

MINUTES  
Board of Trustees of Illinois State University  
April 25, 2020

Jones: I will now call the April 25, 2020, special meeting of the Illinois State University Board of Trustees to order. I request that those joining the meeting mute yourself until it is appropriate for you to speak. For the record, I will note that we are holding this meeting by means of Zoom in compliance with Executive Order in Response to Covid-19, No. 5. Section 6. which states,

“During the duration of the Gubernatorial Disaster Proclamation, the provisions of the Open Meetings Act, 5 ILCS 120, requiring or relating to in-person attendance by members of a public body are suspended. Specifically, (1) the requirement in 5 ILCS 120/2.01 that ‘members of a public body must be physically present’ is suspended; and (2) the conditions in 5ILCS 120/7 limiting when remote participation is permitted is suspended.”

I note for the record that the agenda for this meeting was posted in accordance with the Open Meetings Act. The posting included directions on how to access the meeting.

**ROLL CALL**

Jones: Board Secretary Louderback, would you call the roll?

The following members were present:

- Trustee Bohn
- Trustee Dobski
- Trustee Donahue
- Trustee Jones
- Trustee Louderback
- Trustee Navarro
- Trustee Rossmark
- Trustee Aguilar

Louderback: Trustee Chair Jones we have a quorum.

**APPROVAL OF AGENDA**

Jones: You have before you the agenda for today’s meeting. Could I have a motion and second to approve the agenda? Trustee Louderback so moved and was seconded by Trustee Navarro. Motion made, seconded, and votes recorded as all members voting aye.

**PUBLIC COMMENT**

Jones: Next on the agenda is Public Comments. In accordance with policy, the Board of Trustees will allow up to thirty (30) minutes in total for public comments and questions during a public meeting. An individual speaker is permitted five (5) minutes for his or her presentation. If more than two persons wish to speak on a single item, it is recommended they choose one or more persons to speak for them. The Board of Trustees will accept copies of the speakers’ presentations, questions and other relevant written materials. When appropriate, the Board of Trustees will provide a response to a speaker’s questions within a reasonable amount of time. Is there anyone that wishes to make public comment?

Seeing that no one has indicated an interest in making a public comment today, we will move forward with the meeting.

**CHAIR’S REMARKS**

Jones: Thank you everyone for attending today’s special meeting of the Board of Trustees. I want to say upfront that no action will be taken at today’s meeting. The Board typically has a special meeting in April to hear updates from President Dietz and have discussions with the President and Vice Presidents about plans for fiscal year 2021 and the 2020-2021 academic year.

We find ourselves in uncharted territory as a university as the State of Illinois, the country, and the world react to COVID-19 and its impacts on individuals, families, and businesses. We are thankful for the leadership of President Dietz during this crisis and for the faculty, staff and students who have adjusted to alternative methods of learning and work. We understand that everyone has made sacrifices, and many are facing difficult times. As a Board, we want all those affected to know that you are in our thoughts and prayers.

Now, I will turn to President Dietz for his remarks.

### **PRESIDENT'S REMARKS**

Dietz: Thank you Board Chair Jones. I want to begin by extending my thanks to the Board of Trustees for supporting the efforts of the University in responding to COVID-19 and the multitude of decisions that have been made in the last six weeks. In all of our efforts, we have done our best to stay true to our University Core Values – Learning and Scholarship, Individualized Attention, Diversity and Inclusion, Civic Engagement, Collaboration, Respect, and Integrity.

The University's Emergency Operations Center was opened in late February to monitor the advance of COVID-19 and began to plan for decisions the University might face in the coming weeks and months. By early March, I asked the Cabinet to join the Emergency Operations Center to avoid creating unnecessary levels of communications and approvals in responding to COVID-19. At first, we were focused on safely returning students and faculty who were abroad studying, teaching, and conducting research. The situation in the world was changing almost hourly. We were able to assist all faculty and students who chose to return home to do so safely.

The combined EOC and Cabinet met in-person for 8 -12 hours a day, seven days a week, for the first few weeks of March. I am proud of the commitment of this group and the collegial approach to finding the best solutions to daily challenges and communicating with those impacted by those decisions.

Within that first week, we created a Coronavirus (COVID-19) Response website where we posted the latest information available and provided a Coronavirus email address where students, parents, faculty and staff could send their questions. A team responded to each of the more than 1500 questions that were sent to this email address. FAQs were developed to answer the most common questions and posted to the website. The FAQs continue to be updated today.

We had to make some difficult decisions in the past six weeks in a very short time frame:

- As mentioned earlier, bringing home study abroad students and assisting them financially with return air tickets.
- Moving all courses online, initially for the remainder of the spring term, and later including the summer terms.
- Closing the residence halls for all students, but those who did not have another place to live or needed to be on campus to support operations. Today, 91% of students who lived in university housing have moved out with 111 students continuing to live on campus.
- Changing the provision of dining center meals to take out option only
- Requiring all but essential employees to work from home and closing all campus buildings.
- Providing services such as health services, counseling services, academic advising, and tutoring online
- Issuing prorated refunds on housing and dining.
- Moving spring commencement to a virtual format and inviting spring and summer graduates to participate in the December commencement ceremony.
- Issuing supplemental financial assistance to needy students and initiating the COVID-19 Redbirds Response Fund. Over the past four weeks, the University has provided financial assistance in excess of \$350,000 to over 300 students.
- Developing an online Preview program for new students
- Postponing or cancelling events and activities on campus through July
- Restricting all but essential university-related travel through July

Our focus today is what a return to work might look like. We know it will be gradual to assure staff and faculty that their work environment is safe, but we don't know when and what guidance will come from the Governor. We are also working on scenarios for the fall. No one knows for sure the path COVID-19 will take over the summer and into the fall. We have teams working on implications for scenarios for the fall that range from returning to a normal semester to operating totally online. My guess is that we will be somewhere between these two extremes. It is our intent to return to "new normal" operations in the fall. That is, we will have students on campus taking classes, living in the residence halls, eating in the dining centers, and utilizing campus facilities like Milner Library, Bone Student Center, and Campus Recreation Center. There will be enhanced cleaning, reasonable social distancing, and an expectation for healthy lifestyle practices. We will continue to closely monitor the situation and make adjustments to our plans as warranted. As I have done this Spring, I will keep the Board and the University community apprised.

Last week, I shared with you that Illinois State will receive funding through the CARES Act (Coronavirus Aid Relief and Economic Security Act) and the GEERS Act (Governors Education Emergency Relief Fund). We have confirmed that Illinois State is scheduled to receive about \$16.1 million through the CARES Act. The first \$8 or so million is to be distributed directly to students in emergency aid. Emergency financial aid grants for students must be for "expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses." Guidance was not issued on how to distribute these funds to students other than the funds be "promptly" made available to students while also providing a year-long window to spend down the funds. We are continuing to work on a fair and equitable way to distribute these funds to students in need and will share the process soon.

Late Wednesday, we learned there is more flexibility than originally believed in how the institutional portion of the CARES Act funding may be used. One of the approved uses of the funds is to reimburse institutional costs to provide refunds to students for room and board, and other fees as a result of significant changes to the delivery of instruction, including interruptions in instruction, due to the coronavirus. Refunds of room and board for the second half of the semester totaled approximately \$13.7 million and fee refunds that I announced yesterday totaling approximately \$3 million.

Another improved use of the funds is for institutional costs to purchase equipment or software and pay for online licensing fees to enable students to transition to distance learning. We are reviewing the language within the guidance from the Department of Education to determine how we can best use these funds. The State of Illinois will receive \$108.5 million of the \$3 billion in the GEERS Act, and this is the governor's emergency funding. This block grant is extraordinarily flexible and empowers a state to decide how best to meet the current needs of students, schools, postsecondary institutions, and other education-related organizations. Discussions are occurring with the Illinois Board of Higher Education staff and the Presidents and Chancellor Group to help determine distribution criteria. Indeed, I've had several conversations this week with Ginger Ostro about that very issue and also the other presidents and chancellors. We continued to address that at our Wednesday meeting this week.

So, Trustee Jones, I think that's the bulk of my report on the Coronavirus. If there are questions, I'd be happy to take those about the plans that we have and what we've been doing, but it's really been a team effort, and I'm delighted to work with such a great, dedicated group of professionals to get to the point where we are. If there are any questions, I'd be happy to take those. If not, I will proceed to the first discussion item.

Jones: Thank you, Dr. Dietz, for your detailed report. And, again, thank you to yourself and to your team. We definitely know that in situations like this, it is always a team effort. We appreciate all the extra efforts that you all have put forth to make this a smooth, successful transition as much as possible for our faculty, staff, and, most importantly, for our students and their families. Are there any questions from the Board?

Aguilar: I have a question.

Jones: Okay.

Aguilar: Okay, thank you. It's Sarah here. I had a quick question just for clarification. Thank you, President Dietz, for your report. In regard to the CARES Act and the GEERS Act, so just for clarification, that money has not been distributed yet?

Dietz: We haven't received it yet.

Aguilar: Oh, okay.

Dietz: So, therefore, we haven't distributed, and we're still working on a system for both of the \$8 million. They're really going to be in one pot, but they will be administered as separate kind of funds. And the \$8 million for the students, we are pretty far along, I think, in looking at what is a reasonable kind of application process for that. The other \$8 million is really for reimbursement. We think that some of that may come back and reimburse some of the accounts where we took the big room-and-board amounts out of as well as the fee refunds that I announced yesterday that we're going to be making in the coming weeks.

Aguilar: Got it. Okay, thank you.

Dietz: We haven't got a penny yet, but we're looking forward to that.

Jones: Thank you, Sarah, for the question.

Aguilar: Oh, I wasn't done.

Jones: Oh, no. Go ahead.

Aguilar: Oh, okay. So, then, will the process be through Financial Aid? Do we know that?

Dietz: Yes.

Aguilar: Yeah, okay.

Dietz: For the students, yes.

Aguilar: Okay. Okay, got it. Thank you so much.

Dietz: You bet.

Louderback: I think you ans— This is Mary.

Jones: Mary Ann, did you have a question?

Louderback: Yes, I think you answered my question, but the \$8 million, that is not a part of budget for next year, right? Correct? And it's not in the chart. You haven't—

Dietz: No, that's right.

Louderback: That's just going to be backlogged for this year?

Dietz: It's not in the budget for next year. We're not sure how much we will spend this fiscal year. We have the authority to hold some over for next year.

Louderback: Okay. That was my next question.

Dietz: And we're anticipating that we will probably do some of that.

Louderback: Okay. I have one as a point of whatever. I see that we have a lot of people with numbers on. Do we know, I mean, I guess I'd like to know who's on with us today to make sure that we—

Jones: Mary Ann, the university has to log all those people on who are visitors just like in the regular public meetings when we're open.

Louderback: Okay.

Jones: They have a right to attend, and we have to have an attendance list, and so I'm sure that our staff has an attendance list and someone can confirm that for me. But they monitored who joined the call.

Louderback: I appreciate that.

Jones: Right. Just as we would have them kind of announce themselves when they were in person.

Louderback: Okay.

Jones: We have a list of their names, though.

Louderback: Oh. Okay. Thank you.

Jones: Any other questions?

Donahue: This is Rocky. I have one question. I thank you, Dr. Dietz, and I apologize. I was having troubling accessing, and if you'd already said, this, again, I apologize. But do you know—I don't need to know names or anything—but do we know if we've had any students or employees that have tested positive for COVID-19?

Dietz: My understanding is that we have not. That all gets reported through the County Health Department. My understanding is that we had one faculty member and maybe one student who did test positive, but they tested positive back in their home county, and that was not McLean County, and they hadn't been on the campus or near the campus for several weeks prior to the time that they got the word about that. But my understanding is that both have recovered, and they're doing fine. But the actual data for McLean County, I don't think that we have anybody.

Donahue: Thank you. And I think that's a testament to you early on taking this very seriously and getting everybody off campus and isolation and social distancing. And kudos to you and the staff.

Dietz: Well, thank you very much. I'll tell you, we've got a terrific head of our EOC in Eric Hodges. He's been at this for a long period of time, and our health professionals have weighed in on this, and it's been a really terrific team. So, I share your kudos with that group. But thanks, Rocky. Appreciate it.

Jones: Thank you, Rocky. That was my question as well. I have a question also, Dr. Dietz.

Dietz: Okay.

Jones: I believe in some of the correspondence we've received that I saw that we might have had a little blip in admissions. Have we had people contacting us, the students or families contacting us about admissions for the fall saying that they're not going to attend? Have we had a dip in our numbers? Do we need to go to the wait list to make sure we have enough people for the fall class? What's the status of those things?

Dietz: Sure. Great question. We have had a dip in our deposits, but we've also moved our deposit. The admissions deposit typically, kind of the national response day is May 1. Since the Coronavirus hit, a lot of institutions, including ISU, have moved that back to June 1. And so, my sense is that we've got a lot of folks waiting in the wings and going to make a decision as late as they can on this, which I think is kind of human nature, particularly in light of a lot of uncertainty in a lot of families right now. So, we've had a bit of a dip in our deposits. I think things can turn around pretty quickly.

As a matter of fact, we're getting ready to send out a message to particularly prospective students telling them that our plans really, under the health umbrella—that's the main determiner—but our plans are we want them back here in the fall, our returning students and our prospective students. We plan to be as close to operating as normal and as face-to-face as we can in the fall, health permitting. And so, I think that letter is scheduled to go out next week. It's kind of an upbeat letter, and I think people want to come. They just have a little more latitude in making that decision since we moved that date back, and I think things can turn around pretty quickly on that.

Another part that I found to be heartening on this is that in the spring semester as we were going through major change, I frankly thought that we would see an increase in the number of students who might decide that, "I'm just going to withdraw. You know, this is too much of a change. I just don't think I'm going to continue." Our withdrawal numbers for this spring, as of today, really are about the same as they were spring of '19. And I think that's a good sign. Students are hanging in there with us. Our currently enrolled students are hanging in with us. Anecdotally, folks that I've talked to, frankly both parents and students, are ready for their student to come back to the campus this fall. And I think the students are ready for that, too. And so, this is, you know, for our current students, this is kind of their home. Some are fine to be back home, but I think that familiarity with the family might be something that they would be willing to come back and experience life back here at the campus. And so, I think currently enrolled students will come back, and I think the prospective students—I think those numbers will increase the closer we get to June 1 with the expanded date. And hopefully by June 1, we'll also see some difference in the virus.

Jones: Thank you, Dr. Dietz, for that. I have one more question. We know that there're 111 students that are still on campus. Are they all concentrated in one area? Are they in one particular residence hall? Where are those students being housed?

Dietz: Yeah, they're in one area. They're socially distanced throughout that building. And I forget whether it's Hewitt or Manchester. LJ, can you answer that question?

Johnson: Yeah. It's Hewitt and Manchester, and they are in individual rooms within that facility.

Dietz: And they get their meals over at Watterson, and it's grab and go.

Johnson: Right.

Dietz: So, they're used to going over there anyway, but it's grab and go. There's no dining in Watterson. So, we needed to do that in order to make sure food was available for those folks and, frankly, to provide better service but also guaranteeing, as much as we can, the social distancing that's going on there.

Jones: Thank you. And I think my last question is, do we have any idea about how many faculty and staff members are still on campus?

Dietz: Very few. We created the list of essential faculty and staff, and most faculty are doing their thing from home online. We have very few staffers around. Dan, I don't know if you have a guesstimate on that?

Stephens: No, I don't have a number. But I can maybe articulate especially the one key essential team besides the staff and Student Affairs trying to support those in housing and dining, but it's our facilities teams that are maintaining the buildings. As you know, our buildings are still—you have to keep the heat and air on, and we have to monitor the water. And we've actually—during this time, even without the buildings being occupied—we've had water pipes break and HVAC issues. So, we've got a rotating crew. All of our employees are working, but they're doing social distancing, and our VSWs are assigned to a variety of buildings. It's just on a staged perspective. But I come in and out of the office, and I'm able to watch campus. Mike Gebeke comes in as well. He's our AVP of facilities. And so, we've been very fortunate that our teams have stayed very healthy and they're very happy to be at campus and continuing to protect it so that we can be prepared for the fall opening.

Dietz: I might mention one other thing, back to the student issue. Well, first of all, I guess the faculty and staff—I go into campus maybe once or twice a week to get some mail and sign some things that I can't do here. There's just no one walking around. There's no one in the buildings. You see some folks walking their dogs on the Quad and that kind of thing. But there's just not a lot of folks on the campus. So, I think they're taking the stay-at-home piece very, very seriously, and I'd say the same is true of the Bloomington-Normal community.

The other part—I had a call this week from one of the local owners of one of the big rental agencies here in town, and they own about 2000 beds and manage more than that. And he was asking about what's going on for the fall, and we were talking about that. And I said, "Well, what's your sense of your occupancy right now?" He said, "Of the 2,000 beds, when students were asked to go home, only 40 keys were turned in out of 2,000." And he said, "So, we've got a lot of students that are still here. And some, this is their place, and this is their home." And they feel an affinity that, even though they're online with their classes, they're still in the community that they've joined many years ago. And I see Sarah is shaking her head positively about that. So, this really is their home, and they don't want to leave. Now, some probably have left. They haven't turned in their keys. So, we think there's still quite a number of people that are here coping well, staying in, and being responsible.

Jones: Thank you. I know I promised that was my last question, but actually that spurred another one. I've seen on other campuses and just in some parent groups where parents were complaining about the in-town accommodations and that the apartments were not issuing refunds and that kind of thing. And I actually had a parent contact me. And I kind of told them we don't own those properties. And so, we can't make rules for those properties. We like to play nice in the sandbox with those companies because they're our students. But they're private businesses, and we don't have any control over that. I just wanted to have a sense of has administration there had any questions from parents or complaints about their students going home and not being able to get refunds from those private housing arrangements?

Dietz: Yes. And I feel for those students, but they signed a contract, and I think most of those landlords are holding them to that contract. I am not aware of any that are giving refunds the way the university did on our room and board for the first- and second-year students. I am aware that the gentleman that I talked with this week, he's putting some language in his contracts for next year that's a little more flexible, where he says that if there's something that is beyond the control of the student, that his organization would consider letting students out of contracts. And so, he was looking forward a little bit and saying, "I really have expenses that I can't get out of myself as a business person, but I can be maybe a little more flexible for next year." But I've not heard of any local landlords giving back any refunds. I don't know if Trustee Aguilar has— She probably has her fingers on that pulse better than I.

Aguilar: Yeah, I definitely haven't heard of any refunds, just like you just said. I know my personal one, they just emailed, kind of, you know, you've signed a contract just as you said, and we're sticking to that, unfortunately. But I'm hopeful that hopefully some of the funds that we get will then help with those costs.

Dietz: Yeah.

Aguilar: And I do have another question, too, when I get a chance, please.

Jones: Okay, I'm not going to monopolize the questions. This really, really is the last one. I'm assuming Health Services is open because this is a health emergency, and the students are there and they may need assistance with that. Is our Health Service doing any sort of testing, and if they're not, if the students do need testing, do they know where they would go to get that sort of testing?

Dietz: I think I'm going to kick this one to LJ.

Johnson: Yes, our Health Services is considered essential staff. And so we do have a staff on call over at the facility. We do not and are not taking necessarily any walk-ins, but we are doing telehealth for students. And if anyone's exhibiting those types of symptoms and things of that nature, they'll get some very strict protocols of which we try to identify whether a person is at risk. And then we have an outstanding relationship with local hospitals and so forth for getting, then, those students over for testing. So, all of those protocols are in place, and it's

working extremely well. As a matter of fact, we've got a system in place for, should we have one of those tests come up positive, for tracing and tracking then all the contacts that would have taken place as well.

Dietz: I might add that Dr. Nulty is the director of our Student Health Service. She's a part of the EOC group and really has been helpful. Dr. Colbs is our director of counseling, and the counseling services being offered online has been really, I think, quite well received. And we're doing a lot of programming out of our health promotion and wellness area that is trying to help keep people healthy, both physically and mentally, and they've been doing a lot of programming about activities, exercises that you can do in the comfort of your home or your apartment or wherever you are. And then also for students that are needing the services of the counseling center, Dr. Colbs is doing a really terrific job with the counselors, I think also doing tele-counseling.

Jones: Thank you, Dr. LJ. And thank you, Dr. Dietz. Sarah, you had a question?

Aguilar: Yes. Thank you. I was curious about the funds in relation to graduating students in this spring semester and if that fund is applicable to students who are graduating from our university.

Dietz: I can't imagine it would be available once you've graduated, but certainly during the timeframe that you're a student, it will be. And while we haven't received a penny on that, if you read, you know, national press, it seems like that money's been out the door, and it really hasn't been. But my sense is that that's going to be out the door relatively quickly. And so, I think we'll receive some of that, hopefully, before commencement. So, stay in touch with the Financial Aid Office, because as soon as it hits our accounts, we'll be able to distribute some of that.

In the meantime, I'd still encourage students, even though that money may not be available, donors are giving money to the Redbird Response Fund that Vice President Vickerman has set up, and we have some other emergency funds that we've used. And so, if you have some immediate needs that you'd like to have the Financial Aid Office work with you on, they have some remaining funds, I think, in that area. Pat, do you want to say anything about the Redbirds Response Fund right now?

Vickerman: Sure, I'd be happy to. So, the COVID-19 Redbirds Response Fund, if you look online, it will say we're at \$36,000, but we just had a nice allocation of \$25,000 that came in recently, so we're at just over \$61,000. Close to 400 donors have supported that fund thus far. But there's also another fund that we've been using for a number of years, and that's the Red and White Scholarship Fund. That's not just for scholarship monies, and it's administered out of the Financial Aid Office. And Provost Murphy can correct me on this figure or President Dietz can, but last I've heard, we've allocated close to \$500,000 of that particular fund to students to help them during this financially difficult time.

Aguilar: Great, thank you. I know that I've just been reached out by, you know, Student Government to ask and other folks, and just want to relay on accurate information to them. So, thank you for that, both of you.

Dietz: Thank you.

Jones: Thank you to Dr. Dietz and to all your team, all the vice presidents. This really just goes to speak toward a team effort. All the questions we've asked, we've had to engage most of the team to get that information. Sarah, this is kind of a question for you, piggybacking on what Pat and you both said. Do you feel like as a student you are getting information about how to receive financial resources from Illinois State if you are in distress right now?

Aguilar: I believe so because it's really posted everywhere, and President Dietz sent it out in the email, and it was sent out to all the students. So, I believe so. But, I mean, I'm very connected to campus, so my opinion may be a little bit different than some other students, especially students who have other concerns right now than to be on social media. So, I'm wondering what other forms of communication, but everything has to be of social media currently. But I do feel that the team is doing a great job with communicating with the students on almost a daily basis. So, I'm grateful for that. But I think, we need to— Even Student Government is doing a good job of trying to communicate information, so that's why I want to make sure that I have accurate information when communicating to Student Government. And, yeah, so I think that they are. But again, it's just a hard time for everyone. So, the more, we can support each other, the better.



Dietz: Our plan is to really—once we get the money and once we have our application process nailed down—and we're very close to that—we will send out information to currently enrolled students that will tell them the application process and what to do and give them some parameters on how much money is available. We plan to limit the amount per student, but I think we're still trying to determine what that is. But it's really pretty broad in terms of anything that—it can extend to rent, it can extend to books or online. If you needed to get a particular piece of equipment, it will help you with that. Food, certainly.

Also, I should speak a little bit about food. This is not a part of the university, per se, but the School Street Pantry that's run out of the First United Methodist Church—it looks like it's on campus. It's its own church. But that pantry really, and many others—but that one in particular since it's so close to the campus—has really been highly utilized by particularly a lot of the students that have decided to stay in their apartments. So, every Friday afternoon, there's a big distribution, and you can see the students walking out of there with big bags of groceries, and so that's much appreciated.

Jones: Thank you. Do we have any other questions before we move onto our next discussion topic for the day? I think I see Sharon chiming in. Was that intentional? Thank you.

Rossmark: Yes. I have a few questions. So, Dr. Dietz, let me echo the comments of the other Trustees on the leadership of you and your team over the last few months in guiding us through this unfortunate situation. My questions actually fall in a couple of different areas. The first one is around the nursing program. Given the outcry for assistance, and I know some places they've either given early graduation rights or extended other rights to senior nursing students. Have we had any request of any of our nursing students to go out and participate and assist?

Dietz: I think I'm going to kick this one to Provost Murphy.

Murphy: Thank you. Yes, we certainly have. And so, our administrators, our Dean of the School of Nursing, Judy Neubrandner, is very plugged in to this. But, yes, there are a number of things that we're being allowed to do. I think students are able to go out and start to work out as nurses, our graduating seniors, even as they wait to finish their classes and take their licensure exams. But, yes, we do have some of our senior nurses out working in the field.

The other thing we're really trying to look at is how, when all of our clinical sites have shut down, how do we still make sure that our nursing students are provided with what they need to feel competent as they move out into a more professional setting? So, we're working on using our sim lab a little bit more and trying to find ways that our student nurses are given the experience that they need. But I know that Dean Neubrandner is plugged into this and is working with both her accreditors, other deans, and also our local professionals.

Rossmark: Great. Thank you. My next question has to do with Preview. I know, Dr. Dietz, you had mentioned it in one of your communications, but that is definitely an experience to introduce new potential students to the campus. How is that looking in terms of the virtual experience and plans for the summer with that program?

Dietz: Well, you know, I think we're all disappointed that we have to put that online as well. But the students that would be coming here for Preview obviously have already committed, and so most of them have traveled down here before, and they know the lay of the land with the open houses or other tours that they've taken. So, we feel good about their already making a commitment to the university. So, we hope that that will carry over through the virtual experience. But I want to, again, turn back to Provost Murphy for some of the specifics on this, but I can tell you that I have great confidence in the team that has responsibility for this. But I'm not exactly sure where they are in process. So, Jan, would you chime in there?

Murphy: Actually, they're in pretty good shape. We had started working on a virtual Preview experience for students who couldn't come to campus during Preview who had parents that couldn't take two days off of work or couldn't afford to come down and get hotel rooms or pay for any portion of Preview. So, we thought even as long ago as a year ago, Amelia Noel-Elkins and her staff were starting to think about that kind of virtual Preview opportunity. So, I feel like they had a bit of a leg up and that they were already starting to plan for that.

Our Preview numbers right now are down a bit. We hope that that will rebound. I think it's just, as you said, it's the unknown and the uncertainty that many of our families are facing, either worried about health or many of them are financially in a different situation right now. The other thing we will do is, because Preview is virtual this year, we will look at our orientation. So, I always think about Preview in the summer, and then orientation is bringing our new students down earlier than all the rest of the students. We will rethink and look at our orientation, then, to try to see what are some things we'll do differently in orientation because we couldn't do it on campus in Preview.

Rossmark: Okay. Thank you. My next question is regarding the international students. Do we know, particularly the INTO program, the impact of this? How many of them have left the campus or left Illinois and returned to their country and not knowing what the opportunities are going to be for admittance back into the state? Do we have any insights yet in terms of our overall international student program?

Dietz: Great question. We've been in consultation with the head of INTO this week. We had a conference call. We've got another one next week. Obviously, '20-'21 is not going to be a good year for international students getting into the United States or getting into our institutions. The good news, in my estimation, is that we're still at the infancy stage. So, we're not reliant, like a lot of other institutions are, on hundreds and hundreds or thousands and thousands of international students to come in new every year and make a big part of our ?? \_\_\_\_\_ (s/l unable to understand 30:43).

So, I think '20-'21, particularly the fall of '20, I think, is going to be very tough for any new students. And I'm not sure, frankly, that we're going to get any new students this fall just with Visa issuances or the lack thereof. The students who are here, some of them are a part of that 111 number. Others live off campus. And so, we think that our currently enrolled international students will be fine. It's just the number that would be potentially coming in this fall that we're mostly concerned about, and that number is under 100. And so, I don't think we're going to be negatively affected. It will simply just extend a little bit our planning process that would potentially result in higher numbers and, frankly, higher revenue from those higher numbers that will extend our relationship with INTO. But they are very realistic about all of this. They are communicating with us, and they think that fall will not be a good semester, but perhaps a rebound possibly in the spring.

Rossmark: Okay. And my final question is about the scholarships, particularly for the student athletes. Do we have any feel for whether or not their scholarships are going to be impacted by their inability to play any time soon and the unknown in the future as well as any of the other scholarships? Are we seeing anyone withdraw monies for students regarding scholarship programs period?

Dietz: The answer to the latter part of that is no, not that I'm aware of, in terms of people withdrawing scholarship funds. Pat may want to speak to this more specifically, particularly on the private side. But what I think we found is that people are even more generous during this time, realizing that students are in a bit of a financial pickle. And so, I think the COVID-19 Response Fund is an example of that. But in terms of athletes in particular, there actually may be some additional scholarships because the seniors who were not able to compete, the NCAA has said that they can have a fifth year. It depends on the institution as to whether or not we want to give those athletes a scholarship for the fifth year. I've talked to our Director of Athletics, and some institutions like the University of Wisconsin-Madison has said no to the entire group. That's not our approach. We're going to say yes to as many people who want to come back for a fifth year if it makes sense for them academically to do so. And if they want to compete, we're going to honor that and bring them back in. But NCAA, like everybody else, is struggling with what's the fall going to look like with fall sports, obviously football being the big one.

Rossmark: Thank you.

Dietz: Pat, do you want to say anything about the scholarship piece?

Vickerman: No, you pretty much covered it. I mean, we continue to talk with folks that want to support scholarships. They understand it. I mean, it's very important as we look at not only recruiting students but also retaining those that are going through some financial difficulty. So, again, there's definitely a lot of conversations and interest from our donors and our alums that want to help in this area, but scholarships continue to be a high

priority. It's always been a hot topic, if you will, for our supporters, and scholarships now are so important, and it's definitely an area that we continue to see people interested in supporting.

Jones: Thank you, Sharon, for your excellent questions. And, Pat, thank you for your response. And Dr. Dietz, this is our last call. I know some of the Trustees have been very quiet today, so I just want to make sure I reach out to everyone and make sure if you have a question, this is your time ask it. We have the experts, the resident experts on the call. Not myself, because I am not an expert. So, if you want to get it straight from the source, they are here for you. And if not, we're going to move on and let Dr. Dietz proceed to the next discussion item for the morning.

Dietz: Okay.

Jones: All right. You can proceed, Dr. Dietz.

#### **DISCUSSION ITEM: UPDATE ON COSTS FOR FY21**

Dietz: Thank you. First discussion item, and we really only have two this morning. This is the time of the year that we generally present information on tuition and fee costs for the next year, and then we have the vote typically at the Board meeting in May. So, that's the first discussion item. The second one is really kind of an update, if you will, about facilities on the campus. And I want to have Dan play a role in both of these. But, let me start with costs first.

That's the first discussion item, an update on costs for students for FY21, which is academic '20-'21. We have been carefully examining the total cost of attendance for all students at the university while examining the financial picture of the university. It's always somewhat speculative, but this year it is even more challenging to figure out what our budget is going to be for this next year. I have had some recent conversations with some elected officials, and the good news is that for the current fiscal year, they're talking about the payments that have been promised for the current fiscal year will be honored. They may be slowed a little bit, but the operating dollars are supposed to be coming in, and the MAP dollars are supposed to be coming in before the end of the fiscal year. They've been somewhat silent, though, on anything about this next fiscal year.

We do not know, obviously, the financial implications COVID-19 may have on summer, fall, or, for that matter, the spring of '21. We're cautiously optimistic, but both of those words—cautious and optimism—you know, are important; but we don't know exact numbers. As I mentioned earlier, we are working on potential scenarios for the fall. The Coronavirus will tell us when we can return to normal, not the other way around. We do not know the level of funding that we're going to receive from the State of Illinois. State revenues are down significantly, and typically a loss in revenue results in a decrease in state appropriations. Unfortunately, prior to Coronavirus, the governor was anticipating that we might get another 5% increase. We haven't heard anything about that for quite a while, and I think the best that we can hope for, for this next year, is to have a flat appropriation. That, indeed, for, I think, most of us would be really welcome news. But realistically, I expect there will be some decrease in the appropriation for next year.

We understand that many students and parents are seeing decreases in their incomes, and the loss of income may influence decisions on college attendance. With that understanding, we are recommending, at least at this point, and for this discussion item, that for FY'21 that we hold tuition and room-and-board rates at the current FY2020 rates. Although the university is the state's third largest public university, our tuition fee/room-and-board rates remain in the lower half of all of Illinois public university costs. This is despite receiving the least amount of funding, by far, per student from the state, and you've heard me talk about that before.

After considerable study and discussions, we are considering recommending increasing only the academic enhancement fee for this next year. Illinois State must remain at the forefront of quality facilities and technologies, particularly technologies, including those that create and enhance virtual-learning platforms. I think we're doing okay in terms of offering courses and making that transition for six weeks, but it's quite different if you're really talking about offering a course online for an entire semester or, for that matter, an online presence for an entire academic year. So, the virtual learning platforms are something that we really need to invest in and improve on.

And so, for that reason, we're considering requesting an increase in the current academic enhancement fee by \$15.50 per credit hour, which basically would be \$186 for a full-time student per semester. This would allow for us to continue to invest in the academic infrastructure and the technology infrastructure to better meet the needs of a more virtual learning environment. This increase in the academic enhancement fee, combined with no increases proposed in tuition/room-and-board rates, would translate into a total cost attendance increase of just 1.94% for the next academic year, well below the 2-5% increases that other Illinois public universities have either approved or are under consideration.

The academic enhancement fee provides much-needed funding for academic facilities and technology. These funds would be used to enhance the delivery of instruction through appropriate learning environments and supportive infrastructure, including construction of new academic buildings or renovation of academic buildings and physical structures, maintenance and upgrades to existing academic buildings and physical structures, as well as installation and maintenance of related technology hardware systems and software.

Moving all the courses online this spring has demonstrated that our technology investments are necessary for a more successful learning environment. Whether courses are delivered face-to-face, online, or in a hybrid setting, increased funding is needed for critical resources, such as Zoom, virtual computer labs, or learning-management systems, ReggieNet, and other technology infrastructure needs.

In FY'20, the academic enhancement fee was used to support the construction of a new cybersecurity lab at a cost of about \$5.8 million for students in the School of Information Technology, also to remodel classrooms and additional infrastructure in Williams Hall, and the installation of a new high-density stacked shelving system for library resources in Milner Library. Those were improvements that without this fee we would have not been able to do, and they're all in direct support of the academic program and the academic aspects for students.

Given that we are holding the line on tuition and are not optimistic for an increase in appropriations from the state for operations or capital in FY2021, I think that it's vital that we have a source of funds to maintain and enhance our facilities and technology infrastructure. Right now, we would plan to bring a resolution to the May 8th Board of Trustees meeting, asking for approval of this request. But in the meantime, I think it's important today if you have questions that we try to answer some of those today. And myself and the rest of our cabinet are certainly available for any individual questions that you may have between now and the time that the Board would consider this in May. If you want more information, have more discussion about this, we'd be happy to do that. But right now, that's our plan—holding steady on everything with the exception of the academic enhancement fee, and we would ask for potential consideration for an increase there. But I think I'll stop there and see if you have any questions about that.

Jones: Thank you, Dr. Dietz. This is Julie again. I know typically when we do this, you present this to the Academic Senate, and I may have missed that part. Has this been presented, and how has this been received by our students if it's been presented to them?

Dietz: We typically don't present all this to Academic Senate, but we typically, on the fee side, present it to a Student Fee Committee that's a subgroup of the Student Government Association. And they looked at this. The difficulty is that with things moving so quickly with this COVID environment, the Student Fee group entertained the original proposal that didn't have this in it. We presented it to the Student Government Association at a meeting last Wednesday, I think it was, and they considered it there, and they did not vote in support of this. But I might also mention that the Student Government has typically not voted in support of tuition and fee increases generally.

Jones: Okay, thank you, Dr. Dietz. Yeah. Thank you for correcting not Academic Senate but Student Government. Anyone else have any questions about this particular topic?

Dietz: If I might, before we get to Rocky, Dan also has some information to share. So, let me kind of hold him in the wings for a second. But he also has information to share that might answer some of the questions. So, would you want to go to him first? Or would you want to entertain questions?

Jones: Well, the people who have questions, you may have the same type of memory I have, so if you can't jot it down and can't remember and you really have a burning desire to get it out now, we certainly could let you do that. But it looks like Rocky's taking diligent notes there, so he may be able to hold his question until after Dan speaks. And I think I saw Mary Ann go off mute, so she may have had a question. If you can hold your questions, that would be great, because perhaps they're going to be part of Dan's presentation. Rocky's giving us the thumbs up. I see Sarah's shaking her head. So, Dr. Dietz, if you want to pass it over to Dr. Stephens, we'd be fine.

Dietz: Dan, why don't you lead us through some of these charts that you have that kind of point out this request in context of other institutions?

Stephens: Thank you, Dr. Dietz. And thank you, everybody, for joining this morning. I apologize if I look down at my notes. I've got information I want to make sure I share. Dave Bentlin's going to help me through this. I'm going to concentrate most of my conversation on our comparative information with other schools in the state. So, Dave, if you don't mind, go to the next slide.

As Dr. Dietz said earlier, just quickly, we do a proposal comparison. Actually, although our students average somewhere between 12-15 credit hours, whenever we're doing comparative data to other schools, we use a full-time-student credit-hour load of 15. And so, the information you're going to see here is based off of \$15 per credit hour. The percentage increase that you see there, the 1.97%, that is correct whether the student chooses a lower number, because it's a per-credit-hour rate. But the overall rate, using a 15-credit-hour and the \$15.50 increase in the academic enhancement fee, there is also a one-time increase in the contract this year for student health insurance. That's \$22 a year. So, when you combine those two together, you get the \$487, or just less than 2%, and this is the first proposal moves our current cost of attendance from \$24,682 to \$25,169. And, Dave, if you don't mind, move to the next slide.

What I'd like to talk a little bit here— I apologize for the yellow highlighting. That's done on purpose in order to remind myself and others when we're looking at this, a number of schools, those that are highlighted in yellow there, are schools that have not made formal board meetings and board decisions around their increases, and those that are not shaded have. And so, as you can see where President Dietz—this is the proposal showing the 1.97%. We are in that lower half. And when you compare the overall cost to who we believe we really compete with, which is UIUC as well as UI Chicago, overall, we would be moving to a little bit over \$25,000. They're above \$30,000 and actually moving closer to \$32,000 when you get differentials, especially on the UIUC campus. And that, overall, is a \$6,000-\$7,000 difference between the two, which is anywhere between 25% to 30%, a difference between our total cost of attendance and theirs.

The way this schedule works, you'll see a page here in a second. To the right-hand side, it shows where we compare just simply on tuition. And if you see, in our case, the red-line area representing ISU, that's where the President spoke and said we are holding the line on tuition this year. But you will see up above, for example, UI Chicago is moving their tuition up 1.67. UIUC with their differentials is up 5.4%. Edwardsville is holding theirs flat. And then the ones below in yellow, again, have not had their meetings yet.

You move to the next page, Dave, if you don't mind, please. Here's where we break out the groupings between— We have tuition as a grouping. We have mandatory student fees, which is on the left-hand side; and then in the middle is our room-and-board rates, and in the far-right-hand-side is student health insurance. And before I get to the details in mandatory fees and room and board, I do want to make a comment first because it does look a little bit odd that Northeastern Illinois University sits at the top of the total cost of attendance. We double checked these numbers again, working from their website, but unfortunately, when you add their health insurance in there, that number is \$7,650 per year is their rate. Our rate is \$562. So, they've got a much lower cost of tuition. I do not know why their policies are so high, but at the end of the day, I wanted to make sure you all didn't realize that was a typo.

Back to the mandatory student fees, which is where the—back on the left-hand side—which is where the academic enhancement fee sits along with the other fees. This increase would move the fees from roughly \$2,768 under a 15-credit-hour scenario, up to \$3,233. As you can see to the right-hand side of that, room and board stays flat at \$9,850. We've got a very attractive rate there. And then our insurance is also something that we're very proud of.

We do have a \$22 increase in the academic year, moving it from \$540 to \$562. That is a contractual change. We cannot negotiate that. It's already been settled for that. So, overall, that puts, again, as President Dietz said, that puts us still in the lower half—very, very attractive from a total-cost perspective. And hopefully, we can continue to maintain our—we're certainly maintaining our quality while we are trying to manage our costs and keep it as low as possible for our students.

Dave, can you move to the next slides? This second proposal is just simply doing the analysis of where we would sit if the only thing that is changed—there would be no tuition increase, no housing and dining increase, no student fee increase. The only increase would be this \$22 per year. It essentially would be 0.09%, essentially flat, moving up \$22.

If you move to the next slide, you will see, Dave, all of this moves—it basically still keeps us right at the same spot. And actually, in the prior slide, we flipped with UI Springfield, getting our AEF increase. If we didn't do any increase, we would stay just slightly below them—what you're looking at now. So, I'm going to stop there and then allow for questions.

Dietz: Dan, before you get into that, let me call attention to the yellow institutions below us there. I've talked to their presidents as recently as Wednesday, and I'd say three of the four are talking about an increase, specifically on tuition, and probably the high number is about 4%. A couple of them, out of those three, were talking about possibly a 4% increase, but they have not finalized that yet. But I think you're going to see tuition increases possibly at three of the four of those institutions that are below where we are. I don't know about fees. They haven't talked about fees.

Stephens: All right. And so, we're at, unfortunately, we're at the mercy— The schools are struggling the same thing that we are with trying to get meetings done. And I think Chicago State was supposed have had a meeting on the 20th. Unfortunately, they had to delay that. So, Dave, if you can move back a couple of slides to the— Back up one. Back up. Back up one more. And just sit right there for a second, and we'll allow for questions from here.

Jones: Thank you, Dan. Rocky, I can't see you all now because I see the slides. Rocky, are you still on board? Do you want to ask your question now?

Donahue: Sure. Thanks, Julie. And Dan, thank you for the presentation. And President Dietz, if my math is right, does this equate to about a total of \$8 million for the university?

Stephens: That is correct. Our overall student credit hours are somewhere in the—at our current population of students, we hang around a little over 500,000 student credit hours in a year. And so, the 500,000 times the \$15.50 would be a little bit north of \$7.5, almost \$7.7 million.

Donahue: Okay. So, my question is, because Dr. Dietz, you mentioned also the expectation, which I agree with you, that state support would, at best, be held flat but probably would be cut. So, what are our options if we don't do this, to come up with this roughly \$8 million?

Jones: Thank you, Rocky. That was my question.

Dietz: Well, right now, in terms of the fall, we're going through planning scenarios. And I mentioned the three different scenarios. The thing that I didn't talk about is that we also, along with a lot of other institutions, are assuming that there may be some reductions in state funding. And so, we have not gone into any of the specifics internally, but we're getting ready to kick off a planning process that would look at different scenarios with different percentages of reductions. And the sad part for all institutions is that as you look at overall budgets, the largest percentage of any university are people. And so, we don't want to create more anxiety than people already have. But I think it would be irresponsible not to do some planning around that. And, indeed, I think all the public universities are thinking about doing those same kinds of things, as of the conference call that I had on Wednesday with them. So, we really don't have a place to go on this, Rocky.

I think the other issue is that even though the governor came here and announced the release of funds for our College of Fine Arts, which, on the books, they're still released, but we haven't received any money for that. And I think the other concern that we have is whether or not capital improvement projects that may have already been approved, and even those with approved and funding released, whether or not there's going to be any money out the door. So, right now, this would also help us with the pipes that continually burst over at CFA if, in fact, we're in a situation where we've got to, again, handle that institutionally versus trying to handle that out of a capital improvement project.

There are a couple of projects that we have in mind that, if we'd receive the funding on this, that are on the books that we really need. One is the greenhouse that really has been taken offline. It's a part of our teaching area. And because of the life-safety issues, we really can't use that facility. So, that has a negative impact on our academic program, particularly in that area.

The second one is that we have some money that the library, Milner Library, has been saving for some time for the new Student Success Center that's down on the first floor, kind of around behind the Starbucks there in the Bone Student Center. We are really looking forward to that being a really positive place to help students with studying and being a place where we can help with tutors and give them a place to be, if you will. And we've got some of that money on hand, but we don't have all of it. And so, this would be another place to be able to pull out—I think we need about \$3 million to finish that project off. But if we don't have this, those projects don't get funded.

Donahue: Okay. Thanks.

Dietz: And I would be remiss to say we also are looking at our learning-environment platform, and what we've found is that while ReggieNet is workable, longer-term, it probably is not a platform that we need. And that's an expensive project as well. So, I'll just stop there, Rocky.

Donahue: Sure. Thanks. Kind of more, in my terminology, Dan has kind of taught me over the years that not all money is green as it relates to the university money. We often have swim lanes or buckets. Because of this unprecedented time, has there been any talk amongst the universities to maybe ask for a waiver, if that's even the right term, to utilize those buckets of funding for other purposes. Because it would be, I don't know, in my opinion—and that doesn't mean it's right—but it would be maybe, if we're ever going to be able to say, "Hey, look it. We have excess money maybe in this bucket. Can we use it for something else?" If we were ever going to be able to do it, I would think now might be the time for that opportunity. But I don't even know if that's realistic because I'm sure we're just not loaded with money in what I call these various buckets.

Dietz: Let me answer a broad-based answer, and then I'll turn it to Dan. That would be terrific to have that latitude. But unfortunately, the bulk of our funding like that involves bonded areas, and bond counsels have not come in and said you can have any latitude in moving any of that money around. So, we're pretty well limited on that. But, Dan, please weigh in here.

Stephens: Yeah, thank you, Trustee Donahue, for that. We have not asked the question, and we will ask the legislative body to see if there is any opportunity for temporary reallocation of what we call AFS facilities funds. They are tied, as President Dietz says, to bond covenants, and we are having our external bond counsel, Chapman, look at our bond covenants to ensure that there's no flexibility there. If there is, or if there's an opportunity to change some of those with some type of vote through our bondholders, we'd have to get, if we were able to secure new bond covenants, we'd actually have to have a vote accepting that from existing bondholders. The only way around that, we'd have to defease the debt in order to change them, and that's obviously very expensive. But we are actually looking at that as we speak. A number of universities have been doing that, not only within the State of Illinois but across the country. But the latitude, as President Dietz said, it's restricted funds because it is tied, itself, to existing bond covenants that we just don't have the latitude to change without their authority.

Donahue: Okay. Thanks. My last question is on the health insurance, the 4% increase. Is that just because our premiums are going up 4%, we're passing that along? Or we just believe that's— And I know our numbers are really low. So, I'm not at all saying that at all in a negative way. I was just curious how we came up with \$22.

Stephens: That is a contract amount. But the more knowledgeable person on this, I'll pass that over to Vice President Johnson and let him address that.

Johnson: That was the increase in the student health fee that we had already passed by the Board. And, again, that was due to national trends on the increase in health insurance, but that wasn't the full amount. We actually took care of some of those funds and covered some of those funds through some of our reserve funding that we had and actually brought it down to that 4% and that \$22 amount.

Donahue: Great. Thanks. I appreciate all the work you guys have done for this. Thank you for all you're doing. I know these are unprecedented, crazy times. So, thank you.

Dietz: Thank you.

Jones: Thank you for your question, Rocky. Can I have a follow-up with LJ before we move on from that? You said we absorbed some of those costs. Can you tell us about how much we absorbed per student per year?

Johnson: That student health fee?

Jones: That's correct.

Johnson: Unfortunately, I don't have those specifics right in front of me. I did not prepare for having the specifics on that. But I believe it was probably, again, something probably more where it was going to be \$28 or \$30 or something in that area, and so we absorbed some of that cost per student through some of those reserve funding.

Jones: Okay. Thank you. I'm sure you probably didn't have that on deck. But if you could follow up with us just so if we're talking about \$22, we could speak intelligently and say, okay, we're passing it through \$22, but it was \$40, or it was \$30.

Johnson: Yep.

Jones: Or something like that. That would be great to have.

Johnson: Absolutely.

Jones: Thank you, Dr. Johnson. I'm sorry, Sharon. I think you were asking a question.

Rossmark: Yes. Dan, a couple of questions I have. Are these numbers based on the same level of enrollment/housing needs that we have now, and if it is, are we currently working on any models if we have a 10%, 20%, or 30% reduction in housing needs and/or tuition or just non-enrollments? You know, students not coming back.

Stephens: Yes. We currently, as a matter of fact, as President Dietz was talking about earlier, for the past month, we were focused initially on trying to get our students successfully through the spring term, but we've moved our conversations for planning, going forward into the fall, and so we've got teams set up studying it from an operational perspective. And I've got myself and a few others on my team where I'm doing a number of modeling scenarios, both on the tuition side, because—if you may remember in the Board meeting, and as Rocky referred to earlier as the color of money—the tuition is a GR fund. Appropriations from the state are a GR fund. The academic enhancement fee is a GR fund. It's the only one we have. The rest of our other fees are Bone Center, a number of other building fees are in the AFS system, and then the housing-and-dining revenues are in the AFS system as well.

So, I'm trying to do some modeling that looks both at the impact to the GR funds associated with a reduction in student head count and credit hours and also a leveling of housing and dining. The one advantage we do have, if we're fortunate in this particular case, if our reduction in students is held to 200 or 300, 400 in range, we may have an opportunity this fall, if the students are here, because we've got extra demand more than capacity, that we'd still be able to stay at our 6,000 bed, which is a little over 1,000 students less than what our freshman and sophomore



class has. So, it's a little bit more difficult to guesstimate our model, the housing, but I'm working on some spreadsheets that will help us do a little bit of scenario-based at an executive level so we can generally see the big picture.

Rossmark: Thank you. And this next question may be more directed at Jan or someone else regarding the social distancing based on room-and-board numbers you have here. If there's going to be a requirement to spread the students out more versus doubling them up in rooms, how does that impact these numbers? Are you starting to look at modeling those numbers also if we have a reduction in rooms based on any requirements around social distancing for living conditions?

Murphy: So, are you asking— I'm sorry.

Rossmark: I didn't know if this was for Dan or for Jan, but just in terms of if we have a reduction based on social distancing requirements for living in dorms, and we're still to double up, have we started looking at how those numbers and reducing the number of beds available are going to impact these numbers in terms of room and board?

Dietz: I think that might be more LJ. LJ?

Rossmark: Okay?

Johnson: Yeah. We're running through a number of scenarios, as a matter of fact. What would it mean if—again, we have approximately 6,000 beds. What would it mean if we were to literally go to singles, and that would drop that number down to 3,000? What's the revenue hit for something like that? What's the revenue hit as it relates to various percentages, then, in that sense as well? And whether we have the reserves or other funds in order to cover some of those costs. So, we are going through those scenarios, and we've got, again, a number of workgroups out there looking at these various scenarios. And I think within the next couple of weeks, they're going to come back with their final projections and some options for the cabinet to consider.

Rossmark: Thank you. This next question ties to this. Around what point will we generally know, or do we generally know, how many students are actually returning, so, sophomore, juniors, and seniors are returning? In other words, is that something that's literally until they show up on campus? Or are there commitment requirements ahead of time? And, if so, how far out will we know what potential impact we have for students that are unable to return?

Dietz: Well, you know, we really know 10th day of the semester. That's when we have to report. We follow this literally daily, and then we roll it up into a weekly report. Right now, I'm optimistic about the returners. We have received a lot of positive feedback. It's been mainly anecdotally at this point, but I think the returners are really going to be fine. I think, again, some folks are— As I talked to the folks, this real estate landlord this week, he's full for next year. And so, I think those are the kinds of indicators that we look at. Registration is coming along really well. Jan, you might want to share some information about registration.

Murphy: Thank you, Larry. That's exactly what I would say is that when we think about returning students, we look at registration. So, registration started in March and then into April. And our fall registration numbers are right on track. We may be down just less than a percentage-point tick, but nothing that's causing us concern at all. So, we feel really good about returning students.

Rossmark: Well, that's good. Because we know everyone's situation is different, given financial conditions of everyone. So, this is good. Thank you. Thanks, Dan.

Stephens: Certainly.

Jones: Does that conclude your questions, Sharon? Okay. Thank you, Sharon, for your questions and Dan and Jan and Dr. Dietz, for your responses. I have a couple questions. The first question, Dr. Dietz brought it up about ReggieNet. I know we got a new logo for Reggie, and we added a lot of muscles to Reggie. I'm sure ReggieNet has needed every one of those muscles as we have transitioned to online teaching. What is ReggieNet looking like?

What are we planning to do for ReggieNet? I know we're probably going to have to use that over the summer. If we don't approve this increase, I'm sure we may need some improvements to ReggieNet. How would that happen without this increase, and is this increase directly related to ReggieNet?

Dietz: I'll turn this to Dan and Jan. Dan, you can go first.

Stephens: I'll cover just a couple items, and then turn it over to Jan. We are working with Charles Edamala, our CIO. ReggieNet is an application. It's our naming of it to get the underlying software, but it is a dated software. It's a good seven to eight years old. It is a productive software, but it is not nearly as student-friendly as some of the newer ones. In order to invest in a new learning platform, that's an environment that will take certainly several months if not a couple of years to scope that out. But the product we have today is a quality product, but as we move forward in a new paradigm where we may, as an institution, still be a very viable face-to-face environment on campus but also convert ourselves to having an ability to be a hybrid institution, which is the combination of face-to-face and online, both to students that are on campus as well as those that may be living, you know, outside of the community but still want to get our program. So the investments we're making today, Charlie's team has been looking in that area.

There's not a lot of things you can do to that application itself, but what we've been doing is complementing it with items like Zoom and also acquiring extra either hardware in order to make sure the internet's running as fast as it can. We also purchased cameras for classrooms. We're looking at additional work coming in this fall if we have to do some of the classes online as well. So, we're in those planning stages, very aggressively planning. But as President Dietz says, this is an academic technology fee and an academic facility fee combined together. Our sister institutions separate them. Ours is combined together. So, I'll stop here and let Jan comment on some of her thoughts from the academic community.

Murphy: Yeah, everything Dan said is correct. The underlying software is called Sakai. So, ReggieNet is our own brand name of Sakai. We picked it about seven years ago, and honestly, one of the reasons we picked it was because it was less expensive than other software, and we did not have any kind of an academic enhancement fee at that time. You know, that's a fairly new fee. Sakai works great for a residential campus. And as Dan said, we certainly have the bandwidth for it. It's not a question of students not being able to get on to ReggieNet. But I've taught both in the classroom and online with ReggieNet, and ReggieNet is a great learning-management system when you're meeting with your students. Right? Face-to-face. And it's just kind of a grading/discussion tool. To teach online, there are just better learning-management systems that will help us. And I think those learning-management systems will also be better for on classroom.

You know, we are a residential campus. And it's not that we're trying to turn our university to a distance-education university. We just want to be more nimble. And we're finding, through this process this spring, we're starting to learn, you know, what parts of our infrastructure could we be doing better? What technology will help us even improve our on-campus teaching? And so, one of the things that we're really understanding is that we're just due for a new learning-management system. It's just time for the next thing that will help us. Over the last five to six years, some really great LMSs have come into the market, and we're excited about the opportunity to maybe look for our next learning-management system.

Dietz: I'd like to echo that. The things that I've heard from students is that it really isn't terribly user friendly. We've beefed it up as much as we can. I like your chicken analogy. But we really are due for a different chicken or a different platform to help with. One of the things that we really were interested in and still are is the ability to offer a more vibrant online program, not to replace the face-to-face teaching by any stretch—because that's really part of our brand, and I think some of the strength of our success—but really to reach some students who can't come here. We might be able to offer something, and ReggieNet is pretty limited in that regard. So, I'll use my most technical term that I have to describe it that has been told to me is that's its clunky. So, there you are.

Jones: Okay. Thank you for that. So, it sounds like ReggieNet is hanging pretty well. We're doing some things to sort of supplement ReggieNet, to make it work for the interim, and I haven't heard anyone saying they've heard any really major concerns. It sounds like it's holding up as well as we can expect under the circumstances. So, appreciate that.

The last question I have regarding this is someone mentioned the Bone Student Center. And I know we have restaurants and things in the Bone Student Center, and I know all the restaurants have kind of taken a hit. But we do still have plenty of students, not necessarily on campus, but in the community. Have we gotten any information even anecdotally about how those restaurants in the Bone Student Center are operating? I'm assuming that they're still operating on grab-and-go. And I assume that that somehow plays into maybe our revenue. So, what is the status? What's going on with those things?

Dietz: LJ?

Johnson: Actually, those operations are not going on, now or probably during the summer. Actually, anyone who wishes to have, again, grab-and-go, we're working all of that through Watterson dining.

Jones: Oh, okay. Thank you, LJ. I think I knew that the food, most of it wasn't, but when we had our tour of dining services, most of that food, it seems like it was brought over to Bone Student Center anyway, or a lot of it, and it actually didn't come from there anyway. I know that one grab-and-go station, the food was transported over there. So, it didn't necessarily have to be in that location. So, thank you for that.

I just wanted to make sure that there was still plenty of dining options available for the students and also that if that impacted our revenue in any sort of way about not having, you know, food there to sell. I'm sure, just like everything else, it has been impacted.

Johnson: Yeah, definitely is impacting. But, again, you know, we're getting by and just trying to make sure that we've got the things in place in order to serve the students as well as, again, some of those essential staff. We're leveraging this as well, the ability to stop and do take-outs. As a matter of fact, we're actually offering not just cold types of items that you grab and so forth, but there are hot items as well and so forth, and the feedback has been pretty good so far.

Jones: Thank you, LJ. Any other questions on this item?

Aguilar: I had a couple comments. Sarah here. So, on page 4, I personally, and I know a lot of students were having a hard time with this increase. So, if we look on page 4 from the presentation, the mandatory student fee, the increase of that 16.8%, that's where I know a lot of students are finding a difficult time with that. I know that overall, it is the 1.97% total cost increase. But the fee itself of that \$465—it's a lot of money, especially right now in the harder times that we are having. I just want to echo from my constituents who have reached out to me personally about their concern with that. I'm thinking about graduate students who, maybe with their stipends they don't have to pay the tuition, but then they are responsible for the fees. I know that I've been reached out by some folks there that they're responsible for that fee increase or have to pay it. All students have to pay, but especially our graduate students.

And I just, I don't know; I'm having a really hard time with it just because of the circumstances that we're under. I'm thinking about everyone has different situations right now, and I'm aware of that. And I'm also very much aware that sometimes an increase needs to happen in order to keep functioning and things of that nature. But I was just wondering, I guess, if maybe we could do 1% instead of— I mean, instead of a 16.8%, maybe have we looked at different scenarios or things like that just to kind of see the difference?

I know I'm kind of rambling here, so I apologize for that. But I know that it's just hitting students really hard, and I've been contacted a lot by students as well as being in my own personal situation. I come from a single-parent household, and \$500 is a lot of money, and I'm just having a hard time with it. So, I guess I just want to know if we've thought about different ways to do this, where it's not a 16.8 increase in the fee itself. I know tuition isn't rising, and I know we're always very cost effective, and you all always take that into consideration. So, I thank you for that. But I was just curious about that.

Dietz: I think an answer to that, if you look at the one fee, the 16.8 is obviously a double-digit number, and we're not typically used to even proposing double-digit numbers. If we were spreading this out over tuition and room-and-

board and other fees, obviously that percentage would go down. I also am sensitive to the fact that, the situation that we're in, and while this is a proposal right now, that's why we kind of started the conversation, that if folks want to have individual conversations about different scenarios, Dan is really good at modeling all kinds of things here.

I think the thing that makes it a little shocking, though, is because it is in one fee, and that's where the percentage is. If we spread that across other fees, there may still be a reaction to the dollar amount but not so much to the percentage in the one fee. So, we can model that in lots of different ways. Again, we've got some time to have some individual discussions about where folks are, both on this fee and other recommendations that might come forward.

Aguilar: Okay. Thank you.

Louderback: I have some questions. This is Mary Ann.

Jones: Please proceed, Mary Ann.

Louderback: Thank you. I'm looking at the percentage also, and I guess when I first looked at it, I thought it was just for technology. But we're looking at it also for maintenance and stuff like that?

Dietz: Potentially. It's a little of both. We have specific dollar amounts for a couple of projects that we're looking at. As I mentioned before, one is the Student Success Center, and the other one is this greenhouse piece, but a lot of it's going to be for technology enhancement. We have dollars for those physical projects, and then my sense is that we're still looking at the whole Redbird platform. We're looking at different ways to enhance that, and I don't have a dollar amount. Dan, you might on the technology side. But I know that we have specific kind of dollars that we'd be looking at to complete these other two projects.

Stephens: Yeah, the technology investments would probably be—as we're, again, quickly gathering information and building revenue streams for a future learning-management system—that could be anywhere from \$2 million to \$3 million a year. One thing that I'd like to point out is we get a state operating budget, the operating appropriation.

Louderback: That was my next question.

Stephens: The capital, the operating appropriation, is supposed to only be for salaries—essentially it's a replacement of salaries—and the state has a capital budget, separate budget. And the portion that we got for CVA, the combined \$9.6 million and the \$52 that we received, pushes it up to about \$61 million. That only provides capital for three buildings. And so, we have 25 major academic buildings. We have not had a capital bill for operating for any repairs in ten years. And so, one example of a life-safety repair, we actually have, for the renovation of the biology center that President Dietz spoke about, it's closed because we haven't had any capital from the state. So, we're having to use operating dollars to do that, and tuition. It's essentially a combination tuition/operating dollars, because the state hasn't given us any deferred capital. The deferred capital line that they approved in the six-year plan was \$40 million, but we haven't received any of that. We haven't received any of those funds in well over a decade.

So, another item that we're having to study, because it will be front and center facing us in a few years, is we're having to study the engineering establishment of the HVA systems at both of our science buildings. They have fume hoods. Those fume hoods are necessary in order to exhaust the chemicals. If those fume hoods fail, then the building has to close because we can't remove that. The fume-hood replacement at the Felmley building by itself is \$6 million. The system over at the Science Lab building is \$4 million. And so, that's what this academic enhancement fee really does. It's a combination of both new projects, renovation of existing projects, existing emergency funds. But it can only be used in the academic instructional facilities. It cannot move around.

Louderback: Looking at the year that, you know, that none of us know what's going on, what are the things that have to be done this fall? Or what has to be done in the next year? I mean, it's an absolute necessity. Do we have an outline of that?

Stephens: We have maintenance projects that we are monitoring every day and managing those. As President Dietz says, if the state doesn't provide the \$62 million, we're going to have to use dollars that would have been used for another building. We're going to have to move that over to keep CVA open.

Louderback: I mean, what he said up here is you've got the greenhouse, the library, the Student Success Center. I guess what I'm trying to do is just to have an understanding of what are the immediate things that we need to do that it's going to explode, or it's going to fall down? And then, I mean, we have to do the technology. I mean, I don't know how much longer we're going to have to do it. But I'm just curious as to where do the dollars break out, or is it just kind of a lump sum? Because I noticed that we've already approved the insurance increase at the February meeting. So, as far as I'm concerned, that's off the table. That's already there. So, I'm just trying to figure out what are the things that we, just as we're looking at—because when it comes to the fall, our planning is to, okay, what do we have to get done. Okay, let's say that we lose 10% of our students, what's our plan, then, with that? What if we can't be on campus?

Dietz: Yeah. That's what our long-range planning group or fall planning group is doing right now. We have 15 different task groups that are looking at housing, that are looking at enrollment, that are looking at health-safety issues, that are looking at online instruction, and so that group will be coming back to us in a couple of weeks with some formal recommendations out of all these different functional areas. So, it really is a bit of a moving target. I wish I could be more specific about what's the highest priority. Well, the highest priority right now is to provide health and safety issues for our campus.

Another high priority is to make sure that if we have to be online that we've got a better system than we have right now that we can continue to teach online. So, that's a high priority. The life-safety issue within the greenhouse is a high priority. The Student Success Center, if everybody is back here, that's really designed to be a part of retention structure for students. Well, the recruitment is a big thing, but we also want to address the retention issues, and that's a high priority. And we have already, I think, \$4 million of the \$7 million already on hand, and so to be able to finish that off to help students with their retention is a high priority. Retaining the number of faculty and staff as much as we can, that's a high priority.

Louderback: Well, that's kind of what we're going to be looking at in all these things.

Dietz: Yes.

Louderback: What is our summer school registration?

Dietz: Summer school has been mainly online anyway. About 90% of our courses—and Jan has a lot more specifics about how many courses—but summer has been predominantly online, and we're moving the other 10% online. But do you want to speak more specifically about that?

Louderback: Well, is our summer school— Are we down? Are we normal? Are we up? Our registration for this summer.

Murphy: Enrollment for summer is pretty stable. So, we're not seeing a significant decline in summer. We usually run between 950 and 1000 courses/sections of courses in the summer; and last summer, all but 120 were online. So, this summer, we're looking at those 120, working with the faculty to make sure that we're moving those courses online as we can.

Louderback: So, what is our enrollment?

Murphy: Oh, I'm sorry. I can get a number for you as we're talking. I can find a specific number.

Louderback: I just wonder if it's up or down or equal.

Murphy: Oh. No, it's about the same. So, that's why I say we're not seeing any impact on summer at this point in time. The other thing I guess I would say if I may, that when we look at student fees, the academic enhancement fee

is the only student fee that goes to the academic side of the house. And so, if you think about our biggest competitor, the University of Illinois, UIUC, that's who we're going to compete against the most. They're running, last summer, they ran 50 capital improvement projects, and 35 of them were in the academic side of the house. They charge students over \$1,100 a year for an academic enhancement and academic facility fee. That's separate from what they charge on technology.

So, I think all the universities across the state are finding that we just can't wait for the state to provide us with capital funding. And that's where Dan talked a little bit about the infrastructure of our academic facilities is failing. Besides the fact that we feel like we're not moving forward and we're not able to look ahead and meet the needs of students. You know, the Student Success Center is a great example. That first floor of the library has been unused for a number of years. Dan's folks have finally gotten it to where the leaks are fixed and the infrastructure is set. It will be a wonderful Student Success Center to help us really look at retention rates and that retention gap, and it's a good extension of the Visor Center for all that we're doing to help our students succeed.

Louderback: And I guess the other one I go on to, and it's, as we look into the new 30 days and the masks and stuff like that. Is that a part of all we're going to have to put in to take care of all that stuff, too, then?

Dietz: I think one of the things that we were talking about, whether we're talking about returning students or we're talking about new prospective students, is that whatever the environment's going to require to keep people healthy and as safe as they can possibly be, including the potential for everybody wearing a mask and trying to de-densify some of our larger lecture halls and trying to figure out ways to do that, lots of other strategies can come into mind. The thing that I think needs to be a part of this is that we're going to try to be as "normal" as we can be for the fall, but students are going to need to help us with that, and faculty are going to need to help us with that and be responsible the way folks have been about the staying at home and wearing of masks and so forth. And so, we've got an educational piece to provide here as well to make sure that whatever the environment is for the fall, help us out with that.

The president of Purdue University sent out a letter that I think a lot of people may have seen, and his point was pretty detailed, but he said he wanted Purdue to be as close to the way they normally are during a regular semester. And he said the fact is that undergraduate students, in particular, or most of the student population, probably are going to get the virus at some point in time because they are together a lot, they want to be together a lot, a lot of them live together. But those that do get the virus are going to be healthy enough to stave off any major issues with that. And that less than 1%—and this is a terrible figure—but less than 1% of the population who's passed away are in that 18-22-year-old category. And so, they're just healthier. Their youth helps them become healthy. So, his point is that he's frankly less worried.

I'm a little more worried that he is about that. I don't think we just turn everybody open and say, well, if you get sick, we're here to treat you. We need some precautions in place, but I do think that we can't be just completely paralyzed by what the future might hold.

Louderback: I don't want to be paralyzed, but I want to be damn sure what my options are and what I can do. If we have students go down, the plan of, okay, how long do we have to give a professor or someone notice that we don't have the students and stuff to do that. I mean, that's all I'm looking at.

Dietz: And I have requests from some students who are health-compromised and some faculty and staff who may also say that I don't feel safe, I want to continue to teach online, or I want to do whatever. So, I think those are challenges that we're going to have to face.

Louderback: Thank you. And thanks for all the work you guys are doing. I really appreciate it.

Dietz: Thank you.

Jones: Thank you. I was going to echo what Mary Ann said. While, overall, the student population may be less inclined to be impacted by this, in particular, we've seen all over the news about the African-American community, and a lot of those students do have pre-existing illnesses. A lot of them have environmental asthma, so I would be

very concerned about them, and also not just the students but the faculty and staff that they come in contact with when they're on campus. If we do have them back on campus, we have to be responsible because they do go home for breaks and that kind of thing. So, while I appreciate what the president of that university said about the students overall, they don't exist in a bubble.

And if nothing else, this virus has shown us that we're more interconnected than we like to believe. And so, what happens to one of us impacts the society of the whole. So, while I appreciate his comments, unless we're going to keep the students in a bubble and keep them around themselves that are all fairly healthy, a subset of even some of the students are more inclined to be impacted by that. So, I'm glad that Illinois State is being mindful of that, and I'm glad that your comments were not exactly aligned with his, Dr. Dietz. And, as you said, you have a little bit more concern than that, because that statement a little bit concerns me.

Do we have any more questions or comments? All of this has been wonderful information. I see Sharon raising her hand, and I see Rocky. So, we're going to go with Sharon first, and when Sharon's question's done, we're going to go with Rocky. And I'm going to go get a phone charger, because I see it's almost 12. Oh, it's after 12. Sharon's going to have to get back to the space shuttle. Go ahead, Sharon.

Rossmark: Thank you. Just two things. Dan, I don't know if you'll know off the top of your head or have at your fingertips, the 16% increase, '21 over '20, do you know what the last couple of previous increases were? I don't recall them being this significant, and I'm asking the question because of Sarah's concern that she raised about the increase.

Stephens: We established the academic enhancement fee last year. And we targeted that. That was our first beginning of that. I'd have to look back at prior years. What we've been doing in prior years is predominantly tuition increases. I can look back at it again, but last year we were trying to establish, as Jan said, we desperately needed to do this and begin the analysis around creating the necessary funds that the state is just not appropriating because we're limited by our color-of-money rules. We have to be careful that not every dollar coming into the institution can be shared equally in every emergency. But I can gather some information. I just apologize, I'm focusing on this particular year and not prior years.

Rossmark: No, that's fine. And the other question, Dr. Dietz, is, not to take us off topic, so I'll just put it out there, and then we can address it at a later time, is that, given the amount of increase publicly that we've seen in mental health concerns in society in general, as the students return to campus, I would imagine a lot of them are going to be coming back with a lot of stress, recognizing what their stress already causes their family, just the whole—whatever changes are going to come about with social distancing in the new environment for the campus. I just want to make sure that that's on you all's radar also, and maybe if you'd give us an update on that in the future.

Dietz: That's a great comment. As a matter of fact, as I was reading a survey yesterday of presidents across the country, in this environment, what are their top concerns, mental health was in the top five. And so, I know that LJ has been working with our Director of Counseling, and they have developed some different kinds of delivery systems. Do you want to spend 30 seconds on that, LJ?

Johnson: Sure, and actually, that's a great question and focus area for us. And we've already started work on that. As a matter of fact, we are planning on increasing our staffing and support for students and the community over the summer. Typically, in the past, summer operations have pretty much gone down as far as supporting the campus community due to summer operations and students basically going home. But we're going to keep our staffing and our support and outreach at the same level that we've got right now in order to support those students and address their concerns and make sure that they are in a better place before returning back to the campus community. Again, President Dietz mentioned those 15 or so workgroups, and there's one specifically dealing with health-related issues and are going to come up with the plans for supporting the campus community in this new normal that we're going to have during the '20-'21 academic year.

Rossmark: Thank you.

Jones: Sharon, is that it from you? If so, we can go ahead to Rocky.

Donahue: Thank you, Madam Chairman. can you, just for my own clarification—and I apologize for belaboring this conversation on the fees—but did I hear you correctly that this fee is, if not the only one, one of the only ones that go to the general revenue fund, and therefore, at least in my mind, is it fair to say potentially the reasoning of the increase and the larger percentage than historically is because it will give the university a lot more flexibility because it can be used for other things where other fees are limited by what they can be used for? Am I understanding this correctly, or no?

Stephens: Yes, that is exactly true. And I'll read them all off. We have a general activity fee, a Bone Student Center fee, a health and wellness, a student fitness, athletic facility, athletic and service, Redbird Arena, campus enhancement, grant-in-aid, student-to-student grant-in-aid, and then the academic enhancement fees. Each of those fees, under, again, our guidelines, are targeted. They're targeted toward agency funds, like a student activity. You get to spend those fees in support of those areas. The Bone Center is an excellent example. The Bone Center fee that we have is dedicated to the Bone Center. Any AFS building fee has to go inside that system. On the GR side, ISU hasn't had a history of having a fee to support the academic infrastructure because it had been relying on the state to do that and thinking the state would have done that for a long time. Our institution is really just catching up, along with the others, to begin to create those types of resources, because they are identified on general revenue side which gives us much greater flexibility than those that are targeted toward agency fees or AFS fees.

Donahue: Okay, so, to me it's—at least in my mind—part of it is just it makes sense. While I understand the percentage increase is alarming, and it looks bad, but not knowing what's going to the state budget or the number of students who are coming in, I applaud you for at least looking for ways to give yourselves the most flexibility of utilizing the dollars. But it is, on a percentage-wise, a large increase hike at that as well.

Stephens: And one last point, if I may, and I know a lot of you are aware of this, but since we're talking about the increases, because we have truth-in-tuition rules, the revenue raise from a tuition increase does not provide as much resource as you may realize. A 1% increase, if we keep our student population where it is, it would only apply to the entering class, which is somewhere around 4,000 to 5,000 students and those credit hours generated by that. A 1% increase only equates to about \$600,000. And so, we are caught in a scenario by the rules of the state that some of our ability to generate new resources can be restricted by existing legislative rules.

Jones: Thank you, Dan, for that. Thank you, everyone, for the excellent questions. I know I appreciate that the university has done a lot of hard work. I mean, these are tough decisions that we have to make. One of the things that Illinois State University prides itself on is being an affordable university, giving a lot of bang for its buck. So, I know no one takes these sorts of decisions lightly. The one thing I would just kind of end my comments about these tuition and fees on is that we are dealing with somewhat savvy consumers now. (audio fades)

Dietz: We can't hear you, Julie.

Jones: Oh, I'm sorry. As Sarah is an example of, we have very savvy consumers now. Our students want to know what these extra dollars are going for. And so, you know, these are tough decisions that have to be made. Illinois State prides itself of being an affordable university and making sure that we give a lot of bang for our buck. But when we talk about even considering some of these increases, I'm glad that the Board has been very vocal about asking questions as to where these fees are going to go, because I know if I was a student, I would be asking, "Why am I paying an extra \$500? What am I getting extra this year that I didn't get last year for this \$500?" Especially when tough decisions have to be made financially.

So, I'm sure we are all keeping that in mind, and I think we need to kind of be laser-focused on that that because, as Rocky said, everybody doesn't understand the color of money and that this money is in this lane, and this money is in that lane. We've heard that feedback over and over again as a Board, and I'm sure we're going to hear it again. If we raise something by \$500, people are going to say, "What is that \$500 going to? What is different?" And so, I just would ask, as I know that you all are already being, Dan, and your team and Dr. Dietz, be mindful of that, because those are questions that the Board is going to receive, you know, if we do move forward with this. What is different? What is changing? Why is this increase necessary? So, that— Go ahead. I'm sorry.



Dietz: If I may respond to that a little bit. Hear you completely on that. And just like I, in my earlier remarks, had said, this is what some of the money last year went to, in terms of a laundry list of things that we had improved. I think this can be annual kind of report to the Board as to what the money went for if this was improved for the current year. And we've already talked about some of the things that we are having in mind. We can have some very specific dollar amounts tied to projects through this year and give an annual report out on that.

Jones: Thank you, Dr. Dietz. And then, my final comment before we transition to that is I believe it was Mary Ann, maybe I'm giving credit to Mary Ann, about which projects were priority. And I know that the team is working on that saying, you know, if we get— It's kind of a combination between Mary Ann and Sharon. I know Sharon said something about—I think it was Sharon—if we don't get the funds, what are we doing, what are we not— Oh, no, I'm sorry. Sharon said if don't get all the students come back. You know, if we have a 5% decrease, if we have a 10% decrease. So, I definitely want to make sure that you keep the Board advised of any projections that you have and numbers that you have that you prepare based on if we have decreases and if we have to move things around. Because we know this is a moving target. I mean, as we said at the beginning of the comments, this is uncharted territory, and I do, again, want to commend all of the team there about all of the hard work that you're doing to keep us abreast and keep our campus as close to normal as we can be under these circumstances. So, I'm going to ask that Dr. Dietz, if you want to make the transition into your next discussion topic on the agenda, unless you want to put a bow on this part of the discussion.

Dietz: I appreciate the discussion back and forth. And, again, I'd be happy to talk to folks between now and when the May vote is about any particular concerns or any questions that might have come up in your mind after today. So, I want to keep the dialogue open on that. I appreciate your consideration. But, with your permission, I will go into the next section, and we'll hurry the last part of this up.

Jones: You can certainly go to the next section, but we have vigorous questions from our Board. We are definitely question (audio fades out).

Dietz: I'm sorry. We couldn't hear that.

Jones: You can move on. Thanks.

Dietz: Permission to move on?

Jones: Yes. Please proceed.

#### **DISCUSSION ITEM: UPDATE ON CONSTRUCTION PROJECTS**

Dietz: The next section really, I think, is just an update. It's really about the physical facilities, and some of these are projects that we have been working on. Others are ones that we talked about a little bit this morning. COVID has really delayed or stopped progress on a number of construction projects across the campus. But today, I think we want to provide a little bit of a status report on some of these projects to kind of let you know where we are. So, we will move through these pretty briefly, and I've asked Dan to kick these off with the first one, the Multicultural Center.

Stephens: I apologize. I don't have the documentation in front of me.

Dietz: Well, I can zoom through this, I think, Dan.

Stephens: Yeah, if you don't mind. I apologize, Sir.

Dietz: No, no, no. That's all right. So, let me tell you what I've kind of prepared here today, and I'll just do this for each of these very quickly. And then if Dan wants to chime in, and if there are questions, we'll stop with each of these.

The Multicultural Center, just prior to the shelter-in-place restrictions being imposed by the governor, this project was progressing really well and on schedule for an early fall-term opening. The current delays, though, have now

placed the project back at least three to four months, provided the necessary on-site work restrictions. If they are lifted in May, and there's no significant delay by the contractors in securing a timely delivery of new equipment and furnishings needed to complete the project, the project could be open probably by the end of the fall semester, if things really move quickly and the Coronavirus cooperates. But we started, and we've had to stop. And so, we're back about three or four months. Any questions on that? Okay.

Julian Hall Cybersecurity Classroom Project, again, similar circumstances with the Multicultural Center. A temporary work shutdown has also delayed the progress on the renovation project at Julian. Original plans had the project complete by the end of the calendar year of 2020. We're hopeful to have the project completed in the spring of 2021 now, so the facility can be available for faculty and students in the upcoming fall term after that. So, that one is due in about the same timeframe. Any questions there? Okay.

Moving on to the P3 Housing Project, the university's 1,200-bed housing and dining expansion with our P3 housing partner, Gilbane Development Company. They've been actively planning for a desired fall of 2022 opening. That's been temporarily suspended until further notice due to the COVID-19 crisis. Project planning will resume once the health and safety effects of the Coronavirus has been effectively evaluated in relationship to future enrollment and some institutional physical implications caused by this pandemic. So, again, we're still in the planning process. That's been put off probably for a year beyond what we had hoped, but we're still meeting with some of the Gilbane folks on Zoom, and that progress is being curtailed a bit but still ongoing. Any questions there?

Louderback: I'm sorry. Where is that at, again? Where is that going to be?

Dietz: It's going to be where South Towers was. It's just south of the rec center.

Louderback: Well, Atkin-Colby and that one.

Dietz: Yes. Right.

Louderback: Okay. Thank you.

Dietz: Next one, replacement of Felmley Science Center Greenhouse. This is the greenhouse that I was talking about. The university continues to evaluate and plan for much-needed investments and new academic, instructional, and student-success initiatives. There is a proposal of the replacement of the existing greenhouse annex at Felmley Science Building. The current greenhouse program's phase is in serious disrepair, represents a life-safety and program-success risk. New plans for a replacement building have been designed. It will add additional teaching and lab space for biological sciences and offer opportunity for expanded research grants in the discipline. It's a \$4 million project that we hope to bring to the Board for discussion later on, and it's also connected with the academic enhancement fee. So, you've heard me talk about that. I've actually been in that building, and to say it's in disrepair is really an understatement. We've closed it to the public, and we've closed it to students, and so it's really not a functional space right now. Any questions about that?

The next one, build out of Student Success Center in Milner. In addition to the Felmley Science Greenhouse Project, the university would also like to move forward with design plans for a new Student Success Center to be housed on the first floor of Milner Library, as I mentioned, kind of behind the Starbucks on the east side of the Starbucks. This new student resource center will better partner and facilitate key library sources with student support for tutoring, advising, career services, and academic technology support. The project, once complete, would add over 24,000 square feet of new student learning and collaborative space that will benefit all the constituents on the campus. And, again, this project right now is estimated at \$6.7 million. We have about \$4 million of that on hand with savings over many, many years that the library has been able to identify. So, we would need about \$2.7 to finish that out.

So, that's really the last capital improvement project that's on the list to talk about today. But if you have any questions about any of those, Dan and I would be happy to try to answer them.

Jones: This is Julie. I have two questions, and some of this, I'm just screwy on. So, has all construction on campus stopped? Because I thought that that was essential work and that there is still construction going on. I guess in Chicago, it seems like there's always construction everywhere. So, I didn't know that the governor's order would have made everything stop. Or is that something we did on campus to make everything stop, if everything has stopped?

Dietz: Yeah, it's stopped. And the reason for that is that while a lot of this stuff is contracted with different construction companies, we need university employees to be there in tandem to supervise a lot of the projects and to be a liaison with those construction folks, and those have not been deemed essential. So, Dan, do you want to add into anything on that?

Stephens: Yes, thank you for bringing that up. Our project managers as well as the construction companies themselves, obviously they've got to work together. Typically, carpenters, electricians don't do work by themselves. They do it with a partner. So, separating yourself from that type of activity is very difficult when you need to be six feet away.

But one other critical point about Julian that people may not have realized is Julian is our main data center. That is where Charlie and his team have the infrastructure for our internet that we provide but also ReggieNet and all the communication going out of our campus. And so, one of the other reasons why we stopped any work in the first floor of Julian was the risk associated with tripping any kind of electrical device or any kind of area where would lose power in that building and, therefore, if we lost power in that building, we wouldn't have the ability to continue our online teaching environment that we had to do for spring. So, that was a risk... (audio fades out)

The CDB, they canceled all work that they—earlier, about a month ago, they canceled all their work that was on campus. They are just now sending letters out to each of the schools to say they are ready to begin to release some of the ability for those projects to continue. We've got some roof repair work that fortunately had started, but it had not completed. So, we're hoping to get that back going. But that's managed by CDB. So, essentially, unfortunately, everything was shut down either by the university or the governor or the contractors themselves could not accomplish what they needed to do and still socially distance themselves.

Dietz: Just as soon as that gets opened up, we want to start those projects up because the other aspect I know that's true for all of the communities in which we live, the university is a big economic driver here for the communities Bloomington and Normal and all the other surrounding communities as well. And for these people to be out of work right now has been very, very tough. And so, we want to try to get them back to work and continue to stimulate the local economy as quickly as we can. So, if there're no other questions on these items, I just simply want to—

Dietz: Kathy?

Bohn: Yes, I had a question. So, I know at our February Board meeting, we passed resolutions concerning new furniture at Watterson, and I think a Watterson filter system on the roof as well as the Bone Student Center visitor parking lot, etc. So, has that all stopped also?

Dietz: LJ?

Stephens: LJ, go ahead.

Johnson: Well, as it relates to the furniture, I know the timing has been delayed. We still don't know that we will get that furniture in time for getting that in place, so we're still working with it. And that's across the board. That's nationally, of course, to your point. So, we're still working to see if it's possible to still get that furniture in. But right now, it's definitely going to be delayed.

Stephens: And if I can speak to the Bone Center parking lot, the renovation for that project that we approved was also requiring an approval for debt because that's a \$5 million project, and the parking division's reserves and revenue streams can't support all of that to be expended in one year. So, we've been talking to some local banks about that. We've got bids. We've got a proposal for the May Board meeting, and it is a project that, when we talk

about priorities, it's something that does not have to begin immediately this summer. We can look for visibility into the fall. That's a major project. That will last a significant amount of time in order to build that out.

I've talked to a couple of local banks that we're lending. We've got some very attractive rates from them, but it's not like the interest rate's going forward, will rise anyway, significantly. So, that could very much represent a project that we, either from the Board's perspective says we'd like to go ahead and approve it, but place it on hold until you come back and feel like it's necessary to begin, and we've got that visibility. Or we can delay and not take up that measure and just simply bring it back to the Board in either a July meeting or an October meeting or sometime at another date.

Bohn: Okay. I don't have in front of me all those resolutions that we passed in February. I could look that up. But I was wondering if maybe you could send us via email or something what the status is on all those resolutions. I know that the Multicultural Center was included there as well, I think, as the other three that we just talked about. So, if that would be possible just to let us know, so we're not doing anything on these things, even though we passed the resolution in February.

Dietz: We can give you an update on that at the May Board meeting.

Bohn: Okay, great. That would be great. Thank you.

Dietz: Unless there are any other questions on that, I just, then, in the interest of time, you've been very, very patient and very involved this morning, and we appreciate that. I just want to say how much we appreciate the discussion. We're going to be preparing resolutions for the May 8th meeting. I appreciate you taking out time on Saturday morning to talk with us about this. Again, we're open for discussions and any questions that you might think of after this meeting, between now and the Board meeting. But, appreciate your attention and all your support during a tough time. And with that, I'll turn it back over to Trustee Jones.

Jones: Thank you, Dr. Dietz. Do we have any further questions from any members of the Board? Okay. Seeing no hands, seeing a lot of shaking heads.

Louderback: I have a quick question.

Jones: Oh, okay. Go ahead, Mary Ann.

Louderback: My hand didn't go up. I don't know. Just real quickly about commencement.

Dietz: What are we doing?

Louderback: What's that plan?

Dietz: Well, we're going virtually with commencement, obviously the first time we've ever done that. We sent out an email to all graduating seniors. I see Sarah is shaking her head. I think she might have gotten the request. But we sent out an email to all the graduating students and said, "If you want to share something that might be selected to be included in my remarks about your experience here, and particularly during this semester as being a challenging time for everybody to get through, that I will select a few of your stories and remarks to be included in my commencement speeches to each of the colleges." And so, right now, I'm going through a draft of remarks and going through those comments that we got back.

And I'll tell you, I think the last count, we were well over 200 students had sent stories back, and some of them are just, it brings a tear to your eye with the positive things that these students have had to say even during a very tough time. So, I'm going to weave those into my remarks as well. We're going to do a roll, if you will, of the names that are going through. We're going to be sending graduates a booklet as if they were here, and we're also inviting those that want to go to physical walk across the stage, we're inviting them to the December commencement. So, that's kind of our broad plan right now.

Louderback: Now, how do we watch it, or how do we...?

Dietz: We can send you information about that.

Louderback: Okay.

Dietz: We've got Dave and Brent both on the line, and we'll be in touch with our folks that run commencement, and we'll let you have access.

Louderback: Yeah, because I'd like to watch it. I mean, it's one of our most important...

Dietz: You bet.

Louderback: Now, is it going to be the same as normal? Or are you going to do it all in one? Are you going to do each college separately again, too?

Dietz: I think so. I will have to get back with you on that.

Louderback: Just curious.

Dietz: I'll know more after Wednesday because we're taping on Wednesday.

Louderback: Okay.

Dietz: I'll be sitting here down below where I am right now in the house. I'll be sitting in the living room down there where I sent out my message sometime back.

Louderback: Yeah.

Dietz: As I looked in on that, you know, the fence outside was prominently displayed, and a friend of mine called in and said, "It looked like that you were in a very nice, minimum security prison."

(laughter)

Dietz: I hadn't even thought about that. So, I think it's going to be in a similar area, but I'll be in my regalia. I'll be all duded up in the regalia and do my best to try to bring it home as something as special for the students who are not going to be together.

Louderback: Awesome. Please let us know.

Dietz: Okay. Sure will.

Louderback: Thank you.

Dietz: Thank you.

Louderback: Madam Chairman, hearing nothing else?

Rossmark: I have a question.

Jones: Sorry. I was on mute. Sharon, did you have something?

Rossmark: Yeah. Just real quick. You referenced a May Board meeting. So, we're going to do it at the same time, just via Zoom, then? Same date, same time?

Dietz: I think so. I think that's the plan. If there's any change with that, we'll send out a notice. But I think that's the plan. Yeah.

Rossmark: Okay. Thank you.

Dietz: You bet.

Jones: Okay. That completes our business for today. I would now ask for a motion and a second to return— Oh. We're not returning to public session.

Louderback: No. This is Mary Ann. I move we adjourn.

Navarro: I'll second. Navarro seconds.

Jones: Okay, so we have a motion from Trustee Louderback and a second from Trustee Navarro. All those in favor, indicate by aye. Any opposed? Thank you. We are adjourned. Everyone have a great rest of your weekend. Thank you for joining us this morning.