

MINUTES
Board of Trustees of Illinois State University
Board Retreat Day Two
November 6, 2020

Jones: Good morning, everyone. I will now call to order... I'm having all kinds of tech support issues this morning. Excuse me. Good morning, everyone. I will now call to order day two of the annual retreat of the Board of Trustees of Illinois State University. Trustee Louderback, would you call the roll?

Louderback: Yes, I will. Trustee Bohn.

Bohn: Present.

Louderback: Trustee Donahue.

Donahue: Present.

Louderback: Trustee Navarro.

Navarro: Present.

Louderback: Trustee Rossmark.

Rossmark: Present.

Louderback: Trustee Turner.

Turner: Present.

Louderback: Trustee Dobski.

Dobski: Here.

Louderback: Trustee Jones.

Jones: Present.

Louderback: Trustee Louderback. Present. We have a quorum, madam Chairman.

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

Bohn: Yes.

Jones: Trustee Dobski.

Dobski: Yes.

Jones: Trustee Donahue.

Donahue: Yes.

Jones: Trustee Louderback.

Louderback: Yes.

Jones: Trustee Rossmark.

Rossmark: Yes.

Jones: Trustee Turner.

Turner: Yes.

Jones: If at any point during the meeting you're having difficulty hearing any other trustee or any discussion, please let me know. Also, pursuant to the requirements of the Open Meeting Act, all vote taking at today's meeting will be roll call votes. Each board member vote on each issue will be identified and recorded. For the record, the only action...

Navarro: Julie, just for the record, I could hear you.

Jones: Oh, Bob, I didn't ask you?

Navarro: Nope, that's all right.

Jones: I'm sorry, Bob. Thank you for letting me know that you can hear me. For the record, the only action being taken at the board retreat is the approval of the agenda and the adjournment. Again, we have the agenda before us for day two of the Board of Trustees Retreat. Can I have a motion and a second to approve the agenda for day two?

Louderback: So moved. Louderback.

Bohn: Second. Bohn.

Jones: Okay, we have a motion and a second. Trustee Louderback. Can you take call the votes?

Louderback: Yes. Trustee Bohn.

Bohn: Aye.

Louderback: Trustee Donahue.

Donahue: Aye.

Louderback: Trustee Turner.

Turner: Yes.

Louderback: Trustee Rossmark.

Rossmark: Aye.

Louderback: Trustee Navarro.

Navarro: Aye.

Louderback: Trustee Dobski.

Dobski: Yes.

Louderback: Trustee Jones.

Turner: Aye.

Louderback: Trustee Louderback. Yes. Madam Chairwoman we have a quorum, or we have a yes vote.

Jones: All right. Thank you. So we're just going to go right ahead and jump right in. Good morning, everyone, again. Thank you. I just want to confirm and remind everyone that this is an open meeting and that we are being recorded today and that, you know... I'm sorry, I'm going to go ahead and read this statement anyway, even though we read it yesterday. I note for the record that this retreat is being held pursuant to Governor Pritzker's Executive Order 2020-59. As Chair of the Board, I determined that as a result of the disaster declaration issued by Governor Pritzker a in-person retreat would not be prudent, practical or feasible at this time, and as a result, this retreat is being held virtual. As included in the notice of the retreat, the University has provided a YouTube link that allows all interested parties to contemporaneously view the retreat and hear all discussion and roll call votes. And so now we are going to proceed with day two of the retreat, and I'm going to turn it over to Rick, our facilitator.

Legon: Great. Good morning again. Thank you, Julie. And welcome back for a second day of our conversations. Let me begin by commending all of you for your participation yesterday. It's not all that often that boards meet with no action to be taken, just to engage in serious contemplative thinking on issues of the day or issues related to how the board does its work and meets its responsibilities, general input and thoughts about some of the contemporary challenges confronting higher education and Illinois State University specifically and how that all attaches to your work in a manner that will hopefully inspire the board to continue to do well and meet its fiduciary responsibilities as effectively as you can. And so I applaud the candor and the input and the engagement that you all provided yesterday. It was invigorating for me to hear your points of view and hopefully for each of you to have an opportunity to share whatever you're thinking with each other and to provide feedback and a good healthy dynamic amongst you. You know, one of the objectives that you all started yesterday's meeting with, which I think is spot on personally, was to benefit within the retreat to get to know members of this board a little bit differently and a little bit better. And I hope that yesterday's discussions, both by way of the four members of the board who introduced themselves and four others will be presenting their life story here in a little while, but also just in what's on your respective minds when it comes to these bigger issues facing the sector. So I thought you all did great, and I hope you found that there was value in the agenda and the flow of conversation that we invited you to engage on. So that's who we are. We're going to continue. You see the agenda. Today's agenda has a few specific topics that your Chair and I thought, and others I guess, to be of value. But it also gives a lot of time to just unpack further some of the issues that were put out there yesterday. So that's the tenor of the day. But before we launch into it in any great depth, left me just ask (1) Are you comfortable with the scope of issues that we started the retreat with yesterday and the approach that was taken and any concern about either how the retreat conversation processed its way through yesterday's meeting or ideas and issues that you want us to be sure we address as we go through today's session in the context of the agenda? So just general impressions off of yesterday. Anybody have any thoughts?

Navarro: I think we covered a lot of ground yesterday. There were some big topics, and I'm anxious to talk more with fellow board members about some of the issues that we brought up yesterday.

Legon: You mean going forward, Bob, or in the context...

Navarro: Going forward.

Legon: Okay. Yeah, you know, a lot of what happens at the retreat... We were able to talk about and drill down further on anything that came up yesterday or even as we go today, but a lot of what happens at a retreat is you kind of create a bucket list of issues that requires more due diligence and board reflection and engagement, either as a board or probably more intently with the board and the administration. But it does kind of set some parameters and raise some issues that either had been there or haven't been there and that the board wants to turn their attention to, so thank you for that, Bob. Other thoughts about how we went yesterday and if any of that offers any implications for what we should be talking about today? Thanks, Bob. No thoughts.

Turner: I'll go. I think it went pretty well, and for me being a new trustee, I think it was very informative and very insightful, and it gave me some things to really think about as well as, like you said, keep in a bucket list. I definitely wrote some things down just to keep in mind for future reference and just for future board.

Legon: Yeah. Thanks, Jada. And, you know, bucket lists are also actionable, so there are degrees of bucket lists, if you will. You know, it's a bucket list, oh, that was nice to touch on and we'll talk about it again in a year or two or issues that need to surface and be addressed or be infused into other issues and conversations that play out over time. So I don't want us to overdo the bucket list concept. Some of it may require more immediacy, and others may be just sort of reflective. So just kind of calibrate on that, but thanks, Jada. Other thoughts?

Louderback: Well, I think what is important, too, is that when you lead us into some comments and some discussions, I think that's part of what we're, you know... Yesterday was good in that, you know, we had certain various discussions that we had, and if you just do the lead in and then we can all think of, okay, well, that's makes sense but that doesn't. It kind of helps, you know, because I think we're looking at the agenda review of the first day. Well, it was a good first day. I think that everyone, as far as getting to know each other a little better, hearing some discussions and some ways in which we relate to different issues, and I think we all were fairly candid, and I think that... To me, that was worth it for the beginning, and I think now as we go to the next day, I'm sure you were looking at it last night, and maybe you and Julie as we pull some other ideas out and then help us to pull it out of ourselves and we can talk a little bit about where we were at. But I thought it went well yesterday, and everybody was talkative and candid, and to me that was very good.

Legon: That's good. Thanks. One of the things that occurred yesterday, and it always happens, is that a facilitator, a person in my role, tees up these issues in whatever way is appropriate, and so the responses by the members of the board tend to be through me, through the facilitator. And I'm hoping that as we go through today, it may or may not work, but I'm hoping that you keep in the back of your mind that as you make comments today or offer thoughts or raise questions or concerns that you talk more directly to each other than through me. And that might or might not work, but it's often safe to talk through a facilitator, but I think as you all have suggested as you've grown more comfortable with being able to be candid with each other as you get to know each other or have gotten to know each other even better than 24 hours ago I hope, that you begin to talk to each other. It's not personal attacks, but I'm just saying that you are the folks who are going to be continuing to work with each other on big issues, and so I think you need to practice talking about the kinds of issues we're talking about to each other. And to the extent that's possible, that's great. If it works, that's fine. If not, no harm, no foul. But it would be good to see if we can practice that. But thanks for opening up that thought, Mary Ann, I had forgotten. Very well said. Other reactions or responses. Thanks. Other reactions to yesterday or concerns or issues that you just want to be sure we don't let go. We have somewhat... We have time, and we also have constraints, so by 1:00 we'll be done with this portion of the retreat, and you'll be going into your session, but I want to make sure that we are as productive against this agenda or other areas as you all want, you all need. This is your retreat, and it's got to work for you. But, Mary Ann, thanks for opening that line of thought. Other comments?

Louderback: Maybe it would help if we go to the other forum and let them introduce themselves and let us kind of...

Legon: We'll get to that. I just want to give people any reflections that they had from yesterday. Any takeaways? We'll do more takeaways for the whole thing later, but just immediate... Usually people come back after a night away from these conversations and just wish that we had touched this or I wish I had said that, and that's really part of what this is about before we get to those other four, Mary Ann. Nope. Ready to go? Okay. Then let's do that. I thought we had four interesting presentations from half the board yesterday, and we have some time this morning for five to seven minutes or so of storytelling and deeper dive introductions from the following trustees: Kathy, Bob Navarro, and Sharon and Rocky. And with that, let me ask Kathy to get us started.

Bohn: Okay, well, first of all, thank you for having me go first because I'm pretty sure Bob's going to have a lot of audiovisual. Okay? So I am an ISU grad. I did both my Bachelor's and Master's at ISU, and I'm from a small town in northern Illinois of 200 people, and my parents were farmers and had not gone to college. So I applied to ISU and various other state schools. My parents wanted me to go to Northern because it was 30 minutes from my home, and I wanted to come to ISU. But I'll give you a hint how old I am. 1970, the spring, is when Kent State started, and some of you may remember Kent State and the unrest. And then my parents really didn't want me to go away to college, but I convinced them, and I came to ISU, got my Bachelor's Degree in biology. I had thought about medical school but had kind of been counseled out of it at ISU at that point, so I became a teacher. I came back summers to work on my Master's Degree in biology. Took a year off, finished my Master's Degree and applied to medical school at that point, and that's when I met my husband. He was a resident. I was a medical student. He's

from western Illinois and went to WIU, and I convinced him, or I guess we convinced each other that we should live in Bloomington-Normal because it was half way between both of our parents. So in 1988 we moved to Bloomington and both took jobs as emergency physicians here in town. To begin with, we went to a few basketball games, and then we went to football games. So here's my audiovisual for that. Go Red. Saw some professors in the community that I had had, which was kind of interesting. And then in about 1993, here's my other audiovisual, my stethoscope, I decided to get a part-time job at ISU Health Service as a physician, and I worked on Tuesdays for 14.7 years. And I really enjoyed that. I kind of reconnected with ISU at that point. I started going over to the Biology Department reconnecting with some of those people. And in the ER, that other school in town, Wesleyan, would have a short course either in January and eventually became May, and they would have pre-professional students come to the ER and mentor with us, and then we would write them a letter of recommendation, and they got into medical school a little bit easier because of that mentorship, and they did it with various physicians in town. So I went to the Biology Department and said, hey, you guys, why are you not doing this. You know, you need to have a mentorship program, also. It needs to be a formal course. So I worked with Carol Morton-Schmidt to help form the mentorship program for pre-professional students at ISU. It's still going, and we have students in our office, and then we helped to write recommendations, and it helps a little bit for them to get into medical school, dental school, and I convinced other physicians and dentists in town to partake in that. And I became an adjunct professor for a little while. In about 1995, my husband and I met Barb Wallace, and some of you may remember that name. She was the first lady, and she introduced us to the Old Main Society because we really didn't know anything about that. And at that point we started a scholarship for pre-professional students in the Department of Biology. In '96, I was asked to serve on the ISU Foundation Board. So here's my nametag for the ISU Foundation Board. And in the ISU Foundation Board I was involved in the Ewing Committee, the Executive Committee, Development and Campaign Committees and various committees over the years. And then I was honored to be named to the College of Arts and Science Hall of Fame in 2005. And then in 2014, a friend of mine said, you know, you really ought to be on the Alumni Board instead of the Foundation Board but found out I could actually do both, so in 2014 I'm on the ISU Foundation Board. And there I got active in Redbird Prime, the Half Century Committee, and the Awards Committee and the Executive Committee and really enjoyed my time there and met some of my fellow trustees through the Alumni Board. And then in 2019 I was asked to apply to the Board of Trustees and am very honored to be able to serve here. My husband and I really like to go to football and basketball games, men's and women's basketball games, and we're really missing that right now. We like to do things at the Biology and Chemistry Departments and go to some of their lectures and some of their presentations, also. Living in town, we have that advantage. So that's kind of how I got involved at ISU again, through the Health Service and through the Biology Department and then Foundation Board and Alumni Board. So I don't know if that's six minutes, but I'm finished.

Legon: That's a great story, Kathy. Thank you so much. You know, I have an experience when I was well into my college years, as I told you yesterday at George Washington in D.C. We were directly affected by the shootings on Kent State campus, and then a few days later Jackson State down in Mississippi, and it probably forever impacted the remaining years of my college experience year and how I thought about things going forward. So it was a tragedy, but if anyone's been to the campus of Kent State... Kent State buried that story for many, many years. And you go to Kent State, people wouldn't even talk about it. It happened, but, you know, it's just very... Kept it under the radar. It just was not something they shared about. And then Carol Cartwright became President of Kent State and said this is a historic event, and while we're not enthusiastic about it, we do have to celebrate the fact that it happened here. And the campus is now on the Register of Historic Sites. They have a museum dedicated to it, and they embrace it, although it was not a great day. And, so, Kent State has a lot of tail effect for a lot of us in higher ed. Thanks for sharing.

Bohn: I think my parents... You know, I briefly looked at U of I but felt it was too big for me, and U of I had a lot more unrest. Southern had a lot more unrest. And my parents were more comfortable letting me come to ISU because there had been marches and demonstrations but less unrest. And so that's part of the reason I got to come to ISU. It was a different time, different time.

Legon: Yeah. It was right after that that... When I went to GW... I don't know if anybody's interested, but when I went to GW, the one thing GW didn't have at the time was a student union. We were moving from being... They were moving from being a commuter school to more of a national on-campus kind of structure, and they promised a student union would finally open at the beginning of my senior year, and after Kent State and Jackson State, the campus was kind of taken over by others from outside, and our brand new student union was burned to the ground. Among other things. So different time, different space, but it shows the centrality of higher education and its

campuses in relation to other conversations we had yesterday here. So thank you for sharing. Bob Navarro, tell us about yourself.

Navarro: Good morning. Good morning. My name is Robert Navarro. I'm a junior. I grew up in Joliet. I actually currently live and work in Will County. I'm actually going to divide my story into three different areas, talking a little bit about studying at Illinois State, working at Illinois State, and then certainly serving with Illinois State. I appreciate the suggestion of interjecting humor and props. So I was thinking about doing an interpretative dance for all of you, but that didn't come together in time, so I did bring some props. I have a bin at home, a Rubbermaid bin of ISU memorabilia of, you know, different things that have happened that I threw in the bin. Actually I have several bins, not just one bin, so flipped open the lid, and I started pulling some stuff out. I brought some stuff today that I'm going show you about my ISU story. As I mentioned or alluded to yesterday, I was the first in my family to go to school. So mom and dad were certainly encouraging about going to school, but it wasn't something that there was a lot of pressure or stress on, and they couldn't offer much help on how to navigate the whole college admission process. You know, they wanted my sister and I to go to school, but we were kind of just on our own to figure it out. There was a high school counselor. Her name was Clarice Boswell, and she suggested I apply to Illinois State because she had worked with the Illinois State Admissions Program. Her daughter was Cathy Boswell, who was on the ISU Women's Basketball Team and went on to be on the U.S. Olympic Team that won the gold medal. And so Clarice had very fond connections to the University and suggested that I apply there. So fast forward to now. I actually have three degrees from Illinois State, a Bachelor's, a Master's, and a Ph.D., and I'm going to talk a little bit about my freshman year. When I lived in west campus, Tri Towers, I didn't quite understand that that was the farthest away from campus. I thought when you looked over there at U. High that that was part of campus, that it was much closer than it actually was. But, also freshman year, I wanted to improve my public speaking and learn about the campus, so I signed up to be tour guide, and they accepted me, and soon after that I gave campus tours. So I learned about the building history, and I would give tours for the Office of Admissions, and so that was kind of one way that I could kind of learn campus and figure out where buildings were. Also, freshman year, I did a little bit with student government, and I was part of the... This is my first prop. If you're going to count, I don't know how many are here. This is a T-shirt from the... Oh, wait a minute. You can't really see it. Oh, yeah, you can. So this is a T-shirt from the Association of Residence Halls. So my freshman year, we worked with Student Government. Other activities that I was involved in were Circle K, which is a Kiwanis service organization. And then also I did a little bit more with Office of Residential Life at the time, which you'll hear more about that. My true highlight from undergrad, though, was the Walt Disney World College Program. So I worked with the HP... Why is that doing that with the screen? Hold on. Let's go with none. Well, anyway, my junior year I applied to work at Walt Disney World, and... There we go. And I was accepted to be part of their college program. And over 30 years later, we still talk about the Walt Disney World College Program experience. It is something, when I talk to students, I do recommend that they look at off-campus internships, study abroad programs, and other programs like this, because I do think that it is one of the true experiences that I had at Illinois State that actually changed my whole outlook, and I do encourage people to do that. In the summers when I was an undergrad, I worked for the Summer Conference Program and worked closely with Office of Admissions and with Preview, and one summer they actually made Linda Timm... Do people remember the name Linda Timm? So Linda Timm and I were actually honorary Preview Guides. So here's my Preview Guide name badge. I was never a Preview Guide. I never applied for the program. I couldn't really do it because I was working Summer Conference Program, but they did make us honorary Preview Guides, Linda and I, that summer, so that was kind of exciting to do. I actually graduated with my Bachelor's in December of '91, and I think, I'm not sure, but I think this is a keychain that they gave us at graduation. Not quite sure, but I think it might be. So my Bachelor's was in social sciences, non-education, which is history, political science, economics and sociology, and I had the hardest time with my economics classes, to be really honest with all of you. (Laughter). Soon after I started my Master's program in HPERD, which at the time was health, physical education, recreation, and dance. So a lot of folks joked with me and said, oh, I was becoming a master of fun, and it was all about leisure and hospitality and tourism, and that's really where I kind of focused my energy was in the tourism area. And it had a lot to do with my Walt Disney World experience. Our family didn't travel each year for vacations, and so I was just fascinated with what people did in their leisure time, in their free time, what they did as a family, where they would go, how they would choose destinations, and things like that. And so for my Master's thesis, I actually looked at the market segmentation of the visiting friends and relatives travel market. The number one reason people travel is to visit friends and relatives. But I wanted to look at what else did they do in a certain market, and so I looked at a college campus environment, and I actually came up with three different distinct areas. You know, they rest and relax, they do something associated with the local culture, or they do something associated with the university. And so I worked with the local Convention and Visitors Bureau on my Master's program and

finished that Master's thesis in, I think, May of '92? Yeah, '92. And then I started my Ph.D. program and did most of Ph.D. work while I was working on campus. So I finally finished my dissertation and submitted that and defended that in December of '01, and I got this neat little plaque from the EAF Department. And then here is my dissertation. So if anyone's interested, I'll be glad to loan this out to you. It's very fascinating reading. If you're having trouble sleeping at night or anything like that, I'll be glad to lend this to you and let you learn all about students' attitudes and behaviors towards campus recycling, and that's what I studied for my Ph.D. program. So that kind of wraps up my three degrees at Illinois State. The second area that I want to talk about was working on campus, and there are three positions that I want to touch upon. One is being an RA, as resident assistant. Another is the recycling coordinator. And the third was the Assistant Director of Residential Life. So as an RA, I was an RA in Manchester Hall, and I worked for Janice Freehill, Rick Lewis, Molly Arnold was out that way, Maureen Blair was also in Residential Life at the time. So some names that some of you might know. And I was an RA back when we had those big... I didn't bring one but those big computer disks. They were like 12" x 12" long, you stuck them in the side of the computer, and then all the banners were printed out of a dot matrix printers. We had welcome banners all the time. And so I was an RA back then, and I really enjoyed my RA experience. My junior year, I started working with the recycling program, and I worked with some faculty members on not just writing some of their grants but implementing the grants on campus. And when we started the campus program, it first started with recycling cardboard, and then we went... It was cardboard at first, then I think it was aluminum cans and then newspaper. And so that's what we started in the residence halls. Cardboard, aluminum, and newspaper. And I think it was a year or two after that that we expanded into glass, plastic and steel, but what was a highlight of working with the recycling program is that I actually published my first article about campus recycling. That was in BioCycle magazine, and I worked with Floyd Hoelting and one of the faculty members in the Agriculture Department, and we wrote about campus recycling, and I got my first article published when I was working for Illinois State. So that was kind of exciting. Also, we started the program, and we were the first ones to start reusable mugs and things like that on campus, so we started the reusable mug program in the dining center. And then it was really kind of new at the time, recycling, and so we created little buttons, sign of the times for recycling, and I really enjoyed being the student coordinator for campus recycling. Shortly after that, I worked as an Assistant Director of Residential Life in the Housing Office, and at the time it was Office of Residential Life, and we had housing and dining together. And then a couple of years into that they split into two different departments. But as the Assistant Director, this was my first year, how young we look in that picture... So those are the people that I worked with, and my role with Residential Life – I oversaw the recycling program. I also oversaw summer conferences and camps and the housing exemptions. I know that our board has talked about student exemptions before. I actually oversaw that when I worked in the department. I, also, at the time the university we were our own cable company, so I did individual contracts with cable stations to offer cable to the students in the residence halls. And then we did alumni and development activities, and so when I worked in that role, a couple of other highlights are that I continued to write articles and publish them. And so I had a couple of other articles published in Talking Stick and Leisure and Recreation and the Cuckoo Eye Journal, and so at the time, Floyd Hoelting, our Director, really kind of pushed us to challenge ourselves, and one of the areas that I felt like I wasn't as strong in was writing and public speaking. And so we spent a lot of time trying to polish those skills and getting articles written. I also worked on the Division of Student Affairs first fund raiser, and that was the Red Dog Chili Supper Show. So I don't know if anyone remembers that, but it was a chili dinner that we would do during Family Weekend, and we would have an auction and a variety of ways that we would try to raise money for the Division of Student Affairs. And this is one of my little Red Dog buttons. So I worked with Chris Schwelle and Diane Dahlman, Martin from the Student Center, Bonnie Crutchley from Health Service. And really that was kind of my first introduction into fund raising and development for the university and trying to raise funds for them. Another highlight from when I worked at Residential Life was, and, Kathy, I'm following your lead using my little tags from working there... Another highlight was I was allowed to work on the ACUHO Conference Services Workshop Committee, and what we would do is people that had my job at other schools, they would get together annually, and we would talk about campus conferencing, and I made my way through the committee and then chaired marketing, and I think I was on my way to be Chair of the actual conference when I finally left the position. But my very first conference was in 1995, and it was in Jacksonville, Florida, and here's my little mug from that conference. So when I say one bin of ISU stuff, I really have like 20.

Jones: Hey, Bob, are you going to go through all the bins this morning? I think we're past six or seven minutes. (Laughter).

Navarro: No. No. I only have two or three more things. I'm real close.

Jones: Sharon, you have a minute and a half, and Rocky you're going to get 45 seconds. (Laughter)

Legon: No, you're okay.

Navarro: So one of the other things that I did with Floyd in the housing area is that we set up the Hoelting Team Player Award, and we raised money to... The award is still being given today, and the winners of the award actually get money off of a foundation account, and so they are getting money from the foundation. It's some sort of financial stipend when they're given the award. And so here's a copy of my award. And then when I left that position they gave me this little fun plaque. All right. The last area I want to talk about is service, and with service I was on the Alumni Association Board of Directors, which I met some of you on, and then I also worked with the Latino Alumni Network and getting that started with Dr. Daniel Lopez and Jaime Flores, and then now certainly the Board of Trustees member. So with the Alumni Association, I was on a variety of committees, and I, too, like Kathy, really appreciated being able to spread the Red, and my current job allows me to travel, and so I would take my little banner and post pictures often of my different travels with my Spread the Red banner. And after I left the board... Oh, one other thing I did... Actually made the homecoming poster one year. See. And then when I left the board they gave me this neat little plaque that I haven't been able to show anyone 'til now. So thank you for indulging me. And then my last thing that I want to talk about is with the Latino Alumni Network. Dr. Daniel Lopez and I... We met in grad school, and we recently funded a scholarship program for undocumented students and first generation students, and so we're actually meeting with Tony next week to find out about how we actually... There's enough money in the account now to establish the fund and see if we can award a scholarship starting next fall. So I'm thrilled to do that. This is my little marketing report from the foundation and just thrilled that we can contribute to that part of the legacy with the university. So with that, I'll wrap it up. So thank you, everyone, for listening to me, a little bit about my story.

Legon: Well done, Bob. Thank you. I'm getting a sense that if you go to Illinois State University, notwithstanding recycling, Bob, nothing ever gets thrown away.

Navarro: (Laughter). It's hard to part with some of this Redbird stuff.

Legon: (Laughter). All right. Well done. Thank you very much. Sharon, you're up.

Rossmark: Well, that's a tough act to follow.

Legon: Yeah.

Rossmark: I feel like I attended ISU back in the prehistoric days, but luckily Kathy went first, so we were there about the same time. Let me just start off by saying first of all, Bob, I thoroughly enjoyed your story, so thank you for sharing. A couple of things, though, that I had a hard time relating. When you talked about computer disk. Kathy's laughing, so she gets it. We didn't even have calculators when I was at ISU, so, and I remember some of my friends who were business students walking around with this big stack of cards, and if they dropped them they were SOL. You showed all these knickknacks. I don't even think knickknacks were created back then. I think the only thing I recall was a bumper sticker. Right, Kathy? And my bumper sticker that I wanted to buy but couldn't afford said Illinois State, and I remember telling my dad about we had to get a bumper sticker, and he said, well, we can't afford it. And I said, no, you got to ?? _____ (s/l hit 39:51), you know, and when I told him it says Illinois State, he goes, well, that sounds like a prison. It doesn't sound like a university. He said if you get one that says Illinois State University, then I'll reconsider. And then Bob talked about cable TV in the dorm. Oh, my God. And you had nametags. And I was a preview student. I could relate to being a tour guide, because I was a preview student, but we didn't have nametags, and I did live in Tri Towers, so that I can relate to, but I guess they have buses now. Back then, the key in the winter was to get from Tri Towers to Schroeder and you knew that you were going to be okay because of the walk. We didn't have buses back then, Jada. (Laughter) But thanks, Bob, I thoroughly enjoyed that, but... And Rick, this was a great exercise because it does help us connect with our peers. So my road to ISU started with my parents. And I think it fundamentally kind of drove how I came about going to ISU as well as who I am today. But it started with my parents' desire for my brother and I to want to achieve and have experiences and achieve more than what they were able to accomplish. My parents are now both deceased. They were raised in the south. They were both born in the 1920s, and my dad was a World War II vet that served in D-Day. And after the

service there was no opportunity for them in the south, so they ventured north, and my dad attended a trade school using his VA benefits. And although he excelled and finished at the top of his class, he was not able to find work that would allow him and my mother to survive, so he started his own business to support the family. Their focus was to have a family and raise kids to do more than just survive. Their focus was on helping us thrive and become the best adults and human beings that we could. Although they never told us that we were poor, they focused on saving money for my brother and I to have experiences and opportunities like going to school like they didn't have a chance, and so my brother actually ended up going to Southern Illinois University. Let me put it this way. He was enrolled at Edwardsville, but he spent a great amount of time at Carbondale, which my parents could never understand other than his fraternity was headquartered there. But I digressed. They knew that while it was not the best in what they provided for us in growing up, it was the best that they could do. So from their perspective, college for me was not an option. They had been saving what little money they could with a focus on the opportunity to thrive. So when I received the acceptance letter to ISU, they saw it as my ticket to more vibrant and promising life. And for those of you that don't know, I grew up in East St. Louis, so down in the southern part of the state. However, my dad made two things clear. I had four years to complete whatever I was going to accomplish at ISU, and moving back home after four years was not an option. In other words, he had worked hard to save money for me to go to college, and he would have to continue working to make sure that I finished college, but there was no money for anything else and no room for me to come back home. And as I reflect back now, that was his way of throwing me into the water, and I had to figure out how to swim. I'm sure if I needed to come back, they would have welcomed me with open arms, but at the time I felt that they believed in me, and I just needed to believe in myself, and so they felt giving me that big push was their way of saying you can do this. But, I got to tell you, once on campus, I faced many of the same positive and painful experiences that students today are facing. To this day I only recall meeting one minority professor and had no other minority students in my major. And I recall wanting to change my major to business, but I quickly learned that was not a viable option for any number of reasons. My parents' way of coaching me through the experience was a bit of tough love. They saw a college degree as my ticket to a brighter future, and reflecting back, they did not want me to lose focus on the reason for my four years on campus. And I can't emphasize that enough. Four years. I mean, he was determined. You have four years. You don't finish, fine. If you finish, great. But only four years. And, yes, there was a consistent reminder that the clock was ticking. Their focus was to keep your eyes on the prize, and for them it was a college degree. I graduated in 1978, and I never heard back from anybody from ISU in terms of associated with the school. I stayed in touch with friends that I played tennis with, that I was in preview with and so forth. But, lo and behold in the late '90s, I was a corporate officer, and I get a call one day from somebody by the name of Dixie Mills. For those of you on campus at the time or that know Dixie, she was infamous. She was the Dean of the College of Business, and she called me out of the clear blue. She pulled up some alumni guide and looked me up and introduced herself, and she said I am the Dean of the College of Business, and we would like to engage you with the university. And that was the first time anybody from the university ever contacted me. And so I spoke with her, and she seemed genuinely interested in me getting involved. Because she reached out and asked, I said yeah. I mean, otherwise, quite honestly, I probably wouldn't be sitting here today and probably would not have reached back, because I didn't know there were other options. I mean I literally was on campus to survive four years and to get a degree and then figure out what else. I mean no one ever coached us about you might want to consider a Master's. There was no coaching beyond get a degree and then move on, which, at the time, was fine. I mean I didn't think I needed more. And my parents didn't know that there were more. But to Dixie's credit, she reached out and asked me to join the Advisory Council for the College of Business, and I found it ironic that that was something I wanted to major in and it wasn't really a viable option, that here I was years later being on the College of Business Advisory Board. And so I served there for many years until I actually got a call from the Governor's office two years ago and asked me about joining the Board of Trustees. Again, not something that I saw as an option because I didn't see anyone that looked like maybe had been in the Board of Trustees role that I was familiar with. I, you know, since found out after being asked that there had been some minority females on the Board, but, again, I hadn't had exposure to them. So, bottom line, fast forward nearly a half century after I graduated, I now sit on the Board of Trustees, and I had many reasons for wanting to serve on the Board, but I'll give you three of them. One, because of my business background and quite honestly because I am a governess geek, and I know that's a rare bird to be here as a board governess, I thought I could add value and input into being a part of guiding the university for the next generation. One of the things, despite not having a lot growing up, my parents instilled in us giving back and helping others up. The second reason of many that I'm on the board is I know how important it is for students to be able to see people who look like them and who look different and working together to make decisions that are in their best interest. I have a saying that if you can see me, you can be me. And I know the importance for students to see examples of what they can become. And the third and last reason why I wanted to serve, besides, you know, getting the call from the governor's office

asking me to serve, is that I wanted to be a part of the team knowing that our collective efforts are preparing the next generation for limitless future. I grew up in an environment where it was all about you can be whatever you want to be, but you're going to have to figure out how to get there, because the people that I was around hadn't had that experience to know, but they truly believed that we lived in a country where you could become whatever you wanted to be, and they just wanted me to make sure that I had that opportunity, and so they did the best they could for me. but I don't have any trinkets left over from the archaic days of that generation. But, Bob, I can live vibrantly through your knickknacks and your cable TV stories and nametags. So, thanks for the opportunity.

Legon: Sharon, thank you. I bet you can negotiate with Kathy and Bob and get some of their extra knickknacks for the next time you do this.

Rossmark: Yeah.

Legon: They have plenty. Well done. Thank you, Sharon. Rocky, you get to close the show here and share your thoughts.

Donahue: Thank you. So similar to everybody today, my story is similar with certain aspects, similar also to Sharon. I, too, do not have any props or trinkets from my time on campus, so I thank Kathy and Bob for carrying the load for our team this morning. So my story, quite honestly, starts out... I was raised in a south suburban suburb of Chicago – Calumet City, Illinois, and I don't know if those of you know Calumet City. Hardworking town. Blue collar town. When I was there in the '70s, a lot of manufacturing jobs very prevalent. Steel mills going gangbusters. Two automotive plants building cars. A refinery. And then all of the manufacturing that went along with those companies. And the truth is I wasn't going to go to college. No desire to go to college. Never took an ACT test. I didn't take the SAT test. Didn't go visit colleges. Had no desire at all to go to college. It's not that I was necessarily a bad student. I was a lazy student. School actually kind of came easy to me, but I didn't apply myself, and it wasn't something that was in the cards for me. And the story I'm about to tell you is engrained in my head and will never leave me. And after you hear it, maybe you'll understand why, but it occurred in 1977, the summer of 1977 between my junior and senior year in high school, and I was out with friends and came home probably at 2 or 3 in the morning, and the kitchen light was on when I was opening up the front door, and that's never a good sight walking in the house as a 17 year old and having the kitchen light on and all of sudden I'm like, oh, oh. This isn't going to be good. And, of course, I tried to sneak in opening the door and run up the stairs to my bedroom, and my father was sitting at the kitchen table and said, hey, come on over here and sit down. I want to talk to you. And, you know, I meekly went and sat down. And he said, so what are you doing with yourself? What are you doing? What's going on? And I said, what do you mean? I was out with my buddies. We were having fun. You know, I wasn't doing anything, and I wasn't really getting into trouble. I wasn't doing drugs. I drank a couple of beers here and there, but it wasn't where I was really doing anything. But in his mind it's so what are you doing with your life. I go, I don't know, you know, I'm going into my senior year of high school, and I'll probably go work at the mill or, you know, talk to Joe's dad and get a job at the Ford assembly line. I don't know. There's a lot of options. He said, no, you're going to college. I said, well, no, it's really not something I think I want to do or is the right thing for me. And he said, no, you're going to go to college because I'm not going to let this town do to you what it did to me. I'm not going to let this town do to you what it did to me. As a 17-year-old kid, I didn't even know what that meant. I started thinking what evil works in Calumet City, Illinois, that what did this town do to my dad, because this is all I knew, and it was home, and it made sense to me. And it was a good place and very similar... I didn't even know at the time but very similar to Sharon. It was a 1,200 square foot house that had three bedrooms and one bathroom, and I had three sisters who were in one room, and I shared a room with my grandmother, my mother's mother who lived with us, but I didn't know any better. It was home, and it was okay. So what is I'm not going to let this town do to you what it did to me. I said, you know, I'm really not sure. And he said, no, you're going to college, and I really don't care where you go, and I'm going to figure out and I'm going to pay for it. But you're going to go to college. And so I went to Illinois State. And why did I go to Illinois State? Like I told you, I didn't apply to colleges, didn't go to a campus visit. I went to Illinois State because of a person named Wendy who I met that was going to Illinois State, and I'm going to follow Wendy to Illinois State. Never saw her again, but that's why I went to Illinois State. And the truth is that I got my degree. My father passed away in 1997, so I never had the conversation of what did I'm not going to let this town do to you what it did to me. I'll never know what, I guess, that really meant, but over the years I think it meant that he had his own hopes and dreams, and he wasn't able to get to his hopes and dreams because he didn't have a formal education, and he realized that higher education changes peoples' lives, and he couldn't achieve it to change his own life, but he wasn't going to let it happen to me.

And I don't know if that's the reason, but I can tell you it did change my life. I wouldn't be, just as Sharon said, I doubt I'd be having this conversation with any of you if I didn't go to Illinois State. I wouldn't have any economic wealth I may have achieved or educational wealth or the friendships, so it's changed my life. How I got to this board, and similar to Sharon, I wasn't involved at Illinois State in any way, any how, any fashion since I graduated. I graduated in 1982, so 30 years passed almost, now 25 years, and I would see friends I met while I was in school and do that. I can't even say I occasionally go on campus to watch a basketball game. I drive past Normal on my way to downstate or visiting, but I didn't really stop to see the campus. So in early 2011 I had the opportunity to have a meeting with the governor at that time, Governor Quinn, about work-related project I was trying to convince him, and quite honestly I got to allow us to run buses on the shoulder of I-55, and we were able to get it, but the meeting was to run the buses. And the governor asked me my background, and I kind of gave him of a version of the story I told you. And, I don't know, three months later I get a call from a staff person that said, you know, the governor really appreciated the story you told him about your upbringing and would like to know if you would consider serving on Illinois State. And I thought about it a long time, because I hadn't been back, and I didn't think I was involved. I didn't know if that was really right, because you've heard the story of all of these people who spent a lot of years working in different ways with the university, and so I didn't know if it would be right for me even do this when there's probably so many other people that are more deserving than I am. But, you know, one of the things that I tried to do as a result of that conversation with my father is to give back. And Sharon and others mentioned that. And, you know, from my faith ?? _____ (s/l cannot understand 57:22) in my parents, I was told, you know, there are three ways you can really give back: time, talent, and treasury. And I don't mean this in a bad way, because it's very important, but treasury is kind of the easiest way. Even if you don't have a lot of money, you can always write a check, even if it's for \$5 or \$10. We can all do that. And it's easy, and sometimes we kind of get caught up that we think that's the most important thing because they wrote a big check, so that's the most important thing. So I've always lived by I try to give my time to causes, because sometimes giving time is harder than just writing a check. So I figured I would do my best and come to the board and give my time. So that's my story. I don't have trinkets. I don't have pins and banners, but, like everybody else, I hope I can make this university be better and that maybe someone can say that because of somebody giving me a chance in the things that happen at Illinois State University, it changed my life similar to the story I told you all. So there you go.

Legon: Thank you, Rocky. That's a powerful story, and each of you have told your version of your personal story, and I thought that all of you did extraordinarily well with it, so thank you for wrapping up this exercise, Rocky, as powerfully as you did. Let me ask a question. Were there any surprises? Did you learn about your colleagues on the board over yesterday's exercise and today's in a way that was different. We don't have to pinpoint any of you here, but did you learn about your colleagues on the board, things about them, that you didn't know before? And so I assume so. So what does that say, not, oh, so you know some powerful stories, what got Sharon to college and Bob's background, and Jada's, and everybody's and now Rocky's. More than the specifics of the story, is there anything in there that affects your service on the board as colleagues together? Julie, what does it suggest to you? You're on mute.

Jones: Oh, yeah, I know. I wasn't saying anything yet. I was just absorbing it all.

Legon: Okay.

Jones: I just think that a lot of times when you understand where someone's motivation comes from, even if you don't agree with the decision that they arrived at, you have a little bit more respect for that decision because you know the place where it comes from.

Legon: Yeah.

Jones: So, we, that's kind of the most important place and why I'm very big on ice breakers and get to know you, because even if we have a diversion opinion, I learned so much more about everybody on the call. You know, even though I've heard what Mary Ann and Bob before, Kathy before, I didn't know... Well, Bob I knew a lot more about, but I didn't know most of these things, and it just gives me a different perspective. Bob Dobski, when he said everybody knows I'm from Chicago, I had no idea he and Julie were from Chicago. I thought they were from central Illinois, so even just something like that... I'm like, wow, I didn't know we had that in common that he was a Chicagoan. So I really thoroughly enjoyed the presentations.

Legon: Good. Other reactions as it relates to your ongoing service on this board? And not everybody may have them, but it's a just quick takeaway.

Louderback: I think the passion. I mean, I think we all understand more that we all have the same goals, which is to make sure that we have the best students, the best university, and we have the passion to do that.

Legon: Yeah.

Louderback: It's very basic, but yet it's something that at least came through here today as we were, you know, sitting and listening to what it is. And we do save a lot of ISU stuff. That's why my husband and I own a self-storage business. So I have many bins.

Legon: (Laughter). Other thoughts? Kathy, I see your...

Bohn: Yeah. I thought it was interesting that several of us were first-generation college students and our parents wanted us to get that college degree. You know, that was my upbringing, even though they weren't able to do that. And my parents didn't have any money to send me, you know, so I mean I really can relate with Rocky and Sharon and Julie that there wasn't any money. So I had to get part-time jobs and scholarships, and I was also told, like Sharon, you've got four years. There's four years and that's it, period. And I worked summers, and I think it kind of... For me it made me feel like we're kind of coming from the same place, some of us, but somebody at ISU changed our lives. And, for me, you know, there was a big change in my life in the realization that I could move forward, and I think that happened to a lot of us. There was something that happened at ISU or, even for Bob Dobski, there is something going on in this community that he could see that he wanted to be involved in it. So I think we all just want to give back because it did change our lives.

Legon: You know, I think... Thanks, Kathy. I think the concept of giving back... And, Rocky, I'm glad you went last, because you kind of shrouded the end of your story in your family's culture of giving back and your own personal thoughts about that. I think the concept of giving back is a priority value for people who serve on all governing boards. Higher education, because they went there or other organizations... Like Sharon is a governess geek, as she said, involved in lots of organizations. So I think it's critical about the give back, but, for me, a takeaway for this, as you all press ahead with some fundamental and new challenges facing the institution is a level of trust. Now we know this is being streamed and available on YouTube so others will see this, but this retreat is really about the eight of you talking to each other and moving this institution forward as a team. And the trust that each of you embrace in sharing your stories yesterday and today with your colleagues should, I hope, serve you well that when you get to difficult issues as a board, when you have to be candid with each other, not to be disagreeable but to be allowed to disagree, and when you talk from your heart about how you view issues in your focus of giving back that these stories have created a level of trust amongst you whereby, you know, Kathy, you may agree to the core on any one particular issue with Rocky's point of view on the thing, whatever that might be, but you know Rocky's story, and you know that what got Rocky to this board is imbued with the same values that you bring to this board. And so at the end of the day, you are a team. Now I always talk about governing boards as the ultimate team sport when it works well, and what you created over yesterday and today, and I hope you continue to do it... There should always be time out to tell stories... Is a heightened level of trust across and amongst you that I have no doubt will serve you going forward. So try to keep all of those stories in mind as you understand who you're talking to, who you may be debating about a particular issue within the context of a board conversation. It will make the conversation more open and dynamic, but also it will be done in the spirit of we're here for the same reason. And I hope that's one of the fundamental takeaways. Plus you got to know some interesting things and where to go get ISU swag if you're running short. So I hope this was of value to you, because I felt moved by it, so I hope you did as well. Let's move into our second conversation/discussion of the day about effective board leadership, and there are a number of things I want to touch. But as I said early on, I want today to be mostly a conversation of you with each other. Let me see if I could start that. Yesterday, Rocky, I think wisely and correctly, talked about... I don't want to put words in your mouth, Rocky, so correct me... But openly that a board has a role in defining success. What does success look like? So we've got a lot of issues, especially now and into the future, and how do we corral? How do we get our arms around the multitude buckets of issues and the particular issues within each bucket? How do we start and where do we start? It might be by defining success. So thank you for teeing that up, Rocky, yesterday. But I want to contextualize that and have you talk to each other. You don't need me. Talk to each other for the next period of time. Let's see where it goes. About Illinois State University circa 2025. And you could

tackle it any way you want. We talked yesterday about all of the issues facing higher ed, the very real pressure on all colleges, universities to think about financial resets and the post-pandemic challenges and even the pre-pandemic challenges and the fact that all of those issues will in some way or another land on your table as a board. And yet you also have to build towards the future. And so have a conversation. Nobody has to give a speech as you just did for seven minutes about your view in totality. But I'd love to see you build on some themes, and there's no right or wrong on this. You're not voting, you're not setting policy; you just have a brainstorm moment about how you as a body agree or disagree about specifics related to what is Illinois State going to be, and how are you going to get there in very specific ways by 2025 and beyond. So I'm going to turn it over to you to just have at each other on this issue. And, if you need it, I'll kind of keep you on track, but I think it would be a healthy dialogue about now, and then we'll go on from there. Okay? Somebody dive in and start. Don't be shy. There's no right or wrong, either. Kathy.

Bohn: I'll start. I would... By 2025 I hope we are still strong and stable as far as enrollment as well as money, and I also hope that we're more diverse than what we are now in leadership as well as students, etc., etc. So, you know, we're talking five years. You know, as Dr. Dietz has said the last few years, we made it through the no budget, and we were strong and stable. I hope we can continue that for one thing.

Legon: Thank you. Talk to each other.

Turner: To go off of that, I think we will feeling the... I'm not sure if we'll be going strong. I would like ISU to be strong in 2025, but I think we'll be facing the effect, like post-pandemic effect, and so I think we will be focusing more on retention and trying to keep students here. And specifically with the underrepresented community, I will want to see more faculty and staff that looks like me and my peers. So I will hope by then when we're focusing on retention and trying to keep those students here that will also put an emphasis on mental health and making sure that we have counselors, because by then who knows what will have happened with the recession and when bringing more students here the financial impact it will have on families. So I think in 2025 we'll be focusing more on mental health, how to keep students here, and yeah...

Legon: Good, Jada. Thank you. Other inputs? Mary Ann. Oh, sorry. I thought... Sorry.

Dobski: Yeah, well, with the effort still being made, hopefully, on the engineering degree and that they're trying to set up and the increase in the nursing and that, I think that's going to change the profile of ISU quite a bit if they continue on that. So I see that as, hopefully in the next two to three years, maybe come about and that. So...

Legon: Thanks, Bob. Talk to each other.

Jones: To piggyback on what Bob was saying and also pull in what everyone said before me, I just keep thinking back to Sharon's comments yesterday about some of the corporations and what they're looking for and what kind of student they're looking for, and I believe Rocky has made the statement in the past before, and I know when I went to AGB conference, I want us to be looking at more non-traditional ways that universities operate and not just be so rigid about necessarily programs because those programs are nice but start being more competitive in fields where education is seen in a more non-traditional way. That will help, I think, with what Kathy is saying about us being strong and stable, and I also think it will help with what Dave is saying about us being able to attract some of the students from underrepresented groups. So I would love to see us start thinking out of the box with how we do that. Nothing wrong about adding a program. But thinking of non-traditional ways to do it.

Legon: Very good.

Louderback: What kind of things would that be, Julie? I've been trying to put my head around that, because, you know, at higher ed, we're kind of like, you know, in our own little bubble. How do we do the non-traditional at the university?

Jones: Well, I think sometimes we have to listen to the business people.

Louderback: Okay. I wasn't sure where...

Jones: Yes, the business people would... We have to be... I think we have to be more in tune with what benefits of just having a traditional valid undergraduate degree, certainly there is. But we need to listen to what the market is asking for and let that dictate what they want us to do instead of just giving people a four-year degree and pick on some history.

Louderback: Yeah. Okay.

Jones: If you're a history teacher, that's great... And I know that Illinois State is a teaching university, so I get that, but we need to think of, like I said, just think of some other ways and let the market tell us that. What do they want to see in a student? If I was Sharon and I was hiring for women in drones, if I was Rocky and I was hiring for Pace, if I'm Julie and I'm hiring an attorney, what do we want to see from an ISU student?

Turner: I think to go off of that, I think we should offer certification programs along with degree programs. So while, let's say, I'm a business major and the company that wants to hire me wants to have an analytic certification, I think that we should offer that too, as well, or if a student doesn't really want to get the four-year degree, if they can get an analytic certification from us, I think that would be an entry step into getting them here and probably keeping them as a student.

Donahue: To build on Julie and everybody's topics, and I'll go back to what I was trying to get at yesterday is the definition of success, because I think the world has changed so much, and COVID is going to change it some more, that the traditional measures of success may not really apply in 2025 anymore. And what we used to think made it successful (enrollment growing, foundation having a lot more money), maybe those measurements have to be some of those but some new ones that we have to keep in mind as Sharon has brought up. Maybe a measure of success is how many kids are able to actually get a meaningful job and aren't just being a barista. As Bob brought up, maybe a measure of success is we're now kind of changing the mixture of our program knowing engineering is a field that is going to attract a quality person to be able to get a job, and so we're going to kind of move our university to thinking differently than we have before. But I struggle because, while I know we have to define success, I'm not really sure what that measurement of success will look like.

Legon: Okay, good.

Rossmark: I'll jump in and continue to build upon the same thing. By 2025, I'd like to see us be able to measure success in the realm of business partnerships, and I know some people have already touched upon that. But I mean to the point where they're actually funding, because we know that funding is going to be a challenge moving forward, particularly with reduced government funding, and a lot of these big corporations have money and putting money into universities for strategic partnership. So rather than start off by just declaring that we're going to open up an engineering program, I'd like to see us consider finding a business partner that would be willing to support that, because not only will they provide funding, they're able to provide that pathway for jobs or at least internships and help us specialize in the area of engineering that is going to be needed in whatever field of engineering we want to establish. And so I think it would be great to have that. The other thing, I think, is when I look at some of the communications being sent, I wonder if there's an opportunity to improve upon university's communication to the community and to the student body and their parents in terms of transparency in explaining things. And so I think a great flag for us to be able to wave is to have feedback from them that says I totally understand now what the costs are and what the implications are, and I think that would be a great measure of success for us to have people understand that so that whether it's a pandemic, whether it's a community student, they really understand where their funds are going in the application as well as our policies. So I think greater transparency and the business partnerships would take us a long way as an institution.

Bohn: Sharon, I think... You know, I put my foundation hat on every once in a while, and, you know, engineering is wonderful, expanding the nursing program is wonderful, but I always come back to where are we going to get the money. So I think as we move forward, we do have to find other avenues of money, and, you know, I think the cybersecurity major that ISU now has – that was because of a partnership with State Farm, you know, and those students, like you said, are almost guaranteed, if they want to work at State Farm, they're going to have a job there. And so, you know, maybe we really do need to start looking at, you know, what's the job market out there, how do we transform some of our programs for those job markets, and who do we get to partner with us to help pay for it. Because we can't just keep raising tuition. In my mind, we can't do that. And we can't think that we're going to rely

on donors to provide scholarships so that we can get there. That may dry up, also. We don't know. So it seems like figuring out where the job markets are and who the partnerships would be to help us with that. So I agree with you completely on that.

Louderback: I agree, too, and my concern right now, though, as we look is education and teaching. You know, we go back and forth as we keep adding more and more. You know, we started as a teaching college, and that's neither here nor there, but, you know, schools are never going to go away. And we need to figure out a way in which we can get the College of Education and get that motivation, but there's not going to be any money there, you know, where if we can go get engineering and get someone to help, that's always been my worry about what do we do about the K-12 and teaching and the university teaching and education. And I'm not sure what the answer is, but I don't think that we need to continue to cut back on it, and I wonder sometimes if we're trying to do too many programs at one time. We're trying to get all this new stuff in right now. Where does it take us?

Rossmark: Well, that's a great point. I think that's why it's important to have a vision and start painting a picture as to what it's going to take to have that vision come to fruition. A transparent (I can't use that word enough) evaluation of what's practical, what's possible, and then what's needed. And really find those partners, because they're out there. I'm seeing them in business all the time. There are universities, well known universities, small universities, big universities, who are reaching out to companies, asking for partnerships, and it just seems as though, as someone said it earlier, that we're in this bubble and we need to figure out a way to raise our hand and be open to the possibilities. And I'm not saying that we're not, but I think from an external standpoint, it appears that's not what we're interested in. It's like we've always done it this way, and there's a saying in business that one of the kisses of death of any organization is because we've always done it this way. And I think we need to get uncomfortable. I mean we all know that the only person that's comfortable with a wet diaper is a baby. I mean uncomfortable with a wet diaper is a baby. We need to start feeling like we've got a wet diaper on so we can make that change.

Legon: So I think this is a wonderful conversation, and it's fulsome. It's not complete. But it's important. And even in just a handful of moments, you all touched on some of the major issues that the key takeaway around is these are the issues. This is the kind of conversation that a board needs to be focused on. We talked yesterday about meeting agendas and working with administration, etc. You are the accountable steward. You are the fiduciary. And if this is what you all want to talk about, and I think you should, then you need to help steer the administration towards facilitating to information and data and time on agendas allowing you to have these kinds of conversations, be it in an open session or with new committees that you could meet in some other construct. This is what college and university is all about. Mary Ann, the truth is that there are some colleges and universities, probably not Illinois State, but there are colleges and universities that will go away through this, and it doesn't mean a public university as important and as stark as Illinois State is going to be on the chopping block, but it does suggest what Sharon just said in that just because that's the way it's been doesn't mean that's the way it's going to be able to be and thrive going forward. So a few things to put on your list from my perspective: (1) great conversation. But some issues that I think are framing the conversation going forward are... And it's uncomfortable for boards and others to think about it... But you are increasingly, as every other college, you're a business. At the end of the day, you're a business. You've got a social value, but you are a business. And while the purchasers of your product are students, they are customers. And if you're not selling them what they want and if you don't have a good ?? ____ (s/l cannot understand 1:23:54) in a very changing environment, certainly over the next five years, then you're going to have terrific programs perhaps with not the number of customers you need to thrive. And to just say we're going to do this program and, Mary Ann, the code word for what you were referring to is mission creep, just adding, layering on new initiatives because they sound good or it's a good idea, and they may be good ideas, but they need to be really vetted in the context of what do your customers, the current ones and the ones you'd want into the future, what do they want. You know, as more and more schools get very comfortable and students get comfortable in a virtual learning environment, I think Jada's point about certificates and teaching and enhancing technology as a way to deliver academic programming and to rethink what the academic programming that might be marketable for Illinois State and at the end of the day could be exactly what you're doing now, but those are the kinds of queries that you need to address to make sure that your business is viable in what's going to be a more cutthroat competitive business of higher ed, especially if families and students begin to get comfortable with not necessarily having to be a traditional campus-based construct for higher ed over the next number of years. So think about customers. Think about cost. This is not a time, probably, for more institutions... I'm not talking about price. I'm talking about costs. The expenses. And so just to add programs that may sound good, unless you know there is a market in the construct

and the environment in which you currently sit and will for the next probably a decade... So it doesn't mean you don't take the risks and you're not innovative, but you better be careful when you're adding cost as opposed to looking at overall cost trends to see what should we cut, not because we want to but maybe we have to to sustain a viable business model and financial model for our university. I'm not saying or forecasting for anybody listening that this is the direction you're going to go, but you have to process those issues to know where you're going to land and why. Defining success that Rocky raised... What is success going to look like over the next three, four to five years and beyond for Illinois State, and, therefore, what are the cost issues and the pricing issues, because whatever you sell has got to be affordable, because there are a lot of alternative providers who probably beat you even in the affordability race and will going forward, and you need to be sensitive to how do we win. How do we get our customers who are interested with what we're going to be selling them at a price point that is good for our business model, financial model, and good for them? And that's a whole other set of challenges, but I think boards have got to surround that issue with their own time, attention, and focus. That's where your heads have to be. Somebody talked about... I think it was Sharon... Transparency. To me that's fundamental. Communicating what you're thinking, what you're doing with the communities that you currently serve, with the neighborhood in which you sit, with the businesses who you want to build a partnership with and at the benefit from their largess. They've got to know what you're thinking about. And the most important thing that I know that they are thinking about today is a sense that you are thinking strategically, that, as Sharon said, you're putting on some wet diapers and you're willing to be uncomfortable to make sure that ISU can thrive in the out years and you are realizing that the enterprise you ran over the last number of years is unlikely to be the enterprise that will succeed in the forthcoming years. And so how do you grapple with that? How do you get your arms around that? Well, that has to do with, again, this collaborative partnership internally of a governance model that is inclusive of the administration that's supporting where you want to lead, your own role as the accountable stewards and faculty. Don't leave faculty out of this conversation, out of this equation. We're going to talk a little bit, if we have time, about shared governance before we wrap up, but faculty have a lot of stake. Many of them probably have more years than some of you do. They are just as passionate, many of them, about the place as you are. And they're smart and can add value to the kinds of considerations that you will all be taking on. So include them. Be aggressive including them in your deliberations, not at the 11th hour to inform them but at the point where you're beginning to ask yourself some hard questions. So build out your shared governance concept. And then recognize the one thing we've got going for us. I think Jada, implicit in her comments, is technology. We are in a world where we can do anything we want to do. And we could build a university that is supportive of where you want to be and a model that could be successful, and thank God for technology right now. Think about where we'd all be if we didn't have the capacity to do what we've been able to do over the last eight or nine months. And so technology is going to be a theme in all of these issues going forward. So, just a summary of really the things that you said, but those are the kinds of issues that your board, you all, need to get your arms around in the kinds of conversations, the kind of agenda, the kind of topics that you all need to focus on to ensure more than sustainability but really a thriving university that's ahead of the pack. And I think that you all can do that. Sharon.

Rossmark: Thanks for that summary. I was just going to add one more thing, and it's interesting. Whatever we're trying to solve for a business problem, one of the first things I'll ask my team is if we had a group of millennials sitting around this table, how would they approach it.

Legon: Yeah.

Rossmark: And what it helps us do is get out of our comfort zone, and if we can't come up with answers, then we say, you know what, we need to reach out to them and get some input and some feedback. And do whatever it is, but it will help shape and inform and move us beyond this is the way we've always done it or this is the way it makes us comfortable. Because they have a better feel for what they used every day and what's coming than we do. And you've got to reach out to your various constituents. Otherwise, we'll just become a dinosaur. And to your point, we see a lot of universities and colleges that are struggling because they just want to stay and maintain where they've been, and we've seen too many businesses. Think about Sears. And you think about some of those companies that refuse to look up and look at Walmart coming and Amazon coming. I mean, Walmart, to their credit, as big as they are, they recognized early on that Amazon was going to be a threat. And as big and as old as they are, they started shuffling. They started moving. They started re-thinking, and I think that by 2025 if we wait to then, we'll be Sears, quite honestly. That's just one perspective, but if we start looking at it now, we still have a lot of catching up to do.

Legon: And one of the reasons I mentioned faculty... Thank you, Sharon... Excellent point. You know, Jada's colleagues are your customers. So you have a cohort of, what, thousands of customers already in place. And, you know, students gripe. You know, on our campus the food is lousy and the dorms are terrible and registration process is antiquated. All the stuff that we all complained about on campus and usually correctly. But in their heart of hearts, they are there. They've decided to buy your product, and they care, and they want to put together those bins like Bob did over the years, because they bleed red, ISU red. And so ask your customers. Engage them in this process. Bring them into board meetings. At Spelman College we didn't do anything unless we checked with our students. And we have a board made up like you of very bright, mostly Spelman sisters, mostly women, but successful people leading national and international businesses. But we don't take too many steps without asking our customers are we in the neighborhood of what needs to be done, and they're like Jada. These are smart, smart men and women, and they could be a resource along with faculty. Am I right, Jada?

Turner: Yeah, you're spot on. I mean if you ask a student, I'm pretty sure they'd be more than happy to get your input, and I know I'm the student trustee, but it would also be good to like get more student input because I can only speak for some, so getting more feedback and more students involved would definitely ?? _____ (s/I cannot understand 1:33:47) for sure.

Legon: Great. Brent, if I can ask for one of my slides. It has the number, a little teeny tiny number 6 on it, but it's titled Ten Habits of Highly Effective Boards. Okay. Yeah. Keep going. It's another number 6. Keep going. Can hardly see. Keep going. Slow down. It's called Ten Habits if you can't see the font. No. No. No. No. Before that. Before that. Yeah. Thank you. So I just put this up, and I assumed it might be a good. Up. It just left. Thank you. No, that's not. Yeah. If we can get back to that slide, Ten Habits, Brent. There you go. Hold right there, please. Thank you. I just put this up. It's kind of a palate cleanser between courses, if you will, to give you a sense of some of the things that have been either directly referenced in your conversation through yesterday and thus far today as a kind of a check in. Will leave it up there only for a second unless it provokes some comment or question, but this is off a piece that we put together some years ago, but I think it holds together, and it's about boards. That boards have this culture of welcoming input from everyone and is focused on the principles of fiduciary leadership, the stewards that you are. Creates a healthy relationship, a two-way relationship with your president and his team. That you continue to make sure that succession planning is in place, both for board leadership, item #4, as well as presidential leadership whenever that moment ever comes. Number 5. I would urge, even for a small board like yours that you consider establishing a governance committee. Governance committee, two or three people from within this board would be highly effective to bear responsibility to keep the board as a whole focused on doing governance, getting governance right and holding individual board members to account for their job, their behavior under fiduciary principles, their expectation of maintaining confidences even though you have open board meetings of what's discussed in board meetings and just overall ensuring that the board is focused on the right things, engaging it the right way, and meeting its responsibilities. But public boards as well as private boards, even small public boards such as yours, do well when there are three or so members who own that space. Go down to #7. We talked about strategic risk factors. You know, what is the risk tolerance of the board of the institution going forward, ensuring academic quality and, in the context of today, academic delivery? And then this renewed commitment to shared governance that I was just alluding to and openly focusing on accountability, yours as well as others to you and with you. So that's just a quick reminder. Again, you get these slides, so you can have them and refer to them. But is there anything on here that raises a question or concern or you've got a problem with or drives some additional question or conversation?

Rossmark: Rick, I'll jump in.

Legon: Sharon.

Rossmark: First of all, this is a great list. I've seen variations of it before, so kudos for you sharing this one with us. I would say to my peers that this is heavy lifting, and this is probably outside of our comfort zone as a board because we haven't implemented and/or discussed how to achieve any number of these. And this is the hard work of board governance. So as we start looking at what we need to do differently, I would just encourage you to understand that it's not fun. We can make it fun, quite honestly, but we're not really here for fun. These are the key elements of what we need to do to ensure a strong future for the university and, more particularly, for the students that we serve. And so I just wanted to kind of frame that from my perspective, because having done board governance work for

20+ years, I know how this is probably striking some people and some of the words are probably not sitting well, but it's a heavy lift that we must do, but doing it together gets us there.

Legon: Thank you, Sharon. You know, over the years there have been people who have said to me, wait a minute. The governor put me on this board, whatever the board is, and I thought it came with cocktails, nice dinners, and football tickets. And, you know, the traditional, the historic (I don't think it was ever real) honorific service. It's an honor to be invited to join a board, be it a public board like yours or a private institution board. That's changed. It changed years ago. This is a job, a voluntary job, that comes with homework and requires time and attention and, as you said, I think Sharon, it's a lift. And boards have got to step up and do the work, especially today, and there's no escaping it. And people are watching. It's interesting. External stakeholders, internal stakeholders are just as comfortable commenting on a board's engagement and behavior as they might be about the president's engagement and leadership, and so, you know, you're on a hot seat. And you've got to do it right. I would add, by the way, under #10, especially for a public institution where it says focus on accountability. I would also parenthetically, or not parenthetically, just add the phrase or the words "and board independence." Public boards are often or on occasion under pressure. Individual members are, external folks, interest groups. Sometimes policy leaders make a mistake and try to lean on boards or board members. The law of being a fiduciary and also the standards of creditors is that the board and its members remain totally independent. It doesn't matter who appointed you. It doesn't matter what that process was and what the people who appointed you think about their ongoing relationship with you if that ever comes to bear. Your job is to protect your own and the board's and the institution's independence, and, again, the creditors, when they increasingly now look at board governance, they start there, especially for public institutions. Has the board of fill in the blank state university been able to maintain its independence, free from external influence? And so with all of the issues that we've been talking about, layered onto that is that one. And so I would amend my own slide here by making sure that you're committed to that as well. Any other concerns or questions? Rocky, was that you?

Donahue: No, it was not me. Sorry. I kind of echo Sharon's comments and what you've been saying, Rick. I get it, and I think over the years we've made attempts to try to bring in some of these characteristics, and sometimes we've done remarkably well and other times we haven't, and it's of no fault. And as Sharon said, it's a hard lift, and sometimes it's not fun. And as you pointed out, you know, sometimes it's easier just to go to the football game and wave at everybody as opposed to doing some of the real work. So I get it, and I appreciate it, and thank you for bringing it to our attention.

Legon: Sure. And one of the ways to ensure it is to think about establishing... I've already said it, but let me double down on it... A board governance committee, especially now in challenging times for higher education and its boards to ensure that these or elements of these and maybe others standards of board engagement, board behavior, board expectations. That really is... And one might say, well, we're all responsible for that, and you are. But housing that within a governance committee is just good and smart governance. And I used to say, and still do, I guess, that while determining who the board chair should be is vital... It's very important... Perhaps even more important in terms of ensuring a person of stature and trust and courage would be the chair of a board's governance committee, because sometimes the governance committee and its leadership need to talk truth to power to members of the board. And so I would urge you all to think seriously about adding a governance committee to the very short list of committees that you already have in place. I don't know how often they meet, and I know small boards tend to meet as a committee of the whole. Nothing wrong with that, but assigning governance effectiveness, governance behavior to a subset of the board to really monitor that, to oversee it, is smart governance. So I leave that with you. Just as when we talked yesterday about an alternative revenue committee and the thoughts earlier about when Julie offered the idea to look at business. What are they doing? And what can we learn from them, I think, is important. You know, stretch your thinking. It's easy to think about alternative revenue within the context of a higher education institution by adding programs. Let's just do what we do. But there may be other ways to approach it, and addressing cost and layering on new, very fresh business-constructed revenue ideas and initiatives – it's a challenge, but it could be helpful going forward. It might matter a lot.

Donahue: Hey, Rick.

Legon: Yeah, Rocky.

Donahue: Sorry, this is Rocky again. I did remember what I originally was thinking about as it relates to this, and it falls under #9, and I can tell you the commitment to shared governance... We hear that often, and I can tell you some of the frustrations I've had over the years on the board, and I think you heard a couple of them yesterday when some would say, well, if we could get some of this stuff earlier or, you know, they've been working on this and the first time we see it is when we vote on it. I think we all like to talk about shared governance, but at times I think the board feels somehow they're forgotten in this process.

Legon: Yeah.

Donahue: In the shared governance with the administration and the faculty, keeping the bubble of the university happy. Oh, and by the way, yeah, we got to bring this to the board. So some of that, I think, is not only the board's commitment to shared governance but also the commitment of the other parts of the governance to understanding the board is also an equal partner in this.

Legon: Yeah, well said. And there are three legs to that stool or more but three primary ones. I would argue that the leg of the stool that carries the greatest authority, and I know we had this conversation yesterday about excellence driven by governance, etc., etc., is the board. And boards cannot be an afterthought in that level of engagement. And you guys have the authority, the responsibility, and the accountability to make sure that you are getting what you need, that you are included on key strategic issues at the outset, and that your views count. You cannot be... You shouldn't even perceive that you guys are last to the party. You know, the whole conversation we just practiced on of where's the university going to be in 2025 – you all need to be at the table around the subset issues that lead to that, not be informed about what everybody else came up and we need you to support it. So if what you said, Rocky, is the way it plays out regularly, there's a fundamental turn that needs to occur, and I think it starts with a serious conversation between the board and the administration and, again, making sure that, in the context of that, faculty also feel valued. You know, a very smart higher ed leader once asked me early in my days at AGB... He said to me, and I was cocky. I thought I knew everything about board governance, etc. And the guy said to me, Rick, who are the most important people on campus. And I don't know what I said. It was stupid. He said, Rick, the people, beyond students, the cohort that's the most important one on any campus is the faculty. They need to feel appreciated. They need to feel valued, and more than anything, these are smart people. They need to feel engaged. And so all legs under that stool, Rocky, need to be respected, but the board cannot, as the ultimate steward, the ultimate fiduciary, sorry, feel that it is late to the party. You ought to be there as a welcoming committee of any issue. So you just have to make it happen. I hope that helps. You have that authority and responsibility. So, you're right. Shared governance in a lot of places tends to default into a conversation about the faculty feeling unengaged, insufficiently engaged, but if there is a sense among anybody on the board that, at times, the board is insufficiently engaged, you got to turn the dial. Does that help?

Donahue: Yeah. Sorry. I had to unmute. Yes, I agree with you wholeheartedly. Thank you.

Legon: Sure. I'm looking at my own notes. So, Brent, you could pull this slide down and get everybody on the screen if you can. Thank you. And, again, you get to keep all of these slides. I know a lot of boards have actually taken... You're right, Sharon. There are multiple versions of the same. But a lot of boards use these or some other of their own list of, you know, the critical underlying standards of behavior, of expectations of the board in front of them constantly. And I know some boards that actually at the beginning of each meeting put that up or in the materials or even recite them just to remind the board what their job is and what the job is not. So, anyway, thank you for that. Let's move on. Checking my own notes. We talked about on that slide a little bit about succession planning. So succession planning relates to how the board does its work. You know, at some point, Julie will be finishing her term, and I don't know if you've stacked up who succeeds her, but the best boards do or think about succession planning well before a change is needed or anticipated or expected. And so I know a lot of colleges and universities who actually talk about succession planning in the presidency two or three years before an expected departure of a president, even with the president who might either be staying or moving on. And so I think a healthy conversation about succession planning, and I don't need to know what your plans are or Larry's plans, but I do think it's important for this board to understand what the processes are, what the expectations are, mutual expectations, at that point in time when you are in a position to begin to think about a transition at the presidential level. And so I participated at such a conversation at a state institution, a different institution, and there was an expectation within the board that when that date and they would be considering the need to fill a vacancy in the presidency that their institution would attract the best and the brightest, and people would be lined up for blocks who are just the best and

the brightest, and the board and others would just pick and choose among them as to who would be the next best president for that place. And I challenged them in saying that men and women who you may really want to become your president someday are in fact the best and the brightest, and while they may show interest in your place to lead, you've got to show them something, too. It's not just what they bring to the table. They want to be sure that if they were to throw their hat in the ring that you would provide the environment and the resources and the engagement at the board level that would enable them to succeed, and it changed the dynamic. I actually had... It was another small board... So I had them go around the board room table and make believe I was a finalist for their presidency and challenged them to persuade me to actually take their job. And at the end of this round robin I teasingly said after they did their thing that I was no longer interested in the job, because the way they conveyed it was exactly indicative of framing a position in which, as a president, I would be unlikely to succeed because the board just didn't get it. And they were very disappointed. They asked if they could do it again. I said, nope, I'm not taking the job. I wasn't there for the job but in the spirit of the story. So I think it's important, as you think down the road, for that time and place where you may be looking for a new president to begin now to talk about that story that we began to shape. What is the environment? What is the institution? And what are the expectations you might have and what you might be offering? I don't mean money to a candidate that would be attractive for him or for her as well as the candidate being attractive to you in going forward. And you never know when that situation may occur, so if it happened before 2025, let's say, you'd still be in the pathway to learning more and building out ISU 2025. You might be in midpoint of that. And so let's talk a little bit about your thoughts about how succession planning would take shape for that moment and how you would shape the story to attract the kind of leadership that you think you would need going forward.

Jones: Hey, Rick. I got a request for a five- or ten-minute break, and I know some people may need a restroom break.

Legon: All right.

Jones: You just seed the thought, but maybe when everybody stretches their legs and takes a walk, that'll help their creative juices to flow.

Legon: Good enough. So it's 11:05 your time, right?

Jones: Yes.

Legon: So why don't we start thinking about this and anything else you might want to say about succession planning, and we will reconvene at 11:20? All right. Sounds good. Thanks.

Jones: Excuse me. I think Brent made have stepped away, because whoever the moderator is, and I think it's Brent, he's got to let Rocky back in, because Rocky got kicked out. So when he gets back on, I think he'll see that.

Legon: Okay.

Jones: Hey, Brent, are you back? I guess that might be a no. Oh, a lot of people... They're squares are out, so I guess they're not quite back yet.

Legon: Okay.

Jones: I shouldn't have let them take a break right after you asked the hard question, Rick. Now everybody's late...

Legon: We may not see them again. No, that's fine.

Jones: I know everybody's coming back.

Legon: Yeah, that's fine. Hey, Bob. Hey, Bob, I had a question for you if I might while we're waiting. Bob Navarro.

Navarro: Sure.

Legon: So I remember the era when recycling began to take hold across a lot of college campuses. What's become of that? How is ISU doing in the whole, both recycling but the environmental issues today? You keep track of it still, I assume?

Navarro: A little bit. So when we started the program back in... It was more like '88, '89, '90 back at that time, there was a huge push for not just recycling materials but also putting in like water-saving showerheads and light bulbs, so we did a lot of different things on campus, both in the residence halls and in the dining centers and then in the academic buildings that were environmentally conscious, aware, that kind of thing. And so there was a woman that did a recycling survey to students. Looked at attitudes and behaviors when the program started. My dissertation picked up that survey 15 years later, and so we looked at if those attitudes and behaviors have changed in those 15 years, and what I found was people were recycling more, but they didn't really call it recycling. It was part of how they disposed of trash and things that they didn't need, so it was more engrained into their daily life, but there was certainly still a disconnect between people said was important and what they actually did. So right now, today, I don't know. I know that there's still a campus program, but I'm just not aware how it's changed in the last five years kind of thing.

Legon: Very interesting.

Navarro: Uh, uh.

Legon: I guess it's, you know, it's wonderful on one level to know that it's become part of daily life.

Navarro: Yeah, that's what we found in the early... Well, this would be 2002 maybe, 2001, 2002. So almost 20 years now. Getting up there.

Legon: Good for you. Good for you. Shows that a lot of people read your dissertation.

Navarro: Right, right. If you want to borrow it, I'll let you borrow it.

Legon: No, I read it. I got it. I'm good.

Jones: Well, I think we may want to go ahead and get back started. I'm not sure where Brent is. I'm not sure if he can let Rocky back in, but I'm sure he will when he gets back. But if you want to go ahead, Rick.

Legon: Brent, are you back?

Paterson: I am.

Jones: Okay, Rocky said that he can't get it. Since you would know he said that he got locked out, and he's got to get let back in.

Paterson: Let me see.

Legon: Also, I don't see Jada.

Jones: Oh, let me go get Jada. Oh, she's in the waiting room, too.

Paterson: Okay. Sorry, guys. We're not seeing the waiting room for some reason.

Jones: Okay, I'm going to tell them to log out and log back in.

Paterson: Yeah. Thank you.

Legon: Brent, we're going to tee up a couple of slides. I'll give you a heads up. Maybe you could just find them, and then when we're ready to put them up you'll have them easily are your disposal.

Paterson: Okay.

Legon: The first one is... I don't know why these numbers are... I guess they come from different slide decks I've used. But the first one is slide #30. It's entitled Board and President Mutual Expectations. And then the two subsequent slides on board behaviors related to presidential leadership and then board behaviors that are supportive of presidential leadership. So you'll find them two-thirds of the way through the deck, and if you could kind of get them ready to go, we'll call on them in a little while.

Paterson: All right. First one is Board, President, and Mutual Expectations, correct?

Legon: Yeah, and then there are two that follow right after that.

Paterson: Yep. Got it.

Jones: Rocky said he just logged back in and got the same thing, so maybe you can see him now.

Paterson: All right. I got it now, I think.

Jones: Okay.

Paterson: There we go. Sorry for the technical difficulties. I'm on again.

Legon: Nope. Welcome back, everybody. So just before the Chair suggested we take an appropriate break, we began to talk about succession planning and thinking ahead about that for whenever, including the process of recruiting and telling the story that might attract the kind of leadership that you will be seeking at some point into the future. Any thoughts about that? I know it's a hard conversation, especially when you're not necessarily looking for a president currently, but as I said, lots of places put this issue on the table years before they need to confront it. Any thoughts or questions about preparing for future leadership and succession that merits being put on the table? Sharon.

Jones: Sharon raised her hand.

Rossmark: Yeah, you know, thanks for raising the question. What strikes me is that, given the environment that we're in in terms of the pandemic, I'm sure hiring a president moving forward will probably need to look different potentially than what it has been traditionally. And back to our earlier conversation of we can't always do what we've done to get where we need to go, what tools or what process should we be looking at, because this is new to everybody. So when you're looking at something like this that we start thinking about what type of leader you need in the future, there are some things that are fundamental, but are there other criteria, other things that we should be looking at? So, for example, is there a survey that can be done? Is there a way to capture perspective on thinking out of the box rather than just doing the traditional approach?

Legon: Yeah, absolutely. Great question, Sharon. And what we've seen... We've seen all of that, even pre-pandemic. But I think the initiatives that we're going to talk about here are even more appropriate, will be more profound as we come through the pandemic era. And so, you know, when you get to that moment, the one thing that you all will need to do is to figure out do you want to do a search on your own or do you want expertise. I would recommend that you bring in a highly reputable search organization. So long as that search organization says that the very first thing we're going to do will have very little to do with the search for the next president but will rather be a series of conversations, the first of which would be with the board. Yet again, like this, hopefully in person by the time that moment may come. Where the board, with greater rigor than we experimented with a couple of hours ago, for the board to look out the window and to brainstorm exactly... Well, exactly isn't exactly it... With as much precision as it can, what Illinois State University's issues, goals, objectives, how we will... Back to Rocky... How we will define success. What's in the board's collective mind about what the institution is and what it needs to become over a ten-year framework for the president that might come next. And there's no right or wrong, because if you have a savvy consultant, search firm consultant, then he or she is going to be able to extract from board input enough data (that doesn't preclude a survey but enough data from a conversation) that will help frame what the

board sees as its future. Again, the board is the accountable body in this... They are the partners, but it is ultimately the accountable party in these difficult and exciting transition whenever it comes. And they've got to tell the story, which is why we... One of the reasons I asked you to tell me the story earlier this morning about Illinois State. And so that would be the place to start. It's less about a job description and less about some of the particulars, and it's more about storytelling, which also allows you to raise concerns and issues and challenges, and well done, it could be a terrific conversation. That series of conversations should occur beyond just the board. Institutional leadership, faculty leadership, students, community, partners all need to weigh in, and nothing is necessarily on its own determinative, but it creates a data pool, if you will, a narrative of what this institution is, what it was, and where the communities seem to be threading the needle as to where it's going to go. Beyond that, I think a survey is very appropriate. I know when we did this at Spelman a few years ago, we did a survey of our alumni. We checked in with them. What are they looking for? Spelman women are extraordinarily connected for life to the college, and we depend on them for financial support and direction and input and all sorts of things, and we asked them in a survey. What do they think they're looking for? And so you get all of that. Now you have a story. And what we're seeing today are boards deciding, for example, that because of all the knowns and all the unknowns, it may be time for an institution, not every institution, to think out of the box, moving away from individuals who only bring academic backgrounds, but bringing business acumen to the table. And that's a tough go. Institutions sometimes struggle with getting a person who may not have the academic rigor that certainly faculty value and others value over the finish line, but what we said earlier that these places have to focus on the business model of the business may require or offer an opportunity to at least fill the pipeline of candidates with folks with that background just to compare and contrast. And so it is... It's got to be a very open, not extended but extensive, drill down of input from the broadest of communities with a search committee ultimately that has a majority of members who are trustees (because it is the board that makes the final decision), and you go from there. And it's never perfect. I mean I hope they get a great, when that moment comes, you get a great leader. But it's never perfect from the point of view that not everybody will get what they think they want or they think Illinois State needs. But you do the best you can, and you put all of that together, and you need to be sure that if you do use a firm that they have a pool and access to a pool of the kinds of men and women, meaning with the skill sets, that you all may be honing in on to really enrich a pool of candidates from which you all can move the process forward. But the caveat I add, however, is, again, the best pools which have men and women and diversity of all levels, race, gender, ethnicity, sexual orientation. You know, pools that consist of men and women who look like the students you want to educate and who you are educating, a really richly diverse pool but who are not only there to convince the search committee and ultimately the board that they are the ones you should pick but that you are indicating to them, mostly from the perspective of a board, that this is a board that has certain expectations of a relationship between a board and a president but that ultimately the president can be certain that they will get the support they need to do what persuades you they can do when you are interviewing candidates to determine who can lead the institution going forward. So that, to me, Sharon, is how it needs to be done. It used to take a long, long, long, long time. Institutions would give a search process a year or more, and it doesn't take that long anymore. It used to be that presidents would only start on, you know, the traditional date of being July 1, the start of a typical fiscal year. The presidents start now when presidents are needed to start. So there's both flexibility in the process, efficiency in the process, and a more comprehensive process all the same. Technology, yet again, is a terrific resource in facilitating the process, but so is engagement. At the end of the day, what you want is, whether everybody got their choice or not, what you want is to be able to defend the fact that this was an open process, a comprehensive process, all views were solicited and represented, and ultimately you place your bet and hope for the best. But done that way, you can probably, when the time is right, get the leader you need for hopefully the next ten years or so. So that went on too long, but in a nutshell, I hope that helped.

Rossmark: Yeah, no, that was great. So a followup question as Julie has referenced a couple of times. Several of us attended an AGB conference a few years ago, and we sat in on a session, several sessions around hiring a president as well as the interim process.

Legon: Yeah.

Rossmark: And that process may have evolved since then. Any insight that you can share with us about an approach or approaches that are being taken in today's environment, either pre-COVID or....

Legon: Yeah, you know, I think we are seeing, if you follow the trades, the higher ed trades, you're seeing a lot more presidents... For a while, after the great recession of '08 and '09, presidents who might have had plans to get

out and follow a career extended their stay, mostly because of their retirement portfolios, and so we had older presidents even from that marker of '08 or '09 working with their boards to extend their stay. And so we have a cohort of older presidents right now. And what we're seeing now, in fact, contributed to by that very fact, a whole number of presidents who are saying we're out of here. You know, now the goal isn't about our retirement portfolio. Now it's our goal to live. Seriously. I just read about a death of a president doing his presidential duties, and he caught COVID being very progressive on his campus to make it work. And so these good men and women are appropriately saying wait a minute. I, you know, I had a vision about retirement starting with the fact that I live through it. And so we're seeing... And I think it's just the beginning of a cohort of presidents who hung around a long time begin to say, hey, boards. We're out of here, and we're out of here today. And so you... I'm going to give you x months, and I'm leaving. And I wish it well on your presidential search, but I would encourage you, and the boards realize that, that you're going to have to move to an interim situation. And so we're seeing that pattern. Having said that, interim presidencies have been extraordinarily common and effective and nothing to be feared. I actually think it's a rather healthy, or can be, transition from wherever an institution is to preparing the institution for the transition to the new full-time president. So I think it's a healthy process. Sometimes interim presidents, depending on how long you have them, how long the agreement is, can clean up sticky issues that you want to tend to before the new woman comes on as the university president. And sometimes it's just to hold down the fort. But it's part and parcel to the sector, always has been, and I've seen it... You know, I launched, I started a search firm with an AGB era of ten years or so ago, and one of the things we realized early on was that we also needed to get into the interim presidency business because of the recognition of boards that they're going to need an interim president, again, either because another president has decided to leave or was encouraged to leave, and they got some issues to deal with or they just want a calm transition while the board and others reflect on the normative state of selecting the president that you still have someone in there who is trusted within the institution to not break anything but to keep the trains on the track. So I don't know if that answers your question exactly, Sharon, but I am a huge supporter of when needed or just because of timing or to fix a thing... Interim presidents can be a terrific unifier within the campus in advance of a permanent president stepping in. I think it's usually a net plus.

Rossmark: And what are your thoughts on that interim being an internal candidate versus bringing in someone from the outside that's unfamiliar? Pros and cons?

Legon: There are pros and cons, but the pros and cons in my view, my humble opinion, are driven by the circumstances. So if you have a bogey, a date by which, so you have a gap because you're doing a search or because you found, you know, the answer to the quiz but he or she can't start until a certain date, then an internal person who is trusted, usually from the academic ranks or from the administration can step up and just keep things together. If there's going to be a longer term situation, almost intentional on the part of the board, to have someone in there who again is highly trusted and has a particular skill set and not only can lead the place but can be trusted by all parties to do so and also be asked to focus his or her short tenure as interim to focus on addressing a specific issue, trying to fix or smooth out some rough times or issues facing the institution and have both the courage and the respect to get a little bloody because the issues could be tension filled or have multiple points of view and interest groups, then I've seen interim assignments run as long as a couple of years when major changes or challenges besiege the institution, but you still want to ultimately get on to a more permanent long-term leader. When that happens, Sharon, then I think the institution, when it's a longer term interim assignment that you anticipate, and I think either internal or external. There are men and women... I know this having been in the business a little bit... There are men and women who can bring excellence and reputation and courage from outside the institution, and while they want to do well, they don't really have a dog in a hunt. You know, they're not ISU bred, and they're not going to stay there. They're going to come, do what needs to be done around a particular set of issues, hopefully turn it into sausage, and then get out of there. If it's that kind of a complex issue. But if it really is just a transitional individual just because of timing for the most part, then somebody internally... No one is going to come in really and uproot from wherever they live for a four-month or six-month assignment, because it's not necessary. You've got somewhere within the university someone with the chops to do that. Does that help?

Rossmark: Yes. No, that's great. That's great perspective, so thank you.

Legon: Sure.

Jones: Hey, Rick.

Legon: Yes, ma'am.

Jones: Thanks, Sharon. Those were some excellent questions.

Legon: And they were.

Jones: I think the one thing that this morning's session and yesterday's, too, but I think the one thing that's sticking out for me is that a lot of times as a board, and just in your work in general and your life in general, you get bogged down with making everyday decisions. And sometimes you are looking so much at the trees and you're in the weeds that you don't take the high look and see what you're looking for. And so everything that we've been talking about in this retreat, in my mind, is making me focus a little... Of course, we've got to do the day to day running of the university. We want to run the university. We've got to keep the university going, but for me as a trustee it's making me really think about, like you said, where do I want to see this university in some years. You know, from everything you've said from governance, from the vision for the university and the strategy that, you know, the strategic view, from leadership, from everything is that it's making me... It's opening my eyes to let's not just be thinking here, but let's think here, and let's think here. And so I appreciate that perspective that I hope that is resonating with the board is that we're thinking moving past. Let's just move past COVID. If we could just do that, (laughter) move even further from that if that ?? _____ (s/l cut off 2:41:24).

Legon: We lost you, Julie.

Jones: I ask if that's making sense to you guys, and I'm trying to get away from this view of the board and get to this view of the board.

Legon: Reactions to Julie?

Donahue: Hi, this is Rocky. I'll go. I agree. I think I understand what Julie is saying, and it's even prior to COVID, and for some of you who weren't on the board, we had this discussion I want to say in 2017 or 2018, and it was more kind of succession planning and what would potentially that next president maybe look like. And unfortunately that conversation, kind of piggybacked on something Sharon said yesterday, a number of even board members got very defensive of why are you trying to get rid of President Dietz. Why are we even having this conversation? He's doing a great job. And it had nothing to do with President Dietz. It was more of what you had said about succession planning, and then it actually got out to the community to where the board somehow turned into the bad guy. They're trying to get rid of President Dietz. And then I think it made it, at least from my perspective, but I'm only speaking for myself, kind of where, okay, I guess we're not going to have this conversation anymore. Just as you said, it's a hard conversation. And so the one thing I hope that maybe we learn from this, as you're saying, is it's going to be a hard conversation, and we probably have to think about Julie said is what do we believe that next leader of Illinois State should look like. What do we believe in 2025 this campus is going to look like? And are we going to get the leader to bring us to whatever that look is? So that's my two cents about it. Sorry.

Legon: Yeah, that's worth more than two cents, Rocky. That was good stuff. It has nothing to do... Effective leaders who are current presidents, and I've worked with a number of them over the years, they want their board... They're not ready to leave, but they do want their board to engage in a conversation about succession planning. And I think the best presidents want to make their boards comfortable with having, Rocky, the hard conversation while the president is still there. Hopefully thriving and doing well. I don't know what Larry's plans are or your plans with Larry, but the purpose of this conversation isn't that. The purpose of this conversation is has this board had the conversation we're trying to have right now about how you proceed whenever that moment comes where you're planning to proceed or need to proceed. So I think, Rocky, you're exactly right. And, again, it's interesting, Sharon, just off your comments. It used to be... God, I remember people would call me and they say, hey, Rick, you know, our president announced that he or she is going to retire in a couple of years. Is AGB Search ready to be hired to come and do our search, begin now! I said, no, leave us alone. Get back to me in a year and a half. It just doesn't take that long from the kind of engagement that we're talking about or that Sharon raised and I responded to, all the way to the end of, you know, the new president's arrival on campus. It's a very doable and efficient way to recruit the man or woman you need to lead the place, whether you factor an interim in there to make life easier or harder or, you know, you have to work that out when the moment comes. But it is a conversation and a preparation and a practice of who are we going to be that I think defines not only your thoughts about the next president but your

relationship with your current president. So, Brent, if I could ask you to share the screen briefly of the first of those three slides, that would be great. Brent. Thank you. So what's coming up... Yeah, thanks. Beginning there. You know, this is a healthy list of mutual expectations between a board and a president while you have a successful president in place or as you think about moving forward for your next president, and it's that word "mutual expectation" that I think is so essential. We talked yesterday about this model of collaborative governance where boards have to be more fundamentally engaged on the direction, the strategy, the future, the story of the university going forward. And so, you know, board members have a set of expectations. I don't need to read it. You can read it. And this is just a sampling. Board members need to have expectations of their president that the president agrees with, and the president has a right to have expectations of his or her board that, again, are mutually understood and accepted. And this is just a starting list, as I indicated, in order to establish the kind of relationship, positive relationship of mutual engagement, collaboration, again that honorific mindset about serving on a board and we'll go where the president takes us is very yesterday. And while someone was talking about, you know, we're too focused on COVID, hopefully we'll clean up the virus, but the tail effect of what COVID will have done to higher education as a business will, I think, last well beyond the disease itself. And so it may not be COVID, COVID, COVID in terms of how many people are getting it and dying from it and getting a vaccine so we can come out of our caves and live our lives. It's what's going to be left behind for higher education after that moment. And so I do think that attaches itself to these kinds of conversations and a set of expectations and mutual understandings between the administration led by your president which reports to you. They are accountable to you, and in some ways you are accountable to the president based on these kinds of expectations. Let me run the next two slides real quick. Thank you, Brent. There are just... I'll put them out there. Maybe this will add some fodder for a followup conversation here. There are some obvious behaviors that can intrude on presidential success, presidential leadership. A board that micromanages or doesn't comply with standards of confidentiality or fiduciary principles by undercutting the president with other subsets of the institution like the faculty or others. Boards are sometimes impatient about the pace of change. I've known a number of presidents who lost their job because board leadership read articles about other institutions jumping on certain initiatives and why isn't their institution jumping on those initiatives and we're going to change presidents because of it. That's happened.

Jones: Rick, excuse me just for one second. Oh, never mind. I was going to tell Brent that Mary Ann got kicked out, but he found her. Thank you.

Legon: Sure. Again, this confidentiality thing with board members' outreach to individual stakeholders can be a problem and certainly can undercut presidential leadership. Board members who have their own individual agendas or their own priorities can really intrude on the ability of a president to lead. And, then back to what you've been talking about for two days, transparency and communication. You know, the easiest way to say it is that there needs to be no surprises between the president and the board and the board and the president. And if there is a sense that that happens, then somebody needs a good talking to, whether it's the board or the president, but this collaborative responsibility to govern well and collaboratively has got to be based on mutual trust and shared information. Brent, if we can go to the next slide real quick. Board behaviors, however, that are supportive of effective presidential leadership. But at the end of the day... I think Bob Dobski said it well yesterday morning... You know, ultimately you want the board to be supportive of a strong and visionary inclusive president and presidential cabinet and team, and, again, that requires open communications, transparency, a sense of shared partnering between the board and the president's team on a change agenda. Again, no surprises. It's a collaboration from the get-go. Clarity of expectations, those mutual expectations. And then when you've got the right president, we all want to know how we're doing when we have these kinds of jobs. And it's incumbent upon the board to be publicly supportive, even in times of challenge, and strong presidents are going to make tough decisions, and sometimes the strongest of presidents are going to make the toughest decision. And sometimes the payback for that from certain stakeholders can be difficult, and it is the board's responsibility, if it charges the president to be strong, to be visionary, no surprises but to be that kind of leader to stand shoulder to shoulder with him or with her, publicly supporting the president's leadership. So these are just a few thought starters. They are not all inclusive. Just put them together last week from other sources. So I don't know if that stimulates further thinking. Thanks, Brent. You can knock these down. But whether that raises any questions, concerns, thoughts. And Bob Dobski, we haven't heard from you on this subject for a while.

Dobski: No, I think you're covering everything that... I think Rocky and I were the only two that went through the last president change and all that, and a lot of the same points you just talked about, Rick, is exactly what this board is going to have to prepare at some point in time to start evaluating and looking for another president and that. But I

think, you know, with that little hiccup we had between Al Bowman and Larry Dietz, I think we've had two great presidents and many others, too, and that, but I think it's all going to come back to common sense and that.

Legon: Thank you. Other questions or thoughts. Sharon, you've been raising some important questions. Does that list suggest additional thoughts or questions? Those lists. Sorry.

Rossmark: Not additional thoughts. Well, let me frame it this way. I think it helps us frame questions that we will need to ask ourselves collectively as we start looking to the future, particularly when we have questions like what do we want to look like in 2025. Well, at some point, yes, we will need to look at bringing on a new president, and I think the fact that we're all going through this together now helps provide a framework for our thought process in considerations of what we need to be forward thinking rather than saying, well, this is, you know, a comfortable pair of shoes. This is the way we need to go moving forward. I think we need to get uncomfortable in this process and think out of the box.

Legon: Yeah, I think that's right. And, you know, you don't want to be chasing answers to tough questions. You want to be prepared as to how to act, how to react when the moment comes where you need to be more active in that issue of who our leader is going to be, whenever that is. You need to have the toolbox, if you will, primed and ready to open. Okay. Here's what we've been talking about regularly. Our moment has come. What do we do first? What do we do second? Do we need an interim? Do we just want to go for it? Does the clock allow us time to proceed, meaning our current president stays until the new president arrives? Which allows you, by the way if that ever transpired that way... It's interesting. New presidents want to know how did his or her predecessor leave. And to the extent that the board can be certain that the departing president is cheerleaded and recognized as long as it wasn't a crisis that, you know, things blew up, and I assume it wouldn't be... but to the extent that the new president and the community say, wow, this board treated the person who's leaving with respect and appreciation and honor, that says a lot about who you all are, what you believe in, and it also enthruses the new person to say, wow, you know. It's not just the king is dead along with the queen. It is... This is a place that realizes that this is one tough job, tougher now because the environment is so crazy. But they respect strong leadership, and I'm going to be a great president, and so they will treat me with the same level of honor when it's my time to move on. And so you're always... You know, we are in the examples business, precedence business, and how we do one thing suggests to others how we will do with similar things going forward. So have that tool kit ready to go is really what this exercise is about.

Turner: I have something to add, actually.

Legon: Jada.

Turner: So from the slide, one of the first bulletins that said what board members should expect from the president, and it was leadership, innovation. And what came to my mind when I thought about that was when we're looking for the president, we need to look at like their leadership style and if they're open to... Willing to look at students in a new perspective and not just going with the same old same old all the time, if they're willing to switch it up and try something new. And, also, like maybe their crisis management, how they handle conflict and how they look at resolutions and come about those. Are they willing to look at it from a different view, where I know the previous president did this, so let's take on a new approach, and maybe instead of kind of going with the same old same old, go, okay, this president did this, so I'm going to try it, too. So just having that openness I think would definitely be something to look toward. And then, also, one thing I think is very important is are they willing to hold their team accountable. When they see something wrong, are they willing to call it out or look at it and say, hey, I don't think this is right. Yeah, so holding their team accountable and just the transparency, I think, is definitely a few things.

Legon: You're exactly right as you've been for two days, Jada. That's extraordinarily spot on and helpful. You know, we are in... Jada's exactly right. We are in a 100-year crisis. All of the things coming at us, across society but higher ed in particular, are sort of the mother lode of difficult issues, and crisis leadership, which is different from crisis management, as most of you know, requires a specific set of skills and open mindedness and curiosity and risk taking and probably in many ways defines or will help contribute to shaping a position description for the next set of college and university presidents, beyond just Illinois State. I mean across the country more so than they built new academic programs, and those are nice things, but we are in a business right now where crisis is all around us, and that doesn't mean you bury your head and you run away. It is can you lead and can you manage and can you

engage the partners you need, like the board, in working through and dealing with innovation and change in a moment of high degree of uncertainty. And, so, Jada's right. And, you know, if I was interviewing men and women for such a high-profile position... I'm talking about a permanent, not just an interim, I'd ask about, and I wouldn't give them a heads up about it, either... I would ask them to tell a story of when you were in the middle of dealing with a crisis in whatever role you might have had and to tell the story of what they did and how they did it and what their thought process was and who they engaged and how, because we're going to be looking for a different kind of leader for higher ed for the next 10, 12, 15 years. We just are. And it ain't going to be the same sector for a lot of places that it was over the last number of years. So thanks for putting that on the table, Jada. Other thoughts? Okay. So I want to move us into what is the discussion #7, which is really a wrap-up conversation, and it's not just thank you and goodbye, but it will be a conversation. But, Julie, in anticipation of the fact that this probably won't extend for a full hour, you're going to get some time back, I'm guessing to do it as you will. Okay? So let us move, and everybody okay? You need another break? You all right? Everybody all right? All right. So what I'd like to begin, and this is really your session. Talk to each other. Talk to me. Whatever. But let me tee it up initially by saying, so you spent a better part of two days, yesterday and a portion of today, talking at a level I infer is not the typical way you all talk about issues or to each other, which is credit to you if you're willing to do it. Yesterday morning I asked you all to frame some initial set of objectives for the retreat. A lot of that surrounded dealing with issues and also getting to know each other better, and those were the key objectives you cited then that I took notes on. Julie may have others. But, you know, what did you accomplish, if anything, during yesterday and up to this point today that will actually impact the board's work and leadership and how you think about your job as a board? And attached to that, did your own personal objectives, whether you shared them yesterday or not, get met? And where did we fall short? So what did we accomplish? Not going to go in order. Just dive in.

Turner: I can go first. I don't think I shared my personal objectives, but mainly for me it was just meeting you on the board. My objective was just being able to get to know everyone a little bit better, and I feel like after the retreat I definitely have like a good... Hold on a second... Just learning about everyone has given me just new insight, and it helps me see like, okay, this is the reason why they think they think. Or this is why they look at it from this point of view. And it's given me a perspective of why certain board members may see this one thing or see this another way. Just from hearing their stories and just learning more about them. I definitely received like some new learning materials, just for me personally, just from like the slides and like yesterday from the inclusion, the equity inclusion. I cannot remember correctly.

Legon: That's good.

Turner: But just from getting that has given me a list of things that, okay, this is on my agenda that I want to tackle on for my term, or this is something that I want to look more into. So, yeah, it's given me some learning materials for me to work on for my term.

Legon: Thank you, Jada, for starting us off. Others?

Navarro: This is Bob. I'll jump in. I agree with Jada. I think it was really helpful to learn people's stories and how they connected to ISU and certainly what their interest is in the board and how they are hoping to serve the university. So that was very helpful for me. I think we kind of scratched the surface, so to speak, on a lot of these topics, and I'm really anxious to have more discussion with the board members about some of these topics. I think that I didn't feel that I had the opportunity to really kind of challenge others' thoughts and opinions, and I'm looking forward to the next discussion or the next level of discussion on these same topics.

Legon: Excellent. Thanks for your candor, Bob. Are there any surprises? Did you hear things about board work, about the issues facing higher ed that were new and might impact how you serve as a trustee at Illinois State but also the level at which you're going to hold the board to account going forward?

Bohn: You know, I felt like there were a lot of things we touched on like Bob Navarro said that I think we all know or knew but we hadn't voiced them to this point, and so we put a voice to some of the topics, agenda issues, etc. Some of those things, I think, I can take a couple of steps back and say, yeah, I think that was very good. I've been thinking about that, but I hadn't put it into words, so to speak, so I think it helped us to put some of these things into words.

Legon: Thanks, Kathy. Mary Ann, you're not shy. What are your thoughts?

Louderback: I'm sitting here because my dogs have been barking. (Laughter).

Legon: Don't worry about it.

Louderback: I thought that it was very interesting in that it helps, I think, that we know where everybody came from to know what their reasons are for what they believe in. It gives you a better feeling, and I feel better doing the virtual than I did before.

Legon: Good.

Louderback: I mean I was very uncomfortable with the virtual.

Legon: Yeah, and a lot of people are.

Louderback: Only because I'm a very... I'm a people person. I need to be... I'm like Julie. We're huggers, and, you know, we need that. So I think that has helped us to feel much more comfortable. I mean we all said some things yesterday that, you know, and it's an open place, but that's okay. I mean it all worked out, and we all said what we wanted to, and I think that was very helpful. As far as some of the other issues, you know, we need to have another couple days.

Legon: Yeah.

Louderback: Because I think some of them we really need to get a little deeper into. And the same thing, you know, as we're looking to the future and, you know, looking to what do we want to do for the succession plan. I'm not sure that, you know, where we're going to come down with that. I mean, but we need to start focusing on that, because I don't think it's a negative. I think it's a very important imperative thing that we have to do. And I think that would be one of the things to talk about in one of our next meetings that says, okay, where do we go from here, and what do we want out of the university in 2025, although I think that's pretty early. I think 2030 is about where we're going to get, and we need to focus on...

Legon: I agree.

Louderback: Both. I mean we have to look at next semester and the fall, but then we have to figure out how do we get to 2030, because there's going to be a lot more challenges than we see right now.

Legon: I think you're exactly spot on.

Louderback: They're just boiling up right now.

Legon: Yeah. No, I think... You've got to be able to spin two plates at the same time, next semester and the long term. So you're exactly right.

Louderback: Much different than it's ever been before.

Legon: Yeah. Absolutely. You know, one of the things both you and Bob Navarro said, and I don't think you're wrong, that, you know, you need to find time to unpack some of these issues again and more intensely. I get it. But at one level you also need to figure out how you bring those issues to bear on the agenda of the issues coming to the board. So you know some topics. You know the issues. You know the span of concerns and challenges. At some point, brainstorming shouldn't cease, but it should also at some point factor itself into the actual practical issues, agenda, challenges that the board needs to address with the administration in real time.

Louderback: Well, brainstorming to me is just an ideological thing up there. I mean what we need to do is the reality of what do we do next. I mean what I found interesting the other day, yesterday, they all come together...

Legon: Yeah.

Louderback: ... Is when you were talking about we should be more involved in what goes on the agenda.

Legon: Yeah.

Louderback: And I know Julie is. But I mean she helps put it together, but I'm not sure that she's any more involved than we are because it just comes out, and that was kind of interesting to me, because I know Sharon and I have talked about it. I don't know if it was last year's retreat or whatever – we totally redid it because it was our retreat. And I think that's a difficult conversation to have, too. I just think that's something we'll do again.

Legon: And one of the ways to do this is to take seriously a refresh. I know it sounds crazy with eight people, but to take seriously the parsing of the actual work across the framework of committees. So we talked about a governance committee, which I hope you really do. We talked about an alternative revenue committee, and you could merge the whole thing. There are other areas which allows you to really have cohorts amongst you really drilling down on some of these issues and then bringing them back to the board for a more fundamental conversation, having been unpacked by the respective committees. And committees are not forever, by the way, other than a governance committee. But you put together the committees you need, and there's an ebb and flow to committees based on what are we dealing with.

Louderback: I have a basic question. What exactly do you expect the governance committee to do? As brief as you can do it. I know that's difficult.

Legon: No, it's not. Briefly, the governance committee holds the board to account, that it gets governance right, both individually to ensure that members of the board are meeting their fiduciary expectations and that the board is focused on the right things in the right ways. They oversee conflict of interest statements, and if there is a concern about somebody having either the appearance of conflict or a material element of conflict, deal with that. They are the protectors of effective governance, and there are books and pamphlets about the particulars of what a governance committee can do. The one thing that your governance committee would have limited influence on is determining who's on the board. But even there, I dare say you probably have some influence, and so many of you on the board are alums, so somehow there's an influence of that taking place. But beyond that, or that might have less of an effect, it's all the other things about the behavior of the board that falls into the purview of a governance committee. It is, for most boards, the most important committee. I think we lost her. Okay. Other thoughts about the accomplishments of the retreat and the impact of those accomplishments on the board's work.

Jones: Just to piggyback on what you were saying, Rick, about committees, that's the one thing that's sticking to my mind. Last year when we had our retreat and we had new board members, I did put together some committees. I mean, again, COVID is the elephant in the room. You can't avoid it. So we did have some committees that were set up, but I don't think those committees really got kicked off as much as they were, and most of the other boards I'm on, they're a lot larger. So we do a lot of committee work because it's impossible to do, you know... You talk about a sorority, we can't do work with 400 people. You talk about my other groups that I think, from my perspective, I took it a little bit for granted that the whole board is the committee, but even with eight people I think we do need more committee work.

Legon: Yeah.

Jones: And that will also help us, because a lot of people will see that we want to dig deeper, but sometimes a public forum is not the right avenue to dig deeper, so I do think that what I would ask and we'll meet and convene about this as a Chair is that for everyone to look inside and see what committees do you... We don't want to committee ourselves to death with eight people, because there's not... You know, we don't need that many committees, but I like what you just said about the committees need to be topical. You know, ad hoc committee. We're not going to have this committee forever, but what's going on right now might dictate a committee to dig deeper. Like you said, alternate revenue. That actually might be one that stays. (Laughter). Depending on how things go. That might now be ?? _____ (s/l cannot understand 3:15:25) committee, but, again, for me as a Chair, I think about, okay, we need to get some of these committees, at least a couple of committees up and running, because

in all of my other boards that is where the work is done, and so that might be what needs to happen on this board as well, even though there are only eight of us.

Legon: I agree. I think that's smart governance. Any other thoughts before we move to the last point? Anybody? Okay. I'm going to around and ask each of you to do one thing, and that is... And you've alluded to it already but a little bit more specific. What is the one thing, just one, not two, one, and no commas, one thing... I've seen people give me one thing is like two paragraphs long. So one thing. The key takeaway. The thing that you are taking away that will impact how you think about your service on the board of Illinois State University. And we'll do that, and then I'm going to close with one quick slide. Brent, it's the slide, it's the last slide, not quite yet, but How the Work Gets Done is the title of it. So let me do that, and you don't have to be, you know, overly profound. But what is the one applicable takeaway that you're going to bring to your service or to the board in your service to Illinois State? And with that, let me begin... I'm just going around the squares I've got. Sharon, you go first.

Rossmark: Give me a moment to think. Come back to me.

Legon: Kathy. You are 1A. (Laughter)

Bohn: I've taken notes throughout this. I just look back at one thing. Sometimes I think in open meetings we are dysfunctionally polite, and I kind of think it's maybe we should have some committees that are going to drill down into the changes or topics that we really need to look at and be able to hash that out a little bit better and perhaps, not with everyone but not in so public a forum, but we cannot be dysfunctionally polite. That was the term that...

Legon: Yeah, I picked that out. Yeah, I'm glad that resonated. Hey, Julie, I don't know if you're capturing some of these takeaways, but somebody should. Thank you, Kathy. And that was essentially one thing.

Bohn: (laughter) Okay.

Legon: No, very good. Jada. One takeaway that will affect your service on the board or that will affect the performance of the board. One thing. One thing.

Turner: I'm still thinking on that one.

Legon: Bob Dobski. One thing. We'll be back to you, Jada.

Dobski: After listening to everybody's ISU experiences this morning and yesterday and all are passionate and everything else, I asked myself what the hell am I doing on this board, because I'm not an ISU graduate, but I'm the only one on the board that's not an ISU graduate. But, no, no, if anything, one thing is better communication, interaction, and... Well, communication if you want one thing to come with sharing with one another and that, though, Rick.

Legon: Thanks, Bob. Well done. Mary Ann. One thing.

Louderback: Trust.

Legon: That's what you're going to bring to the table?

Louderback: That's what I think I felt better of all of our, all of my... No, you just told me one word. That's why I threw it out.

Legon: I said one thing. It could be surrounded by three words. (Laughter)

Louderback: And that's why I said trust. That was... No, I feel that that was a big thing that, you know, we all know each other better and it's much easier than, you know...

Legon: That's important.

Louderback: We're not concerned about... I mean not as concerned about what we say because we listen to each other and respect. Maybe respect, trust. I mean I just feel better about all of that.

Legon: That's terrific.

Louderback: Hearing all of the discussions.

Legon: That's important. And, you know, if I was the Governor of the State of Illinois, I'd put at least one of your dogs on the board.

Louderback: (Laughter). Thank you.

Legon: They've been asserting themselves through this.

Louderback: Oh, yes, they have! (laughter)

Legon: Hey, Bob Navarro. One thing.

Navarro: Well, I'm pleasantly surprised about our common characteristic of being a first-generation college student, and so what I would hope for is that we would be mindful of those first-generation students and that we are preserving that for our current students and future students, that we really look at what that college student experience is for them, and that is one of the things that several of us mentioned, not only got us to ISU but also helped us finish our educational goals at Illinois State, and so hopefully we are allowing others and encouraging others to have that same college student experience as first-generation students, so I don't want to forget them.

Legon: Thanks, Bob. That's important. I'm glad you put that out there. I'm going to work my way back, and then the last two are going to be Rocky and then our Board Chair. So we're going to back up. Jada. One thing.

Turner: Okay, I'm ready now. One thing I want to bring to the board is just leadership, and I use that as an umbrella term for just speaking up and having discussions even when it's hard and even when... So, basically what I'm saying is not just being a yes man and saying yes because that's what everyone else is saying and that's what the majority feels. Just being able to have those tough discussions. I feel like that was one of the things we talked about yesterday was having discussion and making sure like we are discussing those important things and having those conversations, so that's one thing.

Legon: That's helpful. And, Jada, that really attaches to what Mary Ann just said.

Turner: Uh, uh.

Legon: You now know each other in ways where, through trust and respect, you can have that level of conversation, and so I applaud that. Well said, well done. Sharon.

Rossmark: The need to be uncomfortable with change.

Legon: That's great. That says a lot right there, but it's spot on. Thank you. Rocky.

Donahue: Sorry, I had to unmute. So thank you. I'd probably say follow up, and my thought is I think we've had a great two days of conversations, thought-provoking ideas, a whole host of new realities of learning more about our colleagues. But my fear is after we turn our computers off we're going to go on our everyday lives, and I don't mean that in a bad way, and the next time we get together in three months, all this momentum is not with us like it is today. So my hope would be that I would at least kind of nudge some people to follow up with what we learned today.

Legon: Good point, Rocky. Julie, you get the last word on this before we close it down.

Jones: I had a feeling Rocky was going to steal my thunder. So we kind of are on the same page, so that's simpatico from leadership. Accountability. That's what came to my mind is that we've put all these things out on the table, but to echo what Rocky said ??_____ (s/1 cut off 3:23:45) us accountable. Everybody has great ideas, you know, the retreat was getting everybody... Even Bob said I want us to be able to follow up on some of these discussions. I think everyone has, in general, expressed that, so I want to keep making my personal goal to keep the board accountable, to keep moving forward on these items.

Legon: Yeah, and thanks for that. And, Brent, if you can get that last slide up. But let me just comment on that, Julie. And it came up a few times in your conversation. You know, you don't get paid for this voluntary role as a board member, but it does, as I said earlier, it comes with homework, it comes with engagement. You know, you don't just turn it on just before a board meeting and then close it down until the next board meeting. It requires homework, especially now, especially in light of what's going on the sector. So stay engaged, stay curious, learn not only about what's going on at Illinois State, but be aware of what's going on across higher education, whether you get that from Inside Higher Ed or the Chronicle of Higher Ed, all good resources... If you're not getting that, you should just to become more fundamentally aware that there's shared pain across higher education and what those issues are I think everybody needs to be aware of. This is the one, Brent. Could we make this as large as the others were so everybody, including me, can see it? Can I get the screen? Yeah. Perfect. Thank you. No, but the last one. How the Work Gets Done. Yeah, the one before the end. Thank you. Now, just make that... There you go. Stop. Thanks, Brent. So these are just a few points that kind of coalesce around some of the issues that we touched upon either directly or implicitly. And, one, I'll just read them. Process it the way you want. Cultivating a healthy relationship with the president. Don't forget those mutual expectations that we discussed. Focusing on accountability, yours and theirs, the theirs being other stakeholders. Delegate appropriate decision-making authority to committees if and when you set committees. Asking the right questions as a board and creating a culture of inclusion in the conversation around the boardroom table, either virtually or in person. And also demonstrating curiosity. Perhaps the most important trait on value that a board or a board member can bring to the proverbial table is curiosity. Don't hold back in asking questions just because no one else has asked it. Ask it. And a curious board is a board that can become innovative and think about the road to the future. So that's important. Considering risk factors, including the unknown issues. You know, boards today, especially made up of people like you who come from various subsectors of the business world or the not-for-profit sector in your real world, in your day jobs, you are assessing risk and risk tolerance, and those same factors are going to be crucial to the kinds of options and choices and decisions you're going to be tackling as you go forward from here. Maintaining independence from external influences is critical for public board members. I don't know whether any of you... I said this earlier today... ever gets pressure from appointing authorities or others, but in that you do not have any legal authority as an individual member of the board, it's only the corporate fiduciary body that has the authority, you as a group need to protect your independence from anybody, whether that person is the governor or public policy leader or corporate leader or anybody. You've got to demonstrate that you have retained and protected your independence in making decisions. Being aware of and support the fundamental values of shared governance, which we discussed. Academic freedom, freedom of speech which we did not discuss but also to the whole JDEI and inclusion issue, and Bob Navarro reminded us of that in his takeaway – central, I think, to where the future of higher ed is going to need to be. And then recognize that you need to prepare for and manage crises. We are in... Higher ed is a crisis industry but nothing like we see today. This 100-year crisis is real, and we can get past it, but it's going to require governance and leadership to recognize it and, as Sharon has expressed a few times, to be uncomfortable enough to deal with it the way you need to go forward. So, Brent, you can pull that down if you don't mind, and thanks. So my work is done here. I appreciate your engagement and your candor and your trust. Julie, thanks for inviting me to be a part of this work. Thanks to all of you for welcoming my voice, but it was really to elicit your voice, and I think you've done that well. I wish you all the best as the governing body of Illinois State in this moment of uncertainty and tension, and keep in mind that if you need more or you want more, we are out there. I am out there, and I wish you all the best. But, again, mostly thank you for your patience with having me facilitate some good conversations on the part of you all. So thank you very much.

Louderback: Thanks, Rick.

Jones: Thank you, Rick. And thank you for your participation.

Legon: Thank you. Good luck.

Louderback: Thanks. Have a good one.

Jones: Brent and board, we're going to take a brief recess. We're going to disconnect from the YouTube. We're going to reconvene at 1:00. So everyone can take a break, stretch their legs, do whatever you got to do, check e-mail, check voicemail, and we'll be back at 1:00.