campus, we have several meetings where the students and families come up here over on this second-story part of the atrium. So as you look out of that space, looking across the street, you essentially would see this new complex. So we think that's a tremendous advantage for us as well. The overall estimated cost right now, again preliminarily from Cannon, is anywhere between, being again a two-story building, 20,000 square feet. They gave a low range of about 13.6 to anywhere 16,000,000 in total. I'll skip this. This is the comparison information they provided. And we are currently working on the fiscal models of that kind of... Working with Dean Neubrandner and Provost Tarhule. In looking at if we had this 20,000 square feet and we developed it and maximized the lab space and the office space, what could the enrollment levels be. And I won't speak solely for Dean Neubrandner, but at the end of the day, we turn away a lot of the nursing students, so the issue won't be limitation on how many we can add. It actually will be the limitation as when we were talking about engineering that the space that John Green kind of limits us to about 520 students. Whatever the facility we place here obviously would limit us on the number of students that we can add, because there is certainly a lot more demand. So we'll be requesting a permission in the future for followup information session where we will bring forth kind of a financial model and kind of a total picture, provided you've selected that for the next step. That's it.

President Dietz: And I really don't have any summary questions or summary comments on this one other than I think it represents a terrific opportunity for us, and I know there's been a lot of interest in the nursing program. We will try to be ready for a potential resolution maybe in May if we can get all of that together between now and then. But, anyway, we're certainly open for questions.

Trustee Jones: Thank you, Vice President Stephens. Thank you, Dr. Dietz. I'm going to open this up to the floor is what I expect, since this is very preliminary. We won't have quite as many questions, comments or concerns. But I will echo what Trustee Bohn said about the Fine Arts College. I know we say that we're turning students away in the nursing program, and I have certainly heard this anecdotally as well from people who have said they've been interested in that program, and I'm sure the University will provide this when we're speaking of the future of this program and the future of this building. Hopefully we'll see some numbers about, you know, how many students we get to apply for this particular program every year and how many we accept and how many we have to let go. If we could tell where else they go: are they staying here in Illinois, or are they going elsewhere? That would be helpful information for us to see as we think about evaluating, you know, this process. So, just adding that. I'm sure that you're going to provide that, because you always do, but I'm just asking, you know, that that's what I would like to see.

President Dietz: Happy to do that.

Trustee Jones: Trustee Bohn. Questions, comments, concerns? This is in your wheelhouse, Dr. Bohn.

Trustee Bohn: I think it's very exciting, you know, to move forward with this, and again I assume the money for this would come from general funds to begin with? I guess that's a question for Dan.

Vice President Stephens: Yes, and I neglected to say that we would include this in a future discussion. I've had quite a bit of conversations with Pat Vickerman. We believe at the end of the day, Kathy,... I believe you can believe this is true, there's a lot of opportunity for individuals, hospitals, people to donate to healthcare, so we believe we have an excellent opportunity in our fiscal scenario. We would certainly plan conservatively like we did with engineering to study it as if there isn't any, but definitely believe at the end of the day that there will be a great opportunity to get some private donations for this or even potentially corporate donations.

Trustee Bohn: And this might be a question for the Dean. I know with the newer accreditation, the simulation lab is acceptable for clinicals. I'm curious as to whether we would still continue at least some clinicals in the hospitals.

Dean Neubrandner: Yes. Thank you so much. That's a great question. And we have practiced scenarios and tried scenarios where we increase our clinical experiences up to 25%. Right now we're at about 10%, because that's about what we can accommodate. We practiced going up to 25%. The State allows up to 50%, and we may work towards that, but I think we would believe we always need to be in the hospital and have that patient contact. First, the State

doesn't allow, except for during this pandemic, 100% simulated clinicals. But I don't anticipate we would ever have 100% simulated.

Trustee Bohn: Okay. And so during the pandemic, has it been... Have you been the clinical...

Dean Neubrandner: No, the College of Nursing... Last spring, for about a month and a half, we did online just right at the very end, and since then we've been back in the hospitals. We have great hospital partners who have let us back in.

Trustee Bohn: That's wonderful.

Dean Neubrandner: Yes.

Trustee Bohn: Okay. Thank you.

Trustee Jones: Anything else, Trustee Bohn?

Trustee Bohn: No, that's it.

Trustee Jones: So thank you, Dean Neubrandner. Trustee Navarro. Any questions, comments, concerns?

Trustee Navarro: No. I think it's a worthwhile project and exciting that we would be moving forward with it. You know, when we toured the simulation lab a couple of years back, it seemed like it was closed and tight and small for space, so I definitely think there's a need there. So, yeah, I appreciate the additional information and hope we can move forward.

Trustee Jones: Thank you, Trustee Navarro. Trustee Turner?

Trustee Turner: No, I agree with Trustee Navarro. My only concern, well, not concern, but I just have a question. So I know Trustee Bohn kind of touched on it a little bit, but in the nursing program, students have to travel like really far for like clinicals and stuff like that. So how could that help with it, because I know that can be one of the issues a lot of students are facing with the travel and how they're getting back and forth. Would that like cut down on the amount of times they have to travel for their clinicals or at least help out a little bit with that?

President Dietz: It certainly would curtail some of the travel for some of the students. That's going to be a balancing act as we increase the numbers of how many travel and how many don't, but it will certainly help with that.

Trustee Jones: I think Dean Neubrandner was attempting to answer a little bit more. I know we're challenged with our mute and unmute.

Dean Neubrandner: The President has the exact right answer that it will help some, but as we grow we obviously will be looking at more clinical sites. We have great partners all around central Illinois, and so we do try to balance students if they have to travel one semester. We try to help them not travel so much the next semester so as not to be an undue burden on anyone. One other comment I would like to mention is there is a national trend, and it's showing here at Illinois State. Our freshmen enrollment deposits, as of last Saturday, were up 23% from last year, but that's a national trend. Our professional organization people are wanting to come into nursing, so I think our problem is only going to get worse with students wanting to be nurses.

Trustee Jones: Thank you, Dean Neubrandner. Thank you, President Dietz. I see Trustee Dobski. Questions, concerns, comments?

Trustee Dobski: No. Just, again, to latch on to what's been said already. With our aging population and this virus and that and hearing some of these numbers that nurses have to be paid and that to stay in the work because of the shortage. Again, that's an ongoing thing, I think, and it's, you know...hearing all the great comments around the

community about our nursing program and that, I think this is vital to us and is going to help overall in that. So that's all.

Trustee Jones: Thank you, Trustee Dobski. Trustee Donahue.

Trustee Donahue: Again, sorry about... It took me a while to get unmuted. I am very supportive of this project. Out of all the presentations we've heard today, this is probably the one I'm most excited about and probably at least, as of right now, I'm the most supportive of. The only really comment I have, and I don't want to blend other issues is we're making a lot of big decisions potentially next month, and we do have new leadership coming on, and I don't necessarily want my term.... I'm not saying this in a negative way, and I'm not speaking for anybody else. Maybe hamstringing some that whoever that new president is where we've made a lot of decisions 60 days, 90 days before they come on. So, with that I'm still somewhat struggling with. It doesn't mean I'm opposed to any of these projects. I think it's imperative upon all of us as we go through that process to ensure we're letting those candidates know there's a lot of big things going on and they're aware of this so they just don't walk in the door and go, oh, my God, what happened here. So, again, I'm blending issues, but I am very supportive of the projects, so please do not take my comments as being opposed to it.

Trustee Jones: Thank you, Trustee Donahue. I will echo that as Chair. I have actually had that conversation... Dr. Dietz is probably shaking his head, because I've had that conversation that while we do want to move forward and continue the plan, we do want to think about opportunities for a new leadership. We're not being stagnant. We do still have to plan as a University, but we also need to be mindful of the fact that we will have new leadership, and we certainly want them to have some room for input as well, and so, you know, kind of like we want to be mindful of that. So I echo what Rocky said, and that has been my concern. I actually wrote some notes about that, that we certainly want to move forward, but we also want to think about new leadership as well. So I'll just leave it at that. Trustee Louderback. Questions, comments, concerns?

Trustee Louderback: Well, this has been my big thing that I wanted to happen for a long time before we did anything else. I mean we talked about it with the engineering and with this, but, I mean, we've got a great nursing program. We need to expand it, and we need to do it now. I mean I think we've all seen it, what's been going on out there through everything, and our nurses are... I mean they're putting in a lot of time, and I think this is something that... The one thing that we really should put on a fast track. I think it's very important to not only the community but to the University and to, you know, our students out there. There are people who want to do this. So, I'm very supportive of this one. Thank you.

Trustee Jones: Thank you, Trustee Louderback. President Dietz, I believe I've gotten all of our trustees had an opportunity to speak on this matter. You can move on to the next issue on the agenda.

### **TUITION, FEES, ROOM AND BOARD**

President Dietz: Thank you very much. The next issue is tuition, fees, room and board. Again, not asking for any action on this today, but typically May is the time that we ask the Board for their support of tuition, fees, room and board rates, and so we'll be doing that again in May. At this point, I don't have a position that we'll bring before the group, but we have some information that we've gathered from other public universities in the State. There are a couple of institutions (SIU in particular) that really are more on our timeline in terms of a May date to decide on tuition, fees, room and board. Most have raised something, but either tuition or fees or tuition and fees, and some room and board. So there's a lot of information that Dan has pulled together that he's sent to you in your packets. We have had increases in fees the last couple of years and nothing in tuition. My sense is that there is going to be an increase, that it would be potentially in tuition, but it would be a very modest amount, and that's what we've found from the other institutions. Generally those are in the 1-2% range. If we were going to be looking at any kind of fee increase, I would suggest that we talk about some specific kinds of fee increases in the student activity fee to help support programs that are new, like the Multicultural Center. But we don't have a firm recommendation at this point but wanted to start the conversation. And, Dan, do you want to go a couple of your slides, probably not the whole slide deck, but do you have a couple in there that you might share?

Vice President Stephens: Sure. Thank you, sir. I will hopefully move through this fairly quickly. As President Dietz said, this is just simply information in order to start the dialogue. Here is where we currently sit today. Fiscal year '21 – essentially we've got a published rate of about 25,000 with tuition about 11.5, mandatory fees of 3, room



and board package generally around 9,800 and optional in health insurance about 560. Where we sit in fiscal year '21, looking back at fall. We actually ranked around 6<sup>th</sup> out of the 11 schools that are in the State. We tend to hang in this category, pretty much in between Northern and Springfield. As President Dietz talked about earlier, from a student fee point of view, I put this slide in here just as a reminder. At the end of the day, fees are targeted. We have responsibilities within the LAC guidelines for all the variety of our fees as to where those funds can be used. So, as President Dietz spoke to, if there was a desire to add some additional funds for the Multicultural Center, that would land itself here in the general activity fee. From the decisions that have been made earlier by institutions that have gotten their boards to approve, UIUC collectively is up 0.8% in total, UIC is 1.2, Springfield is 1%. Western ended up just releasing this week; they're blended at 3.2, and Northern is at 2. I'll talk through in a minute about how the various ways they increased those rates. And then here are a couple of schools that have released part of their cost elements, either tuition or fees, and they haven't released their housing and dining. But I did a little bit of a projection in anticipating what those might be, so overall we're probably looking at Northeastern may end between 2 and 2.5, and Governor's State may end up between 1.5 and 2. And these are the schools that, because of the timelines with their board, they're typically not making decisions until the May meeting like we do. From a breakout of some of our sister schools, here's UIUC – created their 0.8%. They didn't increase their base tuition. As you recall, I talked to the engineering. They do have other program fees that often times that don't get shown up in the resolution. They did increase slightly in their fee area, and they did a 2% increase in housing. It overall blended, though, at 0.8%. UIC did 0% in tuition. Some fee increase and did a 2.6 to 3% increase in housing and dining, so they're just north of 1%. Springfield, overall, essentially did 0 in tuition and fees and just simply did a 2% increase in housing and then did an increase in their health insurance. So they're, overall, at about 1%. Western, like I said, just released theirs. They did a 4% increase in tuition and a 4% increase in housing and dining. It blends itself out to, based on their numbers, 3.2% increase. Northern ended up with 1.5% increase in tuition and a slight reduction in fees, and then a 2% in housing and then a 9.8% increase in health insurance. So their overall package increased 2%. Northeastern had announced a 2% increase in tuition and fees. They have a P3 provider that is providing their housing and dining; they haven't released that yet, but we expect them anywhere between 2 and 2.5 % range. Governor's State released. Essentially it's targeting theirs in the housing area at a 3.5%. When you blend all that together... They haven't announced dining yet. So they should land somewhere between 1.5 to 2.5%. And then, again, we have no information on CSU, EIU, or the SIU system. So as we think about this going forward in our proposal, this schedule represents, at the end of the day, each of the categories. So just using a 1% benchmark, a 1% increase in tuition would be \$115 increase in the total price. If we selected all the fees, it would be 32, room and board 99, an overall increase of 1%, about \$250. Where we sit today... I wanted to go ahead even though we haven't made our decision... I wanted to go ahead and try to do a comparison where we stood to the other schools that have made their decisions or at least most of their decisions. So as I showed earlier, we were in spot 6. We are now moved to, you know, one slot down. We seem to be hanging around the Springfield area, switching back and forth, certainly lower than NIU, Southern, and certainly our sister schools in the UI system and then slightly higher than our other sister schools down below. So that's it.

President Dietz: I might add one comment about that. I think historically we have been up closer to the U of I schools, and we've moved down in terms of the overall cost. I know everybody's concerned about affordability, which is the other part of this, and thankfully the governor and the General Assembly have increased the budget proposal for more money in the MAP Program and more money in the Aim High Program. So there will be more dollars, we hope, from the State for this next year. And then we are still getting stimulus money that some of that has been going to the students for emergency help. So if we had a proposal to increase, I think it will be a modest increase. I think there is some danger in not increasing at all for a number of years and then all of a sudden having to jump up, you know, a much higher amount than some of our peers. So I think a gradual move is better than a static move and then a dynamic kind of recovery to try to make up some time. I would also remind folks that whatever we pass are only for first-year students, and that amount's guaranteed for four years. So only the new students coming in would be paying this. Open for questions.

Trustee Jones: Thank you, Dr. Dietz. Dr. Stephens, again, thank you. I have a couple comments, and then I'm going to do a quick round robin. You may already have these in a slide, because I know you were trying to kind of expedite. I saw the slide where we didn't do any increase. If we could get a slide if we get a 1% across-the-board increase and a 2% across-the-board increase just to see where that would put us with our peer universities, that would be great. And then maybe some hybrid there if it was just fees or if it was just tuition. As I say, you may already have that in there. I looked at a lot of slides and a lot of numbers more than an attorney usually does, so I

may have just glossed over that. If you've done it already, my apologies. If not, we'd like to see that before May if we do make changes.

Vice President Stephens: Sure.

President Dietz: Happy to do it.

Trustee Jones: And then I'm going to say next, Trustee Louderback. Questions, comments, concerns? Trustee Louderback, can you...

Trustee Louderback: Yeah, I know. I, you know, I'm trying to figure out this iPad. I really have a concern about increasing anything. I mean I think that's something we really need to have a discussion about later. I mean maybe it's a part of, you know, as Trustee Jones says, to lay out everything. I do not really think we ought to raise the fees. I think that's kind of where I'm coming from, but I really think we need to think long and hard about what we're going to increase, and I'm sure that we'll get lots of information before then. But thank you. And thank you for your presentations today.

Trustee Jones: Thank you, Trustee Louderback. And just as a reminder to everyone and especially to those who may be watching us on YouTube or participating in this conversation. Today we're not deciding anything. The University is just... They haven't even made any recommendations to us today. What we received today is information only, but we're getting that information in anticipation that typically our May meeting is when we take this issue on. So everyone please keep in mind that no decisions are being made today. No recommendations have come from the University. This is just all exploratory informational in nature. Trustee Turner. Questions, comments, concerns? You're on mute right now. It doesn't show you on mute, but we can't hear you. Okay, now it's showing you on mute. Try again to unmute. Let's see if we can hear you. For some reason, we cannot hear you at all even though you as unmuted. That's very strange. I know you were having...

Trustee Turner: Can you hear me now?

Trustee Jones: Yes. You were having some connectivity problems, and you froze for a minute. So I think that's what it was. Thank you, Trustee Turner.

Trustee Turner: It keeps saying my Internet is unstable. So it's going in and out. But I just have the same question that you had, asking about the breakdowns. Could we see like a 1%. I would also like to see what it will look like if we did do an increase. Like what would the effects be? What would that look like? How would that look? I would just like to see that. And what is going to... So, if we did do an increase, where would it go? What would the impact look like? And then if we didn't do an increase, what would that look like and the impact on that? I would like to see both of those in the upcoming next meeting.

Trustee Jones: Excellent. Thank you, Trustee Turner. I agree. Do we have some belt tightening that we need to do if we don't increase? If we do increase, where are those funds going to go, and what are those funds going to look like that will be generated by that increase? It's fine to see that it's, you know, \$252, but where's that going, and how much is it overall with tuition. You know, if we have 20,000 students. If we have 22,000 students. So that kind of detail. So thank you, Trustee Turner. Trustee Navarro. Questions, comments, concerns?

Trustee Navarro: Yes. Thank you. I do have a concern about raising tuition and fees at this time. I do understand the philosophy of modest incremental increases so there's not a huge bump, you know, further down the road. I just am curious. Is there an opportunity to reduce fees with all the federal stimulus money that we're getting and the State stimulus money? I just didn't know if there was an opportunity to reduce fees and then maybe raise tuition a percent or two or something like that so we would end up being at a net zero. So just want more information and find out if there's an opportunity there.

President Dietz: We can explore that, but the reduction of fees would be difficult, particularly in the AFS areas, because we have bonded areas, and that would impact the bonds. But we will have some internal discussions about that.

Trustee Navarro: Yeah, because we've had a lot of... At previous meetings we've had a lot of comments from public about our fees and issues that have happened in the last two years with fees. So just something to explore if there's an opportunity there.

Trustee Jones: Thank you, Trustee Navarro, and I did see one of the universities, one of our peer institutions at Illinois did have a modest fee reduction, and it looks like they made up for it in a different area, similar to what you were saying, Trustee Navarro.

Trustee Navarro: That was Northern Illinois, I think, right? Northern Illinois had a reduction in fees?

President Dietz: Right.

Trustee Jones: Thank you, Trustee Navarro. Trustee Bohn.

Trustee Bohn: I had a couple of questions. First of all, I don't remember when we renew the student health insurance. Is that in the fall? And do you have any idea if that is going up? I noticed that one scenario was to increase that \$6. So that's one question.

President Dietz: I think that it was in the fall, but I'll need to go back and revisit that. But usually it never goes down.

Trustee Bohn: No, I would imagine it's not going to go down. But I wonder if you had any idea how much they're saying it's going to go up. And, also, I realize there aren't as many people in the dorms, etc. right now, but have food costs gone up this past year because of the pandemic, etc? And so when we're looking at an increase in room and board, if there could be some numbers presented to us as to what food costs have gone up this past year. And I don't anticipate that will go down, either.

President Dietz: Sure. Yeah.

Trustee Bohn: So those are just a couple of things that if we're looking to increase room and board, it might actually be...the room and board part might be because the cost of food has gone up a fair amount.

President Dietz: Yeah. Happy to take a look at that.

Trustee Bohn: Okay. Thank you.

Trustee Jones: Thank you. Thank you. Brent Paterson has advised that we approved the student health insurance in the February meeting. And there was no increase to the students. So thank you for that. Thank you for that information, Brent. Also, Trustee Bohn, I agree with you. I noticed that as well for the peer institutions that have made decisions, we saw... It seems like we saw most of those were room and board. And so I think that probably was, maybe has been a result of increase in cost in that area. So thank you for that. I did notice that as well. Yes, go ahead, Trustee Bohn.

Trustee Bohn: I'm also thinking that the room and board part of it that there probably is a lot more money being spent on cleaning because of the pandemic, etc., and I don't know if the Cares Act or the stimulus is used for that, so that's another reason that room and board might need to be slightly increased.

President Dietz: Yes.

Trustee Jones: Then, also, too, as I think about affordability, Dr. Dietz spoke about that. As we think about affordability, I would hope and presume that the housing on campus is still more affordable than off campus housing for our students. I hope so. And so maybe if there is some room for some growth there and still make sure that our housing, relative to the housing in the community, is still a value. So there may be some space there to do something. Trustee Dobski? Any questions, concerns, comments?

Trustee Dobski: Yeah. Well, just a comment with what Kathy just brought up about costs and that. With this current administration and with the programs being put out there with, again, coming out there, there's obviously going to be a big increase as far as overall spending and that, so I would think that's going to be something we have to take into consideration. And going back to Bob Navarro's comments about, again, raising fees at this time. It's just a comment about we all know there's... I'm not bringing anything that people haven't known... But the students, the families with this virus we've had for the past year have been concerned about paying this money and then not having to do remote learning and that and not experiencing a lot of things. So hopefully by the fall and that we're going to be a lot less remote, hopefully no remote and back in class so that they can get the full benefit of what they're paying for and that on campus and from the day and day and that, but so that's got to be a concern we want to think about when we're looking at that increasing tuition or fees and that, so that's all.

Trustee Jones: Thank you, Trustee Dobski. Trustee Donahue.

Trustee Donahue: Thank you, Madam Chair. I really have nothing else to add that fellow trustees have already said. I appreciate the start of the conversation. I'm going to need a lot more information, and, you know, we'll go from there as that information becomes available to us.

Trustee Jones: Thank you, Trustee Donahue. President Dietz, I believe we've addressed all of the trustees' questions and concerns surrounding this topic. You can move on in the agenda, please. Thank you.

### **INTO PROGRAM**

President Dietz: Very good. Thanks so much for that. One more item on the agenda is a brief overview of the status of the INTO program, and this indeed will be brief. Due to the interruptions caused by the pandemic, the University and INTO negotiated its agreement for services to reflect marketing and operational changes in the international student arena and addressed related fiscal issues. Basically, the relationship was put on hold as a result of the pandemic. Before moving into further explanation of the current situation, I want to comment on the fact that we were doing well before the pandemic hit. Enrollment of international students was matching expectations and was on an upward trend. Effective August 1, 2020, the University assumed direct operational control of Pathway and English language program that had been operated by INTO. INTO continues to manage the recruitment and admissions interface in collecting revenue for programs. Staff who were employed within the INTO center at Illinois State transitioned to University roles working with international students or were reassigned within the INTO Corporation. In addition, pricing terms were restructured for the INTO students, and the modified terms are set to continue through June 30, 2022 unless amended by both parties. The amended contract replaces the fixed \$2,000,000 marketing fee with a variable-based fee structure, and the new fee structure is amenable to Illinois State. The variable fee structure provides extra incentives for INTO to meet enrollment targets while at the same time matching University costs in enrollments. We continue to have discussions with INTO concerning a revised agreement after June of 2022. We will keep the Board of Trustees informed about any changes in the relationship moving forward. I've had two meetings myself with the CEO of INTO within the last two to three weeks, about one a week, and those discussions are going well. We are having some internal discussions, as is the INTO organization, and we plan in the next six weeks to have a better strategy about going forward. But, Chair Jones, that completes the items I think that we wish to discuss today. I'd be happy to provide any additional information about the status of INTO, but please contact me to answer any specific questions that you might have. But that's a very brief report.

Trustee Jones: Thank you, Dr. Dietz. I have a couple of comments or requests for information for INTO.

President Dietz: Okay.

Trustee Jones: One, I would like to see some reporting of what INTO was looking like before the pandemic. I know we said it was performing well. It was on track, but, as a Board, I don't think we have seen those numbers or seen a report on that. So I would like to see pre-pandemic INTO. We would like to see some figures or a report or something, whatever, Dan, or the INTO group can put together on what happened during the pandemic, and then I know you don't have this yet. This is what's happening in the dialogue that you are having surrounding the folks who work with INTO. But just like we've done to forecast about engineering and nursing and all of those other things, we'd like to see some forecasting for INTO.

President Dietz: Sure.

Trustee Jones: Conservative with INTO, this is what we think it's going to look like. If we're a little more aggressive with INTO, this is what we think it's going to look like. If we're at the height of our aggression for INTO, this is what we think it will look like. It will be helpful to see all of those scenarios, but more importantly I don't believe, and I know the pandemic affected all of this. I don't recall us, as a Board, seeing what INTO was doing and seeing something once we got the program kicked off and how it was performing, based on our expectations and projections.

President Dietz: Okay. Happy to do that.

Trustee Jones: Thank you. Trustee Bohn. Questions, comments, concerns?

Trustee Bohn: I think what you summarized was probably what I'm thinking at this point.

Trustee Jones: Thank you, Trustee Bohn. Trustee Louderback.

Trustee Louderback: To add on to you, I'd just kind of like to know how much we've already put in to INTO. To add on to yours, you know, how much have we spent. Because I know we had to put a lot of money up front, and where has that been, and where is that at?

President Dietz: Okay.

Trustee Jones: Thank you. I think that's what I intended in our report of what was INTO looking like prior to pandemic.

Trustee Louderback: Okay. I was just trying to figure out what the money that we had spent. So, said the same thing, different ways.

Trustee Jones: Oh, yeah. Reports mean money. (Laughter) Typically in this environment. Thank you. Trustee Turner.

Trustee Turner: No. I agree I could see some more reports on it.

Trustee Jones: Thank you. Trustee Navarro?

Trustee Navarro: I agree. I'd like to see some updated information, pre-pandemic and what the plan would be.

Trustee Jones: Thank you, Trustee Navarro. Trustee Donahue.

Trustee Donahue: Oh, thank you, Madam Chair. Nothing on INTO, but if I may before the meeting closes, I just want to wish our women's volleyball team luck today. I know they're playing Loyola for the championship of the Missouri Valley Tournament, and Go Redbirds.

President Dietz: Thanks.

Trustee Jones: Thank you, Trustee Donahue. Trustee Dobski.

Trustee Dobski: Yeah, nothing at this point. Just echo what everybody else has said about more reports and that.

Trustee Jones: Okay. Thank you. Thank you, President Dietz. Do you have any other questions, comments, concerns, President Dietz, before we conclude our meeting?

President Dietz: I don't, but I'm seeing Trustee Navarro's hand here.

Trustee Jones: Oh, Trustee Navarro. I'm sorry. I thought I had already gotten to him. I'm sorry. Trustee Navarro.

Trustee Navarro: It's not about any of the previous agenda items. I was just wondering if we could get an update about what the plans are for commencement.

President Dietz: We will have a virtual commencement. I just finished the speech for that, and it will be videotaped this next week, but we are having a stage crossing, if you will. And people are scheduling that. Last numbers that I knew is that we had about, I think, 1,800 people that were scheduling their stage crossing. We're still limited about the number of people that we can put in a defined area, and so we at one time talked about still trying to have an in-person commencement. And to do that, it would require... I think the number that I was looking at was 11 or 12 commencements to accommodate the numbers that we had. And then we were still going to have the consideration about distancing. So we're still going to do a virtual, but we are having a stage crossing. We're trying to work out times that I can go over and be with some of the students with safe distancing and all of that kind of thing. Our students are terribly disappointed. I'm looking at Jada right now. She's going to be graduating in the spring, as is Lauren Harris, the President of our Student Government Association, and, you know, everybody is so sad about where we are with all of this and would have loved to have had a, you know, a big celebration like we did in the spring of '19, but, you know, that's just in the cards right now.

Trustee Navarro: Okay. Thank you. I appreciate the information.

Trustee Jones: Trustee Louderback has a question.

Trustee Louderback: Yeah, I have a question. I'd really like to propose that we meet in person in May. I think we've got a lot of stuff that I think we could just... I mean we did it once before, and I would like to propose that.

Trustee Jones: Okay, Trustee Louderback. We can have further discussion about that outside of this but thank you for letting us know that. We'll certainly discuss that further. Right now we are operating under Executive Order. We have to even see if that's going to be extended. So we may not have that option, but we'll talk about that based on what the executive orders are for the governor. But thank you for pointing that out at this call. Any other questions, concerns, comments? Okay, Dr. Dietz, do you have any final comments for us?

President Dietz: Just a big thank you for spending Saturday morning with us and for the discussion. And we've made notes on the questions, and we will be getting back to you with some proposals on these and some resolutions. So thanks very much, and have a nice rest of the holiday weekend.

Trustee Jones: Okay. So we still need to call for a motion. I will say one thing about Trustee Louderback and let me just clarify on that. Just as with everyone else, we do want to make sure that we're taking into account everyone's comfort level, so certainly we will discuss that as a Board, and we want to make sure we've heard this throughout this pandemic, not just with our Board but with faculty, staff, students. This Board always wants to be mindful of what everyone's comfort level is during this pandemic. And so if there are people who are comfortable and want to come back to campus...I have been back to campus several times during all of that... That is fine. But I think that because we are still in the pandemic, because we are still seeing our numbers creep up in Illinois, we want to be mindful of that. And if there is anyone who is not comfortable with doing that, we certainly want to make sure that we are accommodating to them as well. So I just want to make that as a statement as a Chair on record, since that was an issue that was brought up during this discussion today. I will now call for a motion to adjourn. Can I have a motion?

Trustee Bohn: So moved.

Trustee Jones: A second?

Trustee Donahue: Second.

Trustee Jones: We have a motion by Trustee Bohn and a second by Trustee Donahue to adjourn today's meeting. Trustee Louderback, can you please call the roll for the vote?

Trustee Louderback: Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. We have a quorum to adjourn.

Trustee Jones: We are adjourned. Thank you, everyone. Have a wonderful holiday weekend, and I look forward to speaking to all of you very soon. Thank you.

Trustee Dobski: Thank you. Happy Easter.

Several Trustees: Happy Easter.