

MINUTES
Board of Trustees of Illinois State University
September 12, 2020

Jones: Good afternoon, everyone. It's now 1:00, so we're going to go ahead and get started. I will now call this 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 2020-52. As Chair of the Board, I determined that 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 this meeting, the university has provided a YouTube link to allow 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, would you call the roll?

Louderback: Yes.

The following members were present:

Trustee Bohn
Trustee Donahue
Trustee Jones
Trustee Louderback
Trustee Navarro
Trustee Rossmark
Trustee Turner

Chairperson Jones, we have a quorum.

Jones: I would just like to note for the record that we were notified in advance by Trustee Dobski that he would be unable to attend today's meeting, as he has a prior work commitment. So, we thank everyone who was able to attend today.

Thank you, Trustee Louderback. I ask that each Trustee confirm that they can hear me, the other Trustees, and all discussion. When we call your name, if you would just acknowledge that you are able to hear us, that would be great. Trustee Bohn?

Bohn: Yes.

Jones: Trustee Donahue?

Donahue: Yes.

Jones: Trustee Louderback?

Louderback: Yes.

Jones: Trustee Navarro?

Navarro: Yes.

Jones: Trustee Rossmark?

Rossmark: Yes.

Jones: Trustee Turner?

Turner: Yes.

Jones: I think it's funny that when I ask everyone can they hear, everyone's yelling.

(Laughter)

Jones: So, not can you "hear" hear, but can you hear here? If at any point during the meeting you are having difficulty hearing any of the other Trustees or any discussion, please let me know as soon as possible. If you can't hear but you can chat, please use the group chat function to let us 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

Jones: You have before you the agenda for today's meeting. I want to remind everyone that there are no resolutions on today's agenda, and there will be no action items taken by the Board on today's meeting. Also, to clarify, the purpose of this meeting is for the key members of the university's administration to provide the Board with an update on the university, based upon this semester's 10-day report. No action items are being taken. No plans are being made. This meeting was called exclusively to provide updates and for questions from the Board only. As this semester is unlike any that we have ever experienced before, we felt it prudent to get an update as soon as possible after this critical date on the university's calendar, to see how things are progressing so far.

Jones: Can I have a motion and a second to approve the agenda? We have a motion by Trustee Bohn and a second by Trustee Rossmark. All those in favor signify— Oh, I'm sorry. We have to do a roll-call motion. Trustee Bohn, you approve?

Bohn: Yes.

Jones: Trustee Dobski? Oh, Trustee Dobski is not here. Trustee, Donahue, you approve?

Donahue: Yes.

Jones: Trustee Jones. I approve. Trustee Louderback?

Trustee Louderback: Yes.

Jones: Trustee Navarro?

Navarro: Yes.

Jones: Trustee Rossmark?

Rossmark: Yes.

Jones: Trustee Turner?

Turner: Yes.

Jones: Okay, the yeses have it, and the agenda is approved. And I'm sorry, Trustee Louderback. I was so anxious to get us moving along, you should have taken the roll-call vote.

Louderback: You did a great job.

Jones: But I'm keeping us moving.

PUBLIC COMMENTS

Jones: Next on the agenda is Public Comment. In accordance with policy, the Board of Trustees will allow up to 30 minutes in total for Public Comment and questions during a public meeting. An individual speaker is permitted five minutes for his or her presentation. If more than two persons wish to speak on a single item, it is recommended they choose one or more persons to speak for them.

The Board of Trustees will accept copies of speakers' presentations, 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. When appropriate, the Board of Trustees will provide a response to the speaker's questions within a reasonable amount of time.

At this time, I invite Trevor Rickerd to unmute and proceed with your comments to the Board.

Rickerd: Thank you. So, I want to use my time during this public comment to speak as a member of the Graduate Workers Union on my frustration with the state of ongoing negotiations and my concern of the university's handling of the COVID-19 pandemic.

We've had a union for graduate workers on campus since December of 2018, and we've been negotiating with the administration since October of 2019. And it's been nearly a year since we have actually sat down to have discussions, and we have yet to see any substantive gains from our negotiations. And yet we haven't even touched any economic topic at this moment. We're still stuck on non-economic topics even such that should not be controversial.

It should not be hard, at this point in time, for us to say that we could provide legal protections to workers on the basis of citizenship status or ethnicity and if discriminations on this kind of a basis were to occur unjustly that they should be protected. And we've shared stories with the people on the HR negotiating team of issues of discrimination, and yet we've not seen any kind of response in that. We don't think that the university is taking that seriously. And especially now that we are seeing protests on campus regarding discriminations and regarding inequality on campus, here's your chance. You could make a statement and say that we care about international workers, that we care about people's cases of discrimination and want to protect them what happens.

I could talk more on this, but in the interest of time and detail, I'd rather move on to something that is a little more pressing at the moment, which is the issue of the COVID-19 pandemic on campus and how it's being handled. It seems clear to me that the university should have had the foresight to understand that a lack of testing and a lack of mandates before students coming on campus would have led to large spikes of COVID-19 on campus. We should have expected that, and that's exactly what happened.

I'm aware that the university has stated that testing means were rerouted before the campus had started, but other universities, like U of I, had other means of testing available, which had been suggested, which I had talked about repeatedly that we could do these kinds of testings. And now we are doing those kinds of testings, but it's a bit too late. It's already happened. We've already got, you know, over 1,000 cases on campus; and now were just basically justifying the means for... Ah, it's too little too late. We had conversations about this prior. We could have done more, and now here. So, okay.

But the measures that the university took to fire contracted resident assistants in the dorm halls for contracting COVID-19 had a chilling effect on workers that were on campus. So, people are now afraid of getting COVID-19 because they are afraid that they might get fired or they might cause their coworkers to get fired simply because their workspace has become unsafe. And by signing a Redbird pledge that says that you'll do everything you can to keep COVID-19 from spreading on campus, well, how much control do we have when we have such a student population that's that large with such a high percentage of COVID-19 cases? How can I guarantee my workspace is going to be safe, especially when people are now incentivized to not report their sickness and still come to work because they don't want to get fired because they don't want to lose pay because they need to be able to take care of themselves, and we don't see that there's a means to actually care for workers who are in these kinds of tough situations?

So, I'm aware that there are workers that do come to campus that do have COVID-19 that don't report it, because of that kind of a thing. So, I know that graduate workers, for example, we don't get unemployment insurance. So, if something were to happen to us and we're not able to work, we aren't guaranteed that we have pay. And that's a problem. We are not guaranteed that we have job stability. That's a problem. So, the incentives that we have right now, and the precedent that has occurred so far, is causing problems in the university such that we're not incentivizing people to be safe.

Jones: Mr. Rickerd, I'm sorry. We appreciate your comments this morning. You're coming up right on five minutes.

Rickerd: We need to consider what we're going to do about this. Universities have done two-, three-week suspensions on all in-person activities to close up the spread of cases on campus. We are not doing anything. We are just going full-steam ahead, and that seems extremely inappropriate and extremely unsafe. Well, that's all I've got to say.

Jones: Thank you, Mr. Rickerd. Next, I'd like to invite Mr. Brian Rejack. Please unmute and proceed with your comments to the Board, Mr. Rejack.

Rejack: I thank you. I'm Brian Rejack, associate professor, Department of English. First, I'd just like to second what Trevor just said and also articulate my solidarity with the graduate employees' organization. So, I've got two issues I'd like to address today about the current COVID-19 situation. First, I found the communication strategy of the ISU administration to be deeply troubling, focused as it is on downplaying the seriousness of the outbreak through misleading information. And number two, there's been nowhere near a strong enough response to the alarming rise of COVID cases during the first four weeks of the semester.

I was pleased to see on the agenda for today an update on the topic of myth versus reality. Yesterday, in an open letter to President Dietz, also sent to the Board, I addressed, at length, one supposed myth that the President saw to criticize in his State of the University Address: the idea that ISU compares poorly to the other Illinois Public Universities with respect to the coronavirus outbreak. By any meaningful metric, it is not myth but reality that ISU has been hit harder than many other comparable institutions. And, yes, some universities in the state are now starting to catch up to us as things turn worse for them, but for all the reasons I laid out in my letter, you can't just explain away 1,300 cases by claiming that we test more than other schools. You also can't claim that UIUC has a low case-positivity rate just because they test that such a large scale.

When dealing with decent sample sizes, like the volume of tests ISU has reported on several days, especially in the earlier weeks of the semester, case-positivity rates indicate the percentage of positive cases one would expect to find even if you were to test on a larger scale. Suggesting that UIUC's case-positivity rate is so low only because of their high number of tests is just wrong, and it sends a dangerous message to the public that the high case-positivity rates from ISU in McLean County are no cause for concern.

While we have seen some encouraging signs from the numbers this week, they must be viewed cautiously until we actually see our testing volume increase again. We also need to know more about who has been and is being tested. At this point, it remains unclear to what extent the data represents an appropriately randomized sample. We have plenty of researchers who work at ISU who could help solve that problem, by the way.

But all that said, were also still, on the whole, seeing cases come back at positivity rates that are too high. I would love it if we were testing between 1% and 2%, like UIUC, but there's no evidence to indicate that that would be the case right now, if we tested all our students as regularly as they do theirs. So, please, stop making this claim about UIUC's low positivity rate. It's wrong, and it serves to detract from the seriousness of the threat that we are facing.

Another harmful myth that's been consistently spread: on many occasions, President Dietz and other spokespeople have emphasized that approximately 80% of cases have come from students who live off campus. Now, that number itself is not a myth. It is, in fact, true. The problem, though, is how that number has been used in misleading ways. What's clearly been implied with the focus on that figure is that the problem lies off campus, that residence halls are fine, and that, unfortunately, there isn't much ISU can do about the off-campus issues.

But there's a simple explanation here. Now, 80% of cases have come from off-campus students because they account for about 80% of the tests performed. As of August 31st, when almost 5,000 tests had been performed, 79.2% of all tests performed were for students living off campus; and 81.3% of the positive results came from those same students. That is not a statistically significant difference. In other words, the rates of infection in those first few weeks were quite similar among off-campus and on-campus students. Repeatedly referencing the 80% figure without also providing information about what percentage of all tests performed come from off-campus students is a deeply misleading tactic. The virus is off-campus; it is on-campus; it is in the community.

The last thing then, what about our response to this crisis? Here's another opportunity to examine how we compare with other schools. Last week, UIUC saw a spike in cases. They promptly declared a shelter-in-place order for two weeks. Earlier this week, Bradley did the same. Just yesterday, NIU announced a similar move. In all three of those cases, those universities instituted some form of lockdown in response to far less severe spikes in cases and positivity rates than what we've had at ISU.

So, I'll simply ask you this: what is stopping ISU from taking such a step? What is to be gained from refusing to initiate some form of lockdown? What would be lost from accepting it as a responsible, necessary, and beneficial act? Our ongoing inaction in this regard is just utterly confounding to me. We can't merely offer stern admonishments to students and threaten them with disciplinary action. Those tactics don't work, and they are ethically dubious at best. Instead, we need to take institutional action, action that will signal the gravity of the situation, and enable us to more effectively compel students to slow the spread. We invited students back to campus, we promised them a college experience, and the coronavirus has given it to them. So, let's now do the right thing and shut it down. Thank you.

Jones: Thank you, Mr. Rejack. Next, at this time, I'd like to invite Teresa Wang to unmute and proceed with your comments to the Board.

Wang: Hello. My name is Teresa Wang. I'm a senior here at ISU studying Community Health Promotion. I'm also the president of the Student Wellness Ambassador Team here at ISU, also known as SWAT. I know right now our community is facing something that we never imagined would ever come to term. But this is why I, myself, and my peers have been working on something very hard through SWAT in the Health Promotion and Wellness Office to get something known as the Redbirds Together Wellness Ambassador Training here on campus.

For those of you who aren't aware of what that is, the training is put together by the Health Promotion and Wellness Office, as well as Dr. Lanier, who is a professor here in Public Health and Epidemiology. The purpose of this new initiative is to help students on campus learn how to keep themselves and others safe during a time of COVID-19 on campus. They are learning how to be role models. They are learning how to social distance properly. They are learning that they shouldn't be going out and doing things that might be causing influxes of COVID cases on campus.

I know that I'm only one student here on campus, but this is why I participate in things like the Redbirds Wellness Training Ambassadors as well. Because I want to be able to give students who are on campus the opportunity to learn about these things and know how to keep themselves safe and be able to keep those around them safe as well. This is why I went into public health as my major. I want everyone to know that it takes more than one individual person to keep a large group safe. It's not just about one person. It's about everybody. I know with everything going on, I just want people to know that there are students here on campus that are trying to keep everyone safe. We're here. We're trying to make sure that we know what's going on on campus, but were trying our best to make sure that everyone is safe and healthy. That's really all I had to say. I wanted to thank you all for the opportunity for letting me speak today. And I hope you all have a great rest of your day.

Jones: Thank you, Ms. Wang. Next, at this time, I invite Ms. Ashley Dumas to unmute and proceed with your comments to the Board this afternoon.

Dumas: Hello, everyone. Thank you for having me. I am one of the representatives of the Anti-Black Movement. The Anti-Black Movement is a group of dedicated black student leaders formed in October 2019 to raise awareness about structural issues pertinent to the black students at Illinois State University. As seniors, it troubles us deeply

that our efforts may deteriorate upon our graduation. We understand that these times are unprecedented in light of COVID; however, anti-blackness is a plague that should not be tolerable on this campus.

Almost a year to date, we spoke here charging Board of Trustees to hold administrators accountable to getting the necessary work done that would meet the demands of the Anti-Black Movement. Today, I am here to acknowledge that we have had direct communication with administration since October. However, progress was cut short in spring and seemed to have only resume due to nationwide unrest. In summary, progress has not been sufficient nor measurable. Work like this takes time, we know. But it's almost a year later, and we still need tangible plans projected for the years to come.

I would like to speak on our updated demands from last year. We have re-examined and presented 11 demands to administrators. Here are the demands that have been under consideration. I'm first going to speak on the demands that we expect to be accomplished with higher priority than the others, and then I will speak on the other demands.

So, number one, we demand the anti-blackness upheld by ISU PD be investigated, acknowledged, and addressed. There must be an official external audit of ISU PD and student relations, in particular, black student relations. The external auditing agency must be approved by the Anti-Black ISU Movement leaders and campus anti-racist leaders. This must be enacted to ensure that ISU PD upholds its commitment to protect and serve. We demand transparency of the Inclusive Community Response Team and the reporting process. We demand that ISU establishes a coherent university policy in the Code of Conduct that addresses clear forms of hate speech. Hate speech is speech that offends, threatens, or insults groups based on race, color, religion, national origin, sexual orientation, sex, gender identity, gender expression, disability, or other traits. Racism and homophobia must, under no circumstances, be tolerated. Students, faculty, staff who violate this code would go through a conduct process.

We demand the creation of a required anti-racism course idea, similar to ??_____ (s/l AMALI 17:09) where all Illinois State University students must take it before graduating. We demand full and complete recognition and compensation for the student leaders dedicated to the Anti-Black ISU Movement. We demand Preview be utilized as a way to introduce intolerance of anti-blackness, inequity, and discrimination at Illinois State University. Similar to an alcohol training and ideas module, an anti-racism course must be completed by students before they attend the university.

So, those are all of our prioritized demands. I'm going to speak on the rest of the demands. We demand Illinois State University hire Crossroads, or an organization alike, to be a consultant to ensure that ISU moves from a multicultural institution to anti-racist institution. We demand Illinois State University increase funding and resources for the Student Counseling Center for the purpose of hiring additional black mental health professionals. We demand that the counseling center boost mental-health outreach and programming across the campus, increasing campus-wide awareness, visibility of the counseling services, and reduce lengthy wait times for prospective clients.

We demand a comprehensive plan for addressing the institutional and structural barriers that hinder the retention of black students at Illinois State University. The effort must be steered by the Provost and have a specific focus on black men. We demand all colleges to develop an anti-racism committee that develops an anti-racist action plan for their colleges to follow. We demand a funded commitment to recruit, retain, and promote more diverse faculty, specifically those that are black/African-American.

These are all of our demands that we've given to Administration. You know, a lot of these demands are probably in the works, but the problem is that there is a lack of communication; and we are asking you all, as BOT, to cement these demands as a priority to administrators and to the ISU community at large. In addition to the black student leaders in ABISU, which is anti-black ISU movement, consulting administrators we are charging BOT as leadership at ISU to hold the following administrators accountable.

Jones: Thank you, Ms. Dumas. I'm sorry. You are reaching just at five minutes, so if you want to provide us with a quick summary, I know you referenced some documents that you've previously provided to the BOT, but you are right at five minutes. So, if you'd like to make a brief summary, I'll allow you a little bit of time to do that.

Dumas: Okay.

Jones: Thank you.

Dumas: So, I'll be sending these demands to you all as well. I just wanted to summarize just the administration that we've been meeting with—specifically President Dietz, Dean of Students Davenport, Provost Tarhule, VP Johnson—these are the administrators that we've been meeting with, and we just want you all to hold them accountable and request quarterly updates to not only you all but the community as well on the efforts that were doing in these meetings because a lot of it is very—I don't really have a term that best describes it, but it's just a lack of communication on the progress. And that's what we're asking to be done.

Jones: Thank you, Ms. Dumas. Thank you to all of the people who have presented today. Thank you for taking time out on your Saturday afternoon to make the Board of Trustees aware of your issues. We appreciate your feedback. We appreciate you utilizing the time that we set aside at every Trustee meeting for Public Comments. So, thank you so much. And, again, if you have any comments that you want to send us in writing, please send those to bot@ilstu.edu. Thank you for your comments this morning.

This concludes our public comments for today's meeting.

CHAIRPERSON'S REMARKS

Jones: I want to thank my fellow Trustees for taking time from their busy schedules to attend this informational session. I also want to thank our administrators for their continued dedication to Illinois State University and for taking time from what I know has been a very busy semester to prepare presentations for today's meeting. We are living in difficult times, and Illinois State University, like every other institution and person, are trying our best to adapt to these circumstances, and we've had some challenges.

The Board of Trustees Informational Session is intended to provide the Trustees and the public with an enhanced understanding of the current situation at Illinois State University and what lies ahead, realizing that none of us knew what was on the horizon. With that, I will ask President Dietz to lead us through the updates requested by the Board of Trustees this afternoon.

PRESIDENT'S REMARKS

Dietz: Thank you very much, Chair Jones. My thanks, also, to the Trustees for spending your Saturday afternoon devoted to the university, and to the staff who are also part of the Zoom call today. Earlier this week, I gave my State of the University Address, and that took about 30 minutes; and I'm not going to go through that again today, and you all will probably be relieved about that.

But in 30 minutes or so that I took to deliver that address, I hit a lot of the issues that we're going to be talking about today. I think today, though, gives us an opportunity to pick a few of those issues and dive a little bit deeper to provide a little more information. And, so, we have a number of people on the call who will help us with all of that. So, before we get into that, though, I want to say also that I appreciate the speakers today. I've taken notes and appreciate you taking time out of your day to share your ideas.

I have worked in higher education for a very long time, and I can honestly say that I don't believe that higher education has faced more challenging times than they do today. We are in the middle of a health crisis unlike any that we have known in over a hundred years. We face a divide on social justice issues that tears at the fabric of our American society, and we are in a financial crisis as a nation and state that is impacting many businesses and families. Managing any one of these crises can be a challenge, but handling all three simultaneously really requires efforts across the entire university; and I wanted to say thanks to everybody who's involved in these really terrific efforts.

I witness these efforts every day and am very thankful for the faculty, staff, and students who are putting in extraordinary amounts of time and effort to have a successful semester. I have spoken with countless students and their family members, faculty, staff, alumni, community members, and respective colleagues at many other institutions who have shared their thoughts and concerns regarding this pandemic. There is much fear and anxiety associated with the many impacts of COVID-19, as this disease proves relentless. I'm grateful for their feedback and counsel, and as we approach the fifth week of the fall term, I find that I'm especially appreciative to those who

share ideas, innovative concepts, and unique approaches to enhance the Illinois State experience for our students now and also in the future— a future that undoubtedly includes COVID-19.

We have faced many challenges in our planning for the fall semester and beyond, and we will surely face new challenges as we look toward the future. Illinois State has been transparent in sharing information about COVID-19 cases on our campus. The coronavirus dashboard provides comprehensive information about the results of on-campus COVID-19 testing, and I invite you to view the dashboards at other public universities in the state, and I think you'll find my statement to be correct.

You will see that we are reporting more information than the other public universities in Illinois, and we're doing it on a daily basis. Many others do it on a weekly basis, and the reporting is really a bit of an anomaly among all institutions; and all presidents admit that. I'm on weekly calls with the other presidents and chancellors of the public universities across the state, and there is a difference in reporting; and everybody's doing what they think is important for their institution. But, indeed, I would say that we are being transparent reporting more—and more often—information than most of the others.

Later in this meeting, you will hear how the dashboard will change to include some new information as our testing program evolves. Universities have varying capacities and resources for testing. Once saliva-based testing, developed by the University of Illinois, is implemented on the Illinois State campus, our capacity for testing will significantly increase. Unfortunately, this program will take at least 10 weeks to implement, per information provided by the University of Illinois. It's not that they are unwilling, and it's not that we are unwilling to do business together. We want to do that, but they are simply not ready to roll out that program, either here or at any other institution or agency in the state. And we also have to go through protocols here, in terms of having laboratories approved.

So, as a point of clarification, Illinois State has been in discussions with the U of I regarding the Shield Illinois Program for several weeks, hoping to implement this program as soon as possible. And I applaud the University of Illinois for their efforts, and I'm eager to have expanded testing capacity on our campus.

I am grateful for the support of local and state agencies that are working to develop and implement strategies for fighting COVID-19 on our campus and also in the community. As I have mentioned previously, we have regular discussions with the Governor's office, McLean County Health Department, and the town of Normal. The return of students to Normal has affected the positivity rates in McLean County. We experienced a high number of positive results in a short period of time, and we will continue to be diligent in our quest to increase testing, hold our campus community accountable for following public health guidelines, and continually evaluate our approach for the health and safety of the campus community as our top priority.

At this time, we have 1,223 recovered cases, which is more than 90% of unique positive cases since testing began on August the 17th. We were one of the earlier institutions to start school on August the 17th. Many of the other institutions started a week later, perhaps even later than that; and so I would predict that their numbers are going to increase as our numbers have. Many of them are not just quite there yet.

We have researched various options for addressing the quick increase in positive results, such as sending students home that live in on-campus housing and implementing a campus-wide quarantine. These and other options appear to be obvious solutions; however, there are 14,000+ students who reside off campus. These students will remain in our community. They have signed leases in our community. They want to be here. And they are going to be here. Most are citizens of Normal and, just a couple of days ago, were encouraged to complete the Census as residents of this community by the Governor. In my discussion with fellow university presidents and chancellors, there is a uniqueness to the challenges of off-campus housing, and we're all dealing with the same uniqueness.

Indeed, there was an article just yesterday in the *New York Times* about the University of Illinois and many of the challenges that they are having there. We do not own or operate these facilities. We really don't have control over the leases, and we have no authority over whether landlords provide students with necessary flexibilities, such as the university has with those who live with us on the campus. We, indeed, have told those who are attending online and want to go home that they can get out of their contract with no financial penalty. I'm not aware of any landlords around the area that are doing the same. So, therefore, those individuals are staying. We will continue to support

our off-campus students; however, we will also hold students accountable for their behavior whether they live on or off campus, as all students are accountable to the Student Conduct Code.

I continue to support efforts to de-densify our campus to provide the safest environment possible for our students, faculty, and staff. At this time, half of our employees are working remotely, and a vast majority of our faculty are teaching in a virtual environment. Our residence halls are at about 60% capacity, and 80% of our classes are online, which equates to more than 90% of our seats on the campus. Our faculty and staff have spent thousands of hours working to ensure teaching and learning safely continues despite COVID-19, and that students are provided the Redbird experience for which we are known. When we look back on this crisis, I have no doubt that we will have emerged as an even stronger university and community.

Chairperson Jones, with your approval, that ends my formal comments, and I would now like to begin to address the topics of special interest to the Board.

Jones: Thank you, President Dietz. You can proceed.

Dietz: Thank you very much.

SPECIAL INTEREST TOPICS

Dietz: It's at this point that I will play a lot of the role of an emcee. I will introduce some topics, but we have folks on the phone here who have responsibility for these areas. And so, the first area is looking at our enrollment for the fall. So, if you would have told me last spring that our enrollment in the fall semester would be above 20,000, I would have bet that you might be wrong. I wasn't public about that, but I had concerns about that, as the predictions across the country were that enrollments for this fall could be declining as much, across all institutions, as 20% to 25%. Actually, our Associate Vice President for Enrollment Management, Jana Albrecht, did tell me that she thought that we would be above the 20,500 student level in the fall. Fortunately, I did not make a bet with her, and I believed in our enrollment management staff and the faculty and staff across the campus that aid in the recruitment and retention of students. It is because of them and the strong brand of the university their enrollment continued to be strong and stable, which makes our university strong and stable.

So I've invited Jana to be here this afternoon to share with you the numbers from our 10th-day class enrollment this fall; and the 10th class day, as you will remember, is the day upon which the Illinois Board of Higher Education bases enrollment in a given semester. And, Trustees, it probably goes without saying that you are welcome to ask any questions at any point. And at this point, I'll turn it over to Jana.

REPORT FROM JANA ALBRECHT

Albrecht: Hi, everyone. It's good to see you, even though it's over Zoom. I haven't seen many of you in a long time. But I'm happy that you're having me here and that I get to give you a little bit of the good information that we have for enrollment.

So, we are at a total of 20,720 students for the fall term. That's less than a 1% decline in enrollment from last year to this year. So, part of that strong enrollment is that our graduate enrollment increased again by 4%. And so the grad school has done that for the last three years. And, in fact, we've seen a five-year increase in graduate enrollment. And so, we think we can capitalize on that a little bit more moving forward as well. Dr. Tarhule brings some experience in that area for us, so we are looking forward to that.

Our incoming freshman class, if you saw, was 3,053 students. It is lower than last year; but remember, last year was our record-breaking year. It's lower than 2018 but is higher than 2017. And the other good news about that incoming freshman class is that were still in communication with that group of students. We had many of them tell us that they decided to stay closer to home and go to community college, and we do feel really good about seeing these students in the future in some of our transfer classes. Charley Edamala helped us with our new system, in implementing that; and that system really allows us to communicate with those students pretty effectively and quickly over the next year or two. So, good news there.

We did have our second-largest honors class, which was pretty remarkable. So, we have a lot of really talented students joining our continuing students on campus. We had our third-most-rationally-diverse incoming freshman

class in history. That allowed our total enrollment—it went from 26% students of color to 27% students of color on campus. And if you do a five-year comparison, that included about a 20% increase in our black and African-American students and almost a 20% increase for our Hispanic and Latino students.

So, we did have also some concerns about our international students, about getting to campus and being able to take classes, but we are level in the total number of enrolled international students this semester. So, more good news. And I think, probably—and many of you may not have heard this information yet—but the thing that I'm most proud of is our retention statistics. So, we're still working on getting those totals and that data to all of you, and we should be able to do that soon. But preliminary figures indicate that we had an increase of about 5% for our retention for our students from their freshman year to their sophomore year and pretty substantial increases in retention of our students of color. So, some great things to report here.

Like President Dietz, at the beginning of the summer, I was a little nervous; and we had to shift pretty quickly to an all-online recruitment platform. But staff from all of our campus readily learned Zoom and communicated with students, recruiting students and with continuing students in ways that they hadn't before.

So, pretty pleased with the enrollment for fall term, and we're already working on making that enrollment even better for next year. So, happy to take any questions that anybody has. Do you want me to call people out? Trustee Donahue is raising his hand.

Donahue: Thank you. First, kudos to you and the team for having what I would even call a very remarkable enrollment, considering everything going on in the world. My question was, is that total enrollment—and I don't even know if this is the right term—all in person; meaning, they're living in the community? Or is that the combination of those online versus in the community? And if it is a combination, can you give us a breakdown of how many students are strictly doing their work online?

Albrecht: Sure. And I think, Dr. Tarhule, do you have those stats? Were you going to do that kind of reporting? Okay.

Donahue: If that's coming later, I didn't realize that. I apologize.

Dietz: I think that one's coming later.

Tarhule: I have those numbers, and I'll be presenting them.

Dietz: Any other questions?

Donahue: I'm happy to wait until that presentation. I'm sorry.

Dietz: That's all right. That's okay.

Jones: No worries, Rocky. That means you're diligently paying attention. So, we appreciate that. Does anyone have any other questions for Jana?

Louderback: I have a quick question.

Jones: Mary Ann?

Louderback: Thank you. In the numbers that you are—you're talking about the freshman, and you're saying that it's higher. Now, you are not including those that are going to come that are at the community college, right?

Albrecht: We are not.

Louderback: Okay. But you're proposing that those are the ones that applied that decided not to come, and that's in the percentage probably, or the numbers that you have that are down a little bit?

Albrecht: Correct. We do believe that there are a significant number of those incoming freshman that were going to come to ISU, but because of the pandemic and finances and that, they decided to stay a little closer to home and go to community colleges. We will do some research with the clearinghouse in about a month, where we actually go and find all of those students and where they attended. So, we'll have a better sense of the total number. But we, for sure, have had students say, "Hey, we still want to be in communications with you, and we're still interested in ISU in the future, just not this semester."

Louderback: So, had they put down any money? Or were they just—is that just the group of which they've been accepted?

Albrecht: Some actually paid enrollment deposits and then decided to stay home. But there are others that didn't pay the enrollment deposit that I think are still interested in Illinois State University in the future.

Louderback: About how many do you think that is?

Albrecht: You know, it would be anecdotal now, but once we do the research with clearinghouse, I think I can give you a better indication of what those numbers are.

Louderback: Thanks. Great job, guys.

Jones: I know you said you were going to do some research with clearinghouse, but I know before when we had some of our Board retreat, we talked about actually Illinois State reaching back out to the people. So, are we going to do that as well, reach back out to them and ask them about whether or not they are going to be thinking about choosing Illinois State in the future?

Albrecht: Absolutely. We have plans to do a survey, and then in SLATE, we already have some of that information from some of the students that have told us that they are still interested and they want to be communicated with. And we will develop communication plans for those groups.

Jones: Okay. So, do we have a timeline on when that first communication will go out? And I guess you answered the question while I was forming it in my head, and were going to follow up again just later in the semester, I guess, to see if those plans have changed. Correct?

Albrecht: Absolutely. And we did do a preliminary survey that we sent out late this summer, and so were getting some of the data back from that as well. And then it's very easy to do communications to students through SLATE, so we'll do a couple more of those just to understand the interest that is still there from some of those students that didn't come this fall.

Jones: What was the initial response like from the surveys that went out? I don't know if you have those numbers readily available, but did we get a lot of responses back from the students? I know you said we have some, but what did that look like?

Albrecht: So, a lot of it is, always, that they really like the campus feel and the friendliness, and they love the university. I would say that the top indicators were they were concerned about finances, and the financing concerns were a little bit more based on the pandemic. So, I think the majority of our students are telling us that, and that was a bit expected.

Jones: Thank you, Jana. Anyone else have any further questions for Jana at this time? I see Trustee Navarro. Go right ahead, Bob.

Navarro: Hi, Jana. Thank you for sharing the numbers with us. I'm certainly impressed with where we are opening with our 10-day enrollment. You mentioned that this is the third-most-racially-diverse class of students' enrollment, and then you gave some numbers. You went from 26% to 27%, and you gave a breakdown. Can you just go through those again for me because I didn't quite catch them. It was pretty quick.

Albrecht: Sure. And I should distinguish because I jumped from incoming students to total enrollment. So, for incoming students, 31% of those incoming freshman are from racially diverse backgrounds. That compares to last year; it was at 32%, but this is one of only three years in our last 20 years that we were above 30% of those incoming freshmen students. So, then, for total enrollments, the new students compared with our retention statistics allowed us to move from a total campus of 26% that marked themselves as racially diverse to a campus of 27% of those students saying that they come from racially diverse backgrounds.

Navarro: And then did you have that breakdown in the different groups?

Albrecht: Oh. So, I have two committed to memory. I have the data, which I'm happy to provide to all of you, but total enrollment increase was 5% for our black and African-American population, 2% for our Hispanic and Latino population increase. It was a decline for our white students. I do have a chart that I can provide that would list the information for all of those particular groups. And then I mentioned a five-year comparison. So, if you do a five-year comparison, it's an increase of about 20% for our black and African-American students, and I think nearly a 20% increase for our Hispanic and Latino students over that five-year period. But I will get you an official chart that has the exact numbers on those.

Navarro: Great. Thank you for sharing that. I appreciate it.

Jones: Thank you, Jana. Any other questions for Jana before we move on to the next presenter? Please, don't be shy. That is the purpose of today's call, to make sure we ask any questions that we have. I know using "shy" with this group is kind of an oxymoron, but maybe you might feel shy this morning. So, thank you, Jana, for making yourself available for us this morning. Thank you for the wonderful information and for having a few of those stats locked right here. So, we appreciate that. Dr. Dietz, you can move on to your next presenter if you want, as Jana has concluded her comments.

Dietz: Thank you very much. I also want to congratulate Jana and the team. We talk about "It takes a village to raise a child." It also takes a village to recruit a student. So, she and her team really do a fantastic job. So, I appreciate that.

REPORT FROM AONDOVER TARHULE

Dietz: When we began the fall semester, there was some confusion among students and parents, as we began the semester, about remote learning and how classes taught remotely might look. And so, I've asked Provost Aon dover Tarhule this morning to talk a bit about how the semester is progressing along academically and provide some insight about remote learning. I would also say that, while he has been at the university for a short time, he is making a terrific impact at the institution. So, we are delighted to have him on board. His knowledge and experience have really paid off in great benefits for the institution already. So, with that, I'll turn it over to you, Aon dover.

Tarhule: Thank you so much, President Dietz. And thank you to all the Trustees. As everyone has been saying, and as everyone knows, this has been a very difficult year, academically, for us. So, just to give you a little bit of context, between June and today, we've had to change our planning with respect to enrollment three times. So, sometime in June, we told faculty to choose whether they wanted to teach online or in person. And they made their choices, and the numbers came back just about even, around 50/50 between those who wanted to teach in person and those who wanted to teach online.

But as we got closer to the start of the semester, two things happened. One, we saw the infection rates going up across the country. And then, there was an announcement from the State Department that said if international students were not enrolled in a face-to-face class, at least one face-to-face class, they would have to leave the country. So, we had to respond to those two changes, both the increase in positivity and the announcement from the State Department. And we went back to the faculty and asked them to change, again, their modality of instruction, the idea being we wanted to be able to keep our international students. So, we had to make sure they would be able to have at least one in-person class. So, the faculty obliged, and we made those changes.

But when our school started, about a week into the start of school, we saw the numbers rising up faster, and quite dramatically; and so, we had to make, yet, another change where we loosened the restrictions on which type of

courses and what kinds of considerations we would allow for in-person classes, online classes. Basically, we made it easier for any faculty member to put their classes online if they wanted to.

So, if you hear faculty expressing some degree of frustration with all of the changes that have been going on, it's real. We completely understand that. They've had to make a lot of changes very quickly, but we were not making these decisions willy-nilly. We, ourselves, were being forced by circumstances outside of our control, and that's what caused us to have those changes.

So, with all of those changes, I would like to give you two sets of numbers about where we stand now. The first set relates to the number of courses—so if you just count Psychology 101, English 101, and so on, so the number of courses. And then the second set relates to the actual number of student headcounts in those courses. So, with respect to the number of courses, we have about 10.5% of our courses in hybrid mode. Then, we have 79.9%—so just about 80%—are completely online, and 9.5% in face-to-face instruction. So, that's in terms of number of courses.

In terms of actual students enrolled in those classes, we have 5.6% of our students who are in the hybrid mode, 90.7% who are completely online, and 3.7% of students who are in face-to-face classes. The 3.7% of students represents mostly graduate students and students who are in experiential-path classes, laboratories, or clinical-type courses that just can't be done otherwise.

The numbers continue to change, because in the last iteration we made, we discovered there are some students who got re-registered in the wrong categories of classes. And so, we are in the process of cleaning that up. So, if you see these numbers next week, they may be slightly different. But, basically, this will be the ballpark.

So, at the start of this semester, as I mentioned, a number of faculty were not happy, understandably so, because of the number of changes and the amount of times we had them make changes to the modalities of their teaching. But the other group that was not happy were parents. We received a number of complaints—I wouldn't say very large but also not negligible. We had a number of parents who were unhappy about the modalities in which their kids' classes were being taught. And some of them were of the opinion that—I think some of them, basically, did not understand what was meant by asynchronous courses. So, they thought the students were teaching themselves. And so, a lot of those complaints came through.

What I did in the office was to make sure to commit to responding to each and every parent who contacted us. So, I have a staff member who screens out all those emails, and then we have two people dedicated to reaching each and every parent who contacts us.

What is interesting is more than about 90%—close to 90%—of those parents, when we reached out to them with some preliminary explanation, we never heard back from them. So, a lot of them complained that their students' teachers were not coming to class, the students were having to watch videos and essentially teach themselves. But they didn't say what class it is. And so, we reached out to them and said, "Well, we need to know which class that is so we can reach out to that faculty member and make sure they are actually teaching." Most of those never contacted us back.

I think what's happened is that many of them simply did not understand what an asynchronous course was; and I think, over time, as students became more comfortable, hopefully they educated their parents. But we've seen much fewer of those complaints. So, we are basically not getting even one a week now. So, I think that's encouraging.

We are now beginning to think about spring. Faculty and parents, too, are beginning to ask questions about what spring is going to look like. So, we have a committee that is looking at the different options we have, whether we will start the class late, whether we will cancel spring break so that students don't have to travel back-and-forth, and all of those questions. So, that's the next big decision that we have to make, but we have committees working on those, and I personally would like to have that decision made sooner rather than later.

But there are implications for the change of calendar. The Academic Senate needs to weigh in. And so, we may not be able to move as quickly as we would like to. But I am in consultation and discussions with the executive

negotiator of Academic Senate. And so, they are aware of the need for urgency. So, we are working on those as well.

The other thing that we are working on that is relevant to the current discussion is promotions and tenure. So, back in March when all this hit, Illinois State, as with many other institutions, made a number of changes with respect to whether faculty that are coming up for tenure and promotions could delay their applications as corona stopped the clock. At that time, we felt that by now the situation would have been much improved. But here we are. It's not improved. And so, we have to decide what we will do.

Do we allow faculty to continue to stop the clock? Or do we think about some other mechanism? Stop-the-clock actually has a number of financial implications, because when you go from assistant professor to associate professor, for example, there's a salary increase. And so, the longer you delay getting that increase, there are modeling studies that have shown that over the lifetime of your career, the loss of income can be substantial. So, it's actually not a very good thing if we have to do it for more than one year.

The other kind of thing we're considering is whether it's possible to tinker with some of the requirements and evaluation criteria with respect to training and promotion with regard to grading, the rigor, and standards, by taking into account the very special circumstances we face now so that we can allow people to go up for tenure and promotions because of these special circumstances. So, we are working on that. There are a number of committees that have had several rounds of discussions with the unions as well as chairs and directors. There is a university-wide committee working on it, and Academic Senate is working on it as well. We expect to have some conclusions very soon.

It's actually a pretty difficult question, because when you raise the question initially, we think about the people who are due to come up for tenure and promotions now. But the new faculty that we have hired now are just as affected, because they can't do their research, they can't travel, and so the question becomes how long do we do this? Is it going to last five years to take into account the impact on the faculty that have just come in now? So, that's a very difficult question.

The other difficulty relates to the fact that not all disciplines are affected to the same degree. So, if you talk to people in business, they will tell you, "Oh, this has been great. You know, we're very productive now, because we've been able to write more papers." So, they've had no impact. COVID has no impact on their research or scholarship productivity. But people who need to go out and do footwork, or interact with other people at clinics, clinicians, and nursing, and so on, they can't do that. They won't get funding.

So, the impacts are very different. And so, how do you come up with university-wide criteria that take into account these differences? It's a big challenge, but we have people working on those. So, hopefully I will be able to have some resolution to those as well.

So, think those are some of the main changes that have taken place in Academic Affairs with respect to COVID, and I'll be happy to answer any questions or elaborate on any of those if you have questions.

Jones: Thank you, Dr. Tarhule. Any questions for Dr. Tarhule regarding his presentation? Rocky, I know you had some questions. Were those addressed in this presentation?

Donahue: I think so. The one thing I was most interested in was just the number, out of the 20,000, how many are actually, what I would say—when I say on-campus, I don't necessarily mean just living in the dorms, but living in the community, on the campus, and how many are attending Illinois State in Orland Park, or in McHenry County, or wherever it is they live? Because we have seen some people say, "Hey, I'm doing this all online," and I wasn't sure what that really meant.

Tarhule: I think that LJ— LJ, I don't want to put words into your mouth. But I think LJ will have the final numbers with respect to who is on campus physically. I count mostly the people who are in class and whether they're doing it online or face-to-face. And the numbers I presented were percentages. Actual numbers out of total students— Yeah, I think those percentages relate to the students who are in classes and the type of modalities that

they are taking. And, so, LJ will have the numbers, I suspect, of students who are in residence or who are within the community.

LJ: Specifically to answer that question, there are about 3,800 students living within our residential environments on campus.

Dietz: To put that into context, last fall, we had 6,200 living on campus. We really don't know, ultimately, how many live in the community. We expect the bulk of the balance between that 3,800 and the 20,720 to be living, most of them, in the community here, because they've already signed contracts at this time last year for the lease that governs them this year.

We have had some movement, and it's really more anecdotal than anything, about folks that are saying, "All my classes are online, and I'd like to move home," and LJ and his team have allowed that to occur, as I mentioned earlier, without any financial penalty. So, I think we probably have a few more folks that have moved home. But I think if you look around the community, most of them are still here. They want to be here. Many of them have jobs here. They live here year-round, and they want to be a part of this community. Any more for—

Jones: I think we have Trustee Bohn that wants to ask a question. Kathy?

Bohn: Yes, Provost Tarhule, I know you're working on the spring semester. Do you have an idea when you will make a decision as to starting later and canceling spring break? Because I do know that, I believe, Illinois Wesleyan has already canceled spring break. I'm not 100% sure of that. That's what I heard.

Tarhule: If you left it to me, I would have already made that decision. And certainly, I think within the next two to three weeks if we haven't, it's getting late, just because the more certainty we can give to students and parents and teachers, the better. Part of the challenge for us is that our laws say that Academic Senate needs to weigh in whenever we have to make a change to the academic calendar. And a shift in when we start and end the semester is a change in the academic calendar. So, it becomes, they need to weigh in. And sometimes they don't always work on the same schedule or pace as we do. So, that's the challenge for us, but we continue to work with them, and they certainly do understand that we need to know this as soon as possible. My goal would be to be able to announce this in the next two to three weeks, no more than that.

Bohn: Okay. Thank you.

Turner: I have a question, too. Sorry.

Jones: Thank you, Trustee Turner. Jada, you go right ahead.

Turner: I actually have a couple questions. One is, so I know there was a lot of confusion going into the fall semester about classes and how they would meet. For the spring semester, will there be better clarification with just about how classes are going to go in terms of whether they will be meeting asynchronous or synchronous? Because I know, from personal experience, when I was trying to figure out if I was supposed to meet with my professor or not, I felt like there was a disconnect from professors and students, and I'm not sure if that was because professors were still unclear about if they were going to even have a class session.

But I know that I take online classes a lot, and so I'm used to having assignments due all either on a certain day of the week, such as Friday or Sunday; and it caught me off guard when I was told that I had to meet at my class during the regular class time, because when it says online classes, I take that as, okay, so it's online. I didn't know I had to actually meet. And I felt like there were a lot of my other peers who felt that same way, too, and didn't know they had to meet for that class at that certain time, that it was originally supposed to be scheduled during the regular class time instead of now it's going to be on Zoom. So, I just wonder if there could be better clarification moving forward whether we would do that in the spring or not, just better communication between professors and students.

My other question is, I know that you mentioned before about how some students said that they felt like they were teaching themselves. I was wondering where can a student go to report that if they feel like they are teaching

themselves or if they are not getting the proper communication from their professor? Where should they go to report that so, that way, that can get taken care of?

Tarhule: Thank you, Trustee Turner. So, what we're telling faculty and students now, in terms of modalities, is to prepare for the spring in the same kind of format that we have now. So, basically, we're assuming that spring is going to look very similar to what we're doing now. But part of that, as you can imagine, is because we don't exactly know what the situation will be with the pandemic at that time. So, we think that simply planning in the same kind of mode as we are already operating will already provide some kind of clarity and, if nothing else, consistency for parents and students alike.

With respect to the timing of the classes, there are two things. First of all, even if classes are online, we have to plan them. And if we don't schedule them, then you could potentially end up with a student who has three or four classes at exactly the same time. And, so that's going to be inefficient. So, we still must plan online classes and put them on a schedule. And the easiest thing to do is to use the same type of schedules that we do for in-person classes. So, that's why those online classes that are not being delivered asynchronously, we use the same kind of scheduling, and you say that was confusing. But, hopefully, going forward, everybody is learning to operate in this new normal, in these new types of conventions that we're working in.

I think if I could make a change or some moderation, one of the things that seems to have caused a sort of concern for a lot of people are the asynchronous courses. These are classes where faculty members sometimes make the recordings, and students can log on and listen to those whenever they want. So, those don't have fixed schedules. People who sign up for those asynchronously don't really have a fixed schedule.

It works really well for a number of people, if they're working or if they're in a household where they are sharing a computer with many other siblings, or if they're in a situation where they simply can't be on the class at a particular time, this really allows them to log on whenever they want, when they can, and really get the same information. But they still have the same level of access to the professor. So, it really works for certain types of people. Not so for everyone, especially people who have a more conventional sense of teaching, that you have the teacher in front of the board, and then the students are there listening to the instructor and asking questions. We've actually received a lot of compliments from some students and some parents who say, "Oh, we love this mode," because the students are able to come back and listen to the same lecture several times, and they can still ask questions of their instructor.

I do know that not everything works exactly as we plan it. Human nature being what it is, I accept that there are some faculty members who are, perhaps, not reaching out or communicating as clearly to students as they should. Those are the people that we need to work on. Those are the people that we need to make sure they're sending out information when they should, they are responding to students when those students have questions, and so on.

But, in general, I think we're getting a lot of compliments from students who like these modes. So, with respect to those clarifications, as we improve our communication, as students themselves and parents learn better what these different modalities entail, I'm hopeful that we're going to have a much better start in the spring semester than we did for the fall.

Trustee Turner, I want to make sure I answered all of your questions.

Turner: Yes, I believe you did. I also have one more question. Are teachers, right now, prepared if we do have to go into a quarantine, the teachers that have the in-person classes? I have a lab right now that I have to go to on Tuesdays. Are professors prepared for if we can't go back to the lab or can't do our in-person things? Have they been given instruction to start preparing for online and how they're going to move it over? Because I know that was a big issue last semester, that teachers were caught off guard, and they were given a short period of time to come up with a lesson plan that fit the online course. So, I was just wondering, are professors still prepping for an online class even though they're doing in-person right now?

Tarhule: Yes, they are. So, since about June, we've been trying to put out a message about once a week. We don't always get it out every week. But we've been trying to put out a message about once every week to faculty. And that's a message that we stress in each and every one of those communications that go out, that faculty must be prepared to switch completely if this situation with the pandemic so demands it.

And we also had a tremendous engagement from the faculty over this summer. About 600 unique faculty members—that's about half of our total faculty members—took some kind of workshop at CTLT to try and improve themselves or to learn how to teach online. That was just tremendous. That was really—we were very happy to see that, that faculty are taking the challenges seriously, they're trying to learn the new technology, and they're trying to improve themselves so they can be better teachers.

So, in those workshops, we also stressed the amount of teaching, the type of teaching that they would have to do, and the need to be flexible to move. And then, as I said, we have been putting out communications on a weekly basis where we stress this. So, everybody should know at this time that if such a situation arises, that we will have to switch, and I think that most will be able to do so.

Turner: Okay. Thank you.

Jones: Trustee Turner, anything further from you?

Turner: No. I think he answered my questions.

Jones: Well, we appreciate you. You are the student voice here, and so we certainly want to make sure that you, of all people, have the opportunity to get all the questions out you have. I see you, Trustee Louderback. Mary Ann, your question?

Louderback: First off, as I'm looking, I see we are on the same academic calendar that they get out on the 5th. We're sending them home at Thanksgiving, bringing them back.

Tarhule: We are not bringing them back after Thanksgiving.

Louderback: Okay. Well, I was just looking on—I didn't think so, but it didn't show up on the calendar. It still has them coming back. The other thing is, so how many classes do we have that are in-person? I know they're labs and stuff, but how many students? Do we know how many are in-person classes, how many students each professor—I think that's something that we need to figure out, too. And if we are going to go and do the same thing next semester, how do we make sure that a student knows exactly how that class is going to be before they just sign up and whatever? I mean, we've got to do a little better about that.

Tarhule: That's an excellent, excellent question. It was one of the issues that parents took umbrage with, the idea that they signed up for one class, and then we made a switch on them, and some of them felt that was dishonest. But in fact, we were responding to the situation as it evolved. We hope that this would not be the case in the spring, but we will have much greater clarity from the beginning.

So, with respect to the courses, we are teaching right now just about 4,000 courses. If you count all the courses that we teach, it's almost exactly 3,999 courses total across the university; 383 of those are face-to-face or in-person. And those 383 account for 9.58% of our total number of courses. The number of students in those classes is 3,806, and that represents, in percentage terms, 3.68% of the students. Now, counting classes can sometimes be funny, because the same students can be enrolled in several classes.

Louderback: Right. I understand that.

Tarhule: So, that's if you have just a unique number of individuals. But those are the percentages with respect to who is in a face-to-face class and who is enrolled in an online class. And then the issue you brought up about students knowing beforehand, this is really one of those motivations why I'd like to be able to make the determination early enough so that we will include in our communication to students exactly what modality the different courses are going to be. So, I would expect that they will know this much earlier and with much greater clarity than happened at the beginning of the fall semester.

Louderback: Have we seen anything as to when the withdrawal date is? Have we seen many people withdrawing once they get into the class? Or when is the last date to withdraw without any penalty?

Tarhule: I don't have that date off the top of my head. We have extended it considerably to make sure that students will have enough time to actually figure out what they wanted, whether this modality worked for them, and if they were able to switch into something else that worked for them, if that was available. But a specific date, I will have to look it up.

Louderback: That's fine. Thank you very much. I appreciate it.

Tarhule: Thank you.

Jones: I was speaking to my mute. Trustee Donahue, Rocky, you can go ahead. Please proceed.

Donahue: Thank you, Madam Chairman. I need to get hit over the head a lot to understand something here. So, I apologize if I sound like a broken record, but did I just hear you correctly that 10% of our students are taking classes in class, which can I defer then, 90% of the classes are online? Or did I mess that up?

Tarhule: You got the 10% right. But you got it not exactly right, with respect to what it relates to.

Donahue: Okay. I mean, keep hitting me over the head here.

Tarhule: Correct. So, in terms of the number of courses—so, if I count Psychology 101, and Math 103, and so on, as individual classes—that 10% or 9.58% of the number of courses are face-to-face, so in person. But the number of students— Sorry? The percentage of students in those courses, face-to-face classes, is only 3.68% of all students are in face-to-face classes.

Donahue: So, now—again, hit me over the head some more here—so, now, 4% of the students are taking it in-class and 96% are doing online?

Tarhule: Either online or hybrid.

Donahue: Okay. So—

Tarhule: To distinguish between online and hybrid: online is 90.76%, so just about 91%; and hybrid, which is some version in-person and online, is 5.56%.

Donahue: And 4% is roughly all in-person.

Tarhule: All in-person, correct.

Donahue: So, at best, 9% are taking somewhat of in-person classes, be it hybrid or all; and 91% are online.

Tarhule: That's correct.

Donahue: Okay. And is that based on that roughly 20,300 students? So, 1,000 are roughly going to class every day, and 19,000 are either doing a hybrid or exclusively online?

Tarhule: That's correct.

Donahue: All right. That makes it much clearer for me from that. Thank you.

Tarhule: You're welcome.

Navarro: This is Bob. I have a question about the synchronous versus the asynchronous classes. So, when a student signs up for class, they know that it's going to be online. Do they know which modality it's going to be taught in, synchronous or asynchronous, and how late does that switch on a student? Because you, yourself, mentioned that students learn different ways, and some adapt well to that, and others do not.

Tarhule: They should know. I will admit that the process by which they learned that was not as smooth as we would have liked, partly because we had to make a further change after school already began. So, at the start of the semester, that was our second iteration. Faculty had chosen the modalities in which they were going to teach, and that's what was conveyed to students on the dashboards and on the website. Then, we had to make a further iteration as we saw cases go up where we allowed even greater flexibility for additional faculty members to change the modality of their classes and also to help de-densify the campus.

During that second iteration, some classes that didn't have an asynchronous component added that component. And so, this made a change from what students knew when they had signed up for the course and after we had introduced this third round of iteration. So, I think that's what caused the confusion. If, in the spring semester, as I expect, we are able to introduce classes and not have to change the modalities, they would know at the time they sign up, exactly what kind of modality they class was being taught in, and there will be, hopefully, no need to change that modality again. So, we wouldn't have this confusion.

Navarro: The students should absolutely know what they're signing up for. A student should absolutely know how that class is going to be taught.

Tarhule: Agreed. Agreed. As you can imagine, the faculty also would absolutely like to know how they're going to teach a class. The only reason why we had to make a change was because of the infections and the pandemic and the fact that we needed to get more students off campus. So, then, we had to make that change which affected some modalities. But, again, it was in response to what happened. Professors would absolutely like to declare the modality that they are going to be teaching in and stick to it because it's much easier on them that way. It's also easier for the students, as you say. Agreed.

Navarro: Thank you for the information. I appreciate that.

Jones: Thank you, Bob. Dr. Tarhule, have you gotten feedback from the professors regarding their teaching? Have some of them told you that they are teaching through online modality but they have a preference for being online? I mean, what has been the feedback from the professors as they've been undertaking this semester?

Tarhule: Most professors would like to teach in person. If you recall from the numbers when we first gave them an option, back in June, whether to teach in person or online, about 50% opted to teach in person. Even when we gave them greater flexibility, the movement was much smaller than we expected. So, in the second round of iterations, we still had far more—I think close to 40%; I couldn't swear an oath on that—but we still had far more professors who wanted to teach in person at the second iteration. It was only during the third round when, because of COVID and infections, you had so many more people, then, move to online. So, professors themselves would like to teach in person.

As to how it's going, I think it's going quite well, in fact. There were two things that worried us at the beginning. One was technology. How would the technology work? Charley Edamala, I can't say enough for the amount of work he has done. We have had, at least me and my office, zero complaints with respect to technology. Zero. And that's amazing. That's truly amazing. So, I think Charley and his group must really have performed some kind of a miracle.

Faculty themselves, I haven't had much complaints at all with respect to what they feel. What we had was, as cases began to go up, we began to get requests from faculty who said they wanted to change their modality. And what I didn't want to happen was for faculty to do that without informing the Provost's Office, because it would be silly if parents contacted us and said, "Hey, what mode is this class teaching at," and we didn't even know. So, we built in a mechanism where they would report to their deans, actually, their chairs and deans, so that we could keep track of which classes had been moved from either hybrids to asynchronous or face-to-face to hybrid or asynchronous. And about, something like 25, in the last iteration, did change their modality in response to an increase in infections. So, some of the people that were teaching face-to-face, they said, "Well, we have too many of our students who have become infected or are exposed to people who are infected. We don't think we should continue to teach face-to-face," and we worked with them to move those classes online.

Jones: So, are we still experiencing those changes now? Has that flattened out?

Tarhule: To the best of my knowledge, this is it. I would not expect further changes. But, remember, we still have about 4% of students, or 10% of classes, face-to-face. It's entirely possible that in some of those classes the infection rates may get to the point where the professors just feel like it's no longer safe to continue to do it face-to-face. So, there is some likelihood that that is still possible. But outside of that, with respect to the hybrid and online classes, I expect that's where they are going to stay, at this point.

Jones: Thank you, Dr. Tarhule. Trustee Louderback?

Louderback: Yeah, I have a quick question. It just kind of dawned on me. Okay, for the synchronous, I guess they were supposed to be in class anyway, face-to-face. Why would we not have all of them be synchronous and still be doing—except for the labs and stuff that have to be face-to-face—why would not all classes be synchronous? And maybe this is my lack of the knowledge of it. But more bang for the buck, I would think.

Tarhule: Yeah. It's a good question. A big part of it has to do with equity. As we've said, if students are living in homes where, remember, they have siblings. So, in a whole home, they may have only one computer.

Louderback: Right, but if we're synchronous, they do it there. I mean, it can still be online later. But to me, it makes sense that if we're having them go to class that let's have class. And I understand the computer. I mean, we're having that from K-12, you know, everybody's got that problem. So, that's just kind of curious as to why we wouldn't have more rather than have 90% of our students—and we don't really know where they're at. We don't know if they're home. We don't know if they're on campus, or where are they? I'm just a little nervous about next semester if people are thinking that, okay, well, if I'm going to go online, why would I go to the university? I understand some are already living there. And, I mean, I have two daughters that wanted to go back because they had apartments. But how do we make sure that next semester and next year doesn't go down? I mean, it's a—

Tarhule: It's a very good question. It's something that we're worried about, and we're also worried about retention. We just had Jana speak to our retention numbers. We'd like to keep them where they are. Everybody knows that when students are not fully engaged, that's where we lose them. To be entirely honest with you, I personally would prefer to have fewer asynchronous courses, too. But this is something that we debated long and hard about where are the students? So, if they were all here, we would expect them to be in class.

Louderback: Right. So, I guess I would expect the same thing no matter where they are, if we're going to do synchronous.

Tarhule: Well, except if they are in a different time zone. If they are not living here. Let's say they are living in South Korea. And the time we schedule the class here is 1:00 p.m.

Louderback: Yeah, but I think that a one-on-one, we can figure that out. I mean, my concern is that, you know, we can make every type of excuse; but these are college students, and we all have to learn how are we going to do this and getting people to do it.

Tarhule: Agreed.

Louderback: So, I'm just really concerned about that.

Tarhule: It's good feedback. And like I said, it's something that I personally would like to explore some way of improving. But, point well taken.

Jones: I think Doris is trying to be acknowledged. Doris Houston?

Houston: Yes, Trustee Louderback, I can speak to, I was transitioning from my role as department chair before the current position, and one advantage sometimes of the asynchronous courses can be the opportunity to allow smaller groups to gather with a faculty member at one time. So, for example, if there's a class of 30 students, we had our faculty member split those in half so that one week, there might be the synchronous instruction for half the class.

The other half would have asynchronous. And then it would flip. That would allow for more engagement when there are smaller groups online. So, that's one example.

Louderback: Oh, I totally understand that, but you're also adding synchronous. You're not doing just asynchronous. You're doing a class where they are in the class, and the other half is doing the other half. And I totally agree with that. I understand that. The same thing with synchronous, even if you have a class of 30, that doesn't mean— I mean, it's like if you have a class of 30 in the classroom, we can all go to the professors office later to talk to him. But you've still got the synchronous and the asynchronous. That I don't have a problem with, because they're still being accountable, and they're being in class. I do have a problem with all asynchronous classes, the number that we have. That's all. Thank you for your help. I appreciate that.

Jones: Thank you. I'm sorry, Mary Ann. Thank you, Dr. Houston. I think Rocky has a question, too. Trustee Donahue?

Donahue: Ah, yes. Thank you, Chairwoman Jones. Provost Tarhule, again, hit me over the head, because I want to make sure what I think I heard, I actually heard. So, I guess my question to you is, who actually makes the decision if the class is going to be online or in the classroom?

Tarhule: I'll try not to hit you over the head so many times. You may get a headache. The decision has changed over time. At the beginning, when we first sent out the request in June, we asked the faculty members to work with their chairs. And so, we asked them to justify why they wanted a class in a particular modality. And we wanted to make sure that they would be able to speak in terms of the students' learning outcomes, to show how the students' learning outcomes would be accomplished in the modality that they were proposing. So, faculty had much less flexibility at that time.

When we went through the second iteration, we asked chairs and directors to make sure that all of their international students would be able to take at least one face-to-face class; because, at that time, the State Department said if they didn't, they would have to leave the country. And so, we wanted to make sure that the international students had that choice. So, at that point, the decision was still in consultation with the department chairs.

In the last round, we basically left it to the faculty, because this was when infection rates were high. We were getting a lot of complaints from faculty who didn't want to teach in a particular modality, so we said, "Okay, if you don't feel comfortable teaching face-to-face, even if your department chair told you to, just make sure you let us know, and you can teach in hybrid mode." So, in the last round, it was more of faculty decided, almost entirely decided by the individual faculty members.

Donahue: So, then, is it fair to say right now only 5% of the faculty want to teach in the classroom?

Tarhule: It's not "wants" to teach in the classroom as much as they believe that they wouldn't be able to teach their class effectively by other means.

Donahue: Okay. All right. Well, I don't want to wordsmith or semantics, but basically 5% felt comfortable currently to teach in the classroom. Is that how we've arrived at 5% are currently all in the classroom?

Tarhule: I don't think it's wordsmithing as much, because those 5% are very specific. They are almost all labs, like organic chemistry. They are clinical-type courses. They are classes that have labs: physics, chemistry, fine arts, sculpture, and so on. So, it's really the learning outcomes, the faculty sense that they wouldn't be able to teach these classes online. That is, I think, the larger determining factor for the classes that we have face-to-face.

Donahue: Okay. Well, I appreciate that. And I guess it's very complex. There are no easy answers, and I understand. I wish there was an easy button to hit. But I would be remiss if I didn't also say, in a shared governance, I'm not so sure it really, completely should be the faculty that makes those decisions. While they should have a voice in it, I'm not sure it should just be 100% the faculty who makes that decision. That's only me and my opinion, but I appreciate all you're doing there.

Dietz: I could chime in for a moment on that point, Rocky. I think some faculty would debate this, but I think it's really an issue between the faculty member and the department head that usually determines the modality. But really, our bread and butter as an institution has been face-to-face instruction. Most of our faculty want to teach that way. Most of our students want to learn that way.

And to Mary Ann's point earlier, are we concerned that we may lose some students over this or students would just decide to stay home if, in fact, they've gotten used to an online kind of modality? I'm less concerned about that. I think students select the institution because we have a terrific academic program. But also, they want to come here for an experience, and that experience is both in classroom and outside of the classroom. So, I think during a normal time, we would get back and teach most of our classes face-to-face. Most of our faculty want to teach face-to-face. That's the way our students want to learn. It's the individualized-attention value that we have.

So, we're just in a weird kind of circumstance; and I think that, for the fall, we've worked out a lot of the bugs. As I read about how other institutions are handling some of this, some have decided that, well, they're going to start out face-to-face; and then they go online, and they're hoping things are going to get better, and then they go back face-to-face. That, in my estimation, is not a good thing. And we had to go through some of that, really, in one direction. It was just face-to-face to, more gradual, to online out of health and safety concerns that the faculty had.

So, I think in these unusual circumstances, the faculty certainly played a much larger role in the modality that they're offering in their courses. I think a lot more normalcy will come back. It may take throughout this entire academic year to get there, but I think a lot of the bugs that we've worked out in making a commitment to continue the way have been for the fall where we are right now, will add clarity, and the students will know what they're signing up for. I think that's the big thing. And it took us a while to get there for the fall, but I think the bugs will be worked out in the spring.

Donahue: I have one last question, and then I'll let others get in. I don't want to monopolize this conversation. I'm sorry. And this is, really, I'm probably maybe moving more into Dan Stephens' world than anybody's world. But as we do 90% of our classes online, and hopefully—I agree with you, Dr. Dietz—this is a blip, and it doesn't continue; but if it does continue, is somebody modeling from an expense side? Do we need the amount of resources that we currently have because our model has changed? I don't mean that in a bad way. I don't mean that to scare anybody, but there's some reality of that as well.

Dietz: Yeah, Dan will get into some of that in his conversation, and the myth-and-fact thing that Jay's going to come in. But the issue, I think, for some folks, they think that you can teach online cheaper than you can teach face-to-face. That simply has not been true. And Dan can show that in some of his presentation.

Jones: Thank you, Rocky. Thank you, Dr. Dietz. I just have one final question. And I guess I'm kind of like Rocky; sometimes you have to make things clear as mud to me. I know we keep saying that the students prefer to be in class, and the professors prefer to be in class. How do we know this? Are we polling them? Are we surveying them? Are we asking them? When we say they "prefer," as an attorney, I like to see some data or something on that and not it just be us anecdotally. Because, yeah, all my friends may say they prefer to be asleep right now, especially with it raining outside, but that just might be me and my friends.

So, how do we know what they're preferring? And as a university, are we making sure that we have proper touchpoints so that they can express that? Because some of the feedback that we have received as the Board of Trustees is that people are not able to express their opinion and get it heard and that we're only hearing from certain people and not from everybody, not from the community at large.

Tarhule: It's a good point. I think if you look at, for example, when we gave faculty the option to choose. If I go back to the beginning, when we gave them the option, most of them, a good number of them, chose the in-person format. That's an anecdotal point for us, and that's the way they would prefer to teach if they had complete liberty.

We haven't formally polled students here, but I'm going to give you indirect data. As President Dietz said, I was at Binghamton University when this started. And at that institution, we did poll students back in spring to ask them what they thought, what they would like in the fall. It was almost 70% wanted to be in-person at that time, close to 70%. And at many other institutions where that kind of polling has been done, the number is close to that

percentage; between 60% and 70% of students say that they want to be in-person. So, I think that our students would not be substantially different. So, whereas we haven't done a direct poll here ourselves, there is a lot of evidence from other institutions that suggest that this is where students want to learn.

I wanted to use the opportunity to make a point with respect to Trustee Donahue's concern, legitimately so, about the faculty having an oversize voice. You will recall from previous BOT meetings that faculty came on this Board and complained about their concerns about COVID. So, the dilemma we faced in making that last iteration, the decision we made, was that if we told faculty to teach face-to-face, and the faculty themselves feel like they are in the older, more vulnerable group, then the backlash—that we were not sufficiently taking into account their health concerns—was going to be too strident for us to handle, because we were seeing evidence of that.

So, this is not normal. In a normal situation, we would not surrender the rights to choose the course modality to a faculty member. This would be determined, I think, in consultation with the department chair taking into full account the confidence we have that the course objectives and the course outcomes would be achieved. So, this is unusual. But as we gain control of it, we will try to bring this under control as much as possible. But, hopefully, we will get back to normal, and we wouldn't have to face this again.

Jones: Thank you, Dr. Tarhule. Any other questions for Dr. Tarhule? Seeing none, Dr. Dietz, you can go on with the next presenter.

Dietz: Thank you very much. And, Aondover, thank you for the presentation and answering the questions. He's been on the job, I think, 74 days; and he and his team are really doing a fantastic job. So, we appreciate that.

REPORT FROM DAN STEPHENS

Dietz: The next person to present on budget considerations is our Vice President for Finance and Planning, Dan Stephens. Dan and I have kind of worked through his presentation. He probably has enough slides for about 30 minutes. And I don't know if folks want a necessary break, realizing that you might have about 30 minutes of presentation coming up. If you don't that's fine. We can just charge right into it. Your call, Chair Jones.

Jones: You guys can chime in. Trustees, BOT? Are you guys good for just going right through?

Louderback: We're fine.

Jones: I think we're all good, but thank you for the consideration, Dr. Dietz.

Louderback: Or, you can always go anyway.

Dietz: Okay, Dan, I think you're up. So, please proceed.

Stephens: Okay, thank you. And I will do my best to move through it in less than 30 minutes. Dave, if you don't mind sharing the screen here. Can you all see the main PowerPoint slide?

Dietz: Yes.

Stephens: Okay. My goal today is, and it's been actually very helpful to not be first and actually be near the end, because a lot of the statistics that have been either shared by housing information, class information, enrollments, questions about IT, I'll be sharing some of those so I can move through the information a lot more quickly so that it's not new dialogue. And so, my presentation, as you can imagine, was putting a fiscal context around the COVID environment. And I've chosen, again, just key areas to speak to, certainly not every area I wanted to touch on. And so, I apologize if there was an area I don't, and I'll be happy to take questions either during the slide or at the end. So, I appreciate your patience as I go through this.

I wanted to tell you that I did share this presentation—I only made a couple of edits in the last few days—same exact presentation to the Senate on Wednesday night. It appeared to have been received quite well. It was shared with them, and so I've only, like I said, made a couple of edits for clarity for the Board's purposes.

And just one other point, you'll see a number of spreadsheets in a particular format. This information that I am providing I actually picked off of our monthly reports we provide to the IBHE. All the universities across the state, about—oh, gosh—four or five months ago, the CFOs in one of our monthly calls, working with IBHE, we created a master template designed to get some level of consistency in at least the reporting format and try to get some consistency in estimates for people. It is still individualized, but at the end of the day, the formatting is essentially the same, and it is reported every month on the 10th day. So, I'm working off of—actually, I could not—it was too late for me to work off of the September one. There haven't been that many changes, so I'm working off of the August report. But this information is publicly shared with IBHE, so the Governor's Office is aware of these fiscal constraints we're facing.

The main key areas I'm going to touch on, some of them are going to just simply be repeats we've had before. But given the fiscal amounts of money involved, I'm going to touch on them again. So, we'll talk about how much the spring refunds we had. Again, starting—and this is essentially from the middle of March up until now. So, the spring refund environment. The COVID-related expenditures are going to be—you'll see me talk about those, either by virtue of expenditures for safety reasons, cleaning, testing, IT. I've kind of started again, March all the way up through, essentially, a forecast based on information we know as of today, looking through the fall term and potentially some into a little bit of next year, if we believe it is an annual estimate.

Lost revenues, that's probably our biggest reduction in fiscal year '21. We aren't issuing refunds from the spring, but we are—as you heard earlier as LJ presented or spoke of—we're sitting at about 60% capacity of our housing and dining programs where we've actually historically always been at 100%, if not over 100%. So, those are lost revenues, and they are quite significant.

Thankfully, we've got reserves. I've got a chart on that. And we've got sufficient reserves, and I want to get this up out front. Our institution's historical fiscal conservative nature is proving to be very prudent at this time. So, we're not having to react like some schools. We're going to be using, certainly, reserves in order to strategically manage through this and not irrationally try to make poor decisions simply from a fiscal point of view. So, we are very healthy. I echo President Dietz's comments. I actually believe, when this is all said and done, schools like ISU who've got a strong brand and a strong fiscal foundation, an academic-program foundation, that we actually will be more successful beyond this environment than where we are now.

I'll talk through a few slides on those lower housing contracts, dining contracts, and then a little bit of a fiscal impact on the lower enrollments. Thankfully, the enrollments came in a lot higher than anyone would have imagined, so I've got a little chart on that. And then I'll finish the conversation with a discussion about the IT investments that we have made since March.

We have been making investments overall in an online and hybrid environment here at ISU for a long time. We just haven't had a lot of programs that have been either fully online or hybrid. But the College of Nursing does have a number of its academic programs that people can take online. We've just been predominantly an institution that has been a face-to-face preference, but we did not start from zero. And, so, I've got a chart that talks a little bit about the history of our expenditures, kind of pre-COVID and then where we've had to spend aggressively since last March until now.

Okay, in the big picture, I've got other slides that we'll talk through in a little bit more detail. So, I'll focus in on some key numbers. And I'm not sure if you see my mouse; it'll make it a little easier.

I've got two columns here. And, again, this is capturing information. I've chosen to do it between fiscal years, because we are in the middle of an audit. We are at least a couple of months away from finalizing the audit. So, I've got a reference down here at the bottom where I think—and don't hold me to this. I hate to do forecasting of final audit results, but this is a pretty decent guess. So, I am choosing to present information that eventually will tie itself to our audited results, both this year and potentially next year. I do not have a forecast for fiscal year '21. It's way beyond my ability to predict, just like as Dr. Tarhule was saying. The ability to predict the future in this kind of setting is next to impossible. So, I want to share as much information as I can and just put a context around as much accuracy as I can.

So, in the big picture, when I look at the results for FY20 and the fiscal impact, it's about a \$24 million reduction. In fiscal year '21, just using fall information, it's sitting around \$20 million. The reason it's so substantial is not that the institution has declined in its need to provide services. It's just that our housing and dining infrastructure is actually capable of serving a lot more students, but because of the safety reasons behind COVID and the restrictions—the de-densification of both housing and dining—it is showing, in essence, itself of the lower sales or lower revenues. So, the majority of this lost revenue here is going to fall in the housing revenue and the dining revenue areas.

One point here, you can see on the CARES Act. I wanted to make sure I explain this a little bit more clearly. And I wrote this on the left-hand side. I don't know if Dave or Brent had shared, but you actually have this presentation. So, if there are questions that I don't get to today, and you want to ask me later, please do. But you all should have this information.

You've all heard the CARES Act. It's a \$16 million grant that the Federal Government provided. It essentially was split \$8 million for students, \$8 million for what's referred to as the administrative portion. The administrative portion, the \$8 million administrative portion is tied to the amount of money that the students draw. If the students on day one, on March—whenever it first started in April or May—if they had drawn all \$8 million down within a couple of days, the institution would have drawn all \$8 million of our administrative portion, because we are contingent upon that. We can't draw an administrative portion until the students draw down their portion.

This 50/50 split is not me guessing at it. It's actually, at June 30th, from an accounting point of view, the accounting rules say that the only amount of money that the institution can draw to reimburse itself for its expenditures, even though we had more than—as you can see this—we had more than \$8 million of expenditures we can apply against, we only had roughly \$4 million of student refunds that were applied to as of that date; which means, in fiscal year '21, as we get those CARES Act funds contributed, we will then draw down the remaining \$4 million. But it is an accounting requirement, a Federal Grant requirement, so I'm backing this amount out. We've really incurred—our expenditures in fiscal year '20—because we've hit \$27 million—but just from a financial standpoint for our audit, when we see it in December, it will only recognize \$4 million.

The last point I'd like to make before I move on is this statement on the bottom. I talked over the last couple of days with our accounting teams. They're working through drafts. Right now, our financial statements, again, they're still a draft. The auditors are working through them. They won't be final until probably late November/early December. But if I'm optimistic, I'm being a little conservative here, right now we're going to be just north of breakeven, somewhere around the \$3 to \$5 million range. Again, I hesitate to be more definitive than that because there can be entries done through the audit process. But we're not below zero, thankfully.

Last year, as a comparison for fiscal year '19, I think our total increases—we refer to it as our bottom line, the net P&L in the higher education world, it's called increase in net position. The net P&L in fiscal year '19 was around \$29 million. So, we're just above breakeven in this year because of essentially this.

Now, the reason I put this slide in here, for any organization that attempts to—whether it's higher education, whether it's an agency, whether it's a corporation—it doesn't matter what institution or type of organization is out there, the only way you can stomach that is you better have something in savings. And so, for lack of a better word, the word here, audit net position, which is in our balance sheet, that, in essence is our savings area. It's in the equity section of our balance sheet. It essentially represents two categories. I don't have to go into the color of money, but the restricted area, which is our AFS system, that's where our bonded activities are. That's housing, dining, the Rec center; that's the Bone Center; that's CPA; that's parking. That restricted area is, as of the audit, as of fiscal year '19, is around \$134 million. The rest of the institution, which is referred to as unrestricted, which is the general revenue portion, is right around \$104 million. Collectively, we're sitting at around \$238 million, and those are backed by cash and investments. That's not a paper balance. That's actually a supported cash balance in our investment. So, we're healthy in that regard. We're going to be needing to use these.

This area, as you can imagine, LJ's team's going to do their best to manage the cost, to limit the cost, but we've got to also maintain the service. So, we're going to be using some of these reserves to get through this, but thankfully we've got them. And that's why I say, at the end of the day, we're going to come out of this. We'll have less

money in the end; but, at the end of the day, we're going to be stronger, and we'll be able to rebound quicker than a lot of our competitors in this region of the country.

The other thing I put in here that I wanted to share with Senate and also share with you, but very much with Senate, because we have individuals there, both students as well as faculty members, that may not necessarily understand, why would you have this much money in savings? Well, one of the reasons you have it—of course, nobody expected a pandemic to occur and need to draw on that. But this is our backlog of capital repairs for all of our academic buildings and our bond buildings.

We report, we track, essentially, the repairs. Our campus is 50-60 years old. We have a lot of buildings, and so this is annual reporting that we report out through IBHE. I'll draw reference to essentially fiscal year '20. We're sitting at over \$400 million. You'll hear that phrase as deferred maintenance. It's very substantial. The bond revenue system is around \$150 million. You'll see a little decline from last year. One of the reasons things decline is last year when we made—when you make major investments in an area, like we did with Watterson, your repair, your projected future repairs actually go down.

The bond revenues have to generate their own positive reserves in order to provide funding to repair itself or renovate itself. The GR is supposed to be funded by the State. I don't mean to be too negative here; but, at the end of the day, we haven't had a State capital funding level in over eight years, and especially for regular maintenance. It is exciting that we've got a \$62 million CVA appropriation included in the Governor's six-year plan. It is still sitting in A&E phase, that architectural and engineering phase.

I am happy to report that the architect firm—everything shut down during COVID for probably April through, I would say, maybe August. And we got word several weeks ago that the ratio of architects was re-engaged. And so, I'm hopeful that they're re-engaged for the A&E. I'm hopeful that when they finish that over the next several months, that then it will go to a bid process, which is when a large portion of those funds will be received.

So, we do need these reserves. It is definitely where we will hold back capital plans, because we have to maintain our facilities, and so that's kind of one of our major areas of how we get through this environment, is we use our reserves. We will just have to only work on those strategic initiatives on campus and not be able to do as many new projects that we would like, at least, at this time.

I'm going to fly through this information quickly. This is the detail behind it, behind those numbers. Remember, I'm working now—this is refunds last spring. We haven't done refunds in this year, and we don't plan to. We've got lower revenues in this period, but this was the \$18 million that you've seen publicly announced last spring, \$8 million in housing, about \$7 million in dining, almost \$3 million on student fees, and then we did some parking reimbursements as well. These other refunds on campus were, again, likely ticket sales where people had paid up-front, and we had to return those types of refunds because we could not honor the resources that we provided ahead of time. So, collectively in fiscal year '18, the major hit from there was around \$18 million, when you're looking it from a refund perspective.

When you talk about lost revenues going into the future year, last year as well as this year, I want to point out a couple of big things. You'll see this area right here, the housing, because we're sitting—and I've got another slide in the next couple of PowerPoints—the housing environment being at about 60%, we'll lose that 40% of contract value. It's about \$6.5 million. The dining contracts are going to be close to \$8 million. I'll show you the math in a few minutes.

Larry Lyons—we had some original estimates. These are kind of rounded numbers. But because last spring, the NCAA basketball tournament did not get to continue. So, all that television revenue that did not make it, between the Missouri Valley and everybody else, filters itself back into limited revenues sent back to the institution. So, this is a kind of a lost revenue perspective, again, potential for campus events not being held. So, this is, again, trying to be forward-looking in this year. This is, again, what we report to IBHE, and we update it every month and send it to the Governor's Office.

From an expense point of view—I was talking here, essentially, from a revenue point of view. From an expense point of view, this is where we've actually either wrote checks or signed contracts. One of the bigger contracts that

just approved that's listed in FY21 is, you can see right there, Reditus; \$3.3 of that \$3.5 million is the Reditus contract that we've signed. Now, it doesn't mean we will incur that, because if we switch over to the UI Shield, we will dial back those tests; because those tests for Reditus are \$100 per test. When the UI Shield hits, it will be \$20 a test. But we'll end up, next year, probably next spring, replacing this with some element of a UI Shield-type of cost; but, hopefully, it will be something lower, maybe a dollar amount equal or lower, but we'll get greater testing out of it.

Cleaning supplies, special cleaning supplies: we've had to order \$300,000. You heard earlier about the investment that Dr. Tarhule has said we had to make to shift our classes quickly last spring and then to the fall with online, lots of hardware/software. I've got slides to talk about that in a few minutes. So, from an expense side, close to just \$10 million, either in the current year or even where we're forecasting.

Now, to show you a little bit of the math behind how do you get \$6.5 million? The housing, again, historically—and this is the reason I picked this—all of last year, we traditionally are at 100% capacity. When we utilize as much of our housing stock, it sits around a 6,200 range if you're really packing everybody in. We're around 3,800 or about a 40% decline due to the de-densification and the flexibility provided to our freshmen and sophomores by giving them an opportunity to say if you feel uncomfortable living with us, then you don't have to. So, right now, the number is hanging around there. Take 2,400 contracts—this is on average. A housing contract is around \$2,700 a term for the fall term. It's about a \$6.5 million revenue hit.

You move that over to dining, we actually—even though we've got 6,000 beds—we actually have a history of securing dining contracts for students who live off campus, and it wasn't uncommon in the past to be over 8,000. So, a rough number of what I'm calling capacity—that's probably not a correct phrase, but we kind of have to cut things off in this range just being able to serve them. We're around a capacity of around 8,000 or so. We're, again, at about 60%, around 4,825. That 40% reduction, using, again, the average cost of one of the most traditional plans chosen, is \$2,260 in the fall. It's almost an \$8 million revenue loss.

Now, from a cost-reduction perspective, I don't have—I'll be working with Wendy and LJ and Bill Legett and his team to figure out the lower food costs that we will have from this. It is a margin base, so I was only able to quickly grab the revenue. We will have some cost savings there, but it's not a dollar-for-dollar.

Then, you get to tuition. Thankfully, tuition and fees, we had—this is the headcount, the 10-day headcount last fall. You heard Jana speak to this; 20,874 was last fall. This fall, 10th day, 20,720. Approximately 154 students from a headcount perspective. That's how we report, is that way, a little less than—it's 0.7, a little less than 1%. When you multiply that using a full-time student, 15-credit-hour rate, at our current tuition, it's almost \$900,000 for the particular fall. And then, this is the fee impact across all fees. It's about a quarter of a million dollars. So, we were very fortunate from a GR point of view that our enrollments, our brand is good. Students chose to come here, and we were able to secure a quality fall class. And hopefully, we will sustain this in the spring and potentially even sustain this next fall and possibly grow beyond that, if we can get beyond the pandemic.

Lastly, I'm going to shift gears to this area about IT investments. I've got some detailed slides on where we've spent money from COVID, but I wanted to share in the top section. Last March or April, I talked with Charley and Kevin Hand, who's his fiscal director, and said, "You know, I know we don't track our expenditures in our system in a very detailed way." We have a variety of people working over in Charley's team with software and hardware, "But can your team look through your contracts, look through your expenditures and identify the pre-COVID things we were spending before it hit to kind of support our online and hybrid environment that we have that our faculty has always had the opportunity to use?" We've chosen to do most of our classes pre-COVID face-to-face, but yet we had the infrastructure in place in order for faculty to use ReggieNet to provide information online and offer a hybrid and online class if they wanted to. That amount in a quick analysis was almost close to \$4 million.

When COVID hit, we started having to add to that. And I'll show you in a minute some of the details of where we spent the money. But, all in all, we started around \$4 million, and we've—at least in our estimates as of a few weeks ago—we're spending close to another \$1.7 million. So, we're north of \$5 million, even when you're looking at it very conservatively.

Some of those items that we started spending from March, I'll talk to a few of them. The thing we're using right now. We did not have an unlimited Zoom license. We went immediately—because of safety reasons, all the faculty, staff, and students had to essentially go home or separate. We switched our license from a select number to a higher number. So, we had to make some expenditures. We had to make an expenditure there and another expenditure now to keep it at this level. We get beyond the pandemic, and we don't need as much, we'll dial it back. But we had to quickly spend that. Virtual desktop licensing: we had to add more because more people were there, more hardware from a virtual desktop.

But here's a more interesting one. We're looking at contracts and having—because we've got 90% of our classes and educational content and conversations are occurring over the internet, we have to protect it. And so, that malware is Charley's team was quickly trying to protect that environment. And so, we've got contracts in place, whether that's one or another, Charley can speak to that. But almost a half a million dollars just quickly, software and hardware investments.

We refer to this as student technology access. It's probably an easier a way to say, what do we spend in order to provide access for the student if they have to sit at home and can't come be either in their apartment, be at home and can't come on campus? Probably the biggest number right here is the laptop loaner program. We acquired—and Charley can help me here—I want to say as much as 500, maybe even 1,000 laptops, brand-new laptops, had them loaded with ISU software, ready to hand out. We gave some out in the spring. We cannot sell them. We cannot give them. We have to loan them because they're property of the State. But we spent almost a half a million dollars doing that. We have not given out the entire amount, but we are continuing to tell students it's available for them. After the pandemic, for those we end up not needing in that environment, we will just end up starting to use them to replace desktop equipment for staff and faculty across campus.

Classroom upgrades. They talked about how does the faculty member teach an environment where the students aren't in front of them? Document cameras had to be purchased in order for the professor to show, rather than a PowerPoint, to be able to show what they're doing. Actually, my wife had to buy one of these because my wife's a teacher in elementary school here in town, and she is teaching remotely for students, because we're all remote in Unit 5. I had to buy her a camera so that she could show the students online what she was doing.

Tracking cameras. Almost a couple hundred thousand dollars. Those are where a faculty member, if they're teaching and they're recording it, they're not just going to stand in one particular spot. As they move across the classroom, the cameras follow them so that they can not only see them, they can also hear them. So, about \$375,000 spent there.

Items in the instructional support. ReggieNet is a home-grown application. We are actually studying the eventual replacement of ReggieNet. It's not on the list here because we haven't finished the RFP, but we're 7-10 years into ReggieNet. We're going to likely need to spend and acquire a new product, and that could be anywhere from \$2 to \$4 million.

Here's one interesting item we had to acquire. With our institution being 90% online, we've got to make sure our test environment is ethical and that we maintain the integrity of our academic reputation. So, we had to seek some online proctoring solutions. That's \$100,000. Some additional high-performance computing hardware was needed because we've got more people needing to get on simulation labs. And so, because everything was local, we didn't have nearly as much performance power, so we acquired some additional high-performance clusters. And those are not only helping in the labs, but they're also helping our research arm, undergrad and graduate research, with the ability to perform extensive statistical analysis and modeling in that environment. We acquired that.

Here's another point I'd like to make, at least from a positive-employment perspective. Because our faculty are used to predominantly teaching face-to-face and not necessarily with all this new equipment, Charley was able to hire a number of students—we're calling them the tech squad. He hired existing students on campus. We've always had students helping in his environment, in ISU. But we've acquired students to be out and available, almost a one-on-one relationship with faculty members to handle anything and everything they need in a fairly quick pace. So, there's about \$300,000 there.

So, lastly, what I've talked about is a lot of lost revenue, a lot of higher expenses. And so, I wanted to end the conversation with what have been some of the things that the institution has been doing in order to reduce costs or, predominantly, just preserve these reserves? Well, last May, we brought forth some capital resolutions; and it became very evident that, at this point in time, we've got lots of major capital projects we need both in academic buildings and housing projects, but now is not just the time.

So, I've just listed down here some things—I've used the word very carefully—delay. These projects are not canceled. These projects are just simply put on hold; because, eventually, we'll have to do them. The Student Success Center that is a resolution that we've got out there that we feel, sometime maybe in the next six months to a year, we'll feel very comfortable moving forward with that again. We'll bring that forth at that time. The Biology Greenhouse is also a resolution and a project we've got ready to go. We're just going to hold off until we feel more comfortable.

You may have heard this conversation in passing, "Well, oh, our nursing simulation lab is about 10,000 square feet lab across from the Bone Center Area. The State has allowed all nursing programs to use 25% clinical hours coming to a simulation lab rather than having all of your clinical hours be done out in the hospital or clinic settings." Well, talking with Dean Neubrandner, we've been studying the idea of expanding that simulation lab, not only to serve the existing students, but we could probably expand and offer more nursing students to come to ISU because we can move them through if we had 20,000 square feet of simulation lab. We can move them through because we've got more available resources for them. That's a project that is definitely in the works we want to do.

The CTLT building that has now been dedicated for the Multicultural Center, that was where the faculty development was. Well, having moved those important resources out of that building to renovate it for the Multicultural Center, they're temporarily sitting and doing their work from the library in Williams Hall. Well, we've got plans that are being drawn up to place what's called a Faculty Success Center where we're using the first floor for Student Success Center, potentially using one of the upper-level floors in Milner as being a Faculty Success Center to have a new environment, a more improved environment than CTLT, but we've got to invest in that over the next several years.

As many of you well know, we were very close to bringing forth a resolution to build up to as much as a 1,200-bed complex with Gilbane and the new housing project potentially right next to the Campus Rec Center. That, obviously, came to a screeching halt, thanks to COVID. That is still a project, whether it ends up being this size, whether it ends up being located here, is still up in the air. But at the end of the day, our institution needs this, and it likely needs a level of newer housing in order to eliminate some of that deferred maintenance in having much older facilities. But that's not a project that's been canceled. It's just a project that's been delayed.

And then, lastly, because of COVID and being a very residential campus and typically having 6,000 students living with us and 8,000 people eating with us, we, traditionally, do a lot of renovation efforts in the summertime for our housing and dining areas and a lot of facilities. Well, because of COVID, just being prudent, those lists were cut down to much more of a priority perspective. Those items and renovations are still needed, but they're just being delayed for a later date.

Now, we haven't—even though I've talked about everything we delayed—we haven't stopped every capital project. The Bone Center Concourse, these are the three major projects that are ongoing on campus. We're finishing up, now that the COVID environment, the stay-at-home orders are allowing our contractors back on campus—the Bone Center Concourse renovation on the first floor and second floor is continuing. Julian Hall, the first floor of Julian Hall, which is cybersecurity, that is ongoing as we speak, and that should be finishing next spring. And as many of you know, the Multicultural Center is moving along fairly rapidly now. It is also a next spring/early summer capital project that we're doing.

Also from a cash reserve, if you remember at last—I guess it was the July meeting—I brought forth a debt offering, and I kind of explained it to you off the record; but, at the end of the day, we put back into the bank account—which is right here. Back in the summer of '19, some of the payments for the—this is the June 30th date. Remember, we did the housing project; \$31 million was used out of this area. But the debt offering that we did just this last summer to borrow that \$31 million puts it back into this bucket. And so, we borrowed that. We ended up borrowing that at—we thought it was going to be 1.48%. We actually closed it at 1.47%. And so, that money is back in the bank

account. It will be used to help us get through this crisis and still be able to make significant investments for our housing and dining and Bone Center and all those experiences we're proud of on campus. Putting that money back in the bank was well received also by Moody's and Standard & Poor's when we explained it to them.

From an operational perspective, as many of you are aware, we haven't had any announced employee layoffs; and right now, we aren't targeting any of those, because we've got a full campus. We've got a full environment that we're trying to serve. We're just trying to serve students that aren't living with us on campus as much as we would like. But if you all remember back in 2016, when the budget crisis hit with Governor Rauner, the President introduced a practice where all positions had to filter up through the right authority, up through the Vice Presidents, and then up to the President's office. That continues today. And those positions that are requested are—I know in my division and essentially in almost all the divisions out there—are only coming through because of vacancies. They are some type of retirement, someone leaves the institution. And so, every single request still continues to filter through that. So, we're actively monitoring our employment levels.

One particularly easier—where we know we'll have some budgeted reduction of costs is just simply the fact that conferences and travel—we did shut down all travel last spring, but we've relaxed that with a certain element of limitation in the fall. But there's not a lot of conferences out there being held. A lot of them are being—for safety reasons. So, our faculty and staff are allowed to travel, but they are needing to get approval; and there's always a requirement where they cannot go to an environment where it is labeled a hotspot. And so, there are restrictions put in place; you can't travel to those areas. We do have restriction, I believe, internationally. But domestically, we've relaxed that. But I know we'll have significantly less costs just simply because these conferences just won't be held face-to-face.

And the last thing is an area—it's not a cost savings. It'll be preserved cash over the next several years, but since I got here—I have experience in my career with funding energy renovation projects, not with using internal reserves, but to use what's referred to as ESCO bonds or energy savings bonds that are permissible. This is not a new idea. It's been used in higher education for a couple of decades. But I've been working with Mike Gebeke—and it was, prior to Mike, Chuck and Chris Homan. We'll be issuing an RFP process where we'll have an organization or series of organizations like Johnson's Control or Siemens, who will come in and evaluate our campus, and they'll look at some major areas where we've got the ability to provide new equipment or new processes where, at the end of the day, energy will be saved.

And I'll use a simple example; I'll make up numbers so that it's easier to follow. One of the areas that you can save money in is lighting, the fact that you're using different LED lighting. If Johnson Control comes in—I did this at the University of Idaho—if they come in and say, "If you replace all of your non-LED lighting with new LED lighting, you will save \$100,000 a year in energy. If you ask us to do that, we'll provide the lighting, we'll provide the labor to do that, and we'll guarantee you the savings that you will have." Well, what the ESCO bond environment allows for is you take that \$100,000, you monetize it over a 20-year—which is the State of Illinois' limitation—you monetize that over 20 years, and you essentially borrow the capital that helps pay for that. And so, you don't use your internal reserves.

The University of Illinois has used ESCO bonds for a number of years. We just haven't done it here. But right now, historically, we've used internal reserves to do that. It could be projects as little as \$100,000. Some of them could be \$3-\$4 million. I plan to use, going forward to preserve cash reserves for other things, I plan to execute ESCO bonds that I'll present to you all whenever they are much further along, where we will invest in the campus, and we'll use the energy and the funding from a third party to pay for that. And the nice part about an ESCO bond is that energy savings, that \$100,000 savings, pays the debt payment. So, it's a zero-sum game. It's probably the easiest thing to approve from a debt perspective you could ever have.

And then lastly is just a general statement of other cost savings will continue to be studied. We're looking at costs, things where we can reduce things on a daily basis, even if it's small things. But I just wanted to talk through just a general key list. I'll stop here and leave questions. I know I threw a lot of information at you and a lot of numbers at you. But I do want to end with saying we're a fiscally sound institution. We're going to survive this. We've got a leadership team that is working collectively together. We've got strong enrollment. We're going to come out of this well prepared to excel, once the environment allows us to do so.

Jones: Thank you, Vice President Stephens. I see a lot of Trustees coming off mute. So, I know there are questions for you. We're going to start with Trustee Rossmark. Sharon, you have your questions for us?

Rossmark: Yes. I've got several questions, Dan. First of all, thank you so much for the information. The first question is—and perhaps I missed it—do you have any sense of the impact of the INTO Program financially on the university, on our financials?

Stephens: Well, thank you for asking that question. Actually—and President Dietz can speak as well—from a fiscal point of view, we were really into, I would say, the second full year of enrollments. The international market essentially shut down. From a financial point of view, we certainly have got a lot less students here that are in the academic English, that are in the Pathway classes. We've got a lot less recruiting going on. We haven't stopped recruiting, but we've certainly got a lot less here because the international borders essentially—our border and the international borders essentially got shut down. We are looking at restructuring our agreement with them. We've been having several meetings over the last, probably, three to four months, to move our business model away from the existing one we have today where we paid a lot of marketing dollars for them to recruit.

It's moving in the direction now where the only funds that we pay them will be commissions based on when a student shows up on campus. And so, we've got less enrollments. Thankfully, we didn't have a lot of budget dependency on our INTO students, because they hadn't reached the level of maturity yet. I think we only have about 60 students now. Where we make our financial gain is whenever they leave the academic English environment and the leave the Pathway environment is when they become ISU students in transcripted classes, where they're in their major. That's when they're paying, essentially, the higher rate, which is the out-of-state tuition. We do have less students and less revenue here, but I can go do some calculations later. But it pales in comparison to some of these larger amounts. It's a much smaller balance. What it's hurting us from is revenues that we had hoped would have come in the future, but we're not incurring any more costs because the enrollments have dropped. Hopefully, I've said that correctly.

Jones: Sharon, can I just piggyback on that question real quickly?

Rossmark: Sure.

Jones: Dan, so, I guess you kind of wound up where I was going. I know we're not receiving any increase in revenue that we hoped from INTO; but, again, I like when Rocky said sometimes you've got to hit me over the head with hit. But are we getting any loss from INTO? Because it's my understanding from contracts that a lot of these contracts—the contract is the contract is the contract. And COVID doesn't necessarily relieve you of any of your financial obligations. So, if you had to pay somebody a million bucks for something, you just don't not have to pay them because COVID happened. So, I guess, that's my question to piggyback on Sharon. I know we may have not gotten any gains, but what about our losses?

Stephens: We've got, because our original business plan structure had us deferring the cash payment of some of our instructional costs that we incurred, we, as of June 30th—and we've shut, again, this part down—we've had lots of agreements then with restructuring, and we're just trying to finalize those agreements now. But essentially, we've got a balance owed to ISU from the partnership that's around \$2 million, that if COVID had not hit and the enrollments were higher, those would have been paid on a regular basis. It's balances that the JV owes us. That is a receivable at June 30th of this particular year. The balance that the JV owes the parent of INTO is about a \$6 million balance because the JV itself is going into a dormant status, both entities will have balances due that will sit for several years, and what we can hope will be when we come out of the pandemic, the enrollments will return and then both the JV itself will begin to repay those outstanding balances. But we've essentially shut off all ongoing expenses; and starting this particular fall, essentially the student cost, all the revenue for any student that's coming through here, whether in Pathway or academic English, is flowing through the institution because we're incurring all the cost.

So, it's a major shift in the original business plan, but looking ahead, it actually, at the end of the day—and we just haven't brought this to you because it hasn't been finalized—at the end of the day, the new agreements that we're working on going forward will actually benefit the institution from a fiscal point of view because we won't have fixed charges charged to the JV. ISU and the JV from our perspective will only pay for expenses which are

predominantly commissions to bring those students there. We will only pay for those when the student is physically here and enrolled. If that wasn't—

Dietz: If I could interject, also with the INTO organization, they've been in regular contact with us. We've had tons of conference calls over this. There was some out language for both of us that we took advantage of, and Dan's right in terms of adjusting the business structure. But INTO has deep pockets. They're strong and stable. They look at us as being a long-term relationship. And as he said: to me, the best part is that we were very new in this. So, we didn't have a lot of revenue reliant upon that international enrollment. So, they're already talking about having agents active potentially for this spring. So, we'll see how the virus goes and so forth, but they've got folks that are interested in coming in in the spring if the border is open and the virus lets us do that.

Rossmark: Julie, I had another question.

Jones: Yep. Go ahead. Continue, Sharon. Thanks.

Rossmark: Dan, you referenced expenditures associated with security and malware, and I recall at the last Audit Committee Meeting, there were a number of items that we discussed that were areas of concern for several years now with our ability to track access to the computers and software that have been given out or was being used by others. Given the amount of activity now with offsite staff and faculty working, what level of confidence do we have that we've tightened up those loopholes or those issues that were of concern with security of laptops as well as security around malware.

Stephens: I'll tentatively offer a high-level answer, and Charley—I'm not able to see. I'm just going to stop sharing this. I'll get Charley to answer. But from an audit point of view, we did invest and continue to invest in securing our integrity, either through process changes here or acquiring software. We did have an independent CPA firm help us through what's called a GLB new audit requirement from a compliance point of view. That was successful. Charley, you're going to probably have to speak to some of the specific investments either in personnel or process or external software or hardware to help with some of the issues that Trustee Rossmark is speaking to.

Edamala: Sure. Good afternoon, everyone. Yeah, so from the Audit Committee, Trustee Rossmark is actually correct. There were issues with tracking laptops, specifically, laptops that weren't encrypted. So, based on the findings, we have instituted protocols long before COVID that the machines that are under our control, under the college's controls, are now encrypted. For example, those laptops that we got for the students, even those are encrypted. I sleep a lot better—and Trustee Rossmark will understand what I'm saying—I sleep a lot better. I think that the findings came at the right time, and we moved really quick. Now, I don't want to get ahead of the auditor's findings for this year, but I do feel that we're in good shape there.

Rossmark: So, overall, you have a level of confidence that the process is well improved. I mean, considering that the Audit Committee meeting was in February and the pandemic hit in March and shortly thereafter, students were sent home for spring break and told not to come back, you have a level of confidence that we're able to keep track of university laptops as well as we have the necessary locks in place for security and malware protections?

Edamala: Yes, and I don't want to say that we use the COVID crisis, but we definitely leaned on it to ensure that all the people were given out laptops. Because a lot of our faculty, a lot of our staff are now working from home. So, my superior officer and I made it very clear that every laptop that was taken off campus needed to be encrypted.

Rossmark: And have we had any attacks that we know of yet since everyone has been working remotely and we know that there's a learning curve with attempts at phishing? Have we had any attacks?

Edamala: Oh, phishing is almost on a daily basis. It's pretty unfortunate. So, we're looking at solutions that, unfortunately, would cost a little bit more, from Microsoft to cut down on the phishing. Phishing levels go up right at the beginning of each fall semester because they're trying to get at freshman students who don't know any better. So, yeah, we've had several phishing attempts. We've had different variations on phishing attempts.

And we've also had a number of—it's not phishing, but it's impersonation. So, they're various email-type attacks. I don't want to say that I'm happy about everything, but I'm happy that it hasn't been a much broader, more directed

attack. It hasn't resulted in any breeches. It hasn't resulted in any of that. But having said that, I'm knocking on anything around me that has wood, because these are very smart people we're talking about, these hackers. But we are looking at ways to—Microsoft has come out with different security protocols that we can purchase, and so that's something that we're looking at to assess.

Rossmark: Thank you. And then, Dan, my last question for you has to do with your preliminary list of key actions, which was the last page before the questions page in your presentation. When I look at that list of items, there are certainly some items that probably may be prioritized over others under your delay, item number 1 there. You have six items listed there. Have you all started working through the list of prioritization? So, for example, it seems like the expansion of the nursing simulation lab may need to come back online in terms of effort around the major expense associated with it versus maybe one of the others. And then also, around the new dorms, where are we at with prioritizing these versus just planning on bringing them all back at the same time?

Stephens: Well, this list, I may have not mentioned at the beginning. This was me typing in the last few days, so I didn't put them in a particular order of priority. I just, as they came to mind, these were the larger projects. Obviously, we were much further along with the design and issue of Student Success Center in the Science Lab Building. On the nursing simulation lab, that's been investigated over the last, actually, couple of years. And Dean Judy Nebrander has been talking to Provost Tarhule. And I've been working with her as well, as we're looking at some financial models. So, we just haven't reached the— We've done a lot of research. As a matter of fact, in that particular front, I want to say it's well over a year ago, a team of nurses from ISU and administrators from ISU went up to UI Chicago's new nursing lab and visited that. So, we've got information there. Because things have been delayed, we're putting out fires today and trying to keep things. But we keep studying things, but we just haven't created a priority list because of just trying to manage the pandemic right now. So, we've got a list. We've got a large list, but we'd have to bring them forth based on, again, availability, need, and so this was just an inventory off the top of my head that I just placed out here.

Rossmark: Okay. Thank you.

Dietz: We'll start working on those again. Some of them we had funding in place for. Others are being further developed. So, we'll work on that and come back to the Board with the priority.

Rossmark: Okay. Thank you. That's all, Julie.

Jones: Thank you, Dr. Dietz. Thank you, Dan. Bob Navarro, you had a question? Trustee Navarro?

Navarro: Yes, Dan, I'm looking at your report, and it appears from the report that the university is allocated to receive \$8 million worth of CARES money. Has that money been received, and how did they decide how much Illinois State was getting versus other schools? And is there an opportunity for future CARES money? Just kind of address that a little bit for me.

Stephens: Why, are you going to draw on some? I wish Jana was still on the call here. But at the end of the day, if I'm remembering back, CARES Act came through, I want to say, May timeframe. From the Department of Education, there were some general statistics by which it was calculated. At the end of the day, I can't quote how the formula arrived, but all I know is that we were provided essentially \$16 million, split 50/50 between students and administrative.

Every institution out there, whether it's private or public, has the same split, whether they get \$50 million, then it's still split \$25 and \$25. And the rules for drawing down the administrative portion is exactly the same rules for everybody. It's not unique to Illinois. It's not unique to ISU. And so, we were just awarded \$8 million. We used, in the springtime, like I said, we gave out about, by June 30th, about \$4 million. I think we're close to about \$5 million now. It's working through Jana and Financial Aid's environment. They're continuing to speak to not only the students that were here before but also begin to speak to the students in the fall to say, you still can apply for CARES Act funds, because we need for them to draw those funds down.

We had an original cap of about \$500. We've given out, in some cases—for students who have identified a need—greater than that. But this fall, we'll be continuing the communication campaign to tell the students, "Please draw these funds down, because it's available to you."

From a state perspective, and I can have some others on this call help me, there is a State of Illinois, I think we call it Gear, a Gear Grant that is targeted toward technology. I don't know whether that was only state funded or whether it was state and Federal. But that was just—

Dietz: Federal money coming through the state, and the Governor decides who gets what out of that, and we've got some appropriation from that as well. We're hopeful that we can get an additional stimulus package like CARES, but that's being debated in the Congress right now. The last bill that had some hope got turned down in the Senate. So, more debate coming on the Congress. But we hope there's another stimulus package.

Stephens: Right. And so there are grants that we hear about but nothing of that magnitude of the original CARES Act. But as an institution, we're responding to any opportunity, whether it's Federal, state, local agency, whether from a higher education, or for funds available for COVID or any type of initiative, we've got teams of people in the academic environment and the research environment preparing those documents and trying to secure those grants.

Lackland: Trustee Navarro, this is Jonathan. If I could just add one bit of context here. So, out of the CARES Act, Congress kind of created a higher education emergency relief fund specifically for CARES. And so, there was almost a weighted formula that they developed. And as I understand it, and Dan is exactly right, Jana can fill in the blanks far better than I, but basically that weighted formula was about 75% based on the FTE Pell Grant recipients that were not enrolled. So, in essence, that was the weighted formula that they developed.

Navarro: Great. Thank you very much.

Jones: Thank you. Trustee Donahue. Rocky, you go right ahead.

Donahue: Thank you. I just wanted to follow up on the CARES a little bit, Dan. I understand the 50/50 student versus administrative, and I think I heard you say we're at about \$5 million we've already passed out. How long will this last? Can we roll this over into this spring and then next fall if we don't get to the \$8 million? And secondly, what are we using it for on the administrative side? Are there swim lanes on the administrative side or is it something we could put back into scholarships for students, in essence, because we do use administrative funding for scholarships. So, what are the parameters for administrative expenses?

Stephens: The CARES Act grant was a specific 12-month grant. And so, I want to believe the date is like May 3rd—now that I'm remembering a little bit more—May 3rd of 2020 to May 3rd of 2021. So, we've got a defined date for those, for both grants. From a distribution perspective, we identify, because we got—if you saw the springtime refunds—we got hit on the restricted side with essentially \$18 million. The cabinet did discuss, essentially, using those \$8 million to help mitigate that side of the house. So, that's where it's being—

We've drawn down \$4 million, and those \$4 million has been used to recognize and replenish—the first draw-down was for the student fees—it replenished the budget that had the student fees. It was a little over, I think it was, \$2 to \$3 million. And then the remaining piece will go back to housing and dining; and I think it's being split like 55% housing, 45% dining because, if you do the math, I think it was, just as a relationship between how much the student refunds were in each of those areas. So, it's been targeted back to those two. So, that's why I said earlier, we've already spent the money and recorded it. We've just got to, from a grant-compliance perspective, we can't draw those funds until the students draw all the funds.

Donahue: Okay. Thank you.

Jones: Trustee Louderback?

Louderback: Just a couple real quick ones. You talk about 15 credit hours per semester. Do we have an idea—and I don't know, maybe, Dan, this is not your area—about the percentage of what our students are taking? I mean, I know some places their kids are cutting back to like 9 hours or 12 hours. Because that would affect the differences

in that, and then it would affect the differences in the faculty and the staff that will be around next semester. Also, the report you sent out today goes to the BHE every month?

Stephens: Every month on the—I want to say it's the 10th day—a new spreadsheet gets updated by every school.

Louderback: Can you please send that to us? Every month, I'm trying to figure out, are we going to run out of money? That's what I'm worried about right now is we say, "Oh, we've got plenty of reserves and all this and that," but you know, you never know. I mean, a lot of things are changing. But as long as you're sending it to the BHE, you may as well just forward it on. And also I hear you mention that we do have laptop loaners. Do the freshmen know that? And the people that are at home that, you know, as we were talking earlier, may not have the same capabilities. How does that get out and get told to everybody.

Stephens: Charley, do you want to help with that one?

Edamala: Yeah. So, that was a big problem in the spring.

Louderback: Right.

Edamala: We thought that we would give out hundreds of these, and then we only ended up giving out about 70 of them. So, we realized that we needed to do a much better job. We also didn't have a very clear process, and so we created a process as well. So, right now, the way it's working is, for the freshmen that came in, just about everyone was told about it. It's need-based, so it goes through a committee that I'm not part of. The committee checks all of the financials and so forth. And then it comes to me and my team. You know, Johnny needs this computer—

Louderback: I just wanted to make sure that everybody knew the same thing.

Edamala: Yeah. So, what we've done is we've let the chairs and directors know. If anyone asks for a laptop— Just this morning, in fact, we had a request for a laptop that we gave out. So, we are trying to get the word out. It is very difficult though.

Louderback: Oh, sure. Yeah. No, I was just curious. The other thing, Dan, is I am looking at, I know we have no—and this kind of probably goes for everybody—we have no ability to really know exactly what's going to happen, but I hope that at each of our areas, we do have a plan, no matter what happens. I mean, that's what I'm concerned about is, you know, we can say, well, we don't know what's going to happen. But, you know, we are academics and we are bright, and we ought to have a plan, and I hope that every area does have their plan that we're ready to jump in whatever direction we have to go.

Stephens: Well, we've got lots of plans. That's what we've been doing for seven days a week. What I mean when I say predicting the future is we've got plan A, plan B, and plan C. We just can't tell you today which one of those three is going to hit. And if there is a D, it's nobody predicted D. Nobody planned for D. But we've got, as the President will say, we've had 16 teams from the middle of March and it's essentially been six and seven days a week, and we continue to meet. And so, we are constantly doing what-if scenarios.

Louderback: Great. I'm glad to hear that.

Stephens: Yeah, so we've got them out there. We just can't necessarily control...

Louderback: No, none of us can. None of us can.

Stephens: ...which plan that it is.

Louderback: Thank you.

Jones: Any other questions for Vice President Stephens? Okay. Thank you, Vice President Stephens. Dan, we appreciate that. Dr. Dietz, you can continue with your next presenter.

Dietz: Thank you very much. I want to be cognizant of the time, and theoretically, in 8 minutes, this meeting ends, but we want to make sure that you're getting the information and that you're having your questions answered. But we've got four more areas to go through. So, I'm going to ask our staff to try to move through these fairly quickly.

REPORT FROM LARRY LYONS

Dietz: The next person I'd like to speak is Larry Lyons. I've asked him to talk about progress that he has made with the student athletes after the march, but I also want him to talk about a broader update with athletics relating to what's really not happening in terms of athletics for the fall, and then what is planned to happen for athletics in the spring. So, Larry, would you chime in, please?

Lyons: Good afternoon, everyone. Thanks for giving me a few minutes. Let me start by saying that I made a very serious mistake when I made comments with our student athletes a few weeks ago. I take responsibility for those comments, and I'm truly sorry, and I'd like to apologize to this Board. Diversity and inclusion is foundational to this institution, and it is foundational to our Athletics Department.

I'm confident, as we've gone through this process, and it's going to be an ongoing process, that we'll be in a better place moving forward. We're going to have enhanced education for our coaches, for our staff, for our student athletes. We're going to have enhanced and very intentional hiring practices, and most of all, we're going to listen and have better dialogue with our current and former student athletes so that we can provide the programs and activities that they need. Obviously, some of this is going to happen sooner than later. Some is going to be more long-term, but those conversations are taking place, and we will get better.

Related to the NCAA, next Wednesday the 16th, the NCAA Division I council has a long meeting with an agenda that will impact our fall sports that have been moved to the spring. It will also impact our winter sports. Hopefully, they will come out with some championship dates, and I will use football as an example. Hopefully, they accept the FCS championship date. And I'm going to work backwards, but if they set that in Frisco for the middle of May and you work back four weeks for the length of the tournament, and you work back nine weeks to get in eight conference games, and then you work back four or five weeks to start practice, essentially football will start early-to-mid January, and games will start mid-to-late February, culminating in a championship in May in Frisco. Similar for volleyball, similar for soccer, similar for cross-country. As soon as they set the championship date, we will start working with our conference to set the competition dates and the practice schedules.

We're going to have very similar information come out, hopefully, on the 16th about our winter sports. The oversight committees have been working very hard. I'm expecting a start to the basketball seasons to be right around Thanksgiving or shortly thereafter, which means it will be a shortened, nonconference season. And then that will culminate in an NCAA men's basketball tournament at its regular time, which is late March/early April. It's very key that we have a men's basketball tournament this year, because if we don't have a men's basketball tournament, none of the championships can take place. It will close everything down again like it did last year. So, it's very important that the NCAA comes out with their plans for the championship so that all of us can plan accordingly and move forward.

In terms of fan participation, at any of these events, we're going to have to follow the Restore Illinois guidelines; and hopefully with some clarity on schedules, then we'll get some additional clarity from the Governor's Office on fan attendance. And then the last thing, we should work toward what our spring sports are going to look like in the next month or two after we get done with the fall and winter sports.

So, that was pretty quick, but I'll entertain any questions.

Jones: Trustees, anyone? Thank you, Mr. Lyons. Any questions for Vice President Lyons? I'm sorry, I'm making him a Vice President now. Athletic Director Lyons. Go ahead, Sharon. Trustee Rossmark.

Rossmark: Thank you for the update. Can you give us a sense of— It's been several weeks since the students raised concerns about the most recent incident. Can you give us a sense of where they are now with your relationship and their relationship with the university around Athletics as well as the action plan for social change that was in our pre-read materials?

Lyons: We're having several individual conversations with student athletes. Student athletes are trying to organize their voice through SAAC and the individual student athletes who weren't part of SAAC. And SAAC is our Student-Athlete Advisory Council. So, we're waiting for them to come back to us. We've already instituted some of the education programs; we were planning on doing some of that anyway. So, the conversations are moving forward. Everybody, as far as I know, is back in practice this past week. I think there will be a shot in the arm when the NCAA gives us some firm dates so that we can start planning for competitions and their championships. So, we're starting to make some progress. Again, it's going to take a little bit of time and lots of conversations, but I'm confident that we can continue to move this forward.

Dietz: I might add that Doris Houston, who is on the call today as well, the Assistant to the President for Diversity and Inclusion, has been involved and listening to some of the student athletes and has been helpful, I think, for the department also in working with some of those plans. So, Doris, I don't know if you want to say anything about this or not. You're muted.

Houston: Yes. Thank you. So, I was able to co-host a listening session, and it was for student athletes only—no staff—myself, and another ISU faculty member who specializes in equity and inclusion. So, we did receive some feedback. There were about 60 students on that call. A small number were actually comfortable in that particular setting to be able to provide some feedback. But certainly, the realities are that it will take some time and effort, as Larry Lyons has already mentioned, to be able to overcome some of the concerns.

But I have no doubt, in my conversations with Larry and some of his leadership, that they are committed. Larry Lyons has committed, and I believe already started, an education program with a well-known diversity and equity educator out of the University of Illinois, Dr. James Anderson. And then we have internal trainers, one very well-known internal diversity trainer for our campus. Her name is Angell Howard. You may have met her, but she has already established a plan to start some training.

Larry asked me to have a conversation with his team, particularly his coaching team and his leadership team. We have that scheduled for next week for us to discuss not only the feedback from the forum that we held but also the feedback that was provided when the students had their demonstration, so that we can move forward and whatever assistance I can provide to help them with strategies. And as Larry mentioned, a big part is listening, understanding, and then moving forward with the actions. And I have no doubt that that is happening and will happen.

Rossmark: Thank you.

Jones: One of the questions I had, this is Julie, is one of the comments that we received from the young lady this morning who presented is that some of this stuff may be going on, but the students don't hear about it, or the students don't know. I know the catalyst to this was an issue with Athletics, but it has gone campus-wide. It has not just gone campus-wide, it's gone statewide and nationwide. So, what are we doing to make sure?

I know that the first conversation had to be with Athletics, because they are the ones who voiced the concerns. I guess this might be a comment rather than a question, but I think that it is very imperative that we are transparent and that we let the entire university community and the community at large know what we're doing to take action regarding this matter and that it's not— You know, like I said, some of it is Athletics and in-house, but I think that it's imperative upon us to make sure that everyone in the community knows what we're doing regarding this matter.

Dietz: I was glad to see Ashley on the call this morning. She actually is a part of the group from last fall that has been working on the antiblack issues. And Doris, myself, Dr. Tarhule, Dr. Johnson, Dean Davenport, several of us have been meeting with that group that was formed last year. And I think there is conversation going on between the antiblack group and the student athletes; and, frankly, they want a lot of the same kinds of things. The antiblack group has now gotten a list of 11. That list wasn't that long whenever we started last fall, but we are making progress on those. And what I've heard clearly from her today is that they want more communication about progress. And Doris has also been working with that group, hand-in-glove, and we've been meeting on a regular basis. We had a meeting, I think, a couple of weeks ago. We're trying to set those up every couple of weeks. And so, I heard clearly this morning that communication is a big part of that. So, we can almost keep score as to what's the issue, what are we doing, what's our timeline to accomplish the goal. So, we'll do better at that. Doris, I don't know if you want to chime in on that.

Houston: Sure. And I have no doubt that all of us would have wanted to see change occur more quickly. And the reality is COVID did set us back. So, I'm speaking to the initial group that reached out, which is the Antiracist ISU Student Movement. And that movement started in October of 2019. And actually within days of the initial protest, President Dietz did convene the group with a small group of campus leaders.

And we agreed at that time that an important part of seeing any kind of change is that there is education and training that would need to take place, because we don't want to go on a pathway where policies or plans are being implemented or put in place without the proper understanding of the issues of historical racism, oppression, etc. So, we did agree as a group with President Dietz and student leaders that the first step would be developing a training plan for the university. That has occurred through the Provost's Office, Dr. Yojanna Cuenca-Carlino has developed a very extensive training plan. And as you can imagine, because our campus community is so broad and decentralized, it has taken some time. And then of course, with COVID striking, we really lost the majority of spring semester. But I was really pleased that the President's cabinet, with the President's leadership, committed to a half-day anti-racism training that occurred last spring in February because, again, we wanted to lay that foundation.

And then we met in March to debrief and then establish our plans for addressing the student demands. Well, of course, a week after that meeting is when we had to move all online. And the same individuals within leadership on our campus that were charged with implementing some of those plans, unfortunately, had to turn their attention to the COVID planning. So, I have no doubt that that has set us back, but we've met. We resumed meeting this summer, and we've had two meetings. And our plan really is now to solidify the reporting system, and I'll be working with Provost Tarhule and Vice President Johnson primarily, as well as other leaders, to develop those timelines and also identify the specific kinds of data and metrics that we need to be able to move those plans forward.

Jones: Thank you, Dr. Houston. A question for AD Lyons. I know they've been talking a lot in the press about testing of athletes and occurrences of COVID among the athletes. What is our report for ISU about our teams? How has that been going? Have they been tested? How have our results been coming back from their tests?

Lyons: We're following the NCAA protocols on testing. We had a really good summer. Everybody was pretty locked in. When all the sports were canceled right when school was starting—when I say sports, the fall sports were canceled—I think we took a step back. We had a little bit of a surge there. Right now, we're in pretty good shape. Everybody who's healthy is practicing. We're pretty intensive about our isolation, our quarantines. We're even doing some shelter-in-place. But we're in a good spot right now. So, we have very few positives that are active right now, very few in quarantine. But we did take a step back right when school started.

So, I'm encouraged by the fact that we rode that wave a little bit, and I do think when we get some good news about the NCAA about what schedules are going to look like and we've got something to look forward to, I think we'll get locked in pretty well, and we should be in good shape the rest of the semester. We're testing surveillance testing. We get half a team every two weeks, so you're going to get them all over the course of a month. And when we get into official practice periods, we have to test once a week.

And then I think if we can get to the saliva testing, that will certainly help us, because the test results do, hopefully, come back a little bit quicker. So, we're in much better shape than we were. Yes.

Jones: Thank you. Any other questions for Director Lyons? Rocky? Trustee Donahue, you can proceed.

Donahue: Thank you, Chairperson Jones. I really just wanted to follow up kind of on your questioning and the young lady, I believe her name was Ashley, who spoke to us. I realize these things are hard. But she asked for one thing at the end of her statement, and that is she asked the Trustees to hold the administration accountable. And we have to do that. And Chairperson Jones, I know how important this issue is to you. I've had conversations with you. And I appreciate, President Dietz and Doris, what you're attempting and trying to do, but it may be we have to do things differently than we historically do them in higher ed because they just don't seem to be moving quick enough for the students. As she said, she feels they're kind of stuck in the mud the past year, and there's a lack of communication and a lack of updates. And, if anything, that's something we can do almost instantly, is let the

students know what's going on. And so, I'm one of eight on this Board, but I'm going to hold your feet, at least myself, your feet to the fire on this issue because it is just that important.

Dietz: If I might react to that just a bit, we've communicated directly with that antiblack group and regularly. I think the concern is broader than that. You know, what's everybody else hearing? And so, to me, it's communication beyond Ashley. And I also know that the bulk of that group are seniors, and she mentioned that in her remarks. So they're very concerned about when they graduate, what else is going to happen, kind of thing. So, we're also talking with them about, you know, replacing themselves. You know, we've got to be bringing some more folks into that, and the President of the Student Government is a part of that group. Trustee Turner is a part of that group. And so, that group probably needs to be broadened to make sure that there are student representation that continues into the future.

Even though a big chunk of this group will graduate and move on with their lives, this is going to be something that we're going to be working on for a while. So, what I took away from Ashley's comments is that perhaps we need to be communicating with broader groups of people about this, not just simply with the antiblack group or student athletes or whomever, a broader communication.

Jones: Thank you, Dr. Dietz. That was my comment as well. And thank you, Trustee Donahue. Thank you, Rocky. You know we have had many discussions about this, but the one thing that I want to point out and say, which I'm sure we all know on this call, but I feel like I need to say this as a Chair is, this anti-black movement is not a black movement. It's not a black issue. It's an issue for all of us. And I appreciate hearing that Dr. Houston is on the committee. I appreciate hearing that Dr. Tarhule is actively engaged. I appreciate hearing Dr. Johnson is engaged. And it may just be because the issues have kind of fallen under their purview or under matters that fall under their responsibilities.

But, as a person of color and hearing feedback from the students of color, this needs to go—and I'm sure it probably is, but this is, again, something where we need to hear, because if people get a transcript of this, they're going to hear the three African-Americans are dealing with it, and they're not going to hear any names. They hear Dr. Dietz and AD Lyons, but they're not going to hear any names of anyone else who is not a person of color. And I just believe—and I know we've all heard this, and we keep hearing this—until we all believe that this is an issue for everyone and not just an issue for people of color, we are not going to get any traction.

That's why I appreciate Rocky has always taken the mantle on this since I've known about what's going on, on the Board of Trustees; and under his leadership, that he is someone who we consider and ally. He is not a person of color, but he is always making sure that he speaks up. I don't know if he's a person of color. He might be. Somewhere in his family line, he may be. But we don't know that he is, but he is always making sure that he speaks up about this issue. And, again, I appreciate the role of Dr. Houston. I appreciate Dr. Tarhule and Dr. Johnson. But this needs to go beyond them. And I'm sure it is, but I just want to point out to the administration that when we hear about this, we need to hear beyond the three black folks who are on the cabinet.

Dietz: Let me react to that as well. When the initial group came together last October, I've served on that taskforce the entire time. Before Dr. Tarhule came, Dr. Murphy served on that taskforce. And I'm hearing that we need to broaden that to make sure that we have a huge campus issue that both people of color and allies can come together and advance all of this. So, we're together on that, but I've been in, I think, every meeting. I don't think I've missed any of those.

Houston: If I can also say that I welcome the students' impatience because that keeps us on our toes; and even in spite of our best efforts, students being able to speak up and say to us, "No, you're missing the mark here," or, "These are the needs that we still have," that is so important. So, we welcome that feedback, and a number of the areas on the 11-point plan are absolutely being worked on.

But, you know, we are talking about structural issues. For example, the inclusive hiring practices that go on and the way our faculty searches are conducted. There are individual search committees for each department, and so changing the understanding of what one might consider qualified versus not qualified and working with each and every individual search team, those are things that I wish that we could make changes overnight, but it does take

some time. And that's why the strategy of us starting with that education and training is absolutely important, and building the infrastructure.

As we did hear, and I'm really pleased to see that our enrollment and even our retention of underrepresented students has increased, but again, there are areas that we absolutely have to address that have, frankly, been hundreds of years in the making. But, again, I, more than anyone—well, not more than anyone—but equal to anyone, welcome our students' impatience, because that does keep us on our toes.

Jones: Thank you. Anyone else have any comments? Is that Sharon?

Rossmark: Yes.

Jones: Trustee Rossmark, please, continue.

Rossmark: I want to just reiterate Trustee Donahue's comments. I support his way of positioning it, and I hear the staff loud and clear, the administration loud and clear. I just want to point out that we're talking about conversations that started last October, and we're just weeks away from October.

And so, when we look back at a year, even with the COVID impact, it just seems as though more progress can be made or should have been made, and I'm sure from a student's perspective, knowing how quickly their realm moves at 24x7, that we need to probably look at more proactive activities around things that can be done sooner or at least put timelines to things. So, I don't want to get into the management of it, but to what Trustee Donahue said, I think it's incumbent upon the Board to hold the administration's feet and Dr. Dietz's feet to the fire to ensure more proactive movement on the students' request for those things that you feel are reasonable as well as keep the Board up to date as to what's going on, because as the Chair has said, there are some things here that have been going on for quite some time.

I know having once been a student on the campus, many decades ago, I'm sitting here; and I'm looking at the list, and I'm shaking my head that, if the students are impatient since October, you can imagine how I feel. I'm just going to speak personally—and I see our Chair shaking her head—how I feel looking at some of these items and going, “This is decades in the making for me.” And so, from their standpoint, what I wouldn't want them to look up is, decades as graduates from them, and no progress is made. They're looking to see progress before they leave the campus so that they can be proud Redbirds. I would just agree with Trustee Donahue; more has to go on, and we have to hold you all accountable.

Jones: Thank you, Trustee Rossmark.

Dietz: Points well taken.

Jones: Any other questions, comments, regarding this issue or other issues for Athletic Director Lyons? Seeing none, thank you, Larry. Dr. Dietz, you may proceed with your next presenter.

REPORT FROM JAY GROVES

Dietz: Well, thanks very much. Some time ago, we produced a myths and facts sheet that helped address some false impressions about higher education generally, and this was part of when we didn't have a budget for those two years. And we used that sheet to help educate legislators and other constituent groups, and we thought, perhaps, that it would be good to reconstruct that myth and fact sheet. Now we're calling it myths and realities, and Jay Groves helped put together that first sheet. And so, I asked him to put some thought in and work with some of our staff to put some thoughts together about myths and realities about courses online versus face-to-face courses, the cost of all those, and lots of other issues. And so, I'll just turn this over to Jay to have him chime in on this. Jay?

Groves: Yeah, thank you, President Dietz. And good afternoon, Trustees. It's great to be back with you again. I'm now entering my fourth year of retirement and still trying to help out around the house a little bit and glad to do it.

A couple of things I want to start out with, and I will be brief; because when you go last, really everything has already been said. But a couple of things I do want to say. I heard several Trustees say today that you need to beat

me about the head with information in order to get it through me. And I know I worked with the Board for 21 years, and I never got that kind of offer before, so I'm a little upset about that. But we will move forward.

The other thing I want to make sure everybody writes down and circles is this one fact that hasn't been presented today. And that's when students came back or came to their homes for the '20-'21 year—and that's what they did; they didn't invade this town; they came to their homes that they rent, that they contracted for—and when they came here in early August, in McLean County Hospitals, there were 7 people suffering COVID and one person was in ICU. Yesterday's data shows that there were 6 people in McLean County Hospitals with 2 in ICU. So, as you can see, while the COVID has really exploded among the students, it has not so much in the community. And that is kind of one of the myths versus facts that I've been working with under President Dietz's charge.

Along with all of the other casualties caused by the COVID pandemic, there is a casualty of fact, and there is the casualty of civility. And you need to look no farther than the social media to find that people don't really care about facts or that they will use the little portions of facts in order to make their own point. And you heard that today when people were talking about testing, you know, and the fact is that testing is all over the map, and reporting is all over the map, and numbers are all over the map. I think one thing we can be sure of, that the larger the institution, the more cases of COVID are going to happen within those institutions.

So, President Dietz asked me to look around through the social media, where people are responding to stories in the media and the online portion, and kind of look at what in the aggregate was being said that is a myth and to put some facts to that. So, you have the material in front of you. I won't go through everything, but this is really for you, because you've got a lot of information today from a lot of different people, and you can't be expected to internalize all of that information into talking points immediately. And what you really have in front of you are some talking points on the four myths that I kind of identified as coming to the floor as a result of the social media and the pandemic.

Of course, one is about the investment that public universities make in higher education, and some people seem to think that the pandemic is a get-rich-quick scheme for public universities, and it is not. These are money losers, and certainly Dan has told you about that today. There are some businesses and organizations that have benefited financially from the pandemic. Public universities are not one of them. So, that's where you have some of that myths-versus-realities on the investment that we make in higher education.

The second one I identified was there's a lot of social media interaction about remote instruction versus face-to-face instruction. And, you know, a lot of us are alumni of Illinois State University, and if not, we went to other schools, and we're used to the face-to-face instruction. That is foundational to Illinois State University. If you ask any alumnus of ISU, they will relate a story about a great experience that they had with a teacher, face-to-face, in the classroom. That's the optimum environment.

Unfortunately, we are not now in the optimum environment, but we do have one of the finest Centers for Teaching, Learning, and Technology in the country, and they do a great job at helping our professors pivot—and pivot is a really great word that we've used during the pandemic—pivot to make the best experience possible for non-face-to-face instruction. And one thing I want our students to know, and we will be using these in emails and on Facebook postings, and on other social media, is that if they do have an issue with their hybrid or online instruction, that they first need to speak with their professor about it, and if that doesn't work out for them, that they have another place to go, and that is they have an email that they can send to.

Another one is—and this is the one that's most personal to me—is that so many people say, "You need to close down and send them home." Well, there is no "send them home." They are at home. This is their community. And they are choosing to live here. And on a normal year, about half of our student body, they not only contribute mightily to the economy of this institution, they contribute mightily to the quality of life in this community. About half of our students, on average, do some kind of community service; and when you add all those hours up together, it's about 90,000 volunteer hours of service every year that Illinois State University students do for their community and for the state.

You know, so that's a big number. So, they're an important part of this community, and I think President Dietz has done a marvelous job of calling out the ones that have behaved in a cavalier fashion and have caused the upswing in

viruses, but also reminding us that, while we may have 1,000 or more cases, we have 19,000 or more who are not infected, who are doing the right things, who are wearing face coverings, who are physically distancing, who are washing their hands and doing all the things to keep each other healthy and safe. And I think that is worth saying also.

And then, finally, the last one is about the testing. And it truly is a matter that each university does differently. They not only test differently, they not only test at different times, they report it differently. Some don't do testing at all. Some don't do reporting at all. So, it's all over the map. So, I think, you know, my opinion is that Illinois State is doing a pretty transparent job of reporting that information.

So, what I hope this myth versus realities will do is give you, as Trustees, some talking points when you're out there talking to friends and colleagues; and also that we point people to the direction where there is one source of fact every single day, and that's our coronavirus website, which is right on the front page. And if people have questions about that, we have an email that over 2,000 people have sent emails into, and we respond to them very quickly. So, you know, would we like our numbers to be lower? Absolutely. Would we like our positivity rates to be lower? Absolutely. But I think to say that it's not happening is an insult to the hundreds of people on this campus that are working overtime to make sure ISU students have a quality education and a safe and healthy environment also.

And, thank you for listening. I'd be glad to answer any questions.

Jones: Thank you, Jay. Does anyone from the Board of Trustees have any questions for Jay? Rocky. Trustee Donahue, please proceed.

Donahue: Thank you, and I'll be brief as well. First of all, Jay, thank you. I'm sure my fellow Trustees, I've gotten numerous texts, emails, calls from friends, former students, parents of students, who, perception becomes reality. And it's nice to now have these talking points and be able to, as you say, break down some of these myths. So, I appreciate that.

I just wanted to say, Jay, the reason I never offered to allow you to hit me over the head is because you probably would have. So, I just wanted to put that in there. But, thanks for what you're doing, Jay.

Groves: Thank you.

Jones: I have a question. I don't know if it's going to be for Jay or if it's actually going to be for Dr. LJ. This came from our Student Trustee, and she had to leave because she's a student. So, hopefully, she's somewhere doing some student things. When she sent it to me, she said, "This is not on topic, but I have a question about student housing and COVID. My peer who works in Watterson, was talking to me about how the students have the option to move out of the residence halls if they have COVID or do not feel safe. How are we making sure that the students moving out are not spreading it more as they leave, or when they decide to come back, how are we making sure they don't bring it back?" I think I have the answer to that, but I will let the experts speak to this so that we have it for the record.

Johnson: I can take that, I think. At least, I'll take a stab at it. Again, when we find out and we get that information that someone has tested positive, whether that's from our Health Services or those students present that information because they tested at the center in our local area, we take that information, and we work with that student and ask them what they feel is best. The first option is typically for them to go home. We have a limited number of spaces on campus for isolation and quarantine, and if that's what they feel comfortable with, that's what they do. We want to make sure we have the spaces that are on campus for those individuals who have those extreme extenuating types of circumstances.

But for all intents and purposes, if someone provides a reason that they wish to stay and isolate, we will provide the space for them. So, we do put them into an isolation-type of environment. We provide them meals. We have case managers who go and check on them on a daily basis. They, then, go through—for isolation—the typical 10-day type of isolation timeframe that the CDC recommends. If it's quarantine, it's 14 days. It's not recommended that they test afterwards and so forth because it's my understanding that—now, I'm not a medical physician—but that they could, if they tested right afterwards, right after that timeframe, they could still have the trace where it would be

picked up on and still test positive. So, we do not test them again or require that they are tested again when they return. But we are counting on that 10-day and that 14-day timeframe for them to be clear then, in that sense. And that's pretty much the process by which we go by.

Jones: Thank you, Dr. Johnson. And just a follow-up on that, LJ, two things: one, how have our rooms been going? Have we seen that it's been sufficient, the room we have for them to quarantine on campus? So, how's that been going? And also, what is the protocol when someone does test positive? I mean, how is our contact tracing going, and what is the notification, or that kind of thing, if somebody in my class tested positive for COVID?

Johnson: Okay. On the first one, we have, I think, to date, right now, literally as we speak, 21 students who are in isolation within our residential halls. So, we're doing pretty good as it relates to spaces. In that sense, I feel good about that. To date, I think we have gone through and we have had about—if we count those 21 or so that are in isolation right now—maybe a 121 who have been in isolation, but 100 of those folks have, again, gone through the process and been released then in that sense. So, right now, 21 individuals.

Jones: I'm sorry, LJ. How many beds do we have in isolation? We're using 21 now. How many do we have total available?

Johnson: Well, I hate to throw out a number as it relates to that because that number fluctuates. Again, we've had folks who have taken us up on that option for moving home or canceling their contracts. We'll utilize those spaces—

Jones: Oh, I'm sorry. I need to clarify my question.

Johnson: Okay.

Jones: How many spaces do we have on campus if they decide to isolate there? That's a different question, I think.

Johnson: It's the same question, because isolation and quarantine, again— We have so many spaces identified on campus, but there's not a specific number. Okay? Because that fluctuates. Okay? It fluctuates. What we probably started off with as far as what we thought we were going to have, it's probably more right now because we have more people move out of the halls. And so, guess what. We leverage those spaces. Okay? Depending upon what type, if it's Watterson—and we have spaces in every residential environment, and it means different things. So, I'd hate to throw a number out there, because that's going to be the gospel, and that's not the case. It changes on a daily basis.

Jones: Okay. Okay.

Dietz: We will also have a little bit more information, generally, about this as he gives his presentation here in a few minutes.

Jones: Oh, okay. Thank you. Sorry about that. I'm sorry, you can continue, LJ. I forgot what my second question was. Hopefully, you remember it.

Johnson: That's going to be real good. Okay. What's the second part? Oh, what's the process? And I think Brent's going to get into that a little bit later as well.

Jones: Okay.

Johnson: You know, again, those notifications come through either our Health Services, if they were tested on campus, that information is shared with our housing staff. Literally, then, our housing staff gets in touch with those students within the residential environment and works with them on what's best for them. All right? And then we assist them through that entire process, again. All right?

Jones: Okay, thank you.

Johnson: Sure.

Jones: Trustee Louderback. Mary Ann, you have a question?

Louderback: I have a quick question for a quick answer. So, you have the 10-day isolation, the 14-quarantine. Do they ever get checked later on if they don't get checked right then, retested?

Johnson: No.

Louderback: Okay.

Johnson: Not after their 10- or 14-day period. We don't require that.

Louderback: Okay.

Johnson: And the CDC does the same.

Louderback: When we look at the dormitories—Okay. When we look at the dorms in January after they've been home, are we going to maybe think twice and maybe have them tested before they come back to campus? I know some of the universities, they have to have a negative test before they can move into the dorm. Are we...

Johnson: Yeah, yeah.

Louderback: ...hopefully looking at that?

Johnson: Yeah. And I think Brent's going to probably get into that as well.

Louderback: Okay.

Johnson: But we are planning for some random testing of all of our residents on an ongoing basis moving forward.

Louderback: Now. But I'm just talking so we don't go through the same thing. Before they get into the dorms, like with the RAs that were testing positives, before they get to the dorms, we would have the students have a test before they leave, and they have to put it on their health services so that we know when they can come back in the dorm that they are negative at that point.

Dietz: I think Brent's going to get into that in a minute here.

Johnson: Yeah.

Dietz: He's working with a steering committee...

Louderback: Okay.

Dietz: ...and I know they're considering that.

Louderback: Ready for you, Brett.

Jones: Sorry about that. You know what? I think that, of course, there's always some cross-pollination in all of this, and I think that maybe Mary Ann, now we're going down the road that Dr. Johnson handles residence halls, and these were residence-hall questions. So, our apologies for our eagerness to get answers for that. But we'll hold out for Brent to give us more information. Brent, I see you logging on. Any other questions for— I forgot who was speaking now. We've jumped around. So, oh, it was Jay. How could I forget? It looks like Trustee Rossmark has another question. I don't know if it's for Jay. Hopefully, it's for Jay, because this was his time to present.

Rossmark: I believe it is. Earlier, we had two speakers when we first started the meeting, a graduate student as well as, I think it was an English professor, speaking in solidarity about their concerns of the handling of COVID by the university. And I know Jay said that he put together the myths and realities for the Board. What is the process for sharing this information and/or having an avenue for graduate students and professors or faculties or anyone, I guess, other than students to also receive information as well as have their questions addressed?

Groves: Well, Trustee Rossmark, we, daily, send emails to faculty, staff, students, alumni, community members-at-large, and we advertise that email where if you have specific questions that are outside the realm of what we put on our coronavirus website, which we are constantly updating, so there is an avenue for anybody to ask questions and get real-time answers within a day or so, just as long as it takes for us to get the data.

My reaction to what is said sometimes is that some people will take a piece of what is said and turn that into what they want to say for the point they want to make. For example, when President Dietz, during his State of the University message, addressed testing and the disparity in testing modalities at different institutions, some people in the social sphere and in other spheres took that to mean that we don't care about testing, that we turn our back on testing, that testing doesn't matter to us; and that's the farthest thing from the truth. But they took one sentence in a three-paragraph statement about testing and turned it into a cynical barb that they wanted to make so that they could bring attention to their point of view in the social media. And that's what upsets me, and that's what I'm trying to combat through pieces like this myths vs. realities.

But, to answer your question quickly, there is recourse for anybody to ask questions of the university and even of the administration. And I know that Dr. Tarhule, for example, has put his personal email address on social media, inviting questions. President Dietz has done the same thing. The other vice presidents have done the same thing. So, there is no shortage of outlets for people to ask questions and get honest answers.

Rossmark: Thank you.

Jones: Thank you, Jay. Are there any other questions for Jay? I see one. Kathy, Trustee Bohn, please proceed.

Bohn: And I'm not sure if this is a question for Jay or for Brent later. There has been a lot of information on social media and in the paper about last Tuesday's incident off campus, and I know the university is, I think the quote was, "Looking into that." And I believe that YouTube has pulled some of that today and not allowing that group to make money from that. And so, I'm just wondering a timeline as to when we could expect something to be done from that incident on Tuesday night.

Dietz: Let me start with that, and then I'll push this to LJ here in a second. When I made the statement after the Governor was here talking about the Census and then a question came up about that incident Tuesday night, and I made a statement that if we know who those individuals are—we've got to have specific names about the behavior—that we will potentially apply the Conduct Code to that. There's a due process part of that code that we want to make sure that we're following. But we would look into that and apply the code.

Since that time, I've received quite a number of emails from individuals who knew people on that YouTube and said, "Well, you know, here's so-and-so, and so-and-so, and so-and so. Some didn't mind their name being associated with that. Others didn't want their name being associated with that. But we're working through with the police and with the Dean of Student's Office the listings that we're getting with that. And LJ, this is where I'm going to turn to you and see what kind of timeframe might be likely for us to work our way through that.

Johnson: Well, I'll start off by saying, there's no timeframe; we've already begun. So, that incident took place on Tuesday. As President Dietz pointed out, we have been receiving information specifically on people who have allegedly been involved in that incident. We've also received information through investigations from the Normal Police and our police department, as far as identifying individuals. And to date, I believe as of Friday, 80 individuals have already received conduct letters from the Conduct Office, asking them to come in and actually have meetings regarding their behavior. There will be another 15 or so that will be issued on Monday.

So, we are expecting we are going to have 100 or more individuals that we are following up with. If those individuals are found responsible, the sanctioning will span the spectrum of them being required to do educational

and other types of things to those who—if they are identified as being folks who actually brought those individuals to campus or actually formed those social gatherings, that could end up with suspension. So, we have been on it. We are following up.

The challenge will be, and I want to make sure everyone understands this, that we cannot and we will not be able to give out names of individuals and so forth. That's students' records and students' privacy and so forth. That's why I'm giving you the general numbers and things of that nature, but we are following up on that.

Bohn: LJ, thank you.

Groves: This is Jay. I also want to provide a little context to that incident from someone who has worked in network television. The television stations had a lot of fun rebroadcasting that as if it was a huge party, and I'm not trying to politicize for students what they did was wrong and dangerous in terms of spreading the virus. But this was just fodder for the televisions to put in on the networks as if it was a big party, and it wasn't a big party. These were flash mobs that began and ended in about 15-20 minutes. And if you actually look at the video, you don't see people with alcohol and drinks in their hand. You see people with phones in their hand. They're participating in a flash mob and not a drunken party, and I just want to make sure people understand that there is a difference. It's not an excuse for the behavior of a few students. There's no excuse for that, and for discipline to be meted out to those students is fair. And because YouTube decided to no longer monetize that group from Canada, I think that's a good thing also. But there are ways to look at things, and it's not always just one way as you might see on the news.

Bohn: Yeah, I think that you pointed out earlier, Jay, that it's a minority of the students on campus or off campus doing these things, but it is important that you do investigate it like you're doing. And I applaud that you're investigating and sending out letters and having interviews with those students. I think that's very important that they see there are consequences, especially when they violate a town ordinance.

Groves: Absolutely.

Bohn: So, I thank you for that information. I thank you for that information, and I do agree that it's a minority of students, but social media goes crazy with these things, and I think that we have to follow the rules. And so, I'm very glad that you're doing that.

Johnson: Can I add that culture will ultimately trump any conduct type of things that we do. You know, it's great that we are following up with these students and holding them accountable, but the best thing that's coming out of this is that there are other students who are giving up this information. The information that they're sending President Dietz and to our Conduct Office is concerned students saying that, "I'm doing the right thing, and I want to stay here; and, therefore, I'm willing to share this information with you." So, that's a culture shift. And peers putting pressure on peers is what will change their behavior more than all, probably, the marketing and information that we put out there. We've gotten to that point. And I think that's a great thing, because they will hold each other accountable.

Bohn: I agree with that, and I thank you for that. I think that's an important point. If anybody's looked at any of those videos, they've noticed that no one has masks on. So, you know, when you do something that's against the rules and you don't wear a mask, I just found that interesting.

Jones: Thank you, Kathy. Thank you, LJ. Mary Ann, Trustee Louderback, you're on mute.

Louderback: I know. I'm working on it.

Jones: There you go.

Louderback: I just have a quick question. I mean, we talk about that, and having been on SCERB many, many years ago, are we putting this through the students, are we putting it through an administrative group? How do we make a determination as to— I mean, they're off campus, so that's different than if they're on campus where they can be out of the dorm. How do we make a difference as to how do we deal with the activity and what they did?

Johnson: These are probably, for the most part, administrative. That way, we're able to move quicker on these. And we start off with—and most institutions, if not all, have within their conduct code a provision where one of the codes is such that any not following or abiding to institutional guidelines. Okay? We start off with that one. Okay. And then if there are other things that we find that people did or were involved in, there could be other aspects of the Conduct Code that are added to that specific individual's case. Okay? But we're running them through administratively in order to get these done.

Louderback: Okay. Yeah. I just wanted to make sure that we didn't get caught later with, you know, all sorts of other troubles. So, thank you.

Jones: Thank you for your question, Trustee Louderback. Thank you for your response, Vice President Johnson. Any other questions for Jay? Okay, Dr. Dietz. I think we're okay to move up with the next presenter, which I believe is our last presenter for the day.

Dietz: Thank you, Jay.

Jones: Oh, and if I could just interject one minute. I know some of our Trustees have mentioned that they have to jump off, and some have jumped off. We understand if you do have to go. Just for the record, because we're not taking any action today, we're not voting on anything, we're okay to continue the meeting without having the majority of folks here because we're not voting on anything. And hopefully, we're wrapping up soon. So, thank you for those who did. And if you can hang on, hang on for us. Thank you, Dr. Dietz.

REPORT FROM BRENT PATERSON

Dietz: Thank you very much. Last presenter today, Brent Paterson. Brent, as you know, is the Assistant to the President and Chief of Staff, but he's taken on a new responsibility in the midst of a lot of the tough decisions that have been going on. We, unfortunately, lost the head of our emergency command center to another job. So, he has taken off already, and Brent is filling in, in the role of being in charge of the steering committee. And Katy Killian has also stepped up within this area as well. But Brent's been chairing the steering committee, and I'm going to have him give a bit of an update on COVID-19. We've been talking about COVID-19 in and out of different topics all day. So, Brent, if you find any new news in there that you want to report, please have at it.

Paterson: Thank you. I just will share a little tidbit, and that is the other day I actually had an opportunity to handle a situation that wasn't either dealing with COVID or the Board of Trustees. So, that was an exciting day.

I want to begin by giving you— We're going to talk about three topics. We'll make that quick. First is testing. There's been a lot of questions about testing. What are we doing now? Why are we doing that? And where are we moving with that? Second is some information about contact tracing. And then, lastly, a little update on our planning groups and where we're moving forward with that.

So, I want to introduce to you a person, John Baur. I referred to John affectionately as our testing czar. John is a professor in chemistry; and you may remember most recently, he served as Associate Vice President for Research and Graduate Studies. He was to be on administrative leave this fall, preparing to go back into the classroom in the spring, and we pulled him away. Well, we convinced him that this was an easy job, to take on testing, which he fell for my ploy on that. But he's just been invaluable to us. So, as we started looking at what you approved, really, a month ago, on August 12th, moving forward with the contract with Reditus. John has also been heavily engaged in discussions with the U of I on saliva testing. And so, I'm going to turn it over to John to give you and update on where we are with testing at this point.

Baur: Thanks, Brent. So, I was just going to say a little bit, first of all, about the dashboard and the numbers on the dashboard. There are a few subtleties on that that I think people don't quite recognize. And one of the subtleties is that we're reporting tests, not cases. So, somebody, as was discussed earlier, if somebody tests positive, they will test positive again, sometimes for weeks after being infected. And so, we do have several people that have repeated positive testing, about 80. So, that's one of the issues that we hope to address with the new dashboard that we're going to release next week.

The other thing is that the tests that are presented daily are actually the tests received from the testing firm the previous day, over the previous 24-hours. They weren't collected on that day. They were collected two to four days earlier, so that's when they actually appear, and that's why you see some large numbers on the weekends, because that's when the results actually come in to the Student Health Services. Some groups are tested repeatedly, mostly students that have clinical contact with patients, and athletes are, as Larry mentioned, are on a regular basis.

Let's see. So, with the new dashboard that's going to be coming out next week, hopefully, we're going to switch to reporting by cases. So, that means that each positive case will be a person instead of a test. That also has multiple— You know, if you just do tests, that's when you can have multiple positives adding up to the number, and that's the approach that University of Illinois is taking, actually, is just to report cases rather than number of tests that are positive.

We're also going to add the active cases and the recovered cases to the dashboard. And I do want to emphasize that we're not going to take anything away. We've always been transparent and probably provided a lot of data. We're reorganizing a little bit, but all the data will still be there. The other thing that we'll add is some information on faculty/staff numbers. The IBHE would like to have us include those on our dashboard, and those are all self-reported. So, that will be added, hopefully, in the near future as well.

The way the testing is going now, as you recall, you approved a contract with Reditus. And in the contract, Reditus had a capability of 2,500 tests per week. We said in the resolution that we expected to have about 1,500 tests a week. And we have been averaging about 1,900 tests a week over the first four weeks of the semester. The numbers go up and down, and then, of course, we had a couple of days where we didn't test on Labor Day and then the Friday before that. So, we've done about 7,400 tests to date. And I also wanted to emphasize that that's only students. Okay. So, we don't have a testing site for faculty/staff. They're able to go the Interstate Center to be tested.

We did just hear from the Governor's Office yesterday that they're going to bring a mobile site to campus—well, near campus, probably in the Alumni Center parking lot—for Monday through Wednesday next week, which will allow anybody in the community to be tested, including faculty and staff. So, that will increase our testing capabilities.

And then, like Brent mentioned, we have been in discussions with the University of Illinois on the saliva-based testing. And I get asked all the time, why haven't we done this? Why isn't it already in place? Why didn't we do it a month ago? And we still have yet to have a contract signed with the University of Illinois. They're not ready yet, as I think President Dietz said. They're working on rolling it out, but it still hasn't been actually rolled out. They actually have the equipment. They're ready to send it, but we're waiting on the agreement to do that.

The other reason that it takes so long is that we have to hire staff. We don't have a CLIA-certified lab that can do this kind of testing on-site. And so, we're clearing out a space in the science laboratory building where we can do the testing, but we need to hire a pathologist as our lab director, and we need to hire staff that have certain qualifications, then, at the same time, set up the equipment to validate the tests and also plan for logistics of doing this testing around campus. So, that's in progress; and, hopefully, in about 8-10 weeks, we'll be able to start doing the saliva-based testing.

Then just on the contact tracing, Melissa Jarvill, who's a faculty member in the College of Nursing, has been leading the ISU effort in contact tracing. They're located in suite C of College Place Uptown. She's oriented 9 faculty and 40 students to do contact tracing and currently hiring additional students to do contact tracing so we have coverage on evenings and weekends, and we'd like to have about 1400 hours of labor each week, doing contact tracing.

I did want to give a shout out to some of the majors—nursing and community health and promotion, health information management, occupational health and safety, psychology and sociology—whose students have been working in the contact tracing. It's an excellent clinical experience for students, especially at a time where there aren't that many clinical experiences available, given the pandemic. And then also this week, we hope to have five contact tracers from the McLean County Health Department arrive and start helping in our efforts on camps. And then, we're also looking at some additional volunteers to help with the contact tracing.

So, anyway, that's the current status.

Paterson: I just wanted to add a little bit about the contact tracing. As you probably know, the health departments across the state have really been challenged with the number of cases and putting together contact tracing to be able to handle that. With President Dietz's support, we decided that we needed to put together some of our own group to do contact tracing, and with the support of the McLean County Health Department; because we wanted to get on top of these situations right away so we could get positive cases into isolation and we could track down who their close contacts are and to get those students into quarantine right away to lessen the spread of COVID-19.

So, my hat's been off to John to all the work he's been doing, and Melissa Jarvill as well, a faculty member in the College of Nursing, in pulling together, very quickly, and training students and continuing to reach out to other areas of the campus and getting more students involved. We're able to get to students much quicker this way than if we had to wait for the McLean County Health Department to do the tracing.

And as well as John said, to me, the most exciting part is we're giving students some real-life opportunities to witness and participate in public health that they would not have had otherwise. And, especially, as John said, it's difficult for many of our majors in health fields to get out and do clinicals and hospitals or nursing homes or other locations, and we're able to engage them in those ways.

I want to now talk just briefly about the planning for spring. We've talked about, in the past, the 16 work groups that we formulated in the spring. We have gone about reformulating those groups, realizing that, over time, functions of many of those groups really became operationalized in units within the university and that it didn't make sense to continue those groups at this time. So, the groups that will be moving forward are Academic Continuity and Research, and within that, there are three areas that that group is working on with subgroups. One is Spring Calendar that we talked about earlier in this meeting. Academic Student Success: what do we need to do to continue to help students in challenging times to be successful in their courses?

And then Classroom Logistics: that's everything from modality to technology that we talked about, to how do you set up a classroom that you continue to provide for social distancing? And then, how many can be in that classroom under those circumstances? What does that mean? That was a large part of our summer, trying to figure out where we could put classes and still physically distance the students and the faculty member and realizing that one of our advantages as a university has been small class size. Part of that is because we had small classrooms. So, when you start to physically distance those students, you can't put the same number in those classrooms, and we are working from about 30% capacity in most of our classrooms. And, really, it's a puzzle to figure out how you can continue to hold classes on campus and moving the classes around to the appropriate-sized classrooms for that.

We'll be also continuing the Finance Group. Dan's shared a lot with you about how COVID has affected our finances and how we're looking at moving forward for the rest of the semester and into spring, our budget, our financial situation.

Doris Houston is continuing to lead the Equity and Inclusion Group, and that's reminding all of us as we go through this how it's affecting, especially persons of color, persons that are from lower economic status; COVID's having a great deal of impact on them, and we need to be sure that we remember that going through all of our processes with this.

There's a Meetings, Gathering, and Events Group that continues to look at where we are today and where we are in the Restore Illinois plan, what types of events and gatherings and how can they happen safely within those parameters. And then, as we also discussed today, university-sponsored travel, and continuing looking at travel for not only faculty and administrators but our student organizations. And how can we do that safely, moving forward?

So, that's the end of what I had planned to say, but John and I are happy to try to answer any questions if you have those.

Jones: Thank you, Brent. Trustees, those remaining on the call, any questions for Brent? I see Bob Navarro's hand. Trustee Bob Navarro, you can go forward. And then, I think Kathy is next.

Navarro: So, I guess I'm just curious at what metrics are we watching or what numbers need to be hit, or whatever, if we're going to close the university again? I've heard several times that, you know, the students are home; but, yet, there's a lot of chatter on social media about their safety and concern. And so, what are those benchmarks? What are you looking at? What should we be watching for if the university closes down again?

Paterson: Yeah. Well, that's a question we get every day. And we have some thresholds that we've put together that we continue to modify as the situation changes. So, some of the things are certainly looking at the positivity rate of cases. It is looking at our availability of spaces for isolation and quarantine. It is looking at our absence rates among our employees. It's looking at what's happening in our community and our state in regard to that. So, there's a list of about 10 issues that we look at on an almost daily basis.

The steering team that I'm now coordinating meets with cabinet once a week, and that's part of our discussion on a weekly basis, is where are we, what's happened. One other thing I should have mentioned that I didn't, and that is recovery rate. We're getting through that wave of students who tested positive who are now recovered. And so, that makes a huge difference.

At the same time, we are having almost daily discussions. I think I, on a daily basis, am talking with McLean County Health Department, the Town of Normal. We're in communications with the hospitals as well on what their status is. So, all that comes into play in our discussions.

Navarro: The reason why I'm asking is at ISU, we've been in the news recently this week with some of these different stories, and our neighbors at Bradley and Northern and some of these other schools have shut down for a week or two. And I'm getting questions, "Well, why isn't ISU doing that? ISU has more cases," and things like that. So, just trying to gather this information so I'm comfortable answering questions and understanding, what are those benchmarks? What are we looking at?

Paterson: President Dietz started to say something. We have not released that list for that exact reason. Someone will check off, "We hit this one; we hit this one," when there's a lot behind any of those thresholds. And so, that's really evaluating the big picture versus ticking something off and saying, "Well, now you hit this; you've got to close down," because they're not looking at all the circumstances with that.

One of those myths, Bob, is actually about the number of cases. The University of Illinois has more cases than Illinois State. They've had more positive tests. But they're a larger institution; I understand that. President Dietz, I don't know if you wanted to respond to the other part about decisions on closing down.

Dietz: Yeah, I think the semantics on this are important, and we hear the same words about "close down." The bottom line is that the university is never going to close down. The facilities might close down, but it gives the idea that everything comes to a screeching halt. And that didn't happen in the spring. The facilities closed down; people went home. But we graduated 5,000 people at the end of the spring semester. So, the instruction's going to continue. So, I get the "close down" kind of verbiage, but we're not going to close the university down. We may close some facilities, and so forth.

I was asked about the Bradley issue the other day, and I understand the pronouncement about, "Well, we're going to quarantine everybody." Well, Bradley has 5,000 students, and their president, I think, in issuing that statement was a sincere statement. I don't think all 5,000 of those students reside on the campus, so I'm not sure when the second part of that would come along about, well, how are you going to enforce that? We're shutting down; we're shutting facilities. How are you going to enforce students to stay in places that don't report to you, their contract is not with you, etc.?

So, there's a lot of verbiage along this issue that I think is really important. And it's one thing to say something like that. It's an expectation. We hope people follow the expectation. It's another thing to try to enforce it. So, it's a moving target, but I think Brent's point is that there's not just one. And I think a lot of people are looking for one fix, you know, one silver bullet. And it's more complex. Great question. We get it a lot.

Navarro: I appreciate the insight. Thank you. I know there's a lot of moving parts in the background, so I appreciate the insight. Thank you.

Bohn: This may be kind of a crazy question. It's probably more for Dr. Baur. Thinking about having a CLIA-certified lab at the Life Science Building seems like a daunting task. Is there any way U of I would be willing to—and you've probably talked to them about this—have us collect the samples and take them over there—it's a 45-minute trip—and have them run them? Or do they not have enough capability to do that?

Baur: So, their plan is to have multiple testing sites around the State so they can distribute the testing around the State. And so, I get the sense that they don't want to be in the business of collecting all the samples and bringing them to their site. So, the advantage we have with contracting through them, though, is that they will basically provide us the entire setup and the process and the equipment and the funds to hire the staff. So, yeah, it is somewhat daunting. The CLIA certifications are being expedited right now by the State.

Bohn: Okay.

Baur: So, it wouldn't take as long as it normally does.

Bohn: When I first heard that, I was a little concerned because I know that can be a reasonably lengthy process. So, if that's being expedited, that's great.

Baur: What we've heard is that once you have the application in with the appropriate lab director, it takes two to three weeks. And we're close to that stage.

Bohn: So, you have to recruit a pathologist to come to— Can it be a pathologist that's here and just does that part-time, or not?

Baur: Yeah, I think if I understand the regulations correctly, the pathologist can run five labs as a lab director. So, yeah, we don't have to have a full-time pathologist. It just has to be somebody that has enough availability to direct a lab...

Bohn: Okay.

Baur: ...on a contract basis.

Paterson: And, Kathy, if you know someone, we're open to considering.

Stephens: Brent, if I may...

Jones: Kathy, are you...

Bohn: I'll let you know.

Jones: ...recommendations, let us all know.

Bohn: Okay. I'll let you know.

Stephens: Brent, if I may add a couple of commentary notes on the business side of the contracts with U of I. I've been on a couple of phone calls with those. John is right. At the end of the day, their model that is being funded, internally likely funded by the state, is to set up 10 labs across the state, spreading them in locations, key locations. The Bloomington-Normal area was a location. It was not just for ISU. It's intended to also be a central hub for the Bloomington-Normal community and for not only testing of our students and faculty and staff but the community as well, to offer a contracted rate, a public rate to a State Farm, to a Countrywide, to anyone. And so, the sheer logistics of making sure you can get response back within a few hours, they need those labs and that PCR equipment working in a location, and we just happen to be in a key city with a university, with an ability, with a nursing program, with research, and the possible opportunity of setting up that location. So, that's really where it seems to be coming from.

And they're going to fund, essentially, all the equipment through grants that they have received in order to keep the costs down for the public agencies, and there'll be a slightly higher rate for any of the private sector that would want to use a facility like ours or any others. And those proceeds at a higher rate would filter through the business plan and then try to reduce the future costs of the government-supported groups to try to move a \$20 test potentially down to a \$10 rate because you're getting a private-sector payment higher than a cost of services.

Dietz: I might mention as an aside that when the Governor was here this week, I also want to give kudos to Senator Brady for having conversations with me about helping us with testing. We had a conversation with Senator Brady, and the Governor, and myself after he spoke about the Census. So, he's committed this mobile program to be down here and have a capacity to test about 500 a day, I think, through that program. So, we're glad to have the Governor here to help us with that. The most significant trip the Governor made to the campus before that, he released funds for the College of Fine Arts, so I'm looking forward to another visit from him.

Jones: Any other questions that we have for Brent? Mary Ann. Trustee Louderback.

Louderback: So, I take it that, unlike when we talked before, that you might need to come back for more funding that we don't really need any funding for this, that it will be covered. It won't be, other than possibly our own tests.

Dietz: We hope so. Right now, if we can transition to the saliva-based tests, that's a lot less expensive.

Louderback: Right. But we don't have to pay for the lab and all the people coming.

Dietz: Right. That's all built into the financial structure that we would have in the contract with the University of Illinois. So, there'd be reimbursing; because they're going to charge for the tests.

Louderback: You're all talking. What's the answer?

Stephens: We'll have to have a Board resolution that moves the testing from Reditus to another party.

Louderback: Okay.

Stephens: Our hope is, at the end of the day, you are correct, that our— Right now we have a resolution not to exceed \$3.3 million. Now, that was through the fall. But at the end of the day, our hope is that that will get us, at a \$20 rate, a lot more tests. But we do have to bring a resolution that actually moves it to a different organization.

Louderback: But we don't have to— I mean, I was just kind of worried we're going to have to pay for the lab and all that. But we don't have to build the infrastructure.

Stephens: No.

Baur: I just want to say we do have to pay a per-test cost to the University of Illinois.

Louderback: Oh, sure. Yeah. I understand that.

Baur: Okay.

Louderback: And the other thing is, I don't know about the rest of you, but listening to your press conference the other day—again, Larry, you did a great job. And the Governor said that his preference is everybody stays on campus. I don't know where— I see Northern is doing that. Keep them, you know, to stay put. I don't know what the—

Dietz: Yeah. That's changed, and that's a fairly recent change. At one time, we were encouraged to send everybody home. And now, they would really like to have people stay in place. And whether that's on campus—if they test positive, in an isolation room, or a quarantine, or wherever—or if they're off campus to stay in their off-campus facilities. So, that has been a change, and I think the concern is that if they go home, how are they going to

get there? You know, are they going to take the train or a bus or something like that, and potentially contaminate people either on the train or the bus? So, that has been a change, and we're changing our rhetoric about that.

Louderback: Okay. All right. Thank you.

Jones: Any other questions? It's getting a lot easier to see everybody on the call now. We're sitting in just a little space compared to where we started. So, thank you, for everyone who is hanging on till the end. I don't think we have any other questions right now. So, I'm going to turn it over to you, Dr. Dietz.

Louderback: I just want to say thank you on behalf of the Board. I mean, I know it took a while to figure out exactly what we were going to do, but this was very, very helpful, and I look forward to more updates. Thanks.

Dietz: Well, I want to say thank you all for taking your entire afternoon for this. I guess I'm a little glad that it was a rainy afternoon. I would have felt worse if it was bright and sunny out. But I really appreciate the investment of your time. Thanks to the staff for hanging in there, too, and preparing the presentations today. I really appreciate it. And, go, you Redbirds. Thank you.

Jones: Thank you, everyone.