

MINUTES
Board of Trustees of Illinois State University
February 19, 2021

Trustee Jones: Good morning, everyone. I will now call the February quarterly meeting of the Board of Trustees of Illinois State University to order. I note for the record that this meeting is being held pursuant to Governor Pritzker's Executive Order 2021-04. As Chair of the Board, I determined that as a result of the disaster declaration issued by Governor Pritzker, an in-person meeting would not be prudent, practical or feasible at this time. And as a result, this meeting is being held as a virtual meeting with no one physically present at the Board's regular meeting location in the Bone Student Center. As included in the notice of the meeting, the University has provided a YouTube link that allows all interested persons to contemporaneously view the meeting and hear all discussion and roll call votes. Accommodations have been made for presenters and persons wishing to make public comment to participate in the meeting via Zoom. Trustee Louderback, would you call the roll?

Trustee Louderback: Yes, I will. Trustee Bohn.

Trustee Bohn: Present.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Here.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Present.

Trustee Louderback: Trustee Jones.

Trustee Jones: Present.

Trustee Louderback: Trustee Louderback. Present. Trustee Navarro.

Trustee Navarro: Present.

Trustee Louderback: Trustee Turner.

Trustee Turner: Present.

Trustee Louderback: Chairperson Jones, we have a quorum.

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

Trustee Bohn: Yes.

Trustee Jones: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Jones: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Jones: Trustee Louderback.

Trustee Louderback: Yes.

Trustee Jones: Trustee Navarro.

Trustee Navarro: Yes.

Trustee Jones: Trustee Turner.

Trustee Turner: Yes.

Trustee Jones: If at any point during this meeting you have difficulty hearing any other trustee, any discussion, please let me know. Also, pursuant to the requirements of the Open Meetings Act, all votes taken at today's meeting will be roll call votes. Each board member's vote on each issue will be identified and recorded.

APPROVAL OF AGENDA

Trustee Jones: You have before you the agenda for today's meeting. Can I have a motion and a second to approve the agenda?

Several people: So moved.

Trustee Jones: I have a motion by Trustee Bohn and a second by Trustee Navarro. Trustee Louderback, would you call the roll for the vote?

Trustee Louderback: Yes. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Aye.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes, approve.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The agenda is approved.

APPROVAL OF MINUTES

Trustee Jones: Thank you. Rocky threw us all off with his aye. (Laughter). You have before you the minutes of the October 16 quarterly meeting of the Board of Trustees, the November 5-6, 2020 Board of Trustees Retreat, the minutes of the December 12, 2020 Special Meeting of the Board of Trustees, and the minutes of the January 16, 2021 Special Meeting of the Board. Can I have a motion and a second to approve the meeting minutes of October 16, 2020, November 5-6, 2020, December 12, 2020, and January 16, 2021 Board of Trustee Meeting Minutes?

Trustee Navarro: I so move.

Trustee Louderback: Second.

Trustee Jones: I have a motion by Trustee Navarro and a second by Trustee Louderback. Trustee Louderback, can you please proceed calling the role for the vote?

Trustee Louderback: Yes.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The minutes of the meetings are approved.

RELEASE OF EXECUTIVE SESSION MINUTES

Trustee Jones: Thank you, Trustee Louderback. In accordance with the provisions of the Open Meetings Act, the Illinois State University Board of Trustees is required to periodically review the minutes of its Executive Sessions to determine the necessity of retaining the confidentiality of those minutes. The Board has received the recommendation from its legal counsel to release the following minutes:

October 18, 2019, release all

February 1, 2020, release all

March 28, 2020, release all

July 24, 2020, release all

I will entertain a motion at this time to release as public the minutes of the Executive Sessions held by Illinois State University Board of Trustees for the dates of:

October 18, 2019

February 1, 2020

March 28, 2020

July 24, 2020

May I have a motion and a second?

Trustee Bohn: So moved.

Trustee Jones: Do I have a second?

Trustee Donahue: Second.

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

Trustee Louderback: Surely. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The minutes of the October 18, 2019 and February 1, 2020 and March 28, 2020 and July 24, 2020 Executive Sessions of the Board are approved to be released to the public.

PUBLIC COMMENT

Trustee Jones: Thank you, Trustee Louderback. Next on the agenda is public comments. We have several individuals who have indicated making public comments today to the Board. I would ask everyone who is making comments today to please be mindful of our time. I believe we have eight people who have asked to speak this morning. There's a limit of 30 minutes for those who speak today, so we are going to allow the courtesy of letting all eight individuals speak, but, again, we must be mindful of our time because we have quite a bit of business to carry on today. So I do ask that you follow the limits for presentations. In accordance with policy, the Board of Trustees will allow up to 30 minutes in total for public comments and questions during a public meeting. An individual is permitted five minutes for his or her presentation. If more than two persons speak on a single item, it is recommended that they choose representatives to speak for them. The Board of Trustees will accept copies of speaker presentations, questions, and other relevant written materials. If you have any written materials you want to share with the trustees, you may send them to bot@ilstu.edu. When appropriate, the Board of Trustees will provide a response to speaker's questions within a reasonable amount of time. Persons making public comments today are Isabel Samuel, Stephen Lazaroff, Trevor Rickerd, Trish Gudeman. If there's anyone I missed, we will... Oh, there are four additional folks: Rachel Sabella, Devin Paoni, Jake Bright, and Grace Bartlett. If we are missing anyone and if I mispronounced your name, I apologize in advance. We don't have the phonetics. We just have the spelling. At this time I am going to invite Isabel Samuel to proceed with her comments to the Board.

Isabel Samuel: Good morning. My name is Isabel Samuel, and I'm speaking in support of the Graduate Workers Union. I have a graduate teaching assistantship with the School of Theatre and Dance. I have become a member of the GDU since I joined ISU in the fall of 2020. I am asking that President Dietz and the Board of Trustees not only continue to bargain fairly but bargain generously with the GWU. To elaborate, the University should not only offer the bare minimum that is required. The latest proposal from the University doesn't even raise wages in the first year for the majority of the graduate teaching assistants in bargaining, let alone to the 402 teaching assistants across the University. Graduate teaching assistants produce tremendous value to ISU, both as instructors and students. We

deserve a living wage, expanded health care, and eliminated fees. I know that the phrase "a living wage" is controversial, but I specifically believe we deserve a living wage because I am incredibly fortunate compared to most of my peers, and I know that I am still \$15,000 in credit card debt due to my decision to attend ISU with no plan or ideas to how I will ever pay it off. I continue to put my student fees on my credit card because I have less than \$300 left over at the end of the month after paying rent and credit card minimums. And that is not an exaggeration. I only make it by because my fiancé pays for food, utilities and all the other bills we occur. And, before anyone asks, that \$300 is the money I need to not get hit with additional fees from my checking account. And from prior experience, that few hundred dollars is the difference between being homeless when an emergency hits, when you're living paycheck to paycheck. Most of this debt is due to living in a pandemic. I was in good financial shape until I lost my job in March 2020 due to the fact that I work in live entertainment. Everyone has been affected by the pandemic, but that does not bely the fact that I am quickly approaching my credit card limits and have no idea how I'm going to survive for the next few months. For example, the heat on my car is broken, so with this current cold snap I cannot safely leave my house without risking frostbite. I do not have enough money or credit to fix my car at the moment. Again, due to the low wages I am making through my graduate stipend, I cannot leave my house to run errands without risking frostbite because I have no extra money. The money that we are asking for a few raises, increased benefits and eliminated fees is not money that I need to better my outlook. It is money that I need in order to meet basic survival. And as I previously mentioned, I am much more privileged than most of my peers. I make more than the minimum for a graduate teaching assistant. I have a partner that brings in money and helps me with finances. I have the high credit card limits that even allow me the luxury of being 15 grand in credit card debt. And I don't have to worry about being deported if I fail a step in my graduate program or having to go to the food pantry every week in order to have a full belly. I need you to see my distress and financial insecurity and realize that there are hundreds of students who are less sure how they're going to survive due to the poverty wages we make. ISU can do better than its current offer. ISU has to do better than its current offer because the status quo without a contract is that students make less than minimum wage for our labor once fees are subtracted. And I know that calculation ignores the tuition waiver, but I cannot give a tuition waiver to my landlord. I can't eat a tuition waiver. I can't put gas into my car with a tuition waiver. And I wouldn't be receiving this tuition waiver if my contribution as a student and an employee wasn't valuable to ISU. So how come my dignity as a human being is not worth a wage that allows me to sleep at night without worrying about homelessness? Graduate teaching assistants overwhelmingly live in poverty, and that is not an environment I want to continue to teach and work at. It honestly does not surprise me that ISU has trouble with enrollment and recruiting when they cannot offer enough financial compensation to prevent the majority of their graduate students being food insecure.

Trustee Jones: Miss Samuel, I just want to give you a time warning that you have about one minute left. Thank you.

Isabel Samuel: Why would students want to come to ISU when they are paid a pittance as a grad student or are being taught by a graduate teaching assistant who is worrying about homelessness during class hours or cannot afford a laptop that can handle grading or one of the many other factors that reduce the classroom experience since graduate teaching conditions equal student learning conditions? Our financial distress and the need to have a fair and generous contract is an essential and important issue, and I urge the President and the Board of Trustees to take it seriously. Thank you very much for your time.

Trustee Jones: Thank you, Miss Samuel. Next we have Steven Lazaroff.

Steven Lazaroff: Thank you. Good morning. ISU and President Dietz writes on the website devoted to bargaining updates, "ISU has and will continue to work diligently to reach a fair and fiscally responsible contract agreement that addresses the concerns raised by the SEIU without disruption to the teaching and learning environment." As I'm sure you're noticing, this is a cryptic inert message that is intended to reassure but communicates nothing at all. We in the union believe in transparency, unlike the administration. It's very convenient for them to say, "they want to bargain at the bargaining table", as they've said all the time to the media, because it allows them to never actually deal with what happens at the bargaining and mediation table. We believe that if there's disruption to the learning and teaching environment, you all have a right to know how that disruption came to be. Unfortunately, if you were to listen to President Dietz, you will have no idea about how mediation is going, and that's the point. Why does President Dietz refuse to call us by our name? Why is it always SEIU and not the Graduate Workers Union? He wants you to think that we are ruled by outside forces, that this union was not bred under the poverty conditions that enrich his university, that it isn't the self-activity of graduate teaching assistants which drives the Illinois State

University Graduate Workers Union. It's those nasty SEIU outsiders. This refusal to recognize us is also critical to the lack of recognition at the bargaining table. It's why they only offer us raises that affect a sliver of our 400-person bargaining unit. They don't respect us, and so it continues into President Dietz's refusal to call us by our name, the Illinois State University Graduate Workers Union. He wants you to think of us as puppeted by some external organization, not bred and grown here at ISU on the poisoned soil of working conditions that allow President Dietz and the Board of Trustees to run a university built on exploitation and oppression. As a small example, take a first-year English Ph.D. student teaching four sections over their nine-month contract. As the instructor of record for that class, that TA will produce over \$106,000 in revenue, and in exchange they will receive \$15,740 in wages. That is over \$90,000 in surplus value across the year while TAs go into student loan and credit card debt to pay for housing, food, medical care, everyday survival. And amid this major crisis, ISU wants to build a School of Engineering! They'd like us to believe the rising tide of School of Engineering will raise the boats of ISU at large and solve many problems. But in reality, whatever good the School of Engineering does will, as always, serve the Board of Trustees and President Dietz. Grad workers, undergraduates, non-tenured-track faculty, tenured-track faculty, clerical staff, buildings and trades workers will all be sacrificed for the good of the people at the top. We will continue to struggle to paddle, and some of us will not survive in the wake of ignorance created by the School of Engineering. The rising tide that would truly lift all boats is the rising tide of solidarity from all workers at ISU coming together to fight for and with one another against an administration that exploits us at every turn. At the Academic Senate on Wednesday, Professor of Education, Dr. Stacy Otto asked very clearly, "How can ISU take on such a massive financial outlay, given our existing problems?" Provost Tarhule spent about ten minutes answering. But, of course, there was no real answer. The duration masks the fact that they do not care about solving ISU's existing problems, because they do not see them as problems. Later in the section on the pandemic budget, Provost Tarhule clarified this even further when Dr. Otto asked him about the possibility of surprise surpluses. Provost Tarhule naturally did not want to talk about that and pushed the conversation away by saying, "If there are any surpluses, they should be kept for a time when we need them." That time is now! We have graduate students who made a food pantry for graduate students to deal with the rampant poverty created by working and studying at ISU.

Trustee Jones: Mr. Lazaroff, just a minute warning. Thank you.

Steven Lazaroff: Thank you very much. ISU has no business building an engineering school when the campus is littered with existing problems. But ISU does not see these as problems, because these problems, these sufferings in everyday life of workers... ISU does not see the poverty it creates as a problem. Because the poverty of our bargaining unit, the insecurity of workers around campus is how ISU thrives. Poverty is not a problem ISU wants to solve. Our poverty is their success, and they do better the more impoverished we are. So, please, join our fight. Supporting TAs is a moral issue that deserves your commitment. Thank you so much.

Trustee Jones: Thank you, Mr. Lazaroff. Next we have Mr. Trevor Rickerd.

Trevor Rickerd: Hi, my name is Trevor Rickerd. I'm a fifth year Ph.D. candidate in the School of Biological Sciences and a member of the ISU Graduate Workers Union. I'm here today to speak about the lies and mischaracterizations that Larry Dietz sent out in his e-mail on January 28th regarding the status of negotiations with the Graduate Workers Union and our demands. It needs to be stated that the union asked for mediation three times, beginning in October 2020, before we filed for mediation with the State without the University. The University stated that they believed it would be premature to ask for mediation when we are making such great progress, but what progress are you talking about? We literally have no concessions at all from the University so far. All the University has succeeded in doing is stalling negotiations for an entire year, continuing to endanger already endangered graduates in a pandemic. The University refused mediation up until they were legally forced to. You say you are committed to the process, but honestly the University's negotiating team has barely budged from their same stubborn position in the past two mediation sessions. It needs to be stated that at that negotiating table ISU has put forth an illegal proposal that would even bar any of our workers from condoning or supporting any form of work strike or work stoppage, even under legal conditions under the threat of punishment. This threat would reach beyond one's capacity as a TA. As the lead negotiator for the University, Mike Kruger stated that even Facebook posts on an individual's profile would be subject to punishment under the terms of the article. Mike Kruger stated that in this language, this is standard language that exists in the contract with other unions on campus. However, when we spoke to other unions about this on the campus, they stated they have no idea what we are talking about, and they would never agree to anything like that because it would not be legal and would invalidate their entire

contract. This proposal by ISU is illegal and we'll not willfully throw our rights away just because you demand that we sit down and shut up. It needs to be stated that the University is refusing to provide discrimination protections on the basis of citizenship status or immigration status for international workers. This is the official position of the University at the negotiating table. The Union is demanding expanded discrimination protections, as we are well aware that discrimination does happen at this University. Yet, international workers have no method of reaching justice through the University. When we asked for discrimination protection, the University's lead negotiator, Mike Kruger stated that providing discrimination protections for workers on the basis of citizenship status or immigration status would be like providing discrimination protection for child molesters. And I don't need to take time to tell you how racist and insensitive that statement is. I can go through personal stories to explain how these discrimination protections are important, but at the end of the day it shouldn't be hard to say that we should protect our international workers. While the State of Illinois has already classified citizenship status as a protected class by law, international workers face an economic obstacle in the legal process for gaining justice in that they cannot afford a lawyer to represent them in court if they were to pursue this type of case. Don't send out messaging stating that "ISU has advocated that the contract, like all other collective bargaining agreements on our campus, include strong antidiscrimination language" when you are actively refusing to codify legal discrimination protection, even protections that are already supposed to be enabled by law. If you really want such discrimination protection to exist at ISU, then do it! Tell Mike Kruger to codify into our contract discrimination protection on the basis of citizenship status and immigration status like other universities do, like the law already suggests that we probably should be doing. It needs to be stated that when you mentioned all graduate teaching assistants are compensated fairly and competitively, you're talking about paying graduate teaching assistants a minimum stipend of about \$9,000 a year for two semesters, and this doesn't even take into account the \$2,400 in mandatory fees that are taken out of our paycheck each year as well. The University is also refusing to waive any of these student fees, even though other classifications of workers are allowed fee waivers when they are taking classes for higher degrees. This places the minimum take-home pay for graduate teaching assistants at ISU at \$6,600 for two semesters!

Trustee Jones: I'm sorry. I'm giving you your one-minute warning, sir.

Trevor Rickerd: Got ya. Thank you.

Trustee Jones: Uh, uh.

Trevor Rickerd: Both internal and external reviews by the University administrators have concluded that the pay rates for teaching assistants at ISU are not competitive. The University's negotiating team even admitted this at the beginning of our negotiations in October of 2019! Now that the State has passed a law to raise the minimum wage, you're all acting like this raise of the minimum wage is a negotiated raise. It isn't. It's just a law. We have heard horror stories about workers just going through hell to just make ends meet at the end of the month. There's a reason that graduates workers at ISU campus formed a food pantry, because not only did we recognize that ISU is a food desert, but we don't have the money to buy food if it was available to us. The degree of food insecurity at ISU follows a similar trend seen around the country where universities act as predatory oppressors against a graduate labor force, treating them as cheap labor to the end of exploitation. There's plenty of research supporting how obvious this is, that food insecurity directly impacts the performance of students in the classroom and workers in their work spaces. When we say that teaching conditions at ISU are the learning conditions for students, that's exactly what we mean. A survey was produced in 2008...

Trustee Jones: Mr. Rickerd, I'm sorry. You have exceeded, actually, your five minutes, so thank you, sir. We appreciate you presenting this morning.

Trevor Rickerd: Thank you. Do the right thing, Dietz, and just approve a contract with raises and fee cuts for us, and protect our international workers. Thank you.

Trustee Jones: Ms. Trish Gudeman.

Trish Gudeman: Hello, my name is Trish Gudeman, office support staff, Sociology and Anthropology. I have addressed you before on behalf of AFSCME Local 3236, Clerical Workers Union, when we were trying to negotiate our contract a year ago, a negotiation which lasted two years. I come before you today representing that same union, but this time in support of the Graduate Workers Union. Local 3236 clericals understand the graduate workers

frustration with ISU. It is not unfounded. It is unconscionable for unions at a public university to consistently run up against brick walls while trying to respectfully negotiate the contract employees. The impression we received is that ISU does not want to allow that which is good and right to do in regard to social justice, equality, and a fair treatment of contracted employees. It is more than obvious that ISU employs common tactics during union negotiations to wear down the employees by delaying negotiation meetings, using lengthy caucus sessions to waste time, challenging every point, providing worthless counters, etc., in hopes to defeat the union by ultimately giving in to only that which is the very bare minimum. In contrast, imagine a university where contracted employees can bargain swiftly and share common goals, where employees feel heard and respected by an institution that values them. Imagine this university leading the way as an example to all other public universities setting a standard where the employees are so well cared for that negotiations are simple and quick, where every employee who is not only encouraged verbally by the university but respected by their paycheck and other provisions, where bonuses and increases are kept well above the cost of living and longevity was honored for faithful years of service. Better yet, imagine a university where employees didn't find it necessary to even start a union in the first place because all faculty, all graduate student workers, and all civil service employees were treated so well that they were content with the justice, fairness, and equity. We are not at that place, but I hope that you as leaders will gain that vision and soon be at that place, where you not only create a beautiful exciting and all-inclusive campus with vast education opportunities but you also create a place where distribution of wealth does not impoverish nor embellish. As you listen to the pleas of the graduate students, I ask on their behalf that you as the Board and President respond in kind with sincere interest and swift action for these, your student employees, that you invest yourselves in what is being done at the bargaining table, as this represents your values and standards. Take care of your own. Hear their struggles with compassion, and encourage the right, good and fair solutions that they seek. We all know of the economic struggles on both sides, and we know that ISU can do better. Thank you.

Trustee Jones: Thank you, Ms. Gudeman. Next, we have Ms. Rachel Sabella.

Rachel Sabella: Thank you. Good morning. I'm speaking on behalf of Fossil Free ISU along with Jake Bright, Devin Paoni, and Grace Bartlett, and they will follow me in that order. Nearly a year ago to the day, Fossil Free ISU made a public comment to the Board of Trustees, requesting your help and confirming that ISU is invested in the fossil fuel industry. Since that meeting, we have strived to work with the Foundation Board of Directors to divest from fossil fuels but have not yet received details on a divestment commitment plan.

Jake Bright: We want to be clear that we appreciate receiving news on the upcoming adoption of an environment, social, and governance statement to help guide decision making on our financial investments. For the first time, the ISU Foundation appears to be moving on the issues most important to our campaign. However, we also want to recognize that this is not a firm commitment to divestment and that ISU is still missing an opportunity to become the first truly sustainable university in Illinois. Our campaign will not end until the Foundation has completely divested all of its investments in fossil fuels.

Devin Paoni: So ISU ranks 269 out of 312 universities on the Sierra Club's School Rating System, which uses data from the Association for Advancement of Sustainability in Higher Education, including an evaluation giving the University zero points in the category for finances and investments. This includes failing in terms of having a committee or investor responsibility to sustainable investments and investment disclosure. Given these findings, we would like to request that Fossil Free ISU be as involved with the drafting of the statement as possible. Particularly, in regards to ensuring fossil fuels will be explicitly and permanently excluded from ISU's investments directly or indirectly in the future.

Grace Bartlett: Furthermore, we would like to remind the Board of Trustees of their obligation of financial oversight of the Foundation and request that a representative or the Board of Trustees is also included in the drafting process, advocating on behalf of student and sustainability concerns. Fossil Free ISU will expect to receive a response from the Foundation Board of Directors to these requests by March 1st. Thank you.

Trustee Jones: I believe that concludes all of our comments for this morning. Thank you to everyone who has presented to our Board this morning. If you have anything in writing that you would like to present, we'd like to remind you to send that to bot@ilstu.edu, and again thank you for taking your time this morning to present your comments to us, and also thank you for being respectful of the other presenters and being mindful of your time during your presentations this morning. That is very much appreciated.

CHAIRPERSON'S REMARKS

Trustee Jones: Good morning, everyone, and thank you for joining the quarterly meeting of the Board of Trustees. It was last year at this time that much of the United States was learning about the coronavirus and beginning to understand that it might have effects on our country. Little did we know that a year later we would still be in the midst of a pandemic. I would like to make a comment in response to the public comments made this morning. The Board of Trustees respects the important contributions of our graduate teaching assistants and has communicated our expectations from ongoing good faith negotiation with SEIU Local 73. We are confident that the University will continue to work diligently to reach a fair and fiscally responsible contract agreement that addresses concerns raised without disruption to teaching and learning environment at Illinois State University. The search for the next President of Illinois State University is well underway and on schedule. The Search Committee held its first formal meeting on February 1st. The Committee is intentionally large, diverse, and representative of the University community. There are 32 members on the Committee plus support staff and the Wittkiewer consultants. It is comprised of undergraduate and graduate students, faculty, staff, alumni, and Foundation Board members and trustees. Several ISU diversity and inclusion groups are represented, including the Diversity and Inclusion Advisory Council, Black Colleagues Association, Latinx Alumni Network, Association for Black Academic Employees, and the LGBTQA Alumni Network. In addition, several members fulfill a dual role, as they are also local business and government leaders. At its first meeting the Search Committee provided input on the search process and on the leadership profile. That profile, along with other search-related information, can be found on an off-link on the Board of Trustees website. I thought it was an excellent meeting and commend the committee members for their participation and their commitment to this very important task here at Illinois State University. For now, the Committee will continue to meet in Zoom format, but we are hopeful for an in-person component, depending on the status of mitigation and the comfort level of our participants. I will now turn to President Dietz for his comment this morning.

PRESIDENT'S REMARKS

President Dietz: Thank you very much, Chair Jones. Let me begin by echoing your comments about the University's commitment to reach a fair and fiscally responsible contract agreement that addresses the concerns raised by SEIU Local 73 without disruption to the teaching and learning environments at ISU. Many of us are faculty and staff and have worked as graduate assistants during our graduate school days, while others work full time and took courses toward a graduate degree part time. We understand the challenges of the multiple roles in your lives, those being a student, teacher, researcher, perhaps a partner and parent, and appreciate your contributions to the education of our undergraduate students. As I have stated in other settings, the Board of Trustees meeting is not the time to engage in negotiations. We have staff in Human Resources who are experts in labor negotiations and engage with representatives from our unions regarding contracts. I am provided with regular updates and share information about the progress of negotiations with the Board. To that end, I will share with you that during Wednesday's negotiations with SEIU Local 73, the University presented counterproposals that included significant movement on a variety of issues. That session was our 23rd negotiating session and the second session conducted with the support of an independent mediator from the Federal Mediation and Conciliation Service. All of us want a fair and fiscally responsible contract for members of the SEIU Local 73 and, for that matter, all of our union employees.

On another topic, I want to acknowledge the extraordinary events of the past week with a train derailment in uptown Normal and an apartment fire that impacted students and an extreme weather conditions that forced the University to close for a day and a half. Fortunately, and perhaps miraculously, there was no loss of life or injuries reported as a result of the derailment or the apartment fire. The University and the Town of Normal were in constant contact throughout the day and late into the evening on Saturday as a result of the derailment and the fire. The University's Emergency Operation Center was activated where ISU staff were joined by officials from the Town of Normal, the Normal Fire Department, and the McLean County Emergency Management Agency to coordinate a joint communications response and assist affected students. I went to the scene of the fire myself on Saturday afternoon and visited with students and, in some cases, some of their parents who were impacted by the fire. I tried to provide as much reassurance and support as possible, but really it's the staff and the folks who were involved with this that did the heavy lifting with all of this. The Dean of Students Office continues to work with students displaced by the apartment fire to provide resources and assistance. The Office has been in regular contact with First Site apartments, who are the owners of the complex, and the American Red Cross regarding assistance for the students who were relocated to a hotel until further arrangements can be made. In addition, the Dean of Students Office has

worked with students to provide on-campus meal plans, replaced lost textbooks and laptops, and notify faculty. On Sunday at the Student Involvement Center, the Dean of Students distributed about 20 emergency packages for those students.

Moving on to preparation for the fall of 2021, many are wondering what the fall semester of 2021 will look like. While none of us have an absolutely crystal clear picture, we have been working and listening to the good news that has come out this week from President Biden that the United States will have over 600,000,000 doses of coronavirus vaccine by the end of July, which will be enough to vaccinate every single American. Every faculty, staff, and student should be able to receive the vaccine before the fall semester. Further, newly developed treatment options that significantly reduce the likelihood of hospitalization and death from the coronavirus will also be available soon. My expectation is that the University will safely offer as many in-person classes as possible in the fall of 2021 as we plan for a more traditional experience with more students in residence halls and in in-person activities and out-of-classroom experiences. We will be doing dual planning, however, in case we have to pivot to a different kind of format, but right now we're trying to do as much as we can to ensure a more traditional fall semester. We will, of course, adhere to guidance provided by the governor's office and local state and national health officials, and as we have learned over the last year, information changes constantly, and the University needs to be ready to make changes based upon the conditions at the time.

On Wednesday of this week, Governor Pritzker presented his budget address for fiscal year 2022. We appreciate that the funding for higher education has been projected to be flat, given that we are in very challenging times in the state and the country. We applaud the increase in MAP funding, which was slated to increase at about \$28,000,000 that assists our most needy students in the state. We also are pleased that we will be maintaining funding at the same level for the Aim High Program, and there has also been a commitment to continue our capital budget request. So all of those are really terrifically good news, and we hope that the General Assembly will approve the governor's budget. While it remains to be seen what they will do, we are just very happy and pleased for the recommendations that have come out, and it looks like fiscal year 2022 will be even more stable, given this news.

On another topic, I want to report on recent action taken by the Investment Committee of the ISU Foundation in response to requests from the Fossil Free ISU group. We should point out that the ISU Foundation is a separate legal entity with its own governing board. The ISU Foundation utilizes an outsourced chief investment officer to manage the endowment and make investment decisions in alignment with the Foundation's investment policy, the partnerships that have helped the endowment grow from \$66,000,000 in 2010 to more than \$160,000,000 today. Since March of 2018, the Foundation has not committed new capital investments toward fossil fuels. At this time, there are also no plans to renew any multi-year private fossil fuel commitments. The Foundation is also adopting an environmental, social, and governance statement to help evaluate and guide its investment decision making going forward. The statement will become part of the Foundation's investment policy. I support these initiatives by the Foundation and appreciate them engaging with members of the Fossil Free ISU organization.

Today I also have a couple of introductions to make. We have a couple of new senior administrators, and I'd like to introduce them. Kyle Brennan was selected to be the Director of Athletics following a national search that happened in the fall, and he started with the University on January 15th. Kyle comes to us from the University of Utah where he served as the Chief Operating Officer and Deputy Athletics Director for internal operations. He has more than 16 years of combined university and athletic department experience at Northern Illinois University, Texas Christian University, Ball State University, and the University of Utah. He graduated with a Bachelor's Degree in political science from Calvin College in Michigan and earned his JD Degree from the University of Denver in 2001. He and his wife, Beth, have three sons, Patrick, Mack, and Murphy, and he is in Utah as we speak, and he is preparing to move his family here next week. So, Kyle, could you turn on your video so we can see you and say hello to this group?

Kyle Brennan: Yeah, is it not on? I think...

President Dietz: You're good. Yeah, you're on.

Kyle Brennan: All right. I appreciate it. Thank you for the opportunity, President Dietz. It's been a whirlwind since I got here. It's been one month, and I'm so excited. I was telling all of our staff yesterday in a staff-wide meeting that this is even better than what I thought it would be when I took the job. So, it's been a great opportunity

to meet students, coaches, university members in the community, and I look forward to working with all of you as we go forward.

President Dietz: Thank you very much, and welcome aboard, Kyle. I should also mention that Kyle and his family are helping us with our enrollment in that he has a son who will be graduating from high school and enrolling here in the fall. So we're delighted that you're going to have a Redbird enrolled here. That's really terrific news. Thanks for being with us, and I know that you've got moving duties ahead, so we'll let you zoom off. Thank you.

Kyle Brennan: Thank you, sir. Thank you.

President Dietz: Also joining us in January is Assistant Vice President for Student Affairs, Dr. Adam Peck. Adam is a native of Bellville, Illinois, and he made the move to ISU from Stephen F. Austin State University in Texas where he served as the Assistant Vice President and Dean of Student Affairs for 13 years. Prior to that, he was the Director of Student Life at St. Louis University and Senior Student Affairs Administrator for the Texas Union at the University of Texas at Austin. Adam, would you also please turn on your video so we can see you and say hello to the group?

Adam Peck: Hello, everyone. I'm so excited to be here at Illinois State. As a matter of fact, today marks one month exactly, so I'm pleased to be able to contribute to this team and work with some of the great individuals to make the experiences of our students even better.

President Dietz: Very good. Well, we're glad that you're on board as well. Thanks for joining us today.

Adam Peck: Thank you.

President Dietz: It's been a bit of a crazy spring for athletics as all of our 19 intercollegiate sports are in competition. Ten athletic teams are competing this weekend. Three of the teams, the men's tennis, women's basketball and gymnastics are all at home, and the football team that was scheduled to play at Missouri State in Springfield this weekend was called off because of their field was having difficulty, and we didn't want to go there and play for safety reasons. So we offered that the game could be played at Hancock Stadium, but they also didn't want to travel, I think given some of the weather issues. So that game has been cancelled, and we hope that we can get it rescheduled at some point. I think, actually, it has been rescheduled for April 17th. Attendance at indoor sports competition on campus is limited to 50 people in compliance with phase four of the Restore Illinois plan. Only family members of players and coaches are admitted to the events. For home football games, attendance is limited to 20% of the capacity of Hancock Stadium with physical distancing. There will be no congregating allowed in the stadium club. The televisions will not be turned on, and there will be no tailgating. All food and drink will be prepackaged and must be consumed outside of the seating areas. Each of the private suites will have a capacity totally of 12 people. Weisbecker Scholarship Fund donors who are season ticket holders will be given first priority for game tickets, followed by season ticket holders, and tickets will be set aside for students who want to attend the games, and the Athletic Department is working through that process right now.

One additional sports highlight. In its first fall semester of competition as a varsity e-sport program, the Redbird E-sports Team has experienced great success. I'm going to name some names here, and frankly I don't have any idea what these are, but I don't know a lot about e-sports. But it's very popular with our students, and they're doing very, very well. All of our teams are ranked in the top 40 nationally with the League of Legends team currently ranked #2 nationally, and the team brought home our first collegiate championship in the inaugural Evil Geniuses College Invitational by easily defeating the University of Michigan and the University of Illinois. And if you're interested more in what that means, I can find some students that will tell you more about that, but we're proud of a good and a very successful start. The varsity Overwatch team ranked #39 nationally and is led by one of the only female student coaches in the entire game, student Ashley Marku. So we're happy for her and her leadership.

Due to the pandemic, Founding Day activities were cancelled this year. We are planning a virtual award ceremony, and Faculty Staff Recognition Day for the latter part of March. We'll send additional information as that becomes more concrete. There are also many faculty and staff across the campus who continue to put forth extraordinary efforts in these difficult times to keep our facilities operational, clean, safe, clear of ice and snow, and to provide support to our students and to educate our students. So thanks to all of those individuals for all they do each and

every day to make Illinois State University the special place that students want to attend. At this time I would now like to call the spokesperson for the Campus Communication Committee, Liz Chupp, to the podium, actually to the Zoom, for comments. Liz?

CAMPUS COMMUNICATION COMMITTEE REPORT

Liz Chupp: Great. Thank you. Good morning. On behalf of the Campus Communication Committee representing Academic Senate, AP Counsel, Civil Service Counsel, and the Student Government Association, we'd like to wish everyone a happy founding. This time of year, our campus would normally be bustling with many events to commemorate ISU's founding in 1857, and many of us look forward to a return to the vibrant campus life we remember. But this is still a time to celebrate our accomplishments and thank those who make a difference at ISU every day. So in that spirit we'd like to start by saying thank you to our administration and the many members of the campus working groups who continue to navigate this unprecedented time in our history. We remain eager to hear more regarding plans for increased COVID testing and vaccinations on campus as well as other plans for a safe transition to on-campus instruction and student presence as we move into the next academic year. We understand there are many challenges and barriers to overcome, and we offer our support to you during this time. We believe transparency and increased communication regarding plans and decisions will help alleviate anxiety about the future. We encourage you to continue to leverage our shared governance structure so we can proactively work together to find creative solutions to these tough problems. We'd also like to say thank you to the faculty and staff who support our students both inside and outside the classroom. Our faculty and staff continue to prove their resilience in the face of this crisis by pivoting the many ways we teach and support students. Our faculty colleagues continue to seek innovative pedagogy to instruct and connect with students in their virtual and in-person classrooms. Our staff continue to support student success, both virtually and on campus as well. Our colleagues in Technology Solutions continue to meet technology needs across campus to support learning and work environments. Our colleagues in University Housing Services continue to support students in person by providing space, residential communities, and opportunities for in-person peer connections. Our colleagues in the Office of Admission and Financial Aid continue to work tirelessly to recruit and retain students to help us reach healthy enrollment numbers. Our Grounds Crew continues to maintain safe sidewalks and buildings during another harsh Illinois winter for those living and working on campus. To these colleagues and many more across campus, thank you for your efforts to keep ISU moving forward and demonstrating resilience during this time. Finally, we'd also like to say thank you to our students who continue to learn and thrive in this unprecedented chapter in your education. We admire your dedication to achieving your educational goals despite these adverse circumstances. Thank you for your perseverance and commitment, and we encourage you to continue working hard and doing your best inside and outside the classroom. While we still have many challenges ahead, there is much for us to look forward to as well. In the coming months our campus will conduct an important search for the 20th President of Illinois State University. We're grateful to the WittKieffer search firm for their assistance and to Chairperson Jones for her leadership during the search process. As information regarding the search becomes available, some members of the campus community are disappointed by the lack of open forums at the finalist level. ISU's campus culture has consistently allowed for open forums and interaction with the finalists for leadership positions, and the closed nature of this search is unprecedented in our recent history. Many believe the finalists would benefit from interaction with more constituents during the process and gain a better understanding of ISU's culture as well, while we understand the reasoning behind the closed search and the protection it yields for the candidates are concerns for our campus community. During this critical time our strength has come from maintaining our connections with each other, and opening the search at the finalist level may lead to reduced uncertainty regarding our future president. The next president will certainly have big shoes to fill, and we know the Board is dedicated to making the best decision possible for the future of Illinois State. We are also encouraged to see the progress on the new Multicultural Center. As renovations on this space move forward and more details become available, we're excited to learn more about the Center and how it will serve our campus community. We look forward to viewing the space in person soon. We're also ready to engage in the culturally responsive campus community spring institute in March. This, along with other workshops and events happening across campus, give us the opportunity to educate ourselves and help advance the university's work toward our core value of diversity, equity, and inclusion. We look forward to hearing more about the new engineering program as well. The proposed engineering program is an example of ISU's continued focus on innovation and collaboration as we work to develop new programs that will serve our students and the campus community. We look forward to the presentation today and learning more about this proposed program. This April will also bring changes to another one of our beloved ISU traditions, homecoming. While homecoming will certainly look different this year with a mix of virtual events and safe in-person events, it will still be an opportunity for Redbirds around the world to connect with each other and share their passion for ISU. Thank

you to the planning teams who are working diligently to make homecoming a success, and we look forward to participating in the festivities this April. We'd like to close today by offering some words of encouragement to everyone in the campus community. Many of us feel exhausted by the unrelenting efforts to keep ISU moving forward during this unprecedented pandemic. The sustained crisis has taken a toll on everyone, and many may be feeling burned out or discouraged. Today we'd like to encourage you to stay positive and stay motivated. Because of your efforts, ISU remains strong and stable. And together we can continue to prove the value of higher education and the ISU experience. There is light at the end of the tunnel, and with perseverance, hard work, and a positive attitude, we can emerge from this pandemic stronger than ever. Thank you, and go Redbirds.

President Dietz: Thank you very much, Liz. Now I would like to ask our Director of Governmental Relations, Jonathan Lacklund, to join us on Zoom and provide a legislative update. We've had lots of changes recently, so, Jonathan, please give a report.

LEGISLATIVE REPORT

Jonathan Lacklund: Okay. Thank you, President Dietz. Good morning, Board. The big change, of course, that we all know that has occurred... We've had a big change in our speakership. Speaker Madigan, of course, resigned, and we have Speaker Chris Welch, who's assumed the helm. This week we have the governor's budget address, and as President Dietz mentioned, higher ed has been held flat, but also we're seeing an increase for the Monetary Award Program in the amount of \$28,000,000. Also, it would hold Aim High Program at the FY21 level of 35,000,000 but also would maintain general funds' state support for universities in the amount of 1.1 of \$57,000,000,000. It also will fund \$1,000,000 for the Common Application Partnership Program as well as \$250,000 to implement a new equity-driven strategic plan for higher ed. In terms of pre-K-12 education, the governor's proposed budget protects progress made on school funding cuts by maintaining evidence-based funding at the FY21 levels at 7,200,000,000. I also will invest in state funding to support the well-being of teachers and students as they navigate the COVID-19 pandemic at 16,600,000. Also for pre-K it would protect funding for the Early Childhood Block Grant program at 543,700,000. And capital funding has been held flat at FY21 levels. Some highlights I would like to offer in terms of bills that have been proposed is House Bill 1758, and it would actually allow the Illinois State Board of Education to establish a grant program to provide for armed security in schools in the state and grants to train teachers in armed security. These grants will also allow four teachers to obtain a concealed carry license, and the bill also states that the unlawful use of weapons offense does not apply to carrying a concealed weapon by a full-time teacher, full-time professor, or administrator of a public or private school, community college, or university. I'd also like to mention House Bill 849, and this actually is a bill that would remove the prohibition on accepting wagers for intercollegiate athletics. The last bill I would like to bring to your attention is House Bill 641, and this would require the board of trustees of every public university in the state and community college districts as well to make feminine hygiene products available at no cost to students. That concludes my report.

ENGINEERING PRESENTATION

President Dietz: Thanks very much. Before I move into the next topic of engineering that will be a fairly lengthy presentation, I'm going to queue Provost Tarhule to start setting that up, and as he does that I want to bring your attention to a book here. I'm sure you can't see this on Zoom, but the picture on the front of it is of Abraham Lincoln. And the title of the book is entitled *Abraham Lincoln and the Heritage of Illinois State University*. This was written by a distinguished historian, Tom Emery, but it was paid for by former board chair Carl Kasten. And the proceeds of this book will be going to the Foundation and to particular projects within the Foundation that Carl is interested in, but the reason I hold this up today is to tell you that Carl was up here yesterday with his wife, Donna. They're both terrific supporters of the University and delivered quite a number of books, and they wanted to make sure that the Board had one of these, and so I will be sending one of these to each of you within the next week. And I told him... I said, Carl, I probably won't have time to read this book between now and the end of my tenure as President, but I will assure you that in retirement this will be the first book on my shelf to be able to read in retirement. But I think you'll enjoy it. It clearly ties President Lincoln and ISU and all the different touching points together. So I have seen that, and I was fortunate to be able to write comments on the back of it in support of that. So with that, the presentation on engineering this morning is really one that is going to be a combination of Provost Tarhule and I, and I will be doing the lighter lifting. He will be doing the heavier lifting on this. But, Aondover, do you have the presentation ready to go on the screen? Very good. Can folks see that okay? Very good. I see some thumbs up there.

I want to share this morning an update of the master planning process for engineering. As you may recall, the University engaged CannonDesign to assist us in evaluating the viability of adding engineering majors to our curriculum in the process to initiate and grow an engineering program at Illinois State. The firm has spent the last year meeting with numerous faculty and staff about their visions an engineering program, contacting external cooperate stake owners to learn what they will be seeking in hiring new engineering graduates in a few years and reviewing existing engineering programs at other universities to better understand the interdisciplinary approach to hosting engineering programs at a comprehensive university. Based upon their findings, they developed a draft plan for a curriculum designed to meet national accreditation standards with flexibility tailored to the student as an individual. The plan can be scaled for a variety of enrollment targets, and the planning process has gone to great lengths to ensure that the engineering program will complement and support existing programs without imposing any negative financial, logistical or other impacts. The first part of the presentation this morning is kind of a bit of an overview, and we'll talk about the engineering program proposal. We'll also talk a bit about how that fits into an overall university enrollment management plan and a bit of a vision for the post-pandemic environment. I want to say clearly that these presentations, these being two... We have just finished the second presentation with the Academic Senate Wednesday night. Two weeks before that, we gave the presentation basically that we're giving this morning to them. We will not ask the Board for any decisions today. This is simply an informational item. The same will be true for the second presentation that we hope to have at a second meeting with the Board, perhaps at a special board meeting in April. The one this morning will really focus more on a curriculum and the academic aspects of the program and also talk about organizational structures. We won't be talking about the finances and the budget. That will be at the second meeting, and that follows the same kind of format that we did with Academic Senate, and I think it kind of divides this up into more easily acceptable approaches versus one big marathon session, and so I will say a couple of broad comments. While the second session that we hope to have in April with the Board will be talking specifically about space and logistics of where this College of Engineering would be and then, secondly, how we pay for that, I will say that the site that we're looking at is the John Greene site that's on Gregory Street, just north of Gregory Street near Cardinal Court and the Physical Plant, the facilities area over there. So that's the site. We looked at a lot of other sites. That seems to be the best site. So be thinking about that a little bit. Again, we're not going to get into that in this presentation. And I will also say about how we are going to pay for this. It follows the same kind of conversation we had with the Board back in 2018 when we started discussing this idea in a little bit more detail. There are basically three ways to pay for it, and they're not mutually exclusive. The State, private donations, and from the tuition driven by enrollments in the program. Typically I think the State will help us with this, but we're not sure how much and when, particularly given the financial situation in the State, but I'm confident that they will support this. The second part... I'm sure that it will attract some private contributions. We've had some preliminary conversations with some individuals, but I think it will support that, but we did on the financial side is to say that if we didn't get anything from the State and we didn't get any private support... And I think that we'll be successful at both... But if we didn't get anything, can we do it on our own with the enrollments and with the tuition? And the short answer to that is yes. But both space and budget and finance are conversations for the next session. So this morning we're really going to focus on the curriculum, the academic plan, and the organization. So with that, Aondover, could you bring up the first slide? So we're going to talk about why engineering at ISU, the process that we used, the overview of the enrollment management, and the academic plan and next steps. Next slide, please. So, the compelling case for engineering at ISU. If you start at the green area, the access to new students, as everybody knows, the students that are graduating from high school as a market for all universities has been declining for the last several years and is projected to continue to decline. So we're looking for new opportunities for new markets for students, and the engineering program clearly gives us access to new students. The other part is that there's a huge demand. There are engineering programs on other campuses within the university. Just above that you see the Illinois universities are not meeting that demand. There's a demand for the companies that hire engineering graduates that much exceeds the supply of the existing engineering programs. If you move over to workforce development, the governor and I think all of the elected officials are interested in workforce development, and engineering is one of the areas that contributes to that greatly. We also have our international initiative that has gotten stymied a bit this year with the COVID-19 and the pandemic, but that's going to return, and a lot of international students are interested in studying engineering. So I think it will help with the international recruitment. And then finally, as we implement as college of engineering, we become as a university a much more comprehensive university. As you all know, we started out as a teachers college, and probably at that point in 1857 a lot of people couldn't imagine that we were going to have a college of business and that we were going of the have a college of arts and sciences and a college of applied sciences and technology, a college of nursing, and a college of fine arts and an excellent Milner Library, but we've expanded, and all of those are points of pride that we have, and I think engineering could be the same thing. As we look at engineering at ISU

and we look at STEM degrees, the demand for those STEM degrees is also very high. So, science, technology, engineering, and mathematics. So if you look at the circled areas, you see where engineering comes in second compared to health, and biological sciences comes in fourth, and we have great opportunities to grow in biological sciences as well because the demand is there and our program is excellent, so we'll be talking about that in a little bit down the road, but today's presentation will really focus on the engineering aspects. If you look up at another challenge that Illinois faces is the out-migration piece, and so as you look at the out-migration piece you see that Illinois sends a lot of students out of state, and the main reason for that is that we're a very populous state with Chicago, so that's going to continue to be the case. We're never going to get down being ranked number 48 or something for out-migration, because Chicago is the third largest city in the nation. And so there's always going to be folks who are going to be focused on that population, but we think engineering is one of the ways that we can keep more students in the state. We know that many individuals go out of state because they simply can't be admitted to the programs that are existing in state because there's not room for them. We know, for example, the University of Illinois turns away over 10,000 students who apply for their engineering programs, and our academic profile is closer to the University of Illinois than most of the other universities within the state. Engineering is the third most searched major on the ISU website, so people want us to have the program, and they would study here if we had it, and also the engineering jobs are expected to grow pretty dramatically over the next decade. Next slide, please.

So we've been talking about this for a long time. The conversation began around 2016. We had an engineering task force that was pulled together in 2017 with some faculty and some other administrators and some people from the community that were members of engineering firms locally. In 2017 we had that task force that went to some other engineering programs at several other schools. In 2017, the fall of 2017, we looked at market demand for engineering in Illinois and surrounding states and basically found what I just talked about, that there is a much more of a demand than there is of a supply. In 2018, as you remember, we presented a presentation to the board at the November retreat that talked about the feasibility of engineering and developed some financial scenarios around all of that. Also in 2018 we were busy putting together an RFP that resulted in CannonDesign being selected for the fall of 2019, and they have been working ever since. And then in January of 2021 they prepared their consulting report, and you've received that. You received their presentation prior to this board meeting. And we also provided an executive summary of that. You have not seen this presentation, but after today we will send all of the slides to you today so you can have that as well. The planning process has been a consultative process. In '17 we again had the task force that involved a number of faculty and staff here at the University. In 2018 the engineering task force sought and received endorsement from the Academic Senate of division around an engineering program. Also, the BOT presentation in the fall of 2018. 2019, Cannon was selected, and then in the fall of 2020 we made several presentations and had quite a number of meetings with the departments that would be highly impacted by a college of engineering, including physics and math and information systems technology, computer science, and then also the core curriculum programs. And then in the fall of 2020 we had open forums on this with faculty and staff, and then as I just mentioned Wednesday night and two weeks before that at the Academic Senate meeting, we gave the presentation that we're giving today. And then this last Wednesday night we also gave the presentation on space and finance to the Academic Senate. So we're still getting some questions back from that presentation that we'll develop a Q&A kind of format, but that has really helped the discussion around engineering. The dialogue has been good, and the Academic Senate, I think, is poised to vote on this sometime in early March at an upcoming Academic Senate meeting. I want to briefly introduce some guests that are on the phone today that will not be part of the presentation unless after the presentation we get into some technical issues that Provost Tarhule and I can't handle. But Charles Smith has been the project principle on this from Cannon, and Trevor Colarko has been our academic planning strategist, and Ben Manor has been our education planner and is a former dean of engineering himself. So that team has worked very well with our institutional team to really do a great job on this. We appreciate your support. Next slide, please.

And so here are some of the groups. I won't go into these in any detail, but we had several working groups, one that dealt with the education and curriculum side, one that dealt with technology, one that dealt with architecture, and then an executive group, and then in the blue you see the strategic ISU meetings and the different times that we... It doesn't encapsulate all the meetings by any stretch but I would say some capstone meetings that happened during that timeframe. And so I would say that it's been a highly consultative process. We've looked at some external universities that have terrific engineering schools – James Madison, Ohio University, Rose-Hulman over in Indiana, Campbell University. We've engaged the services of the Educational Advisory Board early on in this process. Also, Vantage Technology Consulting helped us, and then there was a conversation, not a trip to but a conversation, to

Binghamton University. And then on the left side, some of the folks that I have personally talked to are representatives from Cabot Corporation, Caterpillar, the Farnsworth Group, and then more recently I've had conversations with the CEO of Rivian. Others have talked to folks at Archer-Daniels-Midland, Avangrid Renewables, Toyota, and C.C. Johnson. So that happened last fall. So we're in the process of continuing to talk to those individuals who are giving us advice and counsel, and we hope at some point we'll invest in this project. So the engagement process has really been heating up. You see the feasibility and who all has been involved with that earlier in 2018. You see, also, the exploration aspects of that, the development of the plan, the refinement of the plan which continues today and will continue through the adoption of this plan that we hope. So with that I think I will stop there and turn this over to Provost Tarhule, who I want to commend. As you remember, he has only been here since July 1 of last year and really has hit the ground running and is a scientist himself, and he and his staff have really done a lot of heavy lifting on this, and I want to thank all of those folks who have been involved at this point. But Provost Tarhule will now go into the academic aspects of this and the organizational piece.

Provost Tarhule: Thank you, President Dietz, and good morning to everyone. Before the pandemic hit, one topic that was most prominent on the minds of, I think, everyone in higher education what was variously referred to as the enrollment cliff. Some of them refer to it as the enrollment crisis. The demographic cliff. All of that refers essentially to the same thing. Basically, what it is is that during the last economic recession in 2007 to 2009, a number of people delayed starting families, so the birth rate fell. So you know that people who graduate high school and start universities tend to do between the ages of about 17, 18, and 19 years old. So if you count, just simply count from the last recession to 17, 18, 19 years old, that takes you to about 2025, 2026. So come 2025, 2026, there will be fewer people graduating from high school, and therefore there will be fewer people to enroll in universities. This is the basis of the enrollment crisis that we heard about for a long time. The chart on the left shows you what the number of high school graduates in Illinois has been since 2012 and projected out to 2027. We actually hit at kind of a mini-peak in the 2024 to 2025 period, and then you see the decline that is expected to come. This crisis is really a national one, but it affects different sections of the country differentially. Basically, those parts of the country that are net receivers of population, the places that people like to make home, Houston, Denver, San Antonio and so on... They will actually see an increase despite this crisis. It doesn't mean that it's affecting them differently. It's internal migration. Conversely, those parts of the country where people are migrating out of, including Illinois and Michigan and so on, the crisis will be exacerbated. So on the right you are seeing a comparison of what is projected to be the enrollment change. This is for major metropolitan areas from 2029 compared to 2013. And highlighted in red, close to the bottom, you see the Chicago area where ISU attracts a large percentage of our students from the population. Enrollment decline is expected to be closer to 20% for that region. So in the Office of Academic Affairs, we have a brilliant mathematician, our Associate Vice President for Enrollment Management, Dr. Jana Albrecht. She has worked out a model of what we think the future enrollment projections for ISU may be. I'm showing you here a simplified model version of that model that has really only three variables. The first, if you can see my cursor, is the first time in college. That's one of the variables. And then next variable is transfer students. The third variable is graduates. So we have four models that make different assumptions based on historical trends as well as the data we're getting and the various sources that make it their business to project these things. So, in model 1, we are assuming that our FTIC student will remain about the same as it is now, which is 3,600. That transfer students will increase by 2.5% a year, and our graduate student numbers will increase about the rate they have done during the past three years, which is around 3%. I'll jump to model 3, which assumes that FTIC numbers, that's the blue line, FTIC numbers will decline to 3,300 this year because of the pandemic but then recover in subsequent years. So that's seen as a one-year dip. Transfer students will remain stable, and graduate student numbers will remain stable. Model 4 assumes that FTIC will decline by 2.5%. Transfer students will decrease by 2.5%, and then graduate student numbers will remain stable. If you follow, these colors represent those different models. If model 1 happens (so that's the most optimistic model), come 2025 we will probably gain about 167 additional students. In financial terms, that will add about 1,500,000 to the tuition revenue. The most pessimistic model here is model 4. If that happens, by 2025 ISU will have lost about 2,000 students. The financial impact of that would be more than \$19,000,000 in lost tuition revenue. This is just tuition. It doesn't take into account anything that happens with dining, housing, or any other area. We probably think that model 1 is probably too optimistic, model 4 is probably pessimistic, so we going to be somewhere in between those two bookends. So in Academic Affairs we have developed a number of strategies that we think will allow us to mitigate this impact and maybe to thrive in light of this challenge. That plan rests on five strategies. Strategy 1 speaks to developing new programs that will attract new kinds of students that don't typically, historically have not come to ISU simply because we don't offer the programs that they want. Examples of that include engineering, which I'll be speaking to in greater depth, but also data analytics and others. The examples you see on the screen are illustrative

only. There are a lot more that can fit into this. Strategy 2 is we think we have an opportunity to grow in programs that we already have. So they already exist, and there's some capacity and willingness and there's a demand for those programs. So maybe by expanding some of the capacity in those areas we think we can attract more students. Strategy 3 is about internationalization. We've got an agreement in place with INTO internationalization as President Dietz has said, but we think we have an opportunity to leverage that and also develop new partnerships. Strategy 4 speaks to graduate programs. As I mentioned, over the past three years, graduate enrollment has been growing between 2 and 3%. This is a national trend. Part of it has to do with the fact that in some disciplines a master's degree is becoming the required entry level qualification, and therefore more and more people want to go back to graduate school to acquire those Master's Degrees. So we think we have an opportunity for creating more accelerated degree programs. We have six at this time. Our plan is try and create about 20 of those in the next two to three years as well as 3 + 2 programs but also new programs at Master's level. And then fifth is online and distance education. We have acquired a tremendous amount of capacity, both in terms of technology and personnel and experience with online learning since the pandemic. At the same time the community has also become much more aware of what we can do about online learning, and we recognize the needs of lifelong learners as well as other people who want to upscale to the non-competitive. I should mention that we have a major retreat in Academic Affairs coming up next week that has ten different working groups, including some working groups on these titles, and our real goal is looking at the post-pandemic landscape and how ISU will not only be competitive but to thrive. So for the rest of this presentation, I'm going to focus on engineering, but I wanted to show you that it fits into part of an overall overarching plan of how we are going to become competitive and actually to thrive going forward. So the program that I'm about to present, as President Dietz has mentioned, was developed under the leadership of CannonDesign, who are experts in this kind of work. CannonDesign has worked with several different working groups. Again, you saw that list from President Dietz's presentation from ISU, and so they're to get it, and so even though I'm presenting it, it actually represents the work of dozens and dozens of people. I want to acknowledge our partners and our friends from CannonDesign and also the work of all of the faculty and staff at ISU who have been working on this program. So the Academic Planning process progressed sequentially but also chronologically. First of all, the group decided to develop some goals and to scope out the project. They explored advancements and developments in the engineering profession as well as employment opportunities, and education landscape. From that they built a number of possible program objectives and then developed a prototype from those, and then we went on to define that prototype and to develop a detailed educational framework. Similar process progressed in terms of the technology. The work began in 2018 with a feasibility study and a business plan. EAB education advisory board – they worked with us to do a market survey to identify which type of degree programs they thought would be successful at ISU, based on our situation and the market demands. When CannonDesign came on board, they spent some time to understand ISU, including our student profiles, our technology, IT governance, IT learning and so on. They conducted several focused interviews from which they developed a range of activities and programs on the right that have guided development of this program. CannonDesign spent a lot of time looking at the type of activities in engineering that would be of interest to students. On the board we're just showing a few examples of those. The full list is much larger than this. But if you design a program that does not respond to student needs, it's not going to be successful, and so they spent a lot of time making sure that we were capturing in the degrees that we would offer those areas that are current and in demand by students and employers. As part of the planning process we decided to develop a number of project goals that will guide... This will serve as guardrails, if you will. We'll always come back to this to guide whatever we were working on. This included things like having a diverse students and faculty in the new engineering program, new incentive to increase student population and enrollment, preparing a graduate student workforce, making sure that we retain the student-centered institutional culture, and at the bottom these are not ranked in any hierarchy. We really need to make sure that the program is going to be able to secure accreditation. We also developed a number of foundational guiding principles, including the fact that a new program should exemplify ISU's mission and strategic plan embedded in individualized student experiences, integrate element of ISU using teaching excellence, leveraging existing strengths, and also being mindful of our shared governance and take prudent risk to ensure that we did not put the University in a financial risk. The idea was that by combining, integrating the project goals and the foundational principles we would create a program that was distinctive, that was feasible, and that connected in a very strong way with ISU's strategic plan. So as part of that process we developed a mission statement up at the top. We also looked at how a student would come into the program. So beginning with student's recruitment part with truly degree programs that would be offered all the way to the graduate pathways. So on the student recruiting pathways, we looked at the first year entry experience and requirements. We considered how students would transfer into the program, and the needs of international students getting into the program. In terms of the degree programs, as I mentioned, the EAD study back in 2018 had proposed two types of

engineering degrees. One is electrical engineering and mechanical engineering. They did through extensive consultation with our faculty and staff here at ISU but also by taking a scan of the employment and industry experience in the region. After CannonDesign came on board and based on further discussions, we decided to add a third degree in general engineering. The curriculum of the program, even though there are three separate engineering programs, we recognized that they were not going to be siloed. We don't want them to be standalone degree programs. So there are some features that are seen as what we described as global features that will be common across all of those degree programs, including factors like student retention, success, and diversity, the culture, experiential learning, communication skills, and so on. We paid a lot of emphasis and attention to design, because we think by incorporating these into the program it keeps students engaged and, therefore, successful. All of the degrees will also have internships so that students could have practical connections and engage with experts in their fields. Each degree would also have areas of concentration, which would allow students to take a select number of courses to deepen their knowledge and understanding in one particular area of interest to them. This would increase their competitiveness for the marketplace or their general knowledge and career understanding. Examples of possible concentrations were considered – things like computer science, robotics, and embedded systems, renewable energy systems, assistive technologies, and sustainability. These options came about through extensive consultations with our faculty and industry stakeholders but also looking at the existing strengths of ISU. So in terms of the curricula overview, the degrees will have 122 hours, all of them. So those credits will be divided into four distinct buckets or categories, including general education, mathematics, and natural sciences, engineering courses and elective courses. These are fairly typical for engineering degrees. They tend to have fewer elective courses because the required engineering courses take up a lot of space. But this all based on prior considerable experience with other programs as you've had, and Ben Manor who is leading this process for us is a former dean of engineering himself and has a very distinguished CV and experience in this area. So some examples of broadening out what general education would look like, we highlight that here, and then just a few selected examples of the kinds of categories of topics that would be covered in the specific engineering program. It is critical that the students that come into this program should be successful. So we spent a considerable amount of time thinking about what it would take to ensure that the students have every chance of being successful. Some of the attributes that we have built into the design of the program include having a balanced credit across four years so the students are not overburdened in one year and idle in other years. Common courses, as I just mentioned, but also opportunities for transfer. Other aspects of the students' success experience built into the program include design and experiential and in the first year to have their students get their feet wet so to speak, making sure that students will have at least one non-technical course during each year they study, lab work experiential learning, also internships and applied engagement opportunities. We've mapped out how the degree would look like. So what would it take for students get through this degree? So at the top you have those different categories, as I mentioned – general education, natural science and mathematics, engineering and elective courses. We've gone through semester by semester to produce a prototype of how a student might progress through the course. So at the beginning they're taking mostly gen ed and math and science, but we also introduce them early on into engineering classes. Towards the end, you can see this balance, this tradition of courses that I've mentioned. The student has about the same number of courses, credit hours, for every semester of their time in the program. As you look at specific engineering programs, you see that at the beginning the students are introduced to introductory engineering courses, fundamental courses, and design courses. As they move through the program it becomes a lot more hands on and technical, including things like capstone and other specialized topics that they will have to take. In the documents that we sent to you there are student outcomes associated with each year of the program. So for year one, year two, year three, and year four there are expected student outcomes. That is what we would expect the student who goes through this program to have learned. Those outcomes are divided into a variety of categories, including, of course, the broad-based knowledge of engineering content and fundamentals, appreciation of the impact of engineering solutions in terms of the global economic and environmental and societal contexts. Then they would have an ability to demonstrate a number of things and finally an understanding of professional and ethical responsibilities in engineering and mature and established disciplines. In that sense, ISU is coming late to the game. There are many other universities both within the state and outside of the state that already have engineering programs. So we asked ourselves, "Why would a student come to a new engineering program at ISU rather than to go into one of those established engineering programs?" And the answer was that we have to make our program distinctive and attractive in some way, and some of the things that we built into the program to ensure that it would be attractive, including core values as an institution. These are the values from our strategic plan. But also an emphasis on applied learning that will go from the foundational courses all the way to theoretical and applied learning strategies. Our goal is to focus on producing a work-ready graduate. And so in addition to the engineering content material, we paid a lot of attention to what some people call soft skills. But if you look at what employers

look for when they hire graduates, these are the top items that appear on the list of what employers are looking for, and we want to make sure that our students are deeply familiar with those concepts and have those skills. And then interdisciplinary relationships. We don't want engineering to be a standalone different program. We want it to be an integrator for a university. We can recognize a number of interdisciplinary opportunities with nursing, kinesiology. We have on the work group people who are from the fine arts, and they are actually identifying opportunities that we would have never thought about. But also sustainability. So we can see a lot of opportunities here for engineering. Still on the topic of distinctiveness, there is a great emphasis on skill development in this engineering curriculum and program, including technical skills, interpersonal and communication skills, but also professional skills.

So some project implantation considerations. CannonDesign used a concept that was very clever, so we could easily have simply taken what we have now and mapped out some outcomes of the program that we could develop. Instead, what they did was to use a flexible planning algorithm that allows you to take a number of input, mix and match them with various combinations and proportions and leads to some output. If you don't like those outputs that you see, we could go back and re-combine and re-mix those input variables and examine how they impact different aspects of the program. So that's what we've done, and based on that analysis we've come up with a number of specific recommendations. One of the things that we did in this program was very intentionally and deliberately at the beginning said pay no attention at all to the structure of the program. In fact, for the longest time we referred to the engineering program just simply as an engineering program. We did not think about the organizational structure that would be needed to run that program. So first we developed the type of degree that ISU deserved that will serve the students very well, and then we went back only after we were satisfied with that degree program did we bring up the question of what was the organizational structure that we felt would be optimal for delivering that degree. There were three options. Option 1 was to create a department within an existing college. Option 2 was to create a school that would report to a college. And Option 3 was to create a whole new college. We analyzed over several sessions the pros and cons of each of these options, including things like the impact that this would have, the resources that this would take, the compatibility concerns with the university, and then significance in terms of what message does it send to the outside world in terms of where ISU is going. After several sessions of discussion, we came unanimously and strongly to the idea that a new college of engineering was really what we thought would be best for ISU at this time. There is a lot of information behind some of the pros and cons that we discussed, but I will save those for the question and answer session if there is interest in hearing what those are. The program we think about really in two phases. Phase 1, as President Dietz is with, we're thinking about a program that we would enable even if we had no help from anybody. So this is a program that will be funded entirely on tuition and maybe a little bit of startup funding that we could provide. And so this phase of the program would have about 520 students. If we got help from the state, we will be to expand beyond that. So 520 is our planning number. We would have cohorts grow like about 130 per year. We know that we will lose students in this process, but we know that, as is typical with engineering programs, students that drop out of it tend to go into other parts of the university. They don't necessarily leave the university. In terms of how the program will be delivered, class sizes will vary between 25 and 50 because of that experiential learning. We want to emphasize inclusive teaching excellence, support, active learning strategies, and really have the students learn by doing in order to promote critical thinking. A steady rate mainly for this phase, when we have 520 students, we have calculated that the program will need 88 cross sections and will require 21 faculty members. In addition to the 21 new faculty, we anticipate having a dean and program directors for both different degrees and a support staff of about 11, which would include advisors, lab technicians and office support. This is a busy slide but contains a lot of information. I wouldn't pay a lot of attention to the first two rows. You will hear more about that when Vice President of Finance, Dan Stephens, gives his presentation on facilitators and financing. But basically it speaks to the need to relocate the people who are currently in John Green, the activities and people who are there. And then to redesign it so that it can accommodate the engineering program. So my explanation really starts with the blue lines, and there are two things you should note. This vertical line here is the time with the first set of students arrive. From the time before the first set of students arrive, we are going to need three years of preparation. And the starting point for that is when this board approves ISU to move forward with the plan. So between that approval and the first cohort of students arrive, it's three years. Here's what will happen. Once you allow us to go forward, we will have to submit a proposal to IBHE, asking to create this program. When that proposal is approved, we will hire a dean and some faculty members. As I said, Ben Manor, who is leading this process, is a distinguished engineer, former dean, but the people who will run this program would like to have their imprint and impact on the program, so they will have to redefine the curriculum. What we have produced is really a template. That curriculum would then go our internal campus approval process, to the Academic Senate, and also to IBHE before it can be implemented. So all of that needs that three-year period that I mentioned, and then when the first set of students arrives, 130, they will increase that every

year after that to 130. Down here we see when the hiring, how the administrative staff will be hired, and the number of faculty that would be required as well as the staff that will be required to run this program.

Next steps. First, we need to secure Academic Senate approval. We are hoping that maybe that will happen next month in March, and then at some point, hopefully this spring, end of this semester, it will get BOT approval. That would allow us to submit a proposal to IBHE. Once we secure that approval, we will be able to recruit the engineering leadership team, which would then develop the curriculum that will go through the approval processes again, both internal as well as to IBHE. In the meantime, we will be renovating John Green and buying equipment and software that the students will need. All of that needs to happen before the students arrive in year T0, and then subsequently we will have to assess how well we have done and then to improve the process. We understand that an undertaking of this magnitude will have considerable impact on the university. We will try to identify the different departments that will be impacted, both in terms of the number of students, cross sections, graduate teaching assistants, new faculty, laboratory equipment and space that will be needed. It's a very complicated analysis to make, but we've come up with some numbers. These are probably stand-in only. The key point is we recognize that this impact will be there, and we're committed to making sure that any impact the program has on the other department should be positive. There are also opportunities for integration between this program and existing colleges across the university. Like I said, we continue to identify new programs and new opportunities that we didn't think about, and I'm sure that as the program get going we will recognize even more. So that's a very high level to the engineering program, but as I said, the engineering is only one pillar of our five-pillar approach to managing enrollment and also a post-pandemic vision. I want to very briefly just touch on two of these. I'm not going through all of them. But in the area of growing existing programs, some of those are directly related to engineering. One of these is nursing. Here's the situation. Every year, the State of Illinois experiences a shortage of about 5,100 nurses. That is we're simply not producing enough nurses to meet the demands of the State. At the same time, every year we reject about 1,250 students who apply to us to enter our nursing program. By the way, I'll say that our RN nursing program has just been ranked #2 in the state and #14 nationally. So we have a highly reputable program that students want to come to, but we're forced to turn them away mostly because of our simulation lab is simply not large enough. And so we think that if we could make this relatively modest investment to double our simulation capacity, we would be able to grow the nursing program by 276 additional students in four years. This is a very modest estimate, and part of the reason that it is that modest is because there is very strong accreditation requirement in terms of the faculty to student ratio. So as we increase the student numbers, the faculty numbers will go up. This is what we think we can afford. What is also interesting is if we don't provide this capacity because the need is there, other schools will be providing it right here in our back yard. And so we think this is an area of very high priority. We'll probably be talking to you more about this in the future. Another area that we need to pay attention to is STEM. STEM is going to be impacted by factors, both external and internal. So external factors like the creation of an engineering program if it were to go forward... Those students will take a lot of STEM disciplines like mathematics, physics, chemistry, biology. So there's going to be a demand and impact on STEM even if we do nothing. Similarly, if we were to expand nursing, those students would take a lot of courses in biology. And so there will be a heavy impact on biology. There are other areas that will be impacted in gen ed and English and communication and so on. These are just examples. But within STEM, areas like biochemistry and biology in particular have an ability to grow well. What is limiting them currently is we just don't have enough lab space. And so we think that if we can expand some of the laboratory space that they need, they can grow those numbers to about 350 within the next four years. So what is the type of message as I get to the end here? We do have a challenge in enrollment because of an enrollment crisis because of physical challenges and because of demographic shift. So rather than hunkering down and waiting, we have taken that challenge head on, and we've seen opportunities in those challenges. And by combining the two, we believe that we will introduce new programs like engineering but also others that will bring in around 520 students. Nursing will bring in about 276, and hopefully STEM fields that will bring 350. Right there is more than 1,100 students that we could bring in, additional, and then some of the other programs in our initiative that I mentioned we can't at this point put a specific number to what we think that will be, but we know it will be positive. And so that would be a delta on top of the 1,100 students that we think will bring it. And so I think this will position us in a very strong way in order to mitigate the impact of the enrollment crisis and maybe even to come out ahead if we end up with not just replacing students but actually growing students. When we present this to some groups, I think it's safe to say that their response in general has been very favorable and very supportive, but every so often somebody asks me if we can really afford this. Can we afford to build this in the middle of a pandemic? Can we afford to do this, given the other fiscal challenges and demands that the university has? I think the proper question to ask is not if we can afford to do this. The proper question to ask is if we can afford not to do this. Because if we don't, we are going to be

somewhere within these lines here, and as you can see, it's all negative with the worst-case scenario leading to something like close to \$20,000,000 loss in tuition revenue. That doesn't count housing and dining. I think I will end by saying that, as President Dietz said, we are in a very unique position here. For me as an academic, I know that there are many people who go through an entire academic career. They never get an opportunity to do something like this. To be part of creating an engineering program that we need for the rest of time, I think I see this as a major opportunity for the entire university. And as we think about the colleges that we have already... We started out as a Normal school, as President Dietz said. Somebody, way back, took the initiative despite the challenges that they faced, fiscal and political, to create the colleges that we currently have. Arts and Sciences, Business, Mennonite, and so on. This is our term. This is the challenge of our time. Can we accept this challenge and create a College of Engineering to continue writing the ISU story which will serve future generations as well as address some possible enrollment and physical challenges that we face? That is the question. We believe we can, and we're looking for support and permission to do so after we have given you the rest of the story. So I thank you very much, and I will end the presentation at this point.

President Dietz: I would like to thank Provost Tarhule for the presentation but also to all the board members for your patience and endurance. I know that's a lot of information. One of the questions that I would imagine that some have is when is the first money going out the door on this, and what will be the first investment. While we can get more into detail on that in the next presentation, I think the earliest time that we would be looking to actually hire the dean and the key staff and faculty members to help this would probably be about a year to year and a half away from that. Is that correct, Dr. Tarhule? Yes. So with that, I'll turn it back to Chair Jones to see if there are questions that the board might have at this point on this presentation, realizing that the second presentation is really going to be on the space, budget, and all of those kinds of things.

Trustee Jones: Thank you, Dr. Dietz. Thank you, Dr. Tarhule for that very informative presentation. I do have a couple of questions myself, and then I'm going to open it up to the rest of the board. The first thing is I saw on your timeline that you have Board of Trustees approval for this before it goes to IBHE for approval, but I also saw that there were lots of uncertainty, and there are lots of things that still need to be developed after our initial approval. I am assuming that somewhere along the line there are other timelines where there are other opportunities for Board of Trustees approval before we get too far in the weeds for this. I know the first approval is just to take it to IBHE, but could you speak a little bit more toward where the other touchpoints would be for the Board of Trustees?

Provost Tarhule: You are absolutely right, Chairperson Jones. The first approval we need from you is really an endorsement. IBHE requires that we show the board supports our planning before we can submit a proposal to them, so what we really need in about May timeframe is an endorsement. After that, we would expect as time permits, to do what we're doing with Academic Senate, which is essentially in every subsequent meeting, maybe even some special meetings that we will call to come back to you to update you on the progress of the applications, refinements that would have come up in the intervening period, and to continue to seek your engagement and support and clarification on anything that you would like. So, yes, absolutely, we just need an endorsement so we could apply to IBHE, and then the conversation and engagement will continue.

Trustee Jones: Thank you, Dr. Tarhule. And then the other question I had was I noticed that we were talking about the student interest in engineering, nursing, STEM, and I know that one of the models we hope that this 2021 is just a blip and that we will get past this and that we will move on. But I'm just curious, and I don't know if either one, Dr. Tarhule or Dr. Dietz if you're the proper person to respond to this or if you even have the answer, but for this upcoming year with the decrease in applications that we have, are we still seeing that same interest in nursing, STEM, and are we still seeing those kinds of inquiries about engineering, and do we know?

Provost Tarhule: That's a very good question. We haven't entirely re-done the analysis in light of the pandemic. This is a very unusual year, so, like you, we are hoping that this is a blip, and we are planning for a blip as one of the scenarios. So if you look at the modeling that we did, one of them has the enrollment going down only one year, but we have another scenario where we have the enrollment going down and then staying at that lower level, and we have another model that says what if we recover and everything goes back to normal. So we are planning on a range of scenarios in terms of specifically whether we know this year. Our demands in nursing remain good, remain strong, so despite the decline in numbers, that decline is not across the board. It remains relatively strong at some numbers, but to be entirely honest with you, I don't have that number. That's something I can look out for you.

Trustee Jones: Okay, thank you. So, yeah, you honed in definitely, Provost Tarhule on what my issue was. I know, overall, enrollment was down, but I was wondering if our interest in nursing and STEM still was keeping pace, and so I know that you obviously don't have that information available at this meeting, but if we could get a followup and just see how this is impacting nursing and STEM since those are things that in this model and in this scenario you're speaking of, these are areas that we are trying to expand our footprint in. And the last thing, before I get to all the trustees... I'm sorry, I've been taking a lot of vigorous notes because that was a lot of great information... Who are our competition in this area, and what are they doing? I know that we have U of I. We often reference them. We know about their outstanding engineering program, but right now, who have we analyzed who our competition is for these students that we're not getting for engineering, and what they're doing? Because I heard Provost Tarhule say we're already behind in this. This is a trend that has been going on. Other universities have this established. So I would hate to think that we're doing something that they're already five light years ahead of us in doing and that while we're starting off at the beginning, they're moving on to something else and doing something different that may still divert some of our students. So can you speak some to that? What is our competition? Who are our competition in this area, and what are they doing right now?

President Dietz: Let me try, and I will turn to you if I misspeak here, but I think this is going to be the same kind of question that we have about other academic programs within institutions within the State of Illinois. There are engineering programs at Northern. There's a program at Western, a very small program at Eastern, SIU Carbondale, and then obviously U of I in Champaign-Urbana, U of I system. As we look at competition really across our curricula, we find that most of our competition really is not in Illinois, and part of that is the experience that we offer here and our academic profile and our brand is very, very strong across all of our curricula. So we find frequently that we really don't have competition within the State other than the U of I. The crossover applications that we get in all of our other programs really start them looking at out of state institutions like Mizzou in the State of Missouri, like University of Iowa and Iowa State University. So I think the same would be holding true for this. Getting back to the nursing thing for a moment, also, we only admit 10% of the students that apply in nursing now, and anecdotally while we're still formulating data that's pretty early in the whole stage of things, anecdotally what we're hearing is that the students want to know if we are going to be able to face to face in our classrooms. Are we going to be able to live in housing? Are we going to be able to have the co-curricular activities that we're used to be involved with for this fall? And that's, I think, why we're... You know, health and safety is the overriding piece of this, and we may have to pivot right now. They're wanting institutions to say, and specifically us to say that is our plan, and that's what we're messaging out. That is our plan, to be more... So I think you're going to see as we message that more strongly with a caveat that if mitigations are such that we can't do that, we can pivot, but I think they really want to hear our plan to be more face to face than we certainly were this past fall. As that happens and as that message goes out stronger, I think you're going to see those applications go up, the admissions go up, and the enrollments go up.

Trustee Jones: Okay, thank you, Dr. Dietz, for that. So we're all very, very hopeful that that happens. I guess I'm still circling back to my question. Now you fine tuned it a little bit that our competition really necessarily would not be in state. There are some universities in state that do have engineering, but we look at our competition just like what our other programs out of state, but I guess this may not be the forum or the time to speak about it, but I certainly do still have the same question about what our competitors are doing. Are we coming in behind the eight ball? We're just getting the building up, and we're doing X, Y, Z, but they're already moving on to something else in that same field, and so they'll still be steps ahead of us. So I'm sure that there are people way smarter than I am on these sorts of things in academia who do that all the time, but that is a great concern of mine that I don't want us building something and doing something and already being somewhat outdated because our competitors have already done this step and they're moving on to the next step, if that makes sense for everyone.

Provost Tarhule: It makes perfect sense, and it's a very appropriate question. Let me say it in two ways very briefly. One is what we're really looking at is the gap. So the EAB analysis took a look at all the demands for engineering professionals across the state, and then they looked at all of the graduates that were being produced by all the engineering programs across the state, and they had a surplus of something like 400 additional jobs that were not being filled because we are not producing enough engineering graduates in this state. So there is a gap that we think we can fill by introducing an additional engineering degree. The second point is Illinois, actually, because everybody applies to them and because they're so prestigious, their cutoff point of admission is really hard. You need an ACT of over 31 to get into their engineering program at Illinois, and so a lot of students who are perfectly good students, 28, 29, 30 don't even apply. They simply go out of state. If we were getting students or we feel that I

hate to say that next category of students, those would be perfectly very strong students that I think we could serve. Finally, you mentioned the idea of if other schools are doing something different, does that put us at a disadvantage. No. It actually is an opportunity to think about what we can do new and unique that will attract students to us. In some ways, if you're an established discipline, you're kind of traditional, but we know that there are new areas emerging, renewable energy, assistive technology... There are new areas coming up all the time that established disciplines can't even accommodate because that's not how they were set up. We have an opportunity to set up the degree that takes into account the needs that are emerging now, and so that will set us apart from those traditional areas, and this is something we spent a lot of time doing. So existing programs are not necessarily a disadvantage. They are actually an opportunity for us to distinguish ourselves and show our uniqueness.

Trustee Jones: Thank you, Provost Tarhule. I like that answer. I'm going to now hand over any other... I see Rocky. So first we're going to have Rocky. Then we're going to have... I'm sorry. Trustee Donahue. Then we're going to have Trustee Louderback, and then I'll look out again to see if we have more hands. Oh, then Trustee... Oh, I see Jada, who will be next. So let's start with Rocky.

Trustee Donahue: Thank you, Madam Chairman. First of all, President Dietz, you're right. It was a lengthy presentation but one that provided a lot of information, so I thank you guys for doing this. And my questions are kind of a piggyback a little bit on the Chairman a little bit here. Kind of my concern is the demand going to really be there in kind of the post-COVID world. And if I understood correctly, we believe this will be funded entirely on tuition, and there will be 520 students when we're fully going and 130 new students annually. But what happens if we don't hit 130? Does the University then have to bear that cost, so to speak, and what are those costs and maybe that's part 2 when the finance person comes on? So I'm more concerned about... And I get can we afford not to do this, and I don't disagree with that, but sometimes timing is everything. And kind of not knowing what happens if we don't hit that magic number of 130.

President Dietz: One thing I would say is that the 530 is really one phase 1 of the engineering program. Phase 2 would be another 530, and we think that the demand is there, as Provost Tarhule was talking about the gap right now with folks wanting to hire engineering students. I don't think that's going to change because of COVID. Everybody has an evolving crystal ball of sorts, but that demand has been there before COVID, and I think it's going to continue to be there after COVID, and that's what our consultants tell us about all of that. And as we normally do, and some of this will come up in the next meeting related to the finances of all of this, but as we normally do, I will tell you that we are very conservative in our planning on these kinds of things. You know, we plan our work and work our plan. You've heard us talk about that a lot before. So we're going to be conservative in our planning with all of this. I don't think there's any question that we will attract private money in some way, shape or form, whether that's scholarships, internships, naming opportunities, lots of those. So I think that's going to help us, but we need the operating dollars, and that goes back to the tuition fees. I also think that the State will help us on this. They have been very active, thankfully, in approving capital requests recently, and that's been a new thing for us with a decade of them not doing hardly anything on capital, and so I think the State will help us, too. But I think the conservative part of this is that we will plan on the tuition funding the model and the scenario that you'll see in the financial part of that will bear that out. Aon dover, do you want to add to that?

Provost Tarhule: Just very quickly in terms of Trustee Donahue's question. So in terms of demand, I think across the university when we meet with any department, our concern is really access demand rather than less, we think. Now, how they say that, I do know that what you're saying is possible. But let me give you two examples why. We have our INTO recruitment department. We recently met with them, and we reviewed our relationship, and they said, you know, if you've got engineering programs, we can double the number of students that we bring to you without effort. Because a lot of international students, that's what they're looking for. You saw that in our website analytics. We don't have engineering, so we have more than 7,000 students coming to our websites to look for it. We also have a lot of Illinois students studying out of State because we don't have enough capacity for engineering places within the State. So all of those really speak to the fact that we think demand will be strong. Timing is an issue, but, in fact, in some ways the timing works for us because for the past several years the number of students, international students in particular, are coming to the U.S. to study has decreased quite a bit. And so we believe there is some pent up demand out there that if we were to go out from now to the next three years (I see that as part of the timeframe), this is when, hopefully, we will be renewed in back the international demand and international brand. So that timing can actually work well for us. But your point is well taken. We have to hope for the best but plan for the worst. And so we do need to consider the flip side of what happens if we don't make the enrollment.

Maybe there's an analysis where we look at what is the minimum number required to keep the program solvent, and I think we will see that in the next presentation when Vice President Dan Stephens brings the physical model.

Trustee Donahue: Thanks. I have really two quick questions. I know some others have some comments, and I don't want to hog everyone's time. I apologize. Dr. Dietz, you may have answered the question, not even knowing what the question was going to be, but I know part of this you have said IBHE is looking for our endorsement. Maybe it's kind of a chicken for the egg. We had conversations with IBHE that they're supportive of this and where they stand as opposed to going through all this endorsing it for me just to turn their thumbs down. And why I say that, and I realized IBHE isn't the legislature, but there have been a number of conversations... Maybe they've been less now, but back in what I call the mid-2010's, '14, '15, '16, there was a lot of talk about consolidating higher ed programs, not expanding the programs because of the lack of enrollments at a lot of our sister universities. So I'm just curious if IBHE if we know is even supportive of this endeavor.

President Dietz: I know that we've had staff who have talked to their staff, and I've talked to some of the leadership of IBHE staff, and they're always supportive of programs where there is not enough supply for the demand. So I don't think this is going to be a problem with them. And your point about consolidation. I was fully aware of those conversations, and we're not hearing as much of that right now. But I do think the IBHE will be very supportive of this.

Trustee Donahue: Great. Then my last question has to do with nursing, really quick. My understanding, and I could be completely wrong on this, was historically we get roughly 1,000 applicants wanting to get into the School of Nursing and we'd only admit roughly 200 and it was because in some cases what I'm going to call the internship (that might be the wrong term) opportunities, that there weren't enough healthcare providers in our region to have them go do that part of the program at a hospital setting. How does this help with that? Because by bringing in 200 more, are we going to have those opportunities at the nearby hospitals or whatever the right term is for them to do these?

President Dietz: Yeah, you're talking about the clinicals that are required.

Trustee Donahue: Correct.

President Dietz: And when we were talking about the expansion potentially of another simulation lab, that would qualify as a clinical site.

Trustee Donahue: Okay.

President Dietz: And so that would help us turn out more graduates, and we all know that more nurses are needed. So that would help us.

Trustee Donahue: All right. That makes sense. Thank you. Thank you, Chairman Jones, for your patience with me.

Trustee Jones: Thank you, Trustee Donahue. No, this is important stuff, so I want everyone to have an opportunity to ask all the questions that they have. Next is going to be Trustee Louderback, and then following her will be Trustee Turner. Trustee Louderback.

Trustee Louderback: I forgot how to unmute on my new iPad. Then I turned off my video. I have a question on the nursing. I mean we have been talking about nursing. I don't know... Where are we on our... We said we needed to build more simulation labs. We only take 10% of who apply. Where are we on the brick and mortar and everything else with the nursing? I mean to me... Are we down the road with this or is it on hold or...? I don't know. I'm just kind of concerned because we know the need is there. We have a program up and running. We have a very good program. And do we really need to do another... I guess I'm trying to figure out... And I also heard you say talking about getting a dean and everything. Well, are we looking at a college? I thought we were going to possibly look at a school or something instead of that. I'm just kind of confused as to where we're heading. And if we declare this... I don't know if we should even be starting to talk about where we're going to build and everything. We need to finish with the nursing and get that up to snuff and get that done. We know that... And I'm

not even going to involve COVID, but we know that the State kept us level, but what's going to happen next year and the year after? That's kind of where I'm coming. I'm kind of concerned about the (a) the students, you know, going down as all the high school students, as we've all talked about and (b) trying to be sure that what we have continues to be the best we can be.

President Dietz: I don't think that we're really talking about an either/or scenario. I think we're talking about an and scenario. And for nursing, the next biggest need that would help us with more enrollment and generating more nurses to be hired in the field would be a simulation lab, and we've already done some estimates about how much that would cost. Pat Vickerman and I are talking with some donors that might be interested in some naming possibilities there. But I think that the nursing piece needs to happen, so we're looking at some estimates of another simulation lab. We've got space by the current simulation lab over there where we could put those in tandem with each other. So the space would lend itself to that. There's also potential bonding capacity to do those kinds of things. But I think we're really not talking about either/or. I think we're talking about and. In the nursing program they actually precede the engineering facility, but I think in terms of the overall budget, a lot of that is driven by enrollment, but this administration has been very supportive of education. As a matter of fact, for the first time in some of their principles that came out this week, one of their principles is to protect education. And so I think that's a good thing from the State perspective, but I think we're really talking about not one or the other but both, because there is a need for both, and I think they're both warranted, and I think they're both affordable. I'm going to kick to Aonover a little bit to see you want to add to that.

Aonover Tarhule: Thank you, Trustee Louderback. You asked where we are in the nursing program. Our hope is in a meeting in April you will also see a financial plan for nursing and how we think it will be paid for in the simulation lab. And so at that point, maybe at that meeting or a subsequent meeting, if you approve the plan that we have, then we would actually move forward with nursing. So as President Dietz has said, nursing is actually something that may come in ahead, because as I mentioned, engineering, regardless of the time you approve it - it is going to take three years, whereas nursing can get going much faster than that. So with respect to nursing, we plan to come to you with a detailed plan for simulation as well as financing of that at a meeting soon and to ask for your endorsement. You mentioned engineering and the fact that we talked about a dean. Yes, as I said in the presentation, we reviewed several different organizational structures. We thought about what would happen if we create an engineering program as a department in an existing school, maybe CAST. We talked about creating a school that would report to the dean of maybe CAST. But then we finally decided that we think it is much better to create it as a whole new college for a number of reasons. Number one is when you start the possibility for it to grow and expand and add other programs will be so much higher if you start a whole new college than if you put it in an existing college. Number two, engineering is a professional discipline. It's got a very strong specific type of efforts and requirements. If you put it in an existing school, you're going to have a mix of conscience where the engineers will work in this way and they build a force to operate in the same ethos and culture of the existing programs. And from past experience, part of which I have been involved at the University of Oklahoma, it's always very difficult to break apart a college. So if we started in an existing college, it could be very difficult subsequently to pull it apart on its own. The other third thing that was really important was the opportunity for funding. We think that we have a much greater chance of getting donors and funding from private giving if we start it as a whole new college as opposed to something like a department within an existing college as well as the kind of impact that it sends to students and the message that it sends in terms of our commitment. So after we considered all of those, we decided, you know, we've been working on this for, what, four years at this point. It would be seven years before we get going. It's better to get it right and just do it one time so we don't have to visit it again. And the added cost of making it a college, essentially not that much difference than if you put it in an existing school. And so in the larger scheme of things, we felt that this made a lot more sense to be a new college.

Trustee Louderback: Yeah, I'm curious as we talk about, you know, there's no money anywhere that we can it with tuition and that... I guess I don't understand how that works, that we're going to have that much to do a college with engineering and do all of this that we need to do.

Trustee Jones: Trustee Louderback, if I can chime in. I know that we haven't had the finance piece yet, and I'm sure that Vice President Stephens has a very robust presentation for us if his previous presentations are any indication. (Laughter). So I'm sure we'll get plenty of numbers from him at the next presentation, but I just want to make sure that we stay on...

Trustee Louderback: Thank you. Thank you, Provost.

Trustee Jones: And then one thing I also want to say is I know my trustees are going to chime me sometime later. Our next scheduled quarterly meeting is May, Board of Trustees. We have not addressed if we would have a special meeting. If there are some time-sensitive things, we will discuss that, and you will get notice, and we will poll as we always do, but just to make sure everyone is on the same page, because I know we've had issues with this. The next scheduled quarterly meeting is May. So let's just plan for that. And then if we have time-sensitive issues and we need to have another meeting, certainly, trustees, we appreciate your time and dedication to this, and we know we're all volunteers. And so if we can do it in the meeting, that's fine. If we need a special meeting, I will certainly reach out to you all for that. I'm sorry, Trustee Louderback. Does that conclude your comments? I just want to make sure we get down the numbers rabbit hole, because my mind is still spinning from the things I've already gotten from Provost Tarhule. (Laughter). Next, we have Trustee Turner. Your questions, concerns?

Trustee Turner: Yeah. I had a question. So post pandemic, what are we going to do with the engineering building? I'm saying in terms of are we going to be offering online programs? Because now that our students are accommodating are familiar with online programs, I think it's probably in our best interest to offer something in that sense. Or how are we going to move forward, because we can't solely focus on students being there. Maybe that would also be like a recruitment that we could offer like online programs for our engineering building. My whole thing is I'm trying to figure out what's going to set us apart from all the other engineering schools. What's going to make students want to come to ISU for our engineering program? It can't just solely be because of the really nice campus or the extracurricular activities that we offer. I'm just trying to figure out what our plan is going to look toward.

Provost Tarhule: Thank you, Trustee Turner. Excellent questions. If I may, I would like to break them apart a little bit. One, you mentioned online education. If you recall that five-point plan that I mentioned, there's one of those that is focused on online education. So we actually have a work group that is taking an inventory of all the courses that we currently offer online, and the plan is to figure out what are the courses that we could offer online that we're currently not offering, including even those that we're teaching to our in-campus students. What have we learned from this pandemic where somebody might say, you know what, we've always taught this class in person, but, my God, it really was very successful online. If we identify those, we'll continue to teach those online, but we're really looking at increasing our presence in online education. So, as I said, we have a work group focusing on that. The current engineering program – we're not developing it online at this time. So currently it's being developed as in-person, and that's not to say that we couldn't do it online, but in this particular phase we're planning it as an in-person class. You mentioned the idea of distinctiveness. That is something we have spent a lot of time. You're exactly right. We just can't have a plain old vanilla type of program. There would be no reason for students to come to us in that case. And so we are looking at what it is that the students want that the other engineering programs are not offering. And a big part of that is workforce readiness. You know, there are engineering programs where you go and do a lot of research. You know all of these things, but then you get out into the field, and students can't even recognize the equipment they're looking at. We want to make sure that from day one the students in our program know that when they leave the program they will be able to walk into a factory and be ready to start working. So it's going to be very strongly connected to industry. We're going to have a very strong advisory partnership made up of people in the industry that will be telling us exactly what it is that employers are looking for so we build into that program. So that workforce readiness, we think, would be a very strong discriminator for us. So some of the other things that we've already mentioned in the program will be things like connection to other areas, opportunities for specialization in some areas and a focus on what people call soft skills. You know, that's not engineering, but if you were to look at the least of what employers look for, content matter usually comes around point #5. What you know in the area is not the top things that employers are looking for, but those are the critical thinking, interpersonal communication – those are things that universities are just not teaching, especially in professional programs. We will make it part of the curriculum to make sure that by the time our students leave, they are well equipped with those things. So I get your question. It's completely valid and right on point. We do need to find a way to make our program stand out so that students want to come here as opposed to going to some established programs.

Trustee Jones: Thank you, Provost Tarhule. Thank you, Trustee Turner. Does that complete your questions, Trustee Turner?

Trustee Turner: Yes.

Trustee Jones: Any of the rest of the trustees? Kathy, Bob. Oh, Kathy, sure. Go ahead, Trustee Bohn.

Trustee Bohn: Just a question. A few minutes ago you talked about the nursing program setting up a new simulation lab. And I thought at one point, and correct me if I'm wrong, that we were looking at a new brick and mortar for the Mennonite School of Nursing, even perhaps on south campus. Are we abandoning that, or are we just putting that on hold?

President Dietz: That was a part of the old master plan, if you will, about space on the campus and so forth. That's been reviewed, and I think that the south campus place has really been now devoted to new housing facilities. There is still a possibility for bricks and mortar, but the biggest need right now is a simulation lab to be up and running. So we will still have nursing on our capital list with the State, but the engineering program has replaced it as number one. My memory is that it's number two on that list, but I think the more immediate need is this sim lab.

Trustee Bohn: Okay. Thank you.

Trustee Jones: Anything else, Trustee Bohn?

Trustee Bohn: No.

Trustee Jones: Trustee Navarro, any questions from you? Trustee Dobski, anything from you?

Trustee Dobski: No, I'm good, Julie.

Trustee Jones: Okay, I think I got everybody.

Trustee Louderback: I just have one quick questions.

Trustee Jones: Go ahead, Trustee Louderback.

Trustee Louderback: As we're talking about classes being online, I'm hoping that as we go down the road that we get away from the asynchronous and we only have synchronous where everybody does it at the same time. I mean, I've heard a lot of problems with kids and that. And like that you're talking with engineering, I mean there's no way I would want to do it asynchronous. And I think even if... I mean hopefully we will be open in fall, but if we're not, I think we need to get rid of the asynchronous classes. I think that really does not do very well when people look at our university and say, oh, the kids that are here now are not all happy with it. And it makes everybody more accountable. That's my only. Thank you.

President Dietz: Well taken.

Trustee Jones: I think that concludes all of our questions for that, Dr. Dietz. I'll hand it back over to you. Thank you for your patience with all of our questions.

President Dietz: Well, thank you for your patience and diligence with this topic. It's an important one. I would now return to one report that I have for you this morning, and with permission I will move into that.

Report No. 2021.02/4000.01, Grant and Contract Activity

President Dietz: You have before you a brief report on grant and contract activity for the university. External sources of funding makes substantial contributions to the advancement of scholarly activities, student experiential learning, and university outreach. Despite State and Federal government cutbacks in funding for grants and contracts, the University continues to do well in this area. Our external support for sponsored projects at the University resulted in a total of \$37,000,000 in newly awarded grants and contracts in FY20, the highest amount on record. A significant percentage of that amount, however, came in the form of the CARES Act Relief, and that was \$16,100,000. FY20 eclipsed the previous high of \$36,900,000 in FY2011 when a \$15,300,000 grant was awarded to establish the Central Illinois Broadband Network or commonly known as CIRBN. A lower number of grant applications in FY19 led to fewer awards on the side of the CARES Act in FY20, and although FY20 was an outlier

in a positive direction, the overall trend is still for significant increases in our external support year to year. If you have any questions on this, I think our Associate Vice President for Research and Graduate Studies, Dr. Craig McLauchlan, is on Zoom, but I would submit that for your consideration. Any questions?

Trustee Jones: Do we have any questions, comments from the Board on this particular matter? Trying to make sure I get everybody on my screen so I'm not missing anyone. If I'm missing your hand, please feel free to just give a shout out. Hearing none, Dr. Dietz, you can go ahead and proceed with today's resolutions.

President Dietz: Thank you very much. I have several resolutions today.

Resolution No. 2021.02/02, Approval of a Master of Science in Nutrition

President Dietz: The proposed MS in Nutrition is based upon a longstanding dietetic internship sequence in the MS and Family and Consumer Sciences Program and is intended to replace that sequence. Currently, over half of the graduate students in the MS and Family Consumer Sciences have a nutrition focus. The new MS and Nutrition Degree Program will include two sequences, a nutrition sequence and a dietetic internship sequence. Additionally, the distance dietetic internship graduate certificate will be housed within this new program. Any unit of instruction requires approval by the Board of Trustees, and then we forward that on to the Illinois Board of Higher Education. So I ask for your approval of this resolution.

Trustee Jones: Can I have a motion and a second to approve Resolution No. 2021.2/2, Approval of an MS in Nutrition?

Trustee Bohn: So moved.

Trustee Dobski: Second.

Trustee Jones: We have a motion by Trustee Bohn and a second by Trustee Dobski. Do we have any questions, comments, concerns from the Board? Trustee Louderback, can you proceed with the roll call for the vote?

Trustee Louderback: Yes, I will. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: It passes.

Trustee Jones: The resolution is approved. President Dietz, you may proceed with the next resolution.

President Dietz: Thank you very much.

Resolution No. 2021.02/03, Approval of Teach Chicago Tomorrow Initiative

President Dietz: The College of Education is seeking to create a cohesive integrative teacher pipeline for students from the Chicago area, predominantly from the Chicago Public Schools. The University will partner with the Chicago Public Schools and city colleges of Chicago to provide access for more students to pursue careers in education through the Teach Chicago Tomorrow Program. The goal of this partnership is to recruit and prepare a diverse student population to become effective urban educators to reduce the teacher shortage in Chicago. If accepted, the student will receive programming in education in the summer, leading up to entry into the city colleges of Chicago where they will spend two years completing their Associates Degree. The student will then follow ISU's standard application admission and enrollment processes to complete their Bachelor's Degree and the requirement for the Illinois Professional Educator License. ISU coursework will be both online and face to face at city colleges of Chicago, and students will benefit from a yearlong student teaching model in Chicago Public Schools. We are asking the Board of Trustees to authorize the University to enter into an intergovernmental agreement with the Chicago Public Schools and city colleges of Chicago at a cost not to exceed \$330,000 for the initial term of the agreement, which includes \$130,000 in facility costs and an additional \$200,000 for bridge programming if mutually agreed upon by all parties. The bridge programming is initially covered by donations and in later years by revenue from tuition and fees or other funds as agreed upon mutually by all parties after the first year of the program. So although the University will need to invest in seed money for this partnership, it is expected that the initial and subsequent cost will be recouped through donations and revenue from tuition and fees. And with that, I would ask for your approval of this resolution.

Trustee Jones: Can I have a motion and a second to approve Resolution No. 2021.02/03, Approval of Teach Chicago Tomorrow Initiative?

Trustee Louderback: So moved.

Trustee Jones: I have a motion by Trustee Louderback. Do I have a second?

Trustee Navarro: Will second.

Trustee Jones: I have a second by Trustee Navarro. Any questions, comments, concerns from the Board regarding this resolution? Trustee Louderback?

Trustee Louderback: When does this start, or are we already doing it? We're just revamping it?

President Dietz: It's a new program. The planning for all of this really started within the last year, but it will be ready to go for this next year.

Trustee Louderback: And so we're approving the 330 from us?

President Dietz: Yes. For the initial term.

Trustee Louderback: Are we going to be up there doing anything, or what is...

President Dietz: This will...all of the education will occur in Chicago, because those students are location-bound. So our part of this will be predominantly online, and we will send some folks up periodically, but the Dean of the College of Education, Dean Wolfinger, has been working with both the Chicago Public Schools as well as the city colleges to make this all come to fruition. I was actually up there, it's been several months ago, where we had a session with Mayor Lightfoot and with Juan Salgado with the City Colleges of Chicago. They're very, very excited about this, and one of the individuals who presented there was one of our graduates who really was doing what this program will accomplish for a much larger group of people, and he was a terrific proponent, and he just knocked it out of the park for Illinois State but also for that consortium. So we are confident that, number one, that there will be more donors that will help pay for this but also that we will recoup students that not in the pipeline right now for us and that tuition and fees will pay for the rest of it.

Trustee Louderback: So are there people in the pipeline? I guess I'm trying to figure out what we're spending the money on. Are we just...because are we going to be teaching this fall?

President Dietz: That's my understanding, and this summer they're planning a bridge program.

Trustee Louderback: Okay, so there are people in the pipeline at city colleges, and then they're going to move on. Okay. Thank you very much.

President Dietz: Yes.

Trustee Jones: Any other questions, comments, concerns from the Board? Seeing none, Trustee Louderback, can you proceed with the roll call vote?

Trustee Louderback: Sure. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The resolution passes.

Trustee Jones: The resolution is approved. I would just like to make one comment on this particular resolution. I know that we're speaking about, you know, engineering today. We spent a lot of time talking about that and nursing and STEM, but for Illinois State it all goes back to this teacher's university. And I can say that throughout my education here and Chicago and throughout even my daughter's education, I can tell you that we came in contact with many, many, many teachers, educators who were products of Illinois State University. So I am very happy to hear that while we are expanding in these other areas, and I believe that the market dictates that we do such, that we are remaining true to our roots. We were a teaching university, and gladly would they learn and gladly teach, and so I'm glad to hear that Illinois State is still keeping its commitment to making sure that we provide quality educators in Illinois and, in particular, my home in Chicago, because that is greatly needed. And so thank you, you know, to the University for their commitment for that. I know Daniel Jackson personally, who is the person that Dr. Dietz spoke about. He is one of my mentees. He is very educated and fired up, and it is also a good thing to see African-American males teaching in our city of Chicago schools, and he is a shining example of that, a proud Redbird. We are proud to see him flourish, and hopefully this program will help us create many, many more people who are like the Daniel Jackson that we have. So thank you to the University for this, for the city colleges just for this initiative, because, again, I don't want Illinois State to lose our roots, and our roots are in teaching. So, President Dietz, you may present the next resolution.

President Dietz: Well, first of all, thanks for approving the resolution. Thanks, Chair Jones, for a very articulate comment. That's our goal with all of this, and I want to say thanks to Dean Wolfinger and his colleagues for really being a champion of all of this. So it's going to make us all proud in my estimation.

Resolution No. 2021.02/04, Authorization for Sport Supply Renewal with Current Vendor BSN

President Dietz: Since 2006, ISU Athletics has purchased footwear, equipment, apparel and uniforms from a primary vendor and manufacturer to outfit its athletic teams. A vendor contract provides a reduction in purchasing time, paperwork, and most importantly reduced cost for placing orders within specified deadlines to take advantage of post-sale pricing and date-sensitive discounts. The look and feel of the athletics are consistent through the use of a primary supplier which continues to be Nike. This resolution item seeks authorization to renew the current BSN-approved contract for two years at a cost not to exceed \$1,100,000 during the contract period. The renewal includes a \$100,000 increase over the current agreement as a safeguard against potential price increases for both FY22 and FY23, and I ask for your approval of this resolution, and I know that Leanna Bordner is on the Zoom call today if you have any questions, and Kyle Brennan, our new AD, would be on the call, but I'm sure he's carrying a box somewhere between his house and his moving van, but I ask for your approval of the resolution.

Trustee Louderback: So moved.

Trustee Jones: I would request a motion and a second. We have a motion from Trustee Louderback.

Trustee Bohn: Second from Bohn.

Trustee Jones: Do we have any questions, concerns, comments on this resolution from the Board?

Trustee Louderback: Just a real quicky. Do we get discounts and stuff from this man or what? Is there a better deal from anywhere?

Leanna Bordner: Yes, thank you Trustee Louderback. We do. We get premier pricing, and it's a different discount if its apparel or shoes or uniforms, but the discount has been very, very helpful in keeping us under budget. And the other thing I might note is since 2006 this has been a very important branding for our Athletic Department. We were the very first university in the State of Illinois, we were the very first school in our conference to have the Nike agreement, and it was a fantastic relationship, great service, and it has continued with BSN. BSN services over 100,000 universities and units, public schools, so it's been a great relationship, and the branding of Nike was very important in our Athletic Director search. It was brought up several times the fact that we were a Nike school. So this is very important to what we do. So thank you for that question.

Trustee Louderback: Thank you.

Trustee Jones: Thank you, Leanna. Any other questions, concerns, comments. I see Trustee Turner.

Trustee Turner: Yeah, so my question is do we do any other research to see if we could save money with any other vendors. I know that we want to stay consistent with the one we have now, but did we try to see if we could save money anywhere else? How much did we spend last year? If I heard correctly, there was an ask for an increase for a safeguard for the next year. Could you explain a little bit more on that?

Leanna Bordner: I sure can. And this was put out for contract. So we're actually in the middle of a contract. It's a renewal. So back in 2019 it was put out for bid, again to make sure that we did get the very best deal that we could. We have spent fiscal year 20 under \$500,000, which leaves us with a little over \$500,000 for this year. We're well underneath that, and we're doing a lot of other things to be fiscally responsible this year, but we're trying to anticipate, not knowing if COVID is going to cause any increases in the product that we might buy. So, yes, we did, back when it was out on RFP, we did do our due diligence to make sure we were getting the best deal from BSN. But good question, Jada.

Trustee Turner: Thank you.

Trustee Jones: Any other questions, concerns, comments. I did see... I always look at the fine print, and I see it says cost not to exceed. So we appreciate when we can come in with anything under budget. So thank you for that, Leanne. If we can save, we will save. So any other questions, concerns, comments? Seeing none, Trustee Louderback, can you take the roll call vote, please?

Trustee Louderback: Sure well. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The resolution passes.

Trustee Jones: Thank you, Trustee Louderback. I'm sorry. The resolution is approved. President Dietz, you may proceed with the next resolution.

President Dietz: Thank you very much.

Resolution No. 2021.02/05, Renewal of Student Health Insurance

President Dietz: Each year, Aetna Student Health, the University's student health insurance carrier, develops a renewal percentage that represents estimated plan costs for the next year. The percentage is calculated using a mathematical formula that estimates medical trends, pooling charges, which is a method by which each member of an insurance pool shares in each and every risk written by the other members of the pool, adjustments in the pooling charge for high-dollar claims, impact of plan changes and any rate increases experienced by the plan. The formula incorporates a blend of the student health insurance program's most recent two years of claims and premium data, which has been used for more than 15 years on ISU renewals. Based upon claims experience and the uncertainty of those claims due to COVID-19, Aetna Student Health initially proposed a 7.9% increase for the 21-22 plan year. However, subsequent negotiations reduced what would have been an increase to zero. So the proposed 21-22 semester rate is \$281 and is \$211 for the summer. These rates remain the same charge to students in the current academic year. This cost is significantly less than all other State of Illinois universities with similar benefits, and we ask for your approval of this resolution.

Trustee Jones: Can I have a motion and a second to approve Resolution No. 2021.02/05, Renewal of Student Health Insurance.

Trustee Navarro: I so move.

Trustee Turner: Second.

Trustee Jones: I have a motion by Trustee Navarro and a second by Trustee Turner. Any questions, comments, concerns from the Board?

Trustee Navarro: Good job on the negotiation to get it down to zero.

Trustee Jones: That's our favorite number, zero, especially when it's applied to increase. Okay, Trustee Louderback, can you please proceed with calling the roll for the vote.

Trustee Louderback: Yes. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The resolution passes, Madam Chair.

Trustee Jones: Thank you. The resolution is approved. President Dietz, you may proceed with the next resolution.

President Dietz: Thank you very much, and kudos to the negotiating team on that last resolution, and if you like that one, you're going to love this one.

Resolution No. 2021.02/06, Authorization to Issue Certificates of Participation Series 2021

President Dietz: Basically, I'm going to describe this, but we're saving money. In 2011, the Board of Trustees issued the Certificates of Participation on \$15,000,000 for the purpose of financing energy conservation improvements to the Milner Library, the Science Laboratory building, and the Central Heating Plant, interior office and student service space renovations for Hovey, and other improvements to academic facilities. Current interest rates provide an opportunity to realize substantial savings by issuing new Certificates of Participation to refund the currently outstanding 2011 Certificates. The estimated interest rate savings are expected to exceed \$1,000,000 or greater over the life of the new debt. In essence, we're refinancing the remaining principle of \$8,600,000 still owed on the 2011 Certificates of Participation, thereby reaping considerable savings. Initial pricing estimates provided by prospective lenders places the expected final interest rate between 1.25 and 2.0, and I want to say thanks to Vice President Stephens and his team for always being vigilant on these things, and I ask for your approval of this resolution.

Trustee Bohn: So moved.

Trustee Jones: Well, I know you want to hop right on that. Let me get the resolution in the record. (Laughter). Can I have a motion and a second to approve Resolution No. 2021.02/06, Authorization to Issue Certificates of Participation Series 2021? I believe we have a motion by Trustee Bohn. Do I have a second?

Trustee Louderback: Second.

Trustee Jones: Second by Trustee Louderback. Any questions, concerns, comments on this resolution before we proceed to vote? Hearing none, Secretary Louderback, can you please proceed to calling the roll call for the vote?

Trustee Louderback: Yes. Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Louderback. Yes. The resolution passes, Madam Chair.

Trustee Jones: The resolution is approved. I see Secretary Louderback is trying to mix it up to keep it interesting this morning. Thank you for the roll call remix. President Dietz, you may proceed with the next resolution.

President Dietz: Thank you very much.

Resolution No. 2021.02/07, Contract for Milner Library Journal Subscriptions

President Dietz: EBSCO Industries is the primary periodicals and electronic databases vendor for Milner Library and other university libraries in the State. EBSCO provides volume discounts to the desired database and subscription services at Milner, and the University Board of Trustees previously authorized Milner Library to spend up to \$2,400,000 annually for journal subscriptions for the past four fiscal years. The renewal for FY22 remains at that \$2,400,000 mark, and I ask for your approval of this resolution.

Trustee Jones: Can I have a motion and a second to approve Resolution No. 2021.02/07, Contract for Milner Library Journal Subscriptions?

Trustee Louderback: So moved.

Trustee Jones: Second?

Trustee Bohn: Second.

Trustee Jones: Okay, we have a motion by Trustee Louderback and a second by Trustee Bohn. Do we have any questions, comments, concerns on this resolution? I would just like to ask... I know that for most of these I did point out when we had Leanna Bordner's presentation and she said that they spent a little under. I know for most of our resolutions they say up to they may spend, so I would just be curious if we could follow up and find out how much we've actually spent over the last year or so on these journal subscriptions. Because that was the max. I just want to see how close we were to the max, especially since we're not increasing this year. So that's just a question I have.

President Dietz: I'd be happy to do that, and we'll provide that data for you.

Trustee Jones: Thank you, Dr. Dietz. Any other questions, comments, concerns? All right. Madam Secretary, could you please proceed with calling the roll for the vote?

Trustee Louderback: Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Louderback. Yes. The resolution passes.

Trustee Jones: Thank you. The resolution is approved. I would now entertain a motion to move into Executive Session for the purpose of considering appointment, employment, compensation, discipline, performance, or dismissal of specific employees pursuant to 5ILCS Section 120/2C1, Collective Negotiating Matters between the University and Its Employees, 5ILCS Section 120/2C2, Litigation Which Has Been Filed and Is Pending Before a Court or an Administrator Tribunal or a Probable or Imminent, as allowed in 5ILCS Section 122/C11 and The Purchase or Lease of Real Property as Allowed in 5ILCS Section 122/C5. I would like to add that we have had an informative but also lengthy meeting this morning, so we are going to take a brief break. We do have the press here. We're going to ask that all trustees do stay on this Zoom bridge but put yourself on mute, put yourself on video, and we will reconvene Executive Session at 12:15. But now I'm going to ask for a motion and a second to move into Executive Session.

Trustee Navarro: So moved.

Trustee Louderback: I so move.

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

Trustee Louderback: I'd be happy to. Trustee Bohn.

Trustee Bohn: Yes.

Trustee Louderback: Trustee Dobski.

Trustee Dobski: Yes.

Trustee Louderback: Trustee Donahue.

Trustee Donahue: Yes.

Trustee Louderback: Trustee Jones.

Trustee Jones: Yes.

Trustee Louderback: Trustee Louderback. Yes. Trustee Navarro.

Trustee Navarro: Yes.

Trustee Louderback: Trustee Turner.

Trustee Turner: Yes.

Trustee Louderback: The resolution passes for the motion.

Trustee Jones: When we move into Executive Session, following Executive Session we're just going to move back in Public Session, not to vote for anything but for the sole purpose of adjournment. So members of the Board, you can have a brief break. Please reconvene, if you would, at 12:15. Dr. Dietz and I are going to stay on in case we have any members of the press who have some questions for us regarding this meeting. And for those of you all who won't be here when we return to Public Session, thank you for your attendance this morning at our Board Meeting. Thank you for all of the contributions. A special thank you to Dr. Tarhule, because this was really his moment today. We had quite a few questions for him. Thank you for your excellent presentation. Everyone have a good weekend. Be safe and be well. And we'll reconvene here at 12:15.