

MINUTES  
Board of Trustees of Illinois State University  
Board Retreat Day One  
November 5, 2020

Jones: I will now call the Annual Retreat of the Board of Trustees at Illinois State University to order. I note for the record that this retreat is being held pursuant to Governor Pritzker's Executive Order 2020-59. As Chair of the Board, I determine that as a result of the disaster declaration issued by Governor Pritzker, an in-person retreat would not be prudent, practical, or feasible at this time. As included in the notice of the retreat, the university has provided a YouTube link that allows all interested persons to contemporaneously view this retreat and hear all discussion and roll call votes. Accommodations have been made for presenters and persons wishing to make public comment, to participate in the meeting via Zoom. Trustee Louderback, would you call the roll?

Louderback: Sure will. Trustee Bohn.

Bohn: Present.

Louderback: Trustee Dobski.

Dobski: Here.

Louderback: Trustee Donahue.

Donahue: Present.

Louderback: Trustee Jones.

Jones: Present.

Louderback: Trustee Louderback. Present.

Louderback: Trustee Navarro.

Navarro: Present.

Louderback: Trustee Rossmark.

Rossmark: Here.

Louderback: Trustee Turner.

Turner: Here.

Louderback: Chairperson Jones, we have a quorum.

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

Bohn: Yes.

Jones: Trustee Dobski.

Dobski: Yes, I can.

Donahue: Yes.

Jones: Trustee Louderback.

Louderback: Yes.

Jones: Trustee Navarro.

Navarro: Yes, I can hear you.

Jones: Trustee Turner.

Turner: Yes.

Jones: If at any point during the meeting you're having difficulty hearing any other, please let me know. Also, pursuant to the requirements of the Open Meetings Act, all votes taken in today's meeting will be roll call votes. Each board member on each issue will be identified and recorded. For the record, the only action being taken by the board at this retreat is approval of the agenda and adjournment. You have before you the agenda for the Board of Trustees Retreat. Can I have a motion and a second to approve this agenda?

Louderback: So moved.

Jones: I have a motion by Trustee Louderback. Second?

Bohn: Second.

Jones: Second by Trustee Bohn. Trustee Louderback, can you please roll call the votes.

Louderback: Sure. Trustee Bohn.

Bohn: Yes.

Louderback: Trustee Dobski.

Dobski: Yes.

Louderback: Trustee Donahue.

Donahue: Aye.

Louderback: Trustee Jones.

Jones: Yes.

Louderback: Trustee Louderback. Yes.

Louderback: Trustee Navarro.

Navarro: Yes.

Louderback: Trustee Rossmark.

Rossmark: Yes.

Loudermark: Trustee Turner.

Turner: Yes.

Loudermark: Chairperson Jones, the motion is approved.

Jones: Next on the agenda is public comment. We do not have anyone who has indicated an interest in making public comments to the board today. At this time there is no one to invite to Zoom because we have no public comment so we're going to proceed directly to our retreat agenda this morning. Good morning, everyone, and thank you for joining us for our annual retreat meeting for the Board of Directors. Um, I'm sorry. As a Board, we feel that it is very important to always to look for ways to ensure that we are the most effective board possible and engaging in board development is one way to meet that goal. I am hopeful that everyone will find the information shared and activities conducted during these next two days beneficial in their role. I will briefly introduce our facilitator for the next two days, Mr. Richard Legon. After this introduction we will proceed under the direction of our facilitator. Mr. Legon recently retired as the President of the Association of Governing Boards following 14 years of leadership at that organization and 36 years with the organization. Prior to joining AGB, Rick served in local and national government as well as in national association positions. He also served as the first development officer for a small college in Chicago. During the leadership of AGB, the association enhanced its leadership role in recognition of the heightened focus on board and institutional government. Mr. Legon led the association in high-profile initiatives mostly focused on policy issues, challenging higher education's unique form of government as well as urging a new level of board and presidential collaboration. During his presidency, the association released a report of its national commission on the future of higher education government, which calls upon boards to engage in consequential government and formed by the commission's seven specific recommendations. The report is a call to action for boards and institution leadership to strengthen higher education during a time of change. AGB is committed to advancing the recommendations of that report. Rick also led the association's successful three-year effort to persuade the Securities and Exchange Commission to provide board members with an exclusion to its proposed changes to the definition of a municipal advisor as part of the Dodd-Frank legislation to address Wall Street reforms. AGB's leadership in this effort helped to save structure of higher education board government and to retain its independence. Under Rick's leadership, AGB took the lead on such issues as intercollegiate athletics, education, quality, and outcomes. In 2010, he led the launch of AGB Search, which quickly became a leader in new approaches to selecting and developing higher education leadership. In 2015, along with the AGB Board of Directors, he introduced the association's newest enterprise, AGB Institutional Strategies, an AGB auxiliary that brought in AGB's consulting to include business and operational challenges facing universities and colleges. Rick has written extensively about board governing in AGB's Trusteeship magazine and other AGB publications and in association magazines. He is also the author of AGB Margin of Excellence, a work that addresses the governance of institutionally related foundations. He has led hundreds of board retreats and workshops, including many that were high-profile governance reviews, and he is a regularly sought-after voice on higher education leadership issues. Rick holds an undergraduate and graduate degree from George Washington University as well as an honorary doctorate from the University of Charleston in West Virginia. He currently serves on the Board of Trustees, so he is a fellow trustee, of Spelman College in Atlanta. He formerly served on the Board of Visitors of Virginia State University and on the board of the University of Charleston. I'm sure Rick would probably be embarrassed by me taking so much time in the retreat for his introduction, but I do feel that it's important for us to give some foundational information about Rick and know that we are in expert hands, and, as I said, he is a fellow co-laborer as a trustee himself, and so he understands what the role of trustee is, and he is our tribe. He is part of our people. So, Rick, I am going to turn this over to you.

Legon: Thanks, Julie. Good morning, everybody. It's an honor to be with all of you today in this new world of virtual board meetings, and I appreciate the confidence that Julie had in me to come and spend part of today and part of tomorrow with you and the Board of Illinois State for an important conversation, as important in my view for what it doesn't do as what hopefully it will do. It's a real opportunity for board members to push away from the virtual board meeting room and meeting room table and to just reflect, to reflect not necessarily on specific policies or initiatives that, as important as they are, especially today, tend to consume board meetings, but rather to reflect on your work as a board and as individual members of that board. Julie set it up right in that this is an opportunity for you all to own some space over the next couple of days about your work, both individually and collectively, in the context of all that's going on across higher education but, more specifically, how that relates to the university for which you are stewards. So that's what we're going to do. We have invited to the senior leadership team and President Dietz and his colleagues to sit in and listen in to the first of your two days together but to not present any staff reports that usually drive the content of your committee and board meetings and to just let the conversation flow. And that's what's exciting about these kinds of retreats. The best of them has specific takeaways, depending on the issues you talk about and where those conversations lead. But at a minimum it gives you a chance to work

together in ways that perhaps you don't, because you get to have conversations that I know and to build under my view of continuous improvement of a board and its capacity to develop not only around the issues that do frame the work that you're called upon to do but also to build a kind of a team concept of colleagues who are there for mutual reasons, and that's the interest of the institution and your students and faculty and staff for whom you have ultimate responsibility. And so I just think it's a wonderful opportunity to engage and go wherever it's going to go. We have an agenda. You have that agenda, but it's a guide as much for me as it might be for you, but again this is going to be your discussion. It's your conversation. My job is to make sure that you continue to stay on task to a certain extent and to provoke if I need to kind of get you back on point if we need to. And if there's an opportunity or desire to share some specific content around any of the issues that might come up, I can do that as well. There's actually a slide deck that I hope not to have to share except if it's needed to just kind of offer some prompts. But other than that, again, this is your conversation from the get-go to where it winds up, and I think that's a lot of fun, and it's important. Fiduciary boards, with all of the weighty matters that you all have to address and bear responsibility for in a way of being both true to being this consequential board that the report Julie mentioned calls out to be but also to be supportive of effective and visionary presidential leadership, to be supportive of the staff that supports your work... All of that is true. But at the end of the day as fiduciaries, there's no higher authority. You have the legal responsibility by law to make the best decisions you can around the issues that are only going to grow more complex. As complex you may have felt them to be up until last February and March, they're only going to get more complex, more challenging, more confusing, and more uncertain going forward. And so where does this board and you as individual members of it fit into this changing climate, this changing context facing higher ed and Illinois State specifically? So, again, it's your discussion, not framed by staff reports. And ultimately whenever we wrap up tomorrow afternoon, it'll be your takeaways. If there are specific items that you want board leadership, Julie specifically or all of you collectively, to own in terms of anything related to how you do governance, that'd be a great set of outcomes or a specific outcome, and we'll watch for those as we go. Otherwise, it is just an opportunity for the board to reflect and to get a handle and a level of candor and interpersonal relations, and our team-building exercise that we'll begin in just a little while will reflect that of a comfort among you. You guys have the advantage of having a board of what's really eight colleagues, which has its pluses and minuses. It's fairly common for public institution boards to have small numbers of board members serving on it. And, again, there are pluses and minuses to that, but building a team amongst the eight of you, I think, is essential for what you've been doing and what lies ahead as a fiduciary body. So before we get into the first area that I would encourage us to begin with, are there any questions about what we're doing and where we're going and how this is going to go? And, by the way, if you just raise your hand in your little screen for as long as those screens hang in there, I'll recognize you, and that way we can keep a little bit of decorum in order as engagement follows up. So, everybody okay with the way we're going to do this?

Dobski: Rick.

Legon: Hey, Bob. Yes, sir.

Dobski: Yeah, just, uh, maybe Julie can define or Jane what exactly is the role of the Board of Trustees. What is our duty? Maybe define right up front there so... As far as I know, it's just to hire a president and monitor what's being done, and then everything else is kind of under his authority and that. So maybe starting from there?

Legon: I'll start. Let me... I'm just making notes of other things that is last, but that will be my first offering, Bob, in just a few seconds. Other questions about how we're going to proceed? Everybody okay? Everybody comfortable? How many folks are enthusiastic about this opportunity? Please. Well, I'm enthusiastic. Bob, let me deal with your very fair question. So you were appointed, I assume, by the Governor to become a member of the board. Too often, and I'm not saying this is the case in Illinois, but my home state, commonwealth of Virginia, we tend to do an absolutely awful job of helping board members understand what the job is what the job is not and fully orienting board members to the task at hand. And while they way you described it is not wrong, it's a little bit dated, Bob. Board members are, yeah, you know, we want board members to... Not board members, we want boards, of which you are a member, to recognize that one of their key tasks... Some will say the most important task; others will argue it is to select strong institution leadership in the form of a president and to be generally supportive of the president's vision and leadership and management decisions and hopefully the policies and strategies and initiatives that he or she might bring to the board periodically. Your job is to be as supportive as you can be. It's the word monitor that you used, Bob, that I don't think fits the role of boards today. Monitor, if you look it up, monitor is to watch, to kind of oversee. We need boards to recognize that they are, by law, state law... Every state has a law,

named different in different states, but every state has a law related to the fiduciary responsibilities of boards, not only of governing boards of colleges and universities but other state agencies that have governing bodies and commissions, etc. There are three legs to that, Bob. One is the duty of care and the duty of obedience, and the other is the duty of loyalty. We're not going to do a legal course right now. There's a lot written, and AGB has online information that will break that down for any of you who want it, and it's there for you to just click on. But essentially what it says is, Bob, that at the end of the day, while that which you shared is valid, your role is really more than that. Effective boards today have a level of engagement and collaboration and partnership with institutional administrative leaders and faculty. You have to be more active than merely what is... And I'm not saying were implying it, but what is merely implied by monitoring. You have a job. This is a job that comes with homework. You need to know a bit about the business of Illinois State. You need to know about the issues that are confronting now and going forward. You need to be sure that your attention is less on transactional issues that at the end of the day are not going to impact anyone in any significant way. All issues are important, but your job is to participate and engage. It doesn't mean you micromanage. It doesn't mean you help President Dietz and his team do presiding. But it does mean that you've got to be curious and fully engaged and recognize that as a fiduciary, both as an individual fiduciary and as a member of a fiduciary body, you have the ultimate authority. You guys could do anything you want. Now we don't want you to do that, but you legally have the authority to make any decision you want. And so to be helpful, you need to be a true collaborator on the strategic challenges and issues and to be engaged. I know that over the last six to eight months, whatever it's been, we've been going through this pandemic, that many boards, like Spelman College Board, on which I serve, has met regularly, both to listen to the president and her team's plan around the pandemic and how we're going to educate our young women (it's a women's college), what it means to our financial plan, what it means to our reputation, and lots of other things, but also to participate in the conversation, not just to receive but to be a true collaborator, Bob, in the conversations that will result in the decisions that we've made for Spelman. So it's a little bit more robust, Bob, than the way you put it in front of us, but again it's a calibration of full engagement without tipping over to the side of actually managing the institution. It's actually one of the hardest things to do because so many trustees around the country, and I know you all as well... I've read your bios... You run things. And board members have a tendency to default to what they know, which is we run things. So we will help run this thing called the university. That's not the job. But being engaged around the strategic challenges, Bob, is very much your job and requires awareness and study and a bit of a broader mindset as to what your job is and isn't. Does that help? You're on mute, Bob.

Dobski: I just wanted more clarification about, you know, we don't just moderate but we do give our input at a lot of times, and we'll criticize or make suggestions and just not monitoring. I don't want you to think that. You know, you kept saying Bob, Bob. I'm trying to get it for the whole board, especially the new people and that what exactly our job is to get that on the table, though.

Legon: Okay. Yeah, it wasn't targeted to you, but you asked the question. And we'll come back to this a bit more as we work through this, but it's a good opening issue. So are there any other questions? If not, we'll move into what I'd like you all to do from the get-go, and that is sharing on behalf of yourselves individually what objectives you might have. So when we get to around whatever it is, 1:00, 1:30 tomorrow afternoon your time, what will have been success for you if the board addressed or accomplished specific activities or issues to have been addressed? What will make you feel that this is was a good use of your time? I'm asking you all.

Dobski: Well, Rick, I can start out by saying with this corona virus we're dealing with now it's going to be able to maintain the education level that ISU has now and always has provided for our students and to satisfy everybody with the, I guess, issues of either being in the classroom or on a Zoom meeting or whatever - so being able to maintain how we go forward until we this gets taken care of. So that's one of the things.

Legon: Very good. Okay. Others? Please jump in. One of the things about a retreat: They work best when you all participate. Sharon.

Rossmark: Yeah, Rick, I was going to say that I think the items that are specifically on the agenda are quite timely as it impact us as well as other universities, so having a great dialogue as well as a thoughtful conversation as to the challenges of higher ed across the country and then zeroing in on what are those implications for us and what are some possibilities of moving forward how we might address those.

Legon: That's great, Sharon. Why does that actually matter that we do this, that the board has the conversation around those issues that you just cited?

Rossmark: Well, I think it's important because I think it helps level the playing field for our understanding of those implications. I think because we all have... We all bring something different to the board in terms of background, experiences, as well as geography. I think it would help us to at least have that level set conversation about what is going on and have some realistic conversations about what are those implications for us for the university and how might the board help university address that or at least provide some guidance in adjusting.

Legon: Thanks, Sharon, but let me stay with you if you don't mind and, again, since it's just you all, candor is important here. How long, Sharon, have you been on the board? Bob, I meant to ask you as well, but we can get back to that. Sharon, how long have you been on the Illinois State Board?

Rossmark: I think unofficially four years maybe. Someone is like three. Julie is holding her fingers up three because we haven't been officially appointed. So between switching governors, it's been several years. Let's put it that way.

Legon: Okay. And do you feel that the kinds of issues that you just alluded to are presented regularly to the Board at the right pitch, at the right level, in a wholesome, strategic way? Sharon.

Rossmark: I'm not sure how to really answer that other than I think that could probably be a more robust conversation about it that is thoughtful as well as allows a two-way dialogue about it.

Legon: Okay. Well, thank you for your candor, and that's exactly the kind of candor that everybody, including the administration, wants to hear today and tomorrow. Bob, you were flashing. You have something you want to add to this?

Dobski: No, no, no. You were going to ask me how long I've been on the Board. I've been recycled about 18 times. But, no, I got on I think at 2008 and then I was off for a while and then got back on, and like Sharon said, I don't think we're officially on yet. But that's my status right now.

Legon: Thank you, Bob. Bob Navarro, you had... I thought you indicated a comment, but please jump in.

Navarro: Well, like Sharon mentioned, I looked at the discussion items that were listed in the agenda, and I'm just anxious to hear how my fellow board members feel about some of these topics. I think it would be important to understand where people are coming from and what's important to them as we navigate this time period for the university. So, yeah, I'm anxious to learn where the other board members feel about some of these topics. So, at the end of the day tomorrow, hopefully I'll have a better understanding of that.

Legon: And how long, Bob Navarro, how long have...

Navarro: Just a year. So I started last May of 2019, so I guess just a little over a year, a year and a half.

Legon: So...

Navarro: I'm one of the newbies.

Legon: ?? \_\_\_\_ (s/l cannot understand) however it works in Illinois to say, "Sure, put me in, coach. I'll do this.

Jones: Rick, I think we lost the very first part of your conversation. You froze for a minute. We just heard, "Put me in coach" out of context. (Laughter)

Legon: No, no. Bob Navarro. You got me?

Navarro: Yes, I can hear you. No, I cannot hear you.

Jones: Rick, you're freezing. Rick? We see you now. Can we hear you? Oh, you're not saying anything right now because I don't see your lips moving.

Legon: Can you hear me?

Jones: You're breaking up. I don't know what's going on with your connection.

Legon: Yeah, we're having Internet troubles here. So I'm using my hotspot on.

Navarro: You want to type a question to the chat?

Legon: It looks like I might have to.

Jones: Okay, because you're coming in and out, so we can hear you some of the time.

Legon: All right.

Jones: I hope that everyone knows how to use the chat feature, but if you don't, if you go to the bottom of your screen, you should see a bubble that says chat. If you select it, you can see...

Navarro: We're good. Make sure it's an easy question. We're just starting.

Legon: Can I be heard or seen?

Navarro: Why did I join the board? Well, certainly when... I think it's a great opportunity to serve the university and students, and it's quite an honor for me to serve in this capacity. So I've done some other things for the university in the past, and this just seems to culminate some of my other experiences. When the governor office calls, you want to respond to that. And they don't make those calls very often, and it's honoring and humbling all at the same time.

Legon: Is it what you expected? Can you hear me now?

Navarro: Yes, I can hear you?

Legon: Is it what you expected?

Navarro: So far I think it is. I think these last six months have really... You know with virtual commencement and classes going online, I think it's a challenging time to be a student for our campus when our students want that on-campus experience. I think it's a challenging time for faculty members and certainly for board members, so I think these last six months I don't think anyone really expected it. But as far as serving on the board and the communications and our meetings, all that so far is kind of what I expected when I joined.

Legon: Thank you. Jada, can you hear me?

Turner: Yes.

Legon: Yeah, right. I see you as being muted, but I did hear you. What's the process by which a student trustee gets on the board?

Turner: So for a student to become a trustee, you have to go through the SGA election, so the student government election, and basically you have to be voted in by the student body along with other student leaders who are running for a position, such as like Student Government President and Vice President. You have a debate, and then you have a week of campaigning, and then after that week of campaigning that's when voting starts. And you have two to three days for voting. And, yeah, for student trustee, anybody can vote. Well, any student can vote for you.

Legon: Among board members. Julie, can I be heard now? Give me a thumbs up. Am I being heard?

Jones: We can hear you, Rick, but you may not be able to hear us. I don't know if you can see us. We all gave you the thumbs up. If your connection doesn't improve, maybe you might have to dial in, unfortunately. We would hate to do that.

Legon: Yeah, I think I might. All right. Is there a telephone number I can call in on until I get this thing resolved?

Jones: Yeah, you're clear right now. Of course, as soon as you dial in, it's going to be clear. Dave unmuted himself, so maybe he's going to give you the number.

Bentlin: Yes, Rick. If it's all right, I'll give you that number right now.

Legon: Yeah. Sorry about that.

Edamala: Dave, this is Charlie. If Rick clicks on that microphone things and says switch to phone audio, the numbers pop up, and you should be able to have the video on and then call in over the phone. Does that make sense?

Legon: I don't know if I have that option. But am I being heard now, I guess that is my question.

Navarro: Yes, you are.

Jones: Yeah, I see what you're talking about, Charlie. I see it at the bottom. If you click where it says mute, where the microphone is, it gives you the option if you're going to have to switch to phone audio, and then we'll still be able to see you now.

Legon: Okay, but for now it's okay?

Jones: For now it's okay. One of the drop downs over the key buttons. Thank you, Charlie.

Legon: All right. Thanks, Charlie. Anyway, I looked at for everybody to say a few words to get us started. Kathy, do you want to add some thoughts?

Bohn: No, I couldn't hear you. So I don't know if you can ask again.

Legon: No, I'm sorry about that. Can you hear me right now?

Bohn: Right now I can.

Legon: What do you hope to get out of this, and why do you think for the board to have time together?

Bohn: Well, for one thing I think I'll get to know the board members a little bit better, and I'm hoping, kind of what Bob Dobski said, to... Corona virus has changed so many things, so I'm hoping that we navigate through this and are still a strong university and a strong enrollment, and I so I guess I'm looking at what's going on in our world, in addition to corona virus, that we can stay strong as we have through other things. Just where we need to go.

Legon: Yeah, and that point is so central. Clearly the administration runs point. Can you hear me?

Bohn: Yes.

Legon: Runs point on these matters, but as I said earlier, this may well be among, if not the biggest, set of strategic challenges that you will face through your service on the board. It's important not only because it's part of your responsibility as a fiduciary, but so many stakeholders, internal stakeholders, external stakeholders, policy leaders, alums, donors – those who pay attention to the reputation of the institution are looking at how you all do what you are and making the decisions you will be and have already begun to make and will going forward. And at the end of the day, the board has accountability for what those decisions are. You hold your president to account, but the

public holds you all to account as well. That's why you're making the big bucks. (Laughter). This is serious show time, and you'll your grandchildren and your great grandchildren about this moment, but this is the moment where we all have to rise to a level that we probably didn't realize specifically we'd have to rise to, but things work in mysterious ways, and now you own it. So it's important to address it. So, good point. Other comments before we move on? Rocky, any thoughts up there in the top left?

Donahue: Sure. Sorry, I had it on mute. Thank you. Good morning to everybody. Not to sound like a broken record but very similar to what you've heard from some of the other members. My hope is quite honestly to kind of maybe get to know our trustees a little bit better. One of the things coronavirus has done is we haven't had the chance to really spend a lot of time as trustees together. We have a fairly newer board with a lot of board members, and as a result of corona virus, all of its impacts hasn't given us the chance to bond or get to know each other. And we come from very disperse backgrounds. We have ideology, geographical backgrounds, and I think sometimes, because we haven't been together, when we get together as board members, kind of as Bob Navarro said, we might read into what others are saying just because we don't know, quite honestly, where they're coming from. So my hope was that we can all kind of maybe bond more together because we have a lot of challenges in front of us, and it gives us a different perspective. In the bottom of my heart, I truly believe everybody here, from the administration to the trustees, just want this university to be the best university it can be. And we approach it sometimes from different viewpoints, and it doesn't mean our viewpoint is wrong or we're trying to upset anybody. Sometimes we just have to understand that individual's viewpoints. And my hope is to kind of maybe see that a little clearer.

Legon: Yeah, Rocky, how long have you been on the board, if I might ask?

Donahue: I was appointed in 2011, so going almost to ten years.

Legon: You've had a nice run. You know, we're going to talk more about this specifically later on, but you kind of touched on it, so it's easy to just... Can't be heard? Can I be heard? Rocky, can you hear me? Yeah. Okay.

Donahue: Sorry, I was on mute. Yes, I can hear you.

Legon: Yeah, one of the key issues for any board is the culture of the board. And that includes how members of the board engage with each other, the candor, the inclusive nature of board conversations. And, you're right, everybody's there hopefully with the same overarching goal and objectives. Does it work? Could you hear me?

Donahue: Yes.

Legon: Okay. All right. Let us move into one of the things... Can you hear me now?

Jones: Rick, we can hear you, but I'm sorry you missed one trustee, and it's now like her to be quiet. Since you did a round robin, I think we ought to give Mary Ann a second to see if she wants to chat.

Legon: Oh, I'm sorry. I thought I caught everybody, included everybody.

Louderback: Yeah, way to go, Julie.

Jones: I want to put her on the spot.

Legon: Mary Ann, I tried to protect you. Your Board Chair called you out.

Louderback: Okay. You know, I was all ready for us to play who we are and why we're here.

Legon: Yeah, and why are we here. Oh, I see your headdress. Very nice.

Louderback: It's very important that we do get together and we do know each other. I know we talked about, you know, how did we get here and who comes from what area, because I don't think we really know. I mean I can look up everybody's bio, as you have done and as we all have, but there's a whole lot of different things that come out of what has been going on. The one thing that I really am pleased about is the amount of enthusiasm and I don't know

what all the words I want, that we all have for ISU. I mean that's, to me, that's the number one reason why we're even on the board. And I think to get that is what really matters and what we need to do. As far as what we, as a board, I think it would be helpful as we go along as some of the things that you've talked about, but how do we get from where we are to where we want to be? I mean, I'll admit I'm a little bit worried about spring semester. Where are we going to be as a university? Where are we going to be as a state, where as a country? And how does that affect our students and where they want to go. I mean, because we're hearing all these things. Well, gee, why do I want my kid to go to college? Well, it's not like it was when I was there. Well, not, it's not going to be, but it never was. You know, it wasn't like our parents' or anything else, and how do we get that across that it really is important to get on the campus, to get in the classroom by small groups or whatever, and to be able to see each other and really interact. That's just kind of... Where do we go from here, and what are we going to do now? And I don't have the answer, but we need to talk about it.

Legon: Yeah, you do need to talk about it, and obviously that's one of those issues, Mary Ann, that's going to require a true sense of what I call collaborative governance, a real partnership between the president, the board, the president's team, because these are really monumental issues, and it's not just going to be for the spring. The issues that we started dealing with last spring, into the first semester, and whatever comes next is probably for many institutions, maybe Illinois State, maybe not, but for many, many institutions is going to force a significant reset to higher education.

Louderback: Oh, absolutely.

Legon: And so what that means to your place and the agenda of your board in dealing with those issues, it may, for an effective board, transform how the board does its work. And that'll be some of the things I hope that we can at least begin to talk about during our time together, if that meets your concern.

Louderback: I only meant next semester, but I mean that next semester is just a beginning. We have to go further, but, I mean that's our immediate. And sometimes we forget we need to really deal with the immediate right now and not wait until it's a crisis.

Legon: You know, there's still a lot. That's well said, Mary Ann. There's still a lot of, I wouldn't call it fallout, but there's still a tail effect from the 2008-2009 recession, great recession as it relates to higher education. State support still lags. You know the story of Illinois. It's a national story. And as substantial as that was, it was so much more modest than what we've been going through and will likely go through. So what are the lessons from that moment, and how will it affect higher education and, specifically, your place over the next 10-12 years, including, and I want to make that a central conversation once we get a little deeper into the weeds here about this whole question of the value proposition. When I was still at AGB, we sadly monitored the national decline, not as precipitous as what you think about the congress or the media, or the corporate sector, but we have witnessed the decline among the public about the value proposition, the is it worth it question about higher education. Everybody here knows the answer to the question, but we're living in an environment where that's not mutual, and so what does a board need to know and do about those kinds of things or among the kinds of things that you need to put on your check box as we go through this conversation? But thank you for that. Is there anybody else that I skipped for this opening conversation before we get into our first team building? Please, did I leave anybody out?

Jones: No. I'm sorry, I got kicked out, and I just got back on, so I missed Mary Ann after I put her on the spot.

Legon: Mary Ann was statesman-like.

Jones: No, it's your turn.

Unknown: Watch the video.

Legon: So, let's move on a little bit. One of the things that Julie and I were talking about when she first invited me to spend time with you all is the fact that a fair number of the eight of you are fairly new, and some have been around for a while. But as Mary Ann just alluded to and as did Bob Navarro, you know, getting to know each other as colleagues is important being able to really hash out the important issues that a board has to hash out. You know, one of the things that my predecessor as President of AGB always used to refer to is when boards are

dysfunctionally blight, and you can infer what that implies, but it really is important for board members to trust that, as Rocky says, we're all here for the right issues, even if at times we have to be candid with one another. And respect each other but respect each other enough to say what needs to be said. And that's truly important. But one of the ways to have the capacity to have those kinds of candid and culture-building structures and set of conversations is, as Mary Ann said, is get to know each other. And so we put together time today, this morning and tomorrow morning, to allow each of you for today and for tomorrow to share your stories. And using whatever approach you want to tell and share with all of us, your colleagues and those with us essentially what got you to this virtual meeting today. What in your background drove your passions, a little bit about your background, being as candid as you choose to be, about your family, your career, your life, your happinesses, your sadnesses, but that drove you to the point where you are sitting at this virtual board table as committed leaders and fiduciaries at Illinois State. And so we divvied it up and decided that six or seven minutes per conversation per presentation about who you are and what drives you and what has motivated you and shaped your life would be plenty of time. Six or seven minutes could be sufficiently long to learn a bit about each of you, using whatever methodology you'd like to use to tell that story to your colleagues. And so I think that Julie kind of indicated who would share time today - again, six or seven minutes per person, and who would be on the bubble tomorrow morning to do the same. We used to do this when I was President of AGB, and my board loved it. And we had people break out their rock guitar and put on bandanas and bring copies of their father's memorial service program to introduce who they were and what shaped their lives. So, that doesn't mean you have to do all of that, and hopefully your parents are still here. But just by way of saying as candid as you can to trust your colleagues. And, you know, if you want to share one deep dark secret that only your colleagues here and anybody who sees the recording, I guess, will know is another way to build the kind of comradery and team spirit that's so essential for effective board work. So, enough of that. You get the idea. And Julie had agreed to kind of be the canary in the coal mine here and begin the presentations. So, Julie, if you wouldn't mind getting us started. Six or seven minutes. And Mary Ann, you're on deck.

Jones: Thank you. I have a timer. Because, you know attorneys. If nothing else, we can talk, so I'm going to start my timer.

Legon: Good.

Jones: I did have props that I was going to bring, and I went to my storage closet and couldn't find it. What I was going to bring was going to be my ISU catalog. For those of us on this call, we know what that catalog is. It's online now. But I still have my ISU catalog that I received at preview. And, Rick, for you, that is where it maps out all of the courses that are available at the university and what you need to be able to graduate. So I was so excited when I got that catalog that I literally was like a geek and went through it and marked all the classes I intended to take at my four years at ISU, and I still have that catalog. I also still have my acceptance letter that has Doris Groves' name on it. We talked about our props and what our why is, and most of you all know me pretty well, I would say, maybe not Jada, because she's the newest person here, but I know Bob from another life. This is one of my whys. This is one of my very big why, and most of you know this is my daughter, and this is her graduation picture, sadly not from Illinois State University by from the University of Alabama in Tuscaloosa. Roll Tide. So my story. My story is not meant to be sad. It is meant to be happy, but some may think of it as sad. How I wound up at ISU and on this board. And I am actually going to try not cry because I am very emotional about this story, and that's why I wanted to share it. At the age of 21, my mother found herself a widow with four children under the age of five, and I was the oldest of those children and the only girl. That made me have a particularly different childhood than many had. So everyone was pretty excited in the neighborhood. I was always known as that smart girl. But even being known as that smart girl in the inner city does not mean that people eventually see you as college material. People were very excited when I got my high school diploma, and they thought that was an accomplishment. College was not spoken about in my family. It was not something that anyone expected anyone to do. And so when I took my test to get, you know, the college admission test, I started getting all of these invitations from around the country to go to all of these schools. And everyone in the neighborhood was so excited, and we kept all of them. So we started having these big trash bags full of acceptance... You know, come to our school. Please try to get in our school. And we started keeping those in our storage in our house. And I remember that we got more and more excited, but then my mother less and less excited as it took up more space in our house, and she kind of wanted to throw them away. And one day she had a discussion with me, and she sat me down, and she said, "You know what? I'm very excited, and I'm very proud that you're getting accepted in all of these schools, but you know we don't have any money, any money for you to go anywhere." I'm sorry. "And so if you are going to go to school, someone else is going to have to pay for it, because we don't have any money. Because it has been enough

for us to get you this far, and I still have three other children to raise. And while I'm very excited that people want you, I cannot help you any further." So, along comes Illinois State. Illinois State gave me, yay, a full tuition scholarship, which is very unheard of in this day and age. And I wasn't a Bone Scholar, but I still had a full tuition scholarship, so there was no question in my mind where I would attend, because my mother had already told me I don't have any money. And Illinois State already told me we do have money. So look at how that works. So one of the very reasons that I do so much for Illinois State and have done so for the last 20 years is because my attending Illinois State not only changed my life and the trajectory of my life, but it changed generations in my life. College was never talked about in my family. It was never expected in my family. It was something that anyone in our family would do. And now it's the expectation. That's the expectation that you will have at least have a college degree. It opened so many doors for me. Illinois State opened the ability for me to be in my sorority, to become a true leader. I was the President of my sorority at Illinois State. Before I went to Illinois State, I never even knew what a sorority was, and some people will find that so difficult to believe. I did not know what a sorority was, and I eventually became the President of my sorority and I'm still very active as an officer in my sorority. Illinois State gave me an opportunity to not just change my life but to change my family's life and not just my generation but generations to come. So I am excited about what Illinois State means, not just to me, not just to my daughter, but eventually hopefully to grandchildren, great grandchildren, and I am committed to being on the board to make sure that many children who are like me, who may be smart, who may be gifted, who made everyone think that they have what it takes, still have an opportunity to have an institution that welcomes them, that embraces them, and that opens up doors of opportunities for them, and then I'm just going to let that go. That's it. I think I...six minutes.

Legon: Hey. Well done. Julie, thank you on behalf of your colleagues for being as truly candid as you were. That's an important story. Thanks so much. Let's move on. Mary Ann, you're up. Take the time you need.

Louderback: And follow that?

Jones: You don't have to cry, though. You can be funny. (Laughter).

Louderback: Well, I can put my headband back on because Disney is one of my favorite places. Well, I was thinking about this, and I said well, I can give you the short version. We were talking about getting on the board. Well, I filled out a form online. Governor's boards and commissions. That's how I got here. That's the short version. Then we have the longer version. I grew up in a household much different. My father was a superintendent. My mother was a teacher. They both are graduates of Illinois State University. My uncle taught at Illinois State University. My aunt went to Illinois State University. She taught at Metcalf. All of my cousins on my mother's side pretty much have gone to Illinois State. Some of my cousins on my father's side go to that school down the road, but at least we finally got one cousin to come this year. I have three degrees in education. I was a teacher in Dwight. Then I went to D.C. and worked as a congressional aide. Then I came back and taught in Cicero. Then I did a stint of a primary for a controller. (Bark, bark). That's my dogs, three dogs, because dad's downstairs. I need a basement. ISU has just been a really big thing to me. When I was here as an undergrad, I had a difficult time. I was very homesick. I was a big one to go to all of the high school basketball games, and I can remember my folks putting me on a bus in Rochelle and crying all the way home. My brother finally said she'll get over it. It worked. I got over it. So when was an undergraduate, I did middle school teaching at Dunn. I think they just started middle school the year I was there. When I came back for grad student, I had taught in Cicero, and I realized that was not for me because it was very difficult to get them to understand that you did really did care about them. Because very few people did in that area. So I came back to college because at grad school Larry Kennedy was in my middle school area, and he says, well, you don't have anything else to do. You may as well go to college. So, of course, they now continue to accept, you know that I went forever. So I got my Master's. I was going to be a superintendent, and I thought I don't want to do that. So I took the GRE and did the Ph.D. Oh, that was the best time. So we had an EAF thing. Got together every Thursday night. We went out dancing and drinking. In the Alumni Association, I was there, I don't know, 25 years or so. I did all the officers. And my dissertation was the relationship of higher education as perceived by state and local legislators. And that was fascinating, because I was at that time doing an internship with a gentleman who was an education person for the governor, and so he signed the letters, and we sent them to all the governors of all 50 states and the leaders of all 50 states, the house and the senate. So after that, and then I've got the Ph.D. Now what do I do? So I went down to Springfield and worked at Commerce and Community Affairs. And when SEDA... Most of you probably even remember SEDA changed to JTPA, I was there when we created and changed it over that. After working there for a couple of years and getting that finished, I went over and worked as the Director of Planning for Governor Jim Thompson and directed the

superconducting supercollider project that we wanted to have in Illinois. I ended up in the suburbs and went to Texas, but it's never been built yet. And that was kept in the freezer just as my dissertation was, because if your house burns down, you can still save your dissertation or whatever it is. After that, I went... The next governor was Edgar. I did executive assistance of education for him. Then I went to the Illinois Labor Relations Board as a board member. Then I had twin daughter and I retired. So I have twin daughters who are 21, an obnoxious dog, and neither one of them would go to Illinois State because, mother, that's all we've ever done. We know Illinois State. Everyone will know us. I went, no one's going to know who you are. I said they don't even know who I am. And they go, oh yes, mom. You'll know what our classes are, if we're in class and if we're not. So I have one at Arizona State, and one is doing Western Governor's Association. But she's, of course, living in St. Charles, Missouri because she went to Lindenwood. Why would we live at home and make it cheaper, but that's kind of it in a nutshell.

Legon: Thank you, Mary Ann. Well done. You know, you and I connect many, many years ago after finished my time living and working in Chicago, Illinois in Cook County. I went back to D.C. and was able to connect myself to a SEDA grant. So I know exactly from what you speak.

Louderback: And then I... We went to do a lot of the National Governor's Association, and we had a committee for everybody, too, so that was it, too.

Legon: That's great. Okay, Bob Dobski. Where did you go? They're gone. Anyway, hopefully somebody sees Bob.

Jones: He's still here.

Dobski: Hi, everybody. Right up front, I think I'm the only not a graduate of ISU. My wife and I are both from Chicago, as everybody knows. Bought the McDonald's restaurants here back at the end of 1988, got involved with the community. So in 2007, when Al Bowman was president, Dan Brady approached me because Stan Ommen, I think, was the one getting off the board, and they were looking for somebody local in that in business, so I was approached by Dan Brady to be involved in that and having a business here, so accepted, got on board, and like I said I've been off a time or two or something, and maybe eventually I'll get back on here formally approved by the governor. So I think with my wife and I committed to the community and with all the involvement, I think the board needs that some with feedback, and Kathy Bohn, I know, is local too here and that, but to know what's going on with the university, with the general public, and now we have our own restaurant here, Rob Dobs, and my wife has got three daycare centers here in town, and my daughter has an exercise place, Iron Coyote, but we have a good feel as far as what's going on with the university, with everybody, and I think that helps me bring to the board and that a good feel for what's going on and that. So I won't be as long as Julie or Mary Ann here, but I'll leave it at that.

Legon: Good. Thanks, Bob. And to wrap up the first day's presentations, Jada, we turn to you.

Turner: Hi. So mine probably won't be as long, so I'm a senior Marketing and Fashion Merchandising major here at Illinois State. I originally chose ISU. Well, funny story. I actually got accepted to Northern University, and I got a bunch of scholarship money to go there, and I was set to go and everything, and my parents were like, hold on, why don't we look at ISU. And so it was a last-minute trip. I think it was in April. All of the applications had already been sent in. I had already kind of made my decision, but as soon as I got to ISU on campus and I saw the college of business, I knew that was the school for me. It was the campus and just going into the building and just being there. It felt like home. And home is actually 30 minutes away, so I'm from Peoria, Illinois, so it's pretty close, and my parents really wanted me to stay close to home, so that was their way of trying to keep me close to them. How I got involved on campus? So I actually got involved right away as soon as I got to ISU. I joined the Emerging Leaders Program, which is like the intro program for incoming freshman students to help them get acquainted to campus. It gives them a mentor and things like that. It just gives them good skills, and you also have to be in SGA, which is Student Government Association. And so I got in there and I really liked it. My mentor was great. My mentor was actually Sarah Aguilar, who was the former trustee, so she was a great mentor for where I am right now. Yea, and so I got in, and I had a passion for wanting to help others and just return the favor like Sarah did for me. So help other freshman students and just be a helping hand. And so I got involved with SGA. I ran for a position my freshman year, and I ended up getting it. I was a Waterman on-campus senator. And then on I just moved up the line. So after that I ended up becoming the Vice President of the Student Body last year. And there I also ran the Emerging Leaders Program, which I was also in as a freshman, just to continue to return the favor to other students.

And then last year I ended up running and becoming the Student Trustee. And so that's how I kind of got to where I am. It's just a way for me to tell other students to be an advocate and be a voice for other students, just as my mentors were for me. I also mentor in the program, so that is where we mentor and represent students, and we just guide them through college, and that was really something I love doing. I'm so very close with my mentee, and she always told me that I was the main reason why she stayed here, just helping her and navigating her way through campus and just being a resource for her. And so that's mainly how I got where I am today, just returning the favor and wanting to help other students just find a leader in them, be a helping hand, be a resource, and be someone to go to if they have a question or need anything. Being in the rolls that I've been in and just being at ISU has taught me a lot about myself, just my leadership abilities, and it helped me to grow as a person, too. I've always been... I don't know if I was kind of shy or, I don't know, a little more reserved, but being here has helped me grow as a person a lot. You have to be able to be open and go up and talk to everybody on campus. Especially with this last election, either you have to go to everybody, hey, I'm Jada Turner, introduce myself. Hi, I'm Jada Turner. I'm represent Student Government Trustee. Here's what I want to do and so forth. So it's really helped me grow as a person and just take on new opportunities and take on new challenges. So that's why I'm here today, just to advocate for students, be a leader, and be someone who someone can count on.

Legon: Jada, you are an extraordinarily impressive young woman. So I think the board is better for it because you are on it. How long will your term be? Is it a one year or more?

Turner: It's a one-year term, so it will end in June, I believe, right before the first Board of Trustees meeting this summer. I believe that's in July.

Legon: Have you had an in-person meeting with the board, or this has been your life as a board member?

Turner: (Laughter). We did have our first one on campus last month, in October, the 16<sup>th</sup>, I believe.

Legon: Again, thank you, Jada. It's a great story. And as we segue into our agenda, specifically about higher education's challenges are impacting Illinois State, I think it's important, Jada, I want to stay with you. What are you hearing from your colleague students? What are the two or three most typical, if you will, concerns that your student colleagues are sharing with you under the assumption that you'll either solve it for them or get it to the board?

Turner: Yeah. One, for sure, is the uncertainty, just uncertain about what's coming, whether if they're going to have in-person classes or not, how it's going to transpire... I think it's just more so of no one knows what's going on or no one knows what to expect or how to prepare for it. Where should I be? Should I stay on campus? Should I leave? Battling fatigue and tiredness. How to stay motivated. I think it's essential topic that a lot of students have is expressed. Just how do I stay motivated? How do I keep going, and where do I go? I think that's a lot of the conversation. And just also... I know a lot of people are seniors. Those are wondering about graduation. What will the spring semester look like? Will I ever be able to go out? Will I be able to meet on campus with some of my friends? Because I know a lot of the RSOs are not meeting in person, so people are kind of couped up, and they're wanting a break or just wondering to figure out what they can do. What is an outlet they have? If you think about last year, we're all used to a University Program event, go out and see our friends. So I think it is very unique for everyone, and it's just the learning is new. The atmosphere is new. Trying to navigate online classes. I know for myself personally, I'm taking six classes online, so that has been a challenge. And I know for my other peers, just being an online class itself and not having that face to face and that one-on-one time with the teacher definitely makes an impact. And so just trying to navigate and figure out how to work everything I think has definitely been an essential topic.

Legon: Are they adequately okay with the quality of the delivery of the academic program virtually?

Turner: It depends on what program I was saying it would be. I know some students... It also can be the person, I guess. So I know some people who are familiar with the online platform and who are avid online takers, and it's okay for them, but for people who aren't, it's kind of a struggle and it's like I'm not getting the same experience. I'm not getting the same education. I think it just depends on the person and how they are, but it also comes down to about how many classes you're taking, because I know the more classes you're taking, the more overwhelmed you

are, and the more you feel like this isn't what you want or it's too much. So I think it varies from person to person. I can't really give a specific answer on how it is.

Legon: Are your student colleagues, and, again, you've not done a survey, I don't think, unless you have, but do you sense (and everybody's a big word), but the bulk of the folks who communicate with you or you with them are going to tough it out, or are there people saying, you know, I'm going to put this on hold, and I'll get back to it a year from now or whatever? Is there a story line brewing or not?

Turner: Yeah, a lot of people are just toughing it out, basically. They're pushing through. They know it's tough, but I don't see anyone giving up or throwing the towel in. I see a lot of people pushing through and just trying to make it. It's definitely been a challenge, for sure.

Legon: I guess that's what makes them Redbirds, so that's great. Thank you, Jada. I didn't mean to put you on the spot there, but you have a lot to share with your colleagues on the board. Let's move into... Any questions among you all for the four brave who shared their story? All right. Let's go on to discussion two, and I'm just going to provoke the conversation a little bit. This is supposedly or will be a conversation about how higher education challenges are playing out but most specifically, of course, what they might imply for your work as a fiduciary of Illinois State. But I'm just going to put some starting quickly. I'm not going to spend any time on it. But, Dave, if you're there and if you hear me, could we go to the slide. They're so out of order, but it's slide #1 that says current board member concerns and share the screen with everyone?

Bentlin: Yes, just give me one second, and I'll get that for you.

Legon: Well, let me set this up as you get to that. Last fall, so just several months before the breakout of the pandemic, my colleagues at AGB conducted with a survey of board members, in this case of public colleges and universities, so your peers, just to get a sense of what (and this was before the pandemic) the priority concerns were among board members, and I don't think any of these will really surprise you, but let me run through them, because what we want to talk about is your general thoughts about the issues facing higher ed. It will be hard, perhaps, for you to separate a general conversation about your concerns or thoughts about higher ed from Illinois State, but I'm going to try to push you to do that, at least initially. And then we'll try to attach them back to the university itself. But here's what your colleagues, and, again, I'm going to go through it, because we want this to be your conversation. So I'll do it quickly. But here's what your colleague (and I don't remember the exact number of trustees, but as I understand it was a huge response)... Keep in mind, by the way, there are 10,000 men and women who serve on the governing boards of public colleges and universities, as distinct from about 40,000 men and women who serve on the boards of private colleges and universities. So, you, a fifth as much. Anyway, let me just run through this real quick. It's in front of you. But, general, board members' concerns and priority issues were concerned about the overall future of the sector. They're concerned about the financial sustainability of their institution or system. There was concern about how higher education, public higher education communicates about price and student debt, and debt. Concerned about the decrease in state funding, and this was before the pandemic, everybody. A concern, and Mary Ann touched upon this briefly, I think, earlier on, about the value proposition of higher education. And interestingly, 9%, that's actually a fairly substantial amount, 9% of your colleagues rated the value proposition question last fall, so it's a year ago, as the most essential issue facing the sector. The next one was board members' concerns about whether or not public higher ed was sufficiently relevant to getting a better job or career situated for its students and graduates. Preparedness for college of incoming student, meaning are the freshmen ready and prepared through their K-12 education to do college level work. Other issues that your colleagues across the country raised were technology, board development, governance, education quality overall, employee relations, strategic planning, public policy, and board advocacy related to public policy, fundraising, and then, in some states, the implication of free education, and finally access. Are our public institutions sufficiently structured to enable access to students who have a challenge to pay for higher education or at least fully pay. And now, if I might, Dave, just to tee it up, could we go two slides further that talk about some current and future considerations? And then we'll open this up. Yeah, yeah, that one. So this is a summary. This is not off the survey. This is from yours truly, me, and what I've noticed in that colleges and universities and boards, public and private, are talking about, thinking about and have as fundamental to their agendas at the board level since the onset of the pandemic. So one is the pandemic's ongoing challenges, a financial model going forward. Again, that value proposition question, which is why I asked Jada the question of whether or not students are indicating any uncertainty about just continuing to tough it out. We welcomed her answer. How an academic program is to be

delivered in the current structure of the pandemic and then what comes next. And then what I would call an overall reset for higher education, particular public higher education, when you face issues such as where will state funding come from and at what level going forward with the states having, for the most part, gone almost financially belly up through the first part of the pandemic. So that's one set of concerns. The next one, in my view, is the societal challenges, which we'll unpack at a greater level later on, but they are concerns that will, and in some places have already, attached themselves to our institutions, and that's social and racial justice issues in particular and broader issues of on-campus diversity and inclusion once all of our campuses are reopened. I think we're going to be facing a set of concerns and challenges and opportunities at a level we might not have seen in the recent past. The third bullet is, again, I alluded to it, just a frank recognition that there ought to be conversations at a minimum in board rooms about what comes next in 2021 and beyond. So notwithstanding Jada's good sense that her colleague students are sticking around, we are seeing institutions coming up short in students who decided to delay or consider alternative educational strategies as early as this fall, and what does that mean going forward? Is there going to need to be an overall reset to higher education, based on its resources and the mindset of our potential customers going forward? And other issues and then we'll stop and just open it up to you are a whole new set of Title IX rules and regulations that technically kicked in late September. And then what we all know is the heightened political polarization of the country and how that has infused itself onto our campuses, and it has across the country anyway. So you can bring them down now, Dave. Close those down if you might. I appreciate it. And I put those up there, not to have those issues dominate the conversation but just to give you a kick start and to invite board members' thoughts and inputs about how you all see the challenges confronting the sector as a whole. We'll deal with Illinois State in a moment, but just your own sense of higher education and whether or not we are at the precipice of the need for a reset. And there's no right or wrong. It's just we welcome knowing what the board thinks. So, Sharon, do you want to start us off?

Rossmark: Great. Sure, I'd be happy to. You know, it's interesting as I looked at those items on the screen from the survey from a year ago. It's interesting how they're still relevant, but in some ways they are much deeper and much broader. And I think if we had addressed them a year ago, we probably would have taken a different approach in terms of addressing them than we would today if we were to sit down and try to map out its implications for ISU. Most of them I still agree with. The one that I'm seeing almost on a daily basis is the implications around business. I work in a tech field. I'm not a tech person, but I work in a tech field and am actively involved in variations of technology associated with the the field that I'm in, and I'm hearing more and more from organizations that are looking to create programs that in essence bypass college as an option for students, giving them more options, creating certificate programs, primarily because the pipeline is not feeding students that are prepared in the way that they need them to be prepared, and I'm not hearing the demise of the four-year degree, but I am hearing catching them earlier in the process and preparing them for something more than just a college degree by the time you turn 18. And so that's, I would say, more of a global picture, but then here in the states it's increasing, particularly in the tech environment. So I think it's a legitimate concern.

Legon: Good start. And I think you're exactly right, but let's see what your other colleagues say. Rocky, how do you react not only to that list. That list was intended just to get your juices flowing.

Donahue: Sure. No, thank you, and I agree with a lot that Sharon said. A lot of those things are still prevalent today, but my kind of concern right now, and maybe it's short sighted and as we learn more about this coronavirus, we'll learn, but I think this virus and because of technology it's going to change a lot of things in our world, not only in higher education but even the workplace. We're going to see telecommuting more than in the traditional go to the office. And I think what is that going to mean for the traditional campus, so to speak. Are we going to see people wanting to get their degrees more online? Are we going to see this belief of hey, I can do this online, and it's just as good. I don't know. I'm also very concerned about funding and how our traditional funding paths, what coronavirus is going to do with that. We're seeing a whole host of things as it relates to state funding, but are we going to have to go more and more towards a private model on funding our university because we're seeing less state assistance for a long time, and I think we're going in the very near term face even more financial challenges because of what's going on. So I think maybe I'm, not to be short sighted, kind of concerned about the immediacy and some of those long-term factors will kind of play out, so to speak.

Legon: One of the things we are seeing. It's a good point, Rocky. One of the things we are seeing in some places... There is still a lot of survey data to collect as to what institutions are doing, but as is not unique when the economy sinks and more and more people are looking for work, higher education numbers tend to increase. Now I don't

know what's happening at Illinois State. I know here in Virginia where I live, the colleges and universities, although I think all but a couple, are virtual now. They're seeing a surge in customers, in student enrollment. And, you know, I don't think that's a permanent condition. It tends not to be. When and if the economy restores itself, that tends to calibrate back into a more normative state. But we are seeing that. What we're also seeing, for example, Southern New Hampshire University, which is among the largest and the most prominent primarily online higher education institutions... I don't remember what the numbers are, but they had a surge of students who were attending typical traditional higher education institutions to default to, well, if we're going to go virtual, let's go to Southern New Hampshire. You can get a degree for a song, a quality degree for a really low price, and they're still lowering it. And just get our education or a certificate like Sharon alluded to earlier in that format. So there's both competition, but there's also a built-in opportunity. And how you navigate your way through that is still early to figure out, but I'm sure with Larry's and his team's leadership, those are the kinds of issues that the board will get to sink their teeth into. So, you know, in a way it's more important right now and for today and tomorrow and going forward, but the board and its committees... You all don't have a lot of committees. There are only eight of you, which makes sense, therefore. But the board's agendas are pitched at the right level so that these are the conversations that you all have. And this is the input, going back to Bob Dobski's earlier good question, this is where the board needs to both assume its fiduciary responsibilities and be supportive of strong leadership and to have agendas that are strategic and meaningful and forward thinking and candidly raise tough questions. So, Rocky, you're right on. Other thoughts, generally? Kathy, what are your thoughts? Again, don't worry about the list I put up there, but when you think about higher ed (it's hard to do it, I guess, without thinking about Illinois State), but generically, what concerns or opportunities do you think about?

Bohn: No, I think Rocky has a great point about the coronavirus. I think right now that's kind of at the top of my list. How do we keep enrollment up? How do we pay for things? How do we move forward with some of the building things we've talked about at ISU when we're primarily online. But being in medicine, you know, I also think about how we keep students wanting to go into medicine. Medicine is a very difficult time right now. I mean all jobs are kind of difficult right now, but I can't do my job online. And so with coronavirus, there's all those problems. And I think, you know, keeping the students engaged and wanting to come to campus is going to be a big challenge for the next couple of years. I don't see it getting better in the spring. I'm not sure it will get better next fall. And I'm concerned about enrollment, I guess, at this point and how we keep that up and how we keep... ISU has just by leaps and bounds become a better university in the last few years, probably better than when I went to ISU. But how do we keep that when we're primarily online right now. And so I think that's a big concern. So that's one of the concerns I have is enrollment and quality.

Legon: Yeah, and I think those are two central issues. But again, I hope the board is having meaningful, not just side bar, but meaningful essential issues on your various meeting agendas. My only friendly amendment, Kathy, to your good points, if I might, is when you say when you're concerned about the next couple of years. I actually think that higher education... You know, for 20 years I've been in the higher ed business for a long time. And for at least 20 years, probably more, the two words you heard most when overly smart people got together to talk about higher education and to puff out their chest that they knew more about the sector than anybody were change and transformation. In fact, Kathy, those two words were used so often like lots of words that are used too often. They ultimately lost any credibility and any meaning. If you were talking about higher ed and you didn't allude to change and transformation, then you weren't talking about the top issues. But in terms of having a tactical sense to them, there was very little change or transformation or innovation taking place in higher ed other than higher ed's faculty are extraordinarily innovative, which is good. I think that we are actually... It's not the reason we want it, but I think we are in a moment where colleges and universities, led by their boards and strong administrators, are at a point where change and transformation actually are going to be meaningful terms, because it's not a two-year time horizon, Kathy. I specifically mentioned the 2008-2009 recession because we're still dealing with it in higher ed. And so if this set of complicating issues and states... Illinois is always out of business as a state. There's never any money in Illinois. It was the state that gave chits rather than cash to colleges and universities for years. So I know a little bit about Illinois. But every state is fundamentally deep in the red. And there's only so much transfer of price to your customers that a public institution can reassign. And so I think change and transformation is at least a ten-year project, and that has to do from the top of the institution, the administrative level, board level, recruitment level, pricing level, what you teach. You know, we have institutions that have, over the years, built to compete all over the place. Every conceivable mission creep has been a very costly thing for lots of institutions. You know, I'm about to release an article that basically says boards need to start asking questions about what we are going to teach that we can afford to teach and attract students. And that doesn't mean that applies to Illinois State, but it does mean that

those are the kinds of conversations that, as a board, you've got to have. And that's why this conversation today is so important. We're not going to solve COVID unless we can during our time together, but I hope we're awakening the board to the kinds of agendas that you need to have as central to your work. And those issues are a much longer time, I think. I could be wrong, and I hope I am. Kathy.

Bohn: Yeah, I also think, you know when I think about enrollment and keeping students engaged, in this atmosphere it's very difficult. I tell people when they ask me how I like being on the Board of Trustees, I say, well, the fun part's kind of gone. You know, there were some social and fun parts of being on the Board of Trustees a year ago that we don't have now. And I think it's the same thing with students and professors. The fun part is kind of gone right now, so how do we engage the students and keep them here and entice other students to come here? So I guess it goes back to the enrollment. But, yes, coronavirus is not going to be gone in a minute, and we're going to live with it for quite a while, but we have to keep students engaged, and I know LJ is working really hard to do that, but it's a difficult situation right now when you're doing online teaching, etc. And a lot of the fun is not at the university right now.

Legon: You know, one of the issues that I didn't share. I have it on another slide. I didn't want to over-bore you or direct you through my slide. But one of the real challenges that has been there even from before the pandemic, but I can only imagine that it's even more stressful today, are the mental health challenges of students. And Jada didn't use those terms, but if you kind of connect the dots of what she said earlier, and, Kathy, the good points you just raises, that's not an insignificant issue, nor will it be an insignificant issue going forward. The fun part of being a student or of being a president or being an administrator or being a board member or being, especially I think right now, a faculty member (let's make sure we're aware that they may have the most stressful job of anybody in higher education, certainly in K-12) is temporarily gone. And whether or not or how soon this country or whole world can revert on that is going to take leadership that even goes beyond the Board of Illinois State. But you all have a role that can be played in that. You can't wave a wand. We're in tough times. You know, when kids and their parents and faculty folks wake up and say, yes, I saw that yesterday after eight or nine months of this, we had a single day record of 100,000 new cases. It's hard to find the fun in a helpful way, and colleges and universities as a business are therefore going to feel the stress and the challenges for some period of time. Then we layer on the way they can to let you know, especially if there's no new stimulus out of Washington, that their hands are tied. They give you what they gave you the last time they gave it to you, but that probably wasn't enough. And now there are greater needs, and I want to segue to what one of you said earlier about the value proposition of higher ed. I just think that higher education, its leadership, and its board members... Because board members have a unique role. You are fiduciaries, so you hold the ultimate legal authority, but you also are ambassadors between the institution and the communities that you connect to, even virtually. And so the concept of how to tell the story of the value proposition of an education, particular an Illinois State University education, is something that I think needs time and attention. And it can't just be patting on the head, Kathy, and say, oh, you know, be a good advocate for how important it is. I know that AGB in my last year there spent a lot of time and a lot of foundation money on what we called the ?? Program, which was really to deploy men and women on boards to be the storytellers about the value proposition of higher education. Now, I don't know if AGB still does that, and it doesn't matter. But what's important is, I think, for this board to take some time as a board to say within the restrictions of a virtual world, how can this board deploy itself and others? Foundation men and women serving on the Foundation Board, the Alumni Association. How can we be sure that we are singing from the same hymnal about the value proposition of a higher education, in this case at Illinois State, even at a time when it looks to be like it's going to be less fun and cost more money, perhaps, than it did before the pandemic? And that's not an easy one, but I think it's a great job for a board. And you're right. Serving on the board, Kathy, is not the fun assignment, but I like to remind board members that in today's environment, serving on the board is a voluntary assignment, no matter how you got there. It's a voluntary assignment that requires a professional level of commitment, maybe more now than ever before. Somebody wanted to jump in. Sorry.

Jones: Rick, that was me. I'm sorry, I was champing at the bit. Can you hear me, Rick?

Legon: I'm sorry. Yeah. Yes, ma'am.

Jones: I'm sorry. I was champing at the bit, so I'm glad you made the transition. I just wanted to jump in here about the value-added proposition, because that's one of the things that I'm concerned about, that even before COVID you said that your list was comprised before COVID. I remember when Sharon, myself, and one of our other new

trustees attended our AGB conference, and there was already a backlash about higher ed. To Sharon's point, a lot of people were saying we could get from a college education elsewhere cheaper and quicker. Getting the hard knowledge. You know, you're learning how to get your skill. I always look at college as being so much more than just that. It's not just about being able to go get a hard skill and go out into the world and be a widget maker or whatever it is. There's much more value to a university experience. And for all of us at Illinois State University experience, there's more than just being able to get a job. And so I would like for us to do a better job of sort of going against that backlash - that, okay, I could go to Illinois State or I could go to this trade school, I could go to this certificate program, because we're more than that because of the overall experience. Leadership. That's one of the things that I got from the university. But my concern flips back to COVID. How are we taking care of that? I know that we had to pivot very quickly just to get the instructional piece out. And this kind of goes to what Jada was saying, that the students may feel that they're missing the other things. We had to make sure they got the instruction, but I don't want them to miss out on leadership opportunity, bonding, getting to know about people of different backgrounds, and so that is my concern in this challenge of Zoom world. Even some of our board members had their concern about us as, you know, professionals being able to get the same experience out of a board meeting via Zoom. Because how do you get to know your classmate in Zoom? How do you get to lead people in this Zoom world? How do you get to, you know, know about people's background in this Zoom world, and that for me was more important than just the hard skills that I got from Illinois State. And just to add the other piece to that, I know that COVID is here, and COVID may be here for a long time, and we don't have any choice but to deal with COVID, but at some point I would like to see us still deal with COVID but not lose what we were doing before COVID. Because we talked about the social justice piece and all those other pieces, and I know our resources are going to COVID, COVID because we have to do that, but I don't want us to lose ground as a university as a whole but, in particular, Illinois State. I don't want us to lose everything else because we're so focused on COVID and lose the ground that we've been making in other areas because we're so COVID. That was killing me. I had to get it out.

Legon: Glad you got it out. Other thoughts about Julie or Kathy have said?

Louderback: Everybody has said everything. The only thing that I was thinking about is we're talking about our setting and our university, and I totally agree about getting together since I was, you know, wanted us to all get together. What about the high schools? How do we get the seniors? How do we get them? I mean they're all sitting in this same world as we are, and yet we want them to come to Illinois State University. I mean retention is our big thing right now, but how are we going to get them to want to leave, to want to come except, well, they want to be in a dorm. And there is a lot of that. But they want to get out of the house. But if they can still get online classes that can transfer, how do we get to those high schools and to the seniors and the counselors and to say, you know, we know you've been doing this for a year, but we're going to try to give you the better experience? That's what I'm worried about is our enrollment for the new students. I think that those that are there, if I can speak for my daughters... You know, they don't have the whole experience, but they're never going to have my experience. They're having their own experience. They're doing that online. And then I look at the Western Governors University where my one daughter is going, and then I look at Arizona State, and there's a lot of difference as far as the cost. So I'm trying to figure out how do we convince, you know, and maybe whatever?

Legon: I want to get Larry. I want to ask you a question. I know you're allowing your board colleagues here to kind of own the day. I would like a quick sense for your colleagues on the board, whether or not your numbers for next fall, early on, how they're trending. But before you weigh in, I think, Mary Ann, you're exactly right, which is why solving this issue for the immediate moment when you know you have customers and potentially new customers whose parents, if not themselves, are going to shop practically. Because if they can't enjoy a dorm life or football weekend life and the amenities that they're shopping for, even if you scrub that price out of the system, are going to say, wait a minute, wait a minute, wait a minute. I can get this done and get all the credits I need or head towards a certificate sitting in my bedroom or somewhere at a price point that's far more satisfactory. That's the real world, and your question is going back to what I shared with Kathy. What's the value proposition? And what kind of a deal are you going to be making to make the price point more palatable for students who you are trying to attract, knowing that they're not going to get what they had in their mind about what a higher education on-campus experience is supposed to look and feel like? So you have to worry about what you're worried about – enrollment – in light of price, debt, savings, and what's the future of your academic program going forward. These are all issues that I'm not going to solve for you. But if a board isn't talking about it at that strategic level, then my argument is either the board is just being overly deferential and not engaging it where they need to engage and/or the

administration isn't bringing to the board that which it needs to discuss. So you just need to be sure that you're mixing content, focus, and agendas around the issues that actually matter. Going back to Julie's intro earlier of me and this whole consequential board thing. The key takeaway from that study was that boards need to add value. That's the primary recommendation. It goes further. But the primary recommendation is the boards need to add value on things that matter. And I have watched over nearly 40 years. Boards spend the bulk of their time on things that don't really matter all that much. And if there's ever a moment where a board needs to double down on things that matter, this is that moment. And so I offer that. But, Larry, I gave you time to kind of think up the answer. Mr. President, how does the fall look?

Dietz: Well, this fall, obviously looked pretty darn good. It had been predicted by spring that most public institutions are going to be down somewhere between 15-25%, and we came in pretty good shape, less than 1% down. So our student transfer numbers were really good. Our retention was high, and first time our college numbers were down. Just this past Wednesday, I talked with all the other public university presidents...

Legon: Yeah, I know.

Dietz: Every Wednesday we have an update, and that was a topic that we talked about just yesterday, and we're down for the fall, particularly in the FTEs, and everybody else was, too. We're hoping that that is just a delay on making decisions for this next fall. We have a kind of a mini-retreat, if you will, amongst ourselves with a cabinet group next week, talking about next fall and what we are doing for next fall. Right now, we're recruiting in high schools virtually. We have a lot of programs that students can take advantage of, but we hope right now that the decision is simply a delay decision. But share the concerns that everybody we expressed today...

Legon: What kind of numbers, though, Larry, in terms of applications are you dealing with, in terms of percentage? A year ago versus today?

Dietz: Yeah, about 45% down.

Legon: Yeah, thank you, Larry. I didn't mean to put you on the spot but thank you for your candor.

Dietz: The thing is that the deposits are about the same as last year. Always the better indicator. You know, we're working hard.

Legon: Yeah, and it's not the fault of Illinois State. We're living, again, in a new world, and I think as a board... The best number I've been giving to boards kind of mirrors Larry's percentages. Colleges and universities should probably be thinking anywhere from 20-40. Deposits are important, but people can tend to afford a deposit, and if you lose it you lose it. And I hope I'm wrong, and I hope Larry's right. But I think that for having the kinds of conversations around the issues you're talking about, this is no time for false hope. Because it's not a one-year issue. And so a board needs to be talking, not doing Larry's and his team's work, but needs to be pushing hard on do we need to at least face stress tests around tough circumstances over the next X number of years? And can we be the institution that we'd like to be, or do we need to make some hard choices around faculty, around programs, around other areas. I'm not trying to give you the answer. Other elements of our budget at a time when our budget may not hold if we lose anywhere from 25-40% of expected customers going forward. You've got a state that's your primary beneficiary historically. They're going out of business. You've got a price point that may not hold, and you may have to cut just to cut deals with students. You've got issues of access and affordability, and then you've got question to the numbers. So how do you put all of that together? Again, it's not the answer that we're looking for. It's the process. Does this board engage on those levels of issues, led well by your administration, but do you engage and ask the important questions that lead to your best guess, because we are all in the world of guessing, and you want to make sure Illinois State's guesses work as a business model. Other thoughts? Who have we not heard from on the board on these issues? Somebody help me out here. Have I left anybody out? Jada. What are your thoughts about some of the things you are hearing?

Turner: Yeah, to go off of Mary Ann's point and Julie. I definitely think it's important to look at the new students coming in and just the financial impact that it's going to make and how that's going to play a part, because I think now for the new students, they're thinking about... At least when you're having discussions of college, you're talking about with COVID and everything going on, you're talking about, okay, now if I go to this school, like if I'm

going to a four-year school, am I going to get my money's worth, or should I just go to a community college since I'm already going to be at home and save money. I feel like that's a lot of the talk of what students are going to be thinking about. And to go off of what Julie's point was, just making sure that we don't lose ourselves where we're only thinking about COVID. But how do we still keep that same interest for students to stay here? How do we keep students engaged, even though we're online, but how can we still keep them where they're not solely focused on academics but they have other outlets, too, because mental health is definitely a prominent theme. And with everything being online and just, yeah, just staying on a screen all day can be definitely harmful for a student and just for anybody. I definitely think that's something to look at, too, but, yeah, not losing ourselves with COVID but also figuring out how we can still operate and still maintain with new enrollment, if that makes sense.

Legon: Any response to Jada's good points? You know at Spellman, Jada, again, it's a women's college, as you may know, and our kids are just going through the same second-guessing thoughts that you've just described, of course. It's a great place, but it's not a perfect place in terms of those issues and those challenges, but our young women, and I'm sure you are in ways as well, doing everything conceivable to build community among the students from an endless stream of book clubs online to concerts to podcasts to you name it. Guest speakers and anything to bring them together somewhat socially if you will. And it's working. So just something to think about. You probably have your own long roster, but I know if you reached out to your peer at a place like Spellman, you'd get a robust list of other ways to do that, and I can make that connection if you want.

Turner: Yeah, for sure. That would be great.

Legon: Let's communicate off line. So before we take a break for lunch in just a few minutes, let me just ask you, now that we've kind of aired an array of issues from the value proposition to the financial proposition to the academic delivery to building a customer base, enrollment, and to the other issues like mental health and attracting students and the high school connection that we shared and Larry's candor about what we're dealing with in terms of numbers, how does the COVID-related challenges in your mind... Don't solve the problem... But how might it affect the work of this board over the next period of time? So you put a healthy number of concerns and issues, and I think they're the right ones, personally, but how will that drive what you all do as fiduciaries? Bob Dobski, what you got?

Dobski: Let me get unmuted here. No, that would be a definite improvement to go forward in that with what we're dealing with right now with the situation we have now. I just wanted to throw in, too. The local radio here this morning was talking about education and the cost of education because we had that measure of that change in the tax structure and that was defeated. They were reporting on the radio that the governor is saying that might affect the funds being collected for education, and I hope that's not the case, because we just got some money and some budget and all of that, but I hope that isn't the case and that. I just wanted to throw that in, too.

Legon: So let me ask the other... Thanks, Bob. Other thoughts about... Does this conversation, and maybe you're all doing it. Maybe Larry and his team, along with Julie, put an agenda that's precisely correct related to this. But how do the elements of our conversation to this point affect your thinking about the board's work. That's what we're really looking for. Mary Ann?

Louderback: Why don't you be a little more expansive on what you're looking for. That was kind of like...

Legon: What I'm saying is have you picked anything up in terms of this conversation that affects your thinking of the kinds of issues the board should be tackling going forward?

Louderback: Oh, there's lots of them.

Legon: Okay.

Louderback: I think that at some point we need to just sit down and go through what everyone's talked about today. I mean, as I assume we're going to do anyway. Funding, you know, that's always going to be... I mean it's basically, to me it's everything. It's the enrollment, it's the funding, it's the what's going on at the university. It's what do you deal with the COVID. It's how do we deal with students, those that have it, those that don't. It's just...

Legon: Do you sense that the board has had quality and strategic conversations around those issues?

Louderback: Somewhat. I would just say somewhat.

Legon: Somewhat. Okay. Somewhat is fine. I think somewhat is what most boards are doing.

Louderback: To be honest, I'm the big one that, you know, I really like us to meet in person because it's just much easier. You know, you can tell, and it's sometimes difficult to get into a real serious discussion on Zoom.

Legon: Yeah. I've been working with lots of boards, and I'm hard pressed to think of any that's meeting in person these days.

Louderback: Well, we did once, and it worked well.

Legon: Yeah. You know, my own view about this whole situation is that board members should demonstrate best practice, and right now best practice is being safe. But that's your decision, but I think boards are learning to do high-quality work virtually, and I would encourage you keep to that and let not that be the biggest issue.

Louderback: Oh, it's not. But, you know, you asked about what a part of the whole issue, so, and is a part of everything.

Legon: I think it's important for boards to realize that historically we, you know, I talk about transparency and change, we also challenge boards to be innovative and risk taking, and it affects our president's frame. They're thinking these will be the board. You know, you have to determine to begin with who you have any conversation about any of this. To really understand your own tolerance for risk. And what risks are we talking about over the next three to five years and then beyond that will drive how the board thinks about its responsibilities in helping to frame your expectations of your administration. Because if you don't have a direction, then any approach will work. And so I think you need to understand what is the tolerance, what's at risk, and what is our risk tolerance for those risks. And how much of a reset, if any, do we have to think about. You know, the standard historic thought about innovation – innovation is always adding new, adding something new. Risk is about adding new or avoiding downside risk. It might well be going forward, and presidents need to know. It might well be that innovation going forward is cutting back and controlling costs and stress testing a lesser institution that can thrive as opposed to a be all and end all institution that is challenged going forward. I don't have the answer. I'm just trying to create the kinds of conversations, courageous curiosity-driven risk-tolerant-driven conversations that if a board's agenda does not include, then you just wind up flailing. Go ahead Mary Ann.

Louderback: I just think the biggest thing is the reset 21. I mean we're going to have to look at, sit down and really look at resetting everything, starting with us as to how we interact, because this is how I think we're going to do it for quite a while. You know, it's one of those things. And then the other thing is that what about the universities. I mean the reset, I don't know if anybody knows what that's going to be and what that's going to mean.

Legon: Well, you're going to have a big footprint on what that's going to be. That's why you get paid the big bucks, but that reset will be owned by you all and your leadership, institutional leadership, and it's going to be based on risk tolerance and your assessment, and everybody's going to do it differently. And the ones who are the bravest and who are the most strategic and the most fully engaged a board level and stakeholder level will have the best chance to come through this in a very strong position. And, so, if you wait, nothing will happen. You've got to own it and unpack it and learn it as you go, but the resetting for 2021, by the time you did that, it'll be 2022. I really think you need to take on a bigger slice. What are the immediate issues that are being addressed, and I have no doubt that your president and his team have that in place. So what do we want to tweak there, but, more compellingly, what does this place need to look like, and how are we going to look like it over the next 3-4 years beyond?

Louderback: I agree.

Legon: That's where you can all add value. Rocky, were you up?

Donahue: Yep. I had it on mute there. I'm here. So, first, I want to make sure, because a lot of people may be watching the slide. We're just kind of spit balling here, so I don't want anyone to take anything that is being said is that these are definitely the policies or the direction that we may be going into, because I know we're saying some things that some people may view as, as you said, taking a risk or unconventional or controversial. So I want to make sure, because this is a public community, and a lot of people could be watching it. But, I think, as Mary Ann has said and everybody has said, you know, COVID is here, and it's going to have impacts. I'm not sure what those impacts are going to be. As we've talked about things, the quality of education, how students want to get that education, does Illinois State stay competitive is. To kind of piggyback on Sharon's earlier comments, the value of my degree. If I'm going to spend \$100,000, am I going to get a job when I get out of school, and are we providing right now or going to maybe give a better chance at getting that job, be it in technology, be it in healthcare, being in those growth sectors of our economy. So I think all of those things are things we're going to have think about.

Legon: Thanks, Rocky. And I would hope, based on what I'm hearing so far, that for those who are watching the stream of this meeting that (1) they're impressed with your candor and breadth of issues that you are all addressing, and I don't think anybody can attach or should attach any specific implicit outcomes or policies related to it, Rocky. Just the opposite. I think the board is realizing and has already realized but is kind of emphasizing the fact that there are big issues ahead, and as fiduciaries you understand and recognize your accountability for them and that you're not going to duck them. You'll do the best for your students and other stakeholders and the citizens of Illinois. So I wouldn't be hesitant. And the last part about that is, you know, when you joined a public board, and you can't be overly concerned. Might convey a point of view that might make a stakeholder uncomfortable. You've got to do what you've got to do and have the conversations that need to be held. And this is a moment where difficult conversations are going to define the work of a board. So I'm glad you mentioned that, Rocky, but I want to encourage all of you to not play to your audience. Play for your fiduciary responsibilities, which is the best interest of the institution and its assets and its resources and its future. Okay. Other thoughts? Julie, how we doing?

Jones: How are we doing with...

Legon: The issue that we just talked about.

Jones: Like I said, I echo what everyone else is saying. I mean we are in a tough position, and I like something that you said earlier. I know that people want certainty. That's why the enormous salary we get as trustees, because if we knew something certain, we could sell that on the open market, and I'll be rich. So none of us have any certainty about what's going on, but I like the fact that everyone is keeping focused on what's important. You know, I don't know who said it earlier. I think it was Mary Ann when she was giving her comments and she was saying that one of the joys she has about the board or one of the things she's excited about the board is that everyone has a love for this institution and wants to make it the best institution it can be. Everyone is trying to make the decision that can make regarding keeping our university moving forward and being a place that we can be proud of in this uncertain time. We don't know anything about what's going to happen in the future as said yesterday. I looked at what you said, Rick, and we have the largest number of cases of COVID that we've had since this whole thing has been going on, and so where some of us were hopeful that we would be coming out of it, and I said I hope that we are not COVID, COVID, COVID focused and Jada echoed that. Then right when we were hoping not to be COVID, COVID, COVID focused, we get slammed with a big COVID issue. So we're all just trying to do the best we can, but I think Mary Ann has said this a lot, as she has been sort of our clarion call for this – communication is key. I just think that we cannot over-communicate in these situations and that communication is key and that Dr. Dietz does this well in his reports that they communicate with the board, that the board communicates with them, and, as you said, sometimes these are difficult conversations, but they must be had, because people expect us to have these conversations, no matter how difficult they are. People expect us to have them. That's what our fiduciary role dictates – that we have those kinds of conversations. And, again, I probably love certainty more than anyone else, which is why I went into a practice of law, black letter law, but this is not that situation. I mean we are all just trying to do the best we can, and while we would like to say, you know, 2021 is going to be better, 2022 is going to be better, I agree with what you're saying, Rick. We've got to be more forward thinking like, hey, what is this going to look like in the next five years, in the next ten years, because we're going to still be feeling the effects of all of this, and our job, I look at it, is to keep this university moving forward in a meaningful way and not just dealing with what's going on now, because we do have to address what's going on now, but we also still have to keep looking toward the future.

Legon: Yeah, you know, thank you, Julie. A couple of things, and I think you're close to spot on. But I think sometimes a board can love an institution too much and not see the forest through the trees, if you will. And so as the fiduciaries, you are charged with being an advocate for your place but being realistic about the challenges and helping to address those. You know, one of the exercises I thought about but we went with the other was to, at some point, and maybe we'll do it tomorrow, is to ask everybody on this board to tell the story of Illinois State University, and make it reasonable, let's say 2025, 2026, and to talk about it in terms of hard-nosed candor with a business focus and then to talk about what did the board do to create that institution that you described for 2025, 2026. And we don't have to do that, but if somebody wants to embed that in other input along the way, that would be welcomed. Because, again, a fiduciary is a steward. You hold the place in trust. You have certain legal responsibilities, but you also own the practical business side of where are we going and can we get there and if so, how. And what compromises do we need to make? What kind of investments and risks do we need to take? And make sure that the institution is sustainable at a level that, as Rocky said, provides the essence of what you all think it needs to be. That is the threading of the needle today, the eyelet of which is smaller and smaller than the usual eyelet. And so how do you thread that needle? And that's the job of this board working with effective leadership, but it's got to be, as Mary Ann was candid in saying, you've got to be sure that the issues that are in front of you are the issues that add value to those concerns, challenges, questions, etc. So let me suggest.

Rossmark: If you don't mind.

Legon: Sharon, go right ahead. Go.

Rossmark: What I like about the exercise, at least the way you framed it, is that it forces us into a conversation around the strategic implications of our decision making versus just approving expenditures. So, in other words, we take a step back at approving expenditures and frame it around what are the implications for 2025 and what must we do for this decision to be effective, whether it's around enrollment, whether it's around courses or delivery of courses, whether it's around changing programming. It forces us to take a step back rather than just approving it based on today's known but really looking forward and how it's going to affect us moving forward.

Legon: Yeah, I think it's extraordinarily helpful for the administration and Larry and other leaders you may recruit in the future to have a clear sense as to where the board, the fiduciary body, wants to drive the institution towards, practically speaking. And, again, as the fiduciary, when you manage the place, you have a big footprint in setting the strategic direction. And so, Sharon, I agree with you. Maybe we'll try to build that into tomorrow morning in some level. Thank you for that. Let me suggest, so it is early on the same clock. It's 12:25ish, right? So let us convene again at 1:00. So take a break for lunch or do whatever you have to do, and then let's get back in our little boxes here at 1:00 and pick it up that way? Is that all right? Everybody okay with that?

Donahue: Hey, Rick. This is Rocky. I appreciate that timing. I, unfortunately, have another commitment at 1:00, and I'll probably be back on about 1:30, 1:45. So I won't be with you when you first re-convene. I just wanted to make sure you knew that.

Legon: All right. We'll look forward to you when you rejoin us. But, otherwise, eat your sandwich or your snack or whatever you do, and let's try to be prompt at 1 p.m. your time, back on your screens. Okay? It was a good start. Thank you very much.

Jones: Dave, is anything we need to do. We can all just log out and log back in? Is that okay?

Bentlin: Yes, that's correct. I'll put up a screen saying that the retreat will resume at 1:00.

Jones: Okay, thank you, Dave. Thank you, Rick. Rocky, we'll see you at 1:30. I'm glad we didn't chase you out of here. You've got something else to do, and we expect you back.

Donahue: Right. Thank you, Julie.

Jones: Thank you, everyone. Everybody enjoy lunch. Have one of your snacks.

Legon: Julie, we ready to go?

Jones: I think so. I don't see Jada, but I'm sure she'll be jumping on soon, so we can go ahead and get back started. You can just go right ahead and get started.

Legon: Well, I hope you all had a nice break and feel good about the first part of our conversation. And in the spirit of candor, by the way, as we go you feel that we are not focusing on things that you'd like us to focus on to this point where I can either assure you that we will or want to make note that we do, please do so. My job is to lead you through this conversation, not to own it. And, so, I really do need to hear from you as we do go. So we're going to move into two important conversations for the next couple or so hours. One on the particulars of how a board does its work or governance. And then we'll get into a conversation for our last segment, at least that's what the agenda shows it, on the JDEI issues facing society and what they mean for our campuses and our boards - you all. And it will be a nice way to close the afternoon. So that's my plan, and if you all want me to adjust that or add to it, again, just let me know. So with that said, we're going to jump into a conversation about board governance in a time of change. We've been talking about the time that we're under, which is a time of change for all the reasons that you've all clearly and eloquently expressed. But we need to know what that means for boards. Now as Rocky shared before he took leave for a short period of time, that this is being recorded and streamed, so stakeholders have a chance, either live or later, to benefit from hearing what you all will have said around the issues that we're addressing. I think that's great. But as we get into some more, perhaps, sensitive issues, let me just encourage you not to hold back. I continue to think that colleagues who listen to the conversation will be applauding, in effect, that the Board of Illinois State University is open to having meaningful conversations about meaningful issues, including about your own governance. And so I urge you to say what's on your mind when we get to some issues and not worry too much about what others might think or how they might react. So that's my word of urging. So this next session, what we call discussion 3, as I said is about board governance in this moment of change, and I'll start by just saying that getting governance right, knowing the scope and the limit of a fiduciary's responsibilities, the very point that Bob set us off on this morning, knowing to whom you are accountable, understanding the issues that need to be addressed, making sure that the board is structured in a way that allows for candor on important issues, that added value piece that I mentioned earlier, making sure that there is a collaborative and strong and supportive relationship between the board and the president and his team – that's essential for a board to be effective and for the institution to move forward. And so that's what we'll spend the next period of time on. Let me begin by asking and starting in a good way and saying what is it that is working well or works well within the construct of how this board, the Illinois State University Board, does its work? Especially keen to hear from those of you who have been around for a while but also people like Bob Navarro, who I think you said, Bob, you're fairly new to the Board. But your initial impressions will be helpful. So let's just begin by the upside. What is it about how this board does its job that is effective, well thought out, strategic, and focused on the right things?

Jones: I'll jump in. I'll start off. I think the one thing that is very effective is that this board appreciates the importance of digging deeper. And what I mean by that is, just like your initial conversation with Bob Dobski about are we reviewing and (I forgot the exact language)... But when we get something as a Board from the University, I appreciate from this Board that there is vigorous inquiry. That's what I will phrase it as. (Laughter). Vigorous inquiry.

Legon: Everybody hearing Julie.

Louderback: You're frozen, Julie.

Legon: Yeah, Julie.

Louderback: Couldn't hear a thing. You're frozen.

Legon: While Julie gets that working again, other thoughts about what works well. Kathy, I may turn to you if I might.

Bohn: Well, I think that we, the more we're together, and I joined the board the same time Bob Navarro did, so I've been around a little over a year.

Legon: Oh, okay.

Bohn: I think we continually like each other, and I think we respect each other, and I think we can ask each other engaging questions. We don't feel that we can't talk honestly with each other. So I think that's really important for us to work together.

Legon: Definitely. So you all don't suffer from that dysfunctional blightness I mentioned earlier?

Unknown: I don't think so.

Unknown: Not yet.

Legon: Who was that?

Unknown: Maybe it was Bob. I don't know.

Unknown: No, I think have times, I suppose where we have that dysfunctional politeness, maybe sometimes in open meetings, but as Mary Ann said, I think we are able to get together physically, too, that we enjoy each other's company, and that's what we kind of miss right now. You know, moving forward, we know we can't do that. We miss going to football games and basketball games and different things at the university, because we genuinely like each other, I think. (Laughter)

Legon: Yeah, that's... Mary Ann gives you a thumbs up on that one. (Laughter)

Legon: No, that's an important starting point. Mary Ann, you've been around, so what works?

Louderback: Well, this is probably not exactly what you're looking for, but the one thing that I really do like is that we do trustees on campus, and every semester, at least, we have gone to different colleges and gone and sat around and, you know, basically I do... I mean I don't like to sit in a room and just talk. I'd rather get up and see the students and what's going on. And those have been very helpful, because then when you get to the meetings and you're talking about various things, we know what's going on in the college, and that's not the type of thing that you normally get in a meeting, but the opportunity to be able to go and really get into the colleges and meet with the students and the professors and the deans intimately on a one on one, I think really helps as a whole on our board. I mean, it's just one more piece that you're getting from the university. It gives you a different perspective.

Legon: So let me... That has to be carefully controlled. I've spent a lot of years doing this, 40 years. And I don't want to take away a norm, but, in the spirit of candor, one of the things, Bob Dobski, that I meant to say earlier is that the board members, based (an echo), the board members have ?? \_\_\_\_\_ (s/l cannot understand 3:06:31). Do you hear me double? I'm going to pause. Maybe it'll crack.

Dobski: Yeah, it's breaking up a little bit, Rick.

Legon: Yeah, but it's also repeating. I was hearing it twice. Maybe it's okay now. So I'm always concerned when I see board members assume a level of individual authority that, by law, you do not have.

Louderback: Where's the authority? I don't know where you're talking about the authority. That's not even what I was relating to.

Legon: No, I know. Let me get ?? \_\_\_\_\_ (s/l cannot understand )3:07:06. So nobody on a board has legal standing to act on their own, to convey a message on their own about the board, or anything else. You are a body. You are not an individual. You have no individual power. So I have watched over the years, board members who walk around the campus. Now, I've been a part of boards where there are organized activities between the board and the students and faculty in classes. So, if that's what you're talking about, I think it's fine. But it can become somewhat problematic when individual board members move around the campus.

Louderback: I think you misunderstood what I was talking about.

Legon: All right. Explain it then.

Louderback: No, it is set up by the university.

Legon: Got it. Okay.

Louderback: And we are invited in. I mean the thing that I find and go against that to say to you, I think, I mean it is set up. They know we're going. We meet with the president first. Everybody, you know, the dean comes in. But what I like about it is I think that's important that we get to feel the university to see what it's like.

Legon: I agree.

Louderback: This is not us just running around and saying, hey, what do you think, you know.

Legon: Yeah.

Louderback: No, it's an educational aspect that I think is extremely important.

Legon: That's fine. So the way you explained it now is absolutely appropriate, but I've run into board members... So for those of you who are new... I've run into board members who take it on their own to walk the campus, if you will, and, you know, check in with students or faculty and staff and kind of like how's it going. And board members who do that tend to get a set of inputs that are not necessarily helpful or useful or fully appropriate and sometimes bring it to the board meeting, and it kind of skews the conversation in a way that isn't necessarily helpful. But in an organized way, Mary Ann, you're right. And I know we do that. I've been on...

Louderback: Well, I also kind of disagree on the other. I'm mean you're not going around, and I guess... And I can't really speak for those you're talking about. I don't go around just to get, you know... You know it is to be on the campus. I mean the president, hopefully he does, and he does that all the time. All the kids know who he is.

Legon: Right. He should.

Louderback: But I don't think there's anything wrong with just wandering around and saying how are things. They don't need to know... You know, I don't say I'm a member of the board of trustees. I'm just, you know. I don't know what that problem is, because it's not... I'm not doing any... I'm just asking how things are. I don't know where... Maybe you need to explain a little bit more.

Legon: I'm saying that individual board members who, on their own, walk the campus and engage with students or other stakeholders often find themselves compromised or bringing back information that is not necessarily helpful or even valid.

Louderback: Well, I would hope as a professional that we wouldn't do that. That's kind of where I'm coming from. I mean I don't see that happening with our group.

Legon: Well, good.

Louderback: But I think ?? \_\_\_\_\_ (s/l cannot understand 3:10:15) the way we need to deal with it.

Legon: Say again. Sorry.

Louderback: I think we're all very professional, and that's not the whole thing is to go find out scoop and come back and tell gossip, which is what I hear you saying.

Legon: That is what I'm saying. So I'm glad you're not doing it. Others? What's working in terms of... And I'm trying to drill down on. So I got the fact that you all like each other and you have good relationships, especially when you're live and in person and have a chance to really engage, but I'm also talking about how's the board working in terms of the information or the issues that it is addressing, the agendas that are in front of it, the

engagement not only amongst each other, although that's important, but also between yourselves and the administration. All of that contributes to getting governance right, and so which among or across those important threads work well, and we'll get to areas that could be improved in a moment.

Navarro: I'm going to jump in here. Before your last comments, Rick, I was going to just mention I think a strength of this board, to me, has been that not any one of the eight board members feel like that they're the expert at any of these topics. We do refer to the on-campus staff. You can see many of them are part of this discussion today.

Legon: Right.

Navarro: When we have questions about, you know, policies, procedures, and different things that are happening on campus regarding implementation and campus life. So I do appreciate that not any one person is acting as that expert or authority and that we are going to the appropriate person on campus for that additional information as we need it to make decisions when those items are coming to us at the meeting. So I think that's a strength of this board compared to other groups that I've been part of.

Legon: That's very helpful. Other inputs on this? Are the agendas covering the kinds of strategic issues? And I think... Was it Kathy or perhaps Mary Ann earlier said for the most part. But is what is being brought to you as the board, and I hope it is, driving conversations that are truly strategic and less about transactional issues beyond those you just have to address and more about the kinds of strategic concerns and challenges and opportunities that the board just needs to get their arms around?

Louderback: Okay.

Legon: Yeah, Mary Ann.

Louderback: Not sure how to put this. But yes, we get our resolutions and we get all this and they send us the paperwork beforehand.

Legon: Yeah.

Louderback: The thing that I believe is missing is the strategic as to why. I mean we get the why as to, okay, we need a new dorm. But, I'm not sure we're getting the full impact that I... I'll speak for myself. That I believe I need to... I mean you get it sometimes, and you don't have a lot of choice. You just have to do it because it's already been in the paper in the morning. But I think it needs to be more explicit as to, okay, how does it fit into the strategic plan. How does it go into everything? I mean, how did this come up? Okay, then who sat, and where did you do this, and then where does it fit in instead of, okay, this is what we need without the one and two behind.

Legon: It's a good point.

Louderback: I don't know if the others agree with me, but that's kind of where I'm coming from. I mean the other thing is looking at some of the things and just saying, well, we think this is what, you know, this is what we're proposing. Well, but what are the reasonings. And COVID has really blown a lot of this out of the water. I mean, it had to be quick. You know, there wasn't much time to really decide exactly... Just like when we needed the 3.5 million and apply for COVID testing. We have to do it. I mean there's no question. But as we go along we've got to figure out, okay, how do we really figure out where it fits in, and should the students be tested before they get to campus, before they step on campus? Should they be tested the day they walk in? And that's just one easy example as far as you have to work quickly. At other times, if you've known this was going to happen, we've just got to do the pre-work before we get there if that makes sense.

Legon: That's well done. But is some of that addressed, and you only have a few committees. I don't have the list in front of me, but are any of those kinds of issues already addressed at some level? Maybe not. Within a committee. I mean an allocation to build a dorm, for example, has supposedly a strategic purpose behind it, there's cost, there's indebtedness, there's funding-related issues. So, you know, the question is does it just put in front of you to approve because it's in the paper, as you say, or might there be preliminary conversations in another sub-set of the board?

Louderback: We don't have committees that work.

Jones: Yeah, and, Rick, for me to chime in here. What sometimes happens on these, and I hope I don't go down again. I apologize, guys, but the cable guy is not here, and I've never had a Zoom go down this many times, but what happens is sometimes if something is coming up... I'll use an example of a residence hall, as Mary Ann was talking about. Maybe there will be a meeting prior to that, before we get the resolution where we will get... This is on the horizon and this is where we're going with this, and we'll get some of that background for some topic. But, in general, no, the things come to us when they're already in resolution format for us to vote on and then we will dig deeper and ask the subject matter expert about them. But are we involved at the beginning? I would say, and I guess the board can chime in. This is the time for honesty. I would say no to that. And then Mary Ann says we get it when it's already packaged.

Legon: There she goes again. All right. We've lost Julie again, I guess. Always when she gets to the crescendo, we lose her. (Laughter). But, you know, there is an interesting article that we could make available to you if you all want to read it. It's related to governing boards. It's called, What to Decide, and I think that's the spirit of it. I don't exactly remember the actual name. You get the idea. And it really does... Each board, in relation to its president and his or her team, has a set of understandings as to what matters need to come before the board. Now a public board has certain transactional issues that have to come before a board. I'm talking about big issues. And there has to be just an understanding for boards that have functional committees... That's one way, Mary Ann, to move things along for a board that doesn't have truly functional committees that meet regularly or whatever the structure is. Yeah, you need to have some clarity so that those matters that matter a lot are not presented to you in resolution form. It kind of defaults back to the question the way Bob framed it. I understand more about what he meant, but in order to start our meeting, and that is we're here to monitor and just approve things. And that's just not the job. It's certainly not the job anymore. And, you know, the building of a dorm, the building of a new classroom or tech center or athletic facility, especially today, is a big deal, and the board ought to at least have some opportunity to ask strategic questions. It doesn't mean that they will ultimately oppose it, but boards need to be more fully informed as to the rationale for especially significant investments at a time when there's limited resources to have clarity as to what fits and what doesn't. So it's the right question, Mary Ann, and needs to be addressed. Thank you. Yeah, Kathy.

Bohn: Well, you know, I have a question as to how we can do that.

Legon: Yeah.

Bohn: You know, sometimes we want to have very frank conversations, but we don't want that to be public. It's like it needs to be a working meeting or something, and I just don't see how that can be done. And usually we refer to Jane to ask her, you know, can we talk about this. And, you know, in public committee or the public meeting we can't always discuss certain things. Executive, there's very few things we can discuss. So how do we go about having, for lack of a better word, a working meeting before it's in resolution form?

Legon: So you're not going to be happy with my response, because the answers are limited, and one of the ways to do it, although that doesn't get you out of the potential for an open meeting, is to be just a little bit more intentional about committees and to put some of these issues, like Mary Ann said, so you can have that kind of deeper dig, if you will, on that particular matter but others in a committee session, and if the public wants to follow you up, they'll follow you, then so be it. The other thing about serving on the public board is, and I'm serious... I was on a public board. And you know the realities when you agree to take the assignment. And if a board is sort of boxed in with so many limits to have the kind of conversations that they need to have, then you wind up not having those conversations. And I think boards need to just step into it and realize that candor is essential and that you're just going to have to have meaningful engagement on important issues, and if the public listens and participates and the press want to say whatever they want to say about how you had that conversation, that's their right, but I think your right is more than a right; it's an obligation. And there are so many cautionary tales about what you shouldn't say and what you don't want to have in the public milieu. I continue to think... We had these issues when I was on the board of Virginia State, and ultimately we got so much respect from the folks, from the media and others who were always looking for a reason to pound on the board for the fact that we take our work seriously, we're not passive. You know, a passive board that just passes resolutions doesn't look any better for having not addressed the issue in

public than a board would by saying what needs to be said in public and then acting. And would rather be on a board where the risk of my saying something candidly to you, Kathy, about an issue, not, you know, ad hominem but, you know, laid out there – that that be covered than some reporter who might say it was clear that the board saw this resolution for the first time this morning or whatever it might be, Mary Ann, and the expectation was that they vote to support it, and so they voted to support. That's a worse story than we pounded the issue into all of its parts and then put it back together again and came up with an appropriate resolution. So serving on a public board should not preclude a board from having the kind of conversation that they need to have. Last winter, I was involved a ?? \_\_\_\_\_ (s/l high-pro close 3:23:33) covered nationally engagement that went on for months of the board of the University of South Carolina, a board that got itself into all sorts of trouble. And among the things that got them into trouble was their hypersensitivity of saying anything that mattered in public. And so the sessions that we held with them over several months included a lot of things, and these were open session, but included us training them to say what needed ?? \_\_\_\_\_ (s/l cut off 3:24:08), not withstanding the fact that it might be covered in an open session. And so I urge you to realize that as a fiduciary and as someone who is clearly committed to the best interests of your place and your students and your faculty and your staff and others, you will be rewarded through candor more so than by burying belief, if you will.

Louderback: And I believe we do a lot of that. I mean, as Julie said before she was... Oh, there she is back... That we do a lot of hammering it out.

Legon: Deep dig. Yeah.

Louderback: But that's after, once we have it.

Legon: Yeah. So that point there is important, Mary Ann, that, you know, a resolution shouldn't arrive in front of a board on a thing that matters... Again, there are certain transactional business that especially a public board has to do. There are certain regulatory decisions that just need to be renewed, re-upped, etc. You do them because the calendar says you're going to do them. You can ask whatever you want, but you're going to do them.

Louderback: Oh, yeah.

Legon: But more strategically.

Louderback: We'll talk about it in a previous meeting...

Legon: Yeah.

Louderback: You know, Julie, before you got cut off, you were going to say some profound words that... The last word was like.

Jones: I'm sure it wasn't too profound. Thank you for your kind words, Mary Ann. I'm sure somebody else piggybacked right back on it. It sounds like you all did, and I apologize. I don't know what's going on with the Internet, so I may do a hard reset on my modem since the cable guy was here in the building and then just get on with my phone. But I was saying kind of what you said. We do the deep dive, but unfortunately sometimes it happens from what my feedback from the board is a little bit later in the process than you would like to see it happen. We know that these... We get some magnificent reports. We get some very in-depth details, but we know these things just appeared two minutes or a week before we had a board meeting. At some point these conversations were taking place, and if they were taking place, what I have heard individually from the board members is that we would like to have a meaningful input and be included in the discussion and the conversation as a board when they're taking place, not after it's already kind of wrapped up in a bow when it comes to us. Even before the resolution but the presentation leading up to the resolution, we would like to get involved even sooner than that.

Legon: Yeah, what's not effective, so you all don't have to say it... What's not effective governance is for a board to be overly led by a president's team who might, in the best interest, I'm sure, would like to control what a board sees, when they see it, and kind of set the stage for particular outcomes. This has got to be a collaborative process from the get go, and there's a certain predilection on the part of many cabinets who support presidents, and it's not a personal attack, where it's just as easy to try to control the information and control the pace and the timing of the

conversation. And we just need to flip that around a little bit. And, again, we are in a moment where governance has got to be more of a collaborative process, and the agendas for board meetings have got to be accumulative, if you will. You build to the resolution, and that's what a strategic direction is all about. Again, the ?? \_\_\_\_\_ (s/l cannot understand 3:28:18). Crisis descends. You do what you've got to do. So for COVID you've got to spend the money to test the folks on campus. Clearly, you move. But for those issues that are just in the pattern of things that are coming online, the board agenda has got to be strategic, and you can't have an agenda that jumps to the punch line and assume that if you receive a written memo from the member of a cabinet that kind of rationalizes why you got the punch line, that's not really governance. That's sort of the monitoring concept that Bob asked about earlier. And while you want to be supportive of strong and effective presidential leadership which is implicit to his team, you also have a responsibility to meaningfully engage from the jump start, from the get go on issues that matter. And I don't get to determine what those issues are. You do. But I think the way... Mary Ann, you've alluded to it, and Julie you just detailed it... Suggests that the board, especially through the Chair, needs to have more of a true partnership with leadership as to what's coming down the pike and how might that affect the agenda of the board and the issues you're going to discuss meaningfully. And you're not the first board that operates with a historic culture of a board that is reactive to what's put in front of them instead of partnering in a strategic conversation of what should be put in front of you. And that takes a change. And it's not one that every board wants to pursue or is comfortable doing. And sometimes presidents and their team have to grow into it. But in today's higher education, it's almost non-optional. I don't know if that's helpful or if it stimulates a response. Bob, you're looking up. What do you think? Bob Dobski.

Dobski: ?? \_\_\_\_\_ (s/l unable to hear 3:30:35)

Jones: ?? \_\_\_\_\_ (s/l Fact) he was chiming in, Rick.

Legon: Oh, I'm sorry. I missed that. Kathy, I'm sorry.

Bohn: Well, I think that the other thing that I don't want to get into is micromanaging, though.

Legon: No.

Bohn: I mean I think this is going to be difficult if we move more in this direction with the leadership at the university. We don't want to micromanage, so I think that's how you get to difficulties. And so I guess that's all I have to say.

Legon: You're exactly right, Kathy. And it's a constant and more so now, but it is a constant calibration of when is a board too far into the weeds and when is a board staying on the right side of adding value. And it's a conversation that begins with, in your case, excuse me, the chair and the president, and then it takes practice. You know, there are boards, quite honestly, Kathy, that have the right issues on the agenda and the right timing, but instinctively... You remember I said a few hours ago that boards and you all, especially, you all have run things or do run things. And people who run things like to help run things. And that includes, hey, how hard is it to run a place, an institution? So you've got to self-police. The chair has to help police it, but you can default to let's not have good strategic conversations over the risk of moving to micromanagement. You've just got to self-police yourselves to make sure, wait a minute. And the president's going to say it, too, I assume. I know a little bit about Larry's background. He's going to stand up and say, whoa, you know. Hey guys. I got this part of it. But in today's environment, a healthy presidential and board relationship is constructed on a collaborative model of governance, because there are too many big issues, too many risks, too many threats, too many challenges, and hopefully too many opportunities, too, and boards just need to be informed from the start around major strategic issues. So I feel your pain, Kathy. I've been there. I got it. But you just have to monitor, but don't so overly monitor that you're not in the sandbox dealing with some important issues. I mean there are a lot of stories. I'm won't share them now. But there are a lot of stories of institutions... I worked with another one just less than a year ago... Where a board had that concern. Well, and it was about building a new academic building. And the board said, ah, we trust the president, or, you know, they put the resolution in front of us, and it's already been in the paper. That's exactly the same story. And so the board kind of was defaulted into endorsing actions that were pretty much cooked. And wound up that it was a very messy situation, and ultimately it was proven that it was because the board just passed on it. Just didn't ask questions, didn't engage. A lot of people got in trouble. And the state punished the institution for malfeasance of fiscal issues, nowhere near where you guys are, but the point being that boards cannot look away,

and you've got to calibrate that what's management where you shouldn't go and what's strategic engagement where it's non-optional and you have to go. And that gets worked out between the administration, the board chair, and the agenda and everybody else. I don't know if that's helpful.

Jones: Rick, I like what you said there about strategic versus management. I think that's the key in that we don't want to definitely manage things, but we do want to be involved. Mary Ann said this when she talked the very beginning about what she wants to know. How it fits in the strategic plan. So when we're talking about the high-level strategy, that's what we're concerned about. And Sharon often brings this up, too. She said something about (some phrase; I don't want to misquote her), maybe she'll chime in. Something about how the soup is made or something like that and that we don't want to be in the details, all of that, but we want to know why it's happening. We don't need to know how you're getting it done, but we need to know why it's being done in the first place. So we go high level with the strategy, that's fine, and then we can be out of it until it gets to a resolution. You all figure out how it's getting done. That's part of the management and part of the responsibility of the president and his team, but we need to be higher level. Why is this happening in the first place? How does it fit in with the university strategy?

Legon: I think that's right, Julie. And, you know, one of the tests... I'm looking for tricks for you guys... You know, one of the tests has to do with if you look at the agendas for a board over the course of a year, and then you can break it down, meeting by meeting... But if you look at it over the course of a year, does the agenda tell a story, the agenda itself? You know, there are so many board agendas that are so redundant and repetitive that all you need to do is change the date. That's not an exaggeration. But meaningful agendas that convey the fact that the board is operating at a level pitched correctly and is an asset to the president and his team while holding the president accountable and focusing, as Julie said, at the strategic level, those agendas at the end of a year-long series of meetings is almost like a short novella. I mean, it tells a story of what we did as a board. Go back to that consequential board concept of a board adding value. I mean why do this if you're not adding value? And so you need, as a board, to assess your performance at the end of an academic year, or it doesn't have to be that precise, but periodically to say where are we adding value. Are we focused on the right things in the right way? We're not intruding or compromising the prerogative of leadership, but we are involved at a strategic level on issues that truly matter to all of our stakeholders. And going forward off of what we talked about earlier, the financial model of the place, our plans for 2021 and beyond. You know, being a fiduciary today, under the strict definition of what a fiduciary does, broadens out the expected engagement of a board. And if I'm a college president... I know Larry's kind of mostly just been respectful of you guys today but probably chomping at the bit, though... (laughter), and good job, Larry... But a leader, a president who's going to be successful and is successful realizes today that he can't do it alone. There are too many big issues where everything is strategic that to not have a truly meaningful, collaborative, open, transparent... You guys used the term communication earlier... I couldn't agree more. Julie offered it in terms of how you all engage with each other. But there's just got to be a pattern of communication, transparency, and strategy between an administration and a board. And a president who is going to thrive in his or her role as president knows that. And that's where governance is today and needs to hopefully go forever. But for the foreseeable future, for sure. If I can have... I don't know who's running the slides. Dave, are you running slides still?

Bentlin: Yes, I am.

Legon: Can you put kind of the interlocking ovals, called the Anatomy of Effective Boards, if you might, please, and share the screen? Yeah. So this is just a simple story. About 18 months ago, still on the job, I asked some of the great gurus of higher ed governance to convene with me and to solve the riddle of how do we get governing boards to rise to a 301 level, a graduate level of effectiveness, to really be consequential. And we spent two days solving that riddle, and there's a resource you all can get from AGB called the Anatomy of Effective Boards. And it really breaks down to the overlap of these three areas that might sound simple, but the work to do it is extraordinarily complex, rigorous, and needs to be sustained. One has to do with making sure that the board is the right composition – meaning its makeup. In public higher ed we have less control over who is on the board. I get that. You guys have been blessed that a number of your board members are, in fact, alums of Illinois State, so that's a good start. But public boards often have less influence in that. But beyond that, the board needs to be, which is what we've been mostly talking about for the last minutes, is that the board is focused on the right thing and at the right level. And that's the partnership of what comes to the board, what the agendas look like, how the board engages, how the board partners with the president and his team. You know, board meetings, especially where there are committees, usually default to the gathering of some subset of the board or, in your case, probably the whole

board, and a staff member walks you through a written report that you've already received. And that's fine, but that's a far stretch from having an effective use of your time. A board meeting is about the work of a board done by the board. And while you need good data, you need good dashboards, you need overview of information from the folks who work with the president, you need to make sure that the board... And Julie talked about the boards digging deep... The conversation really does need to feel... And I've never been to one of your board meetings, so maybe it is... But needs to really feel and be a meeting of the board. The business of the board should be the board's business and not the business of being talked at or overly explained by staff. You get the dashboards, you get the reports. Come prepared to participate as a board, like you're doing today but around more strategic issues on one of your regular meeting agendas so that the board is having the conversation, the board is working the issues. And if you hit a wall or have a question, you've got Larry or his people who have the expertise in an issue to clarify a question, and then move on in terms of getting back to the fact that the board run its agenda. And, again, you may do that so that you can stop me. But I've seen way too many boards that are way too deferential to listening to not only somebody who wrote a report but then to explain the report and tending to lessen the space where a board can add value. Because, again, staff will instinctively, quite often, lessen the strategic focus of a board's agenda and conversation. So I urge you to make sure – let me put it that way – that the meetings of the board are board meetings helped along by the information you get, helped along by the participation of professionals who spend their day and nights working on the data that's in front of you. But it's your moment to work through the issues that are in front of you. And so you have a board that is focused on the right issues and agenda that is framed between the chair and the president and through them the key staff but is more about strategic issues on a timely basis, the way Mary Ann indicated earlier. I think that's important. So that's an important part of this collaborative governance model that I'm trying to get in front of you, a real partnership. I've seen way too many institutions where the arrival of the board, either physically when we all did that or virtually, is almost seen as a headache for the administration. Oh, my God, here they come again. And it can't be that way. This has really got to be a transparent, communicative, mutually supportive, appropriate degrees of accountability level of engagement focused on the right issue. And then the last oval here has to do with the right relationships. And you started that. I forget who spoke first on it. There are only eight of you, so that's a good thing. But there really does need to be active respect and inclusion and especially because there are only eight of you. All eight voices matter. So each of you has a responsibility to make sure that everybody's point of view is respected and heard. If you're not hearing from people... You know, I've gotten to know Julie enough to know that she'll probably invite specifically people who may have not spoken to speak but all of it with respect and inclusion with the removal of any biases based on personality or group. Again, with eight people, it should work well, but it needs to be intentional, because the pattern of the culture of the board that you set today will impact how strategic the board can be and build the culture that you're successor board members will slip into and pick up as the norm of how the Illinois State University Board conducts its business.

Rossmark: Hey, Rick.

Legon: Yeah. Go ahead.

Rossmark: I was just going to jump in. First of all, thanks for providing some additional context to the conversation. I think, as a board and probably more of an institution, and I'm speaking for myself, and I'm speaking from the reference of 20+ years of board experience, I think in some ways exactly what you've outlined is (and this is not meant as a negative as much as it is meant as honest input into the conversation) that we suffer from because we've always done it that way. So, for example, our board meetings are very scripted. But, in some ways, it has to be in order to get to all of the formalities, and what you're offering up for us is an opportunity to step away from the scripted part and really dive into more strategic opportunities that we have as a board to give input. And because it's scripted and because it's framed around from this time slot to this time slot, it feels like it's because that's the way we've always done it.

Legon: Sure.

Rossmark: And quite honestly, when there have been attempts to give some input or some feedback, I don't know if it's really recognized of how much more we could contribute if we stepped away from that traditional approach and tried something different so that the board could, from our collective backgrounds, provide the type of input that would probably help us be stronger as an organization, stronger as a board, and probably more thoughtful in terms of our approach to diving into the work itself.

Legon: Yeah. That's very helpful, and I agree, Sharon. That reminds me. I was on the board, not of a higher ed organization but of an environmental-based association, and we had the most spirited meetings. It was just... You could mouth what was going to be said next every single meeting. And it was truly one of those just change the date and it's the same meeting. And so, all of a sudden at one of the meetings, we got through the agenda, because we practiced that. It was the same agenda, and we had about an hour with nothing on the agenda but still an hour to go in the allocated time. And so I suggested let's just talk, just talk about issues that we care about, related to the mission and the challenges at the time the organization was trying to resolve. And at about the 40-minute mark I again raised my hand and said I just hope everybody realizes that the last 40 minutes was the best board meeting we've had in the last year. People chuckled and laughed, etc., etc. From that time forward, we built into the agenda unscheduled... I don't know what we called it, so don't hold me to it... In essence an allocated use of time with nothing against it other than open conversation among the board members. We moved the organization probably more on the conversations that resulted from that ??\_\_\_\_\_ (s/l cannot understand 3:50:04) our job than the issues that were put in front of us that we had to beat around, etc. So I take your point. We have so much practiced behavior around board meetings that (1) it gets boring, (2) it gets redundant, and (3) it doesn't always add value. So thank you for sharing that. If there was one thing, each of you, one thing that this board could do better, beginning at your next board meeting, than you have as recently as your last board meeting, what would that one thing be? Kathy, let me start with you. Doesn't have to be, you know, it doesn't have to be, you know, solving the COVID-19. Just what's one thing that you'd like to see that would make you feel better about being involved as a board member?

Bohn: Well, I think it kind of goes along with what Mary Ann was saying earlier. Maybe having a little more knowledge about the resolutions coming up and maybe getting that information a little bit sooner. I mean most of the time we get it within a week...

Legon: Yeah.

Bohn: Of the meeting, but, you know, we all have busy lives and busy jobs, and so having the ability to ask some questions maybe even before the meeting. And the team is always available that we can ask those questions, but I guess that's one thing I would think is...

Legon: And to go back to what Mary Ann said, the sky isn't always falling on big issues. So you can have a meeting devoted to an initiative and not necessarily have to take action at that same meeting. That's another way to do it. You reflect.

Bohn: Yeah. Okay.

Legon: Thank you, Kathy. Bob Navarro.

Navarro: Yeah, I would agree with Kathy. I think that it's important that we get information not necessarily ahead of time but earlier. Sometimes when I get the packet and I'm reading the resolution, I think that decisions have already been made. They're looking for just our board to agree on it, and we'll pass it, and there might be some questions surrounding the resolution or the topic, and I just feel like if we had more time with it, maybe we could ask those questions to staff or we could even engage and find out more about how they got to that point. You know, we're not involved in all the strategy that gets that issue to the resolution stage, and so a little bit more background is helpful as we make the decision.

Legon: Thank you. Mary Ann.

Louderback: I'm not really sure. I mean it's... We've said so much as we're going around. I'm not sure there is just one thing. I mean the information, of course, is, you know, needing to get it earlier, a little more in depth before decisions are made. Just everybody has time... Well, I guess I'm going back to when we all met in person all the time. Everybody has time to get together beforehand, and that always helps to understand, and sometimes it's difficult to get through everything and then or call the university, it's five or eight of us calling at the same time, saying, asking the same question. And I don't think that's always a good use of time coming up just before the meeting. So I think we're all basically saying the same thing.

Legon: Sharon. Thank you. Sharon. One thing.

Rossmark: One thing if we could change before the next board meeting? Is that...

Legon: Yes, ma'am.

Rossmark: Quite honestly, I'd like to see a different structure to the meetings and to the time that we spend together, either on campus and/or with the staff. I'd just like to see us take a different approach. I understand the scripted approach that we need for the resolutions, which is, I guess, required, but just overall opportunity to give input and strategic thought. The only reason why my position is that way is because, personally (I'll just speak from a personal standpoint) I've tried what I thought was an effort to do that, and I felt as though (and it could have been my delivery, so I'll be the first one to say that) there was some defensiveness when it was more or less my opportunity to give some input and to seek clarification. And I really thought that there was probably more... Felt that I was being critical when I was not. I was trying to give one on one input and feedback. So I just think that maybe if we change the... You know, it's almost kind of like blow things up and then, let's say, let's build it together in terms of what's the best use of our time so that we create a win-win for what we're there to do, which is to make sure that we're providing a college education that empowers students, and our role is to make sure that we have processes and plans in place that does that. And I just think sometimes we need to just roll up what you have in place and say let's start over. Some pieces may take time, and other pieces we just put those back in because you can't rebuild a car from scratch.

Legon: You know, an element of that, and that's very, very helpful, but an element of that is that if there was ever a time to test out a different kind of an agenda, a different structure, and to move away from scripted board meetings, this is that time. We are in a state of uncertainty, and, as we've been saying through the bulk of the day, this board, every board is tackling an array of issues that cover the waterfront from will we thrive, will we survive, will we have customers, what about our financial model, how much of a reset do we need, on and on and on of all the things we've talked about today. And those issues are the kind of strategic issues that I'm sure Larry and his team want to hear from you on and partner with you on, and you don't do that with the old kind of agendas. So I applaud that kind of thinking. You know, throw a new one against the wall and see what sticks. You're not going to break anything. Bob Dobski, what's one thing you'd like to see thrown in the mix here.

Dobski: I'd be repeating what everybody said so far about getting more information early on and that, so before the agenda the resolutions come up, but one little thing without extending board meetings or presentations is, you know, the vice presidents. I think we've got quality, really great people in place there to analyze and put together these proposals and that but maybe give them a little more time to kind of PowerPoint or summarize when it's a money issue or voting on an increase or something changing or a contract or something like that. I know we always have time to ask questions of them and that, so maybe just highlight some of those things to kind of break it down for us a little bit more might be one way to do it. So without extending again the meetings and that, so.

Legon: Thanks, Bob. Jada, are you around?

Turner: Yes, I'm here.

Legon: Okay. One thing you'd like to see.

Turner: Yeah, that's kind of going off the same thing everybody's been saying. Just having more discussion. I guess for me, personally, just being new to the board and still getting acquainted to everything, having a discussion before the resolution and just going over it would definitely be helpful for me. Just discussing it with other board members, just getting extra clarity because I feel like I've received more clarity when it's during the board meeting and actually people are presenting on it when we have experts come in. And for me coming from being Vice President and when we used to get resolutions, we get the resolution, then we discuss it, then we move it to action item, and then that's when we vote on it. And, so, being a trustee, it's kind of switched a little bit. We get the resolution, and then we vote on it right away versus having the discussion and then waiting sometimes. In SGA we would table it and then come back to it if we felt like we needed more discussion. So I feel like definitely discussing it more would help me a lot more, and I think it would also just be beneficial just to have more dialogue on the topics that we were discussing. It would give just not only me but everybody on the board more clarity.

Legon: You know, Jada, listening to you describe it that way reminds me of the fact another way to think about a board... Thank you, by the way... Is that you guys are in the context business. Context. You know, what is the context of what's being put in front of you is often a strategic conversation, and, Mary Ann, you alluded to that when you opened this round of the conversation. The rush to vote to approve a resolution that doesn't have as time sensitive of a need as one might think but could benefit from what's the context of what we're even talking about. How does it fit into some of these larger challenges we are facing is... That's the contextual work of a board at a strategic level. And, so, anyway, I won't pound on that. I'll leave that there. I had another thought. I lost it. Julie, I don't know if you want, as the Chair to weigh in on this particular thing or we move on and you're getting a megadose anyway.

Jones: I'll weigh in. I'll say one thing that I'd like to see. I agree with what everyone is saying again about additional information, but I think for me, again, to go back to Kathy's point about us not really managing and about us being in strategy mode, I would like to see us at least add a piece to every meeting, sort of what you said your open-ended discussion was in that one particular board you were.

Legon: Yeah.

Jones: Every meeting, or not even every meeting but at least at some point during our meeting adding something in about our strategic direction and not just resolution, resolution, resolution but maybe have a piece at a meeting about something that we're doing that's fitting in with our overall plan for the university.

Legon: Yep.

Jones: One thing. And then another thing about maybe something... You know how you just have a regular standard Robert Rules of Order agenda and there's something about old business and new business. So new business. And when I'm talking about new business, what are we doing as a board or as a university that is specific to the future of the university, not just we signed a contract as to \$50,000 or \$500,000 so that's future but strategic future. What are some of the things that in the pipeline now that are dealing with that? You know, just a brief little synopsis from the president and his cabinet. We're talking about having a new residence hall. We're talking about having a new program. And have those things in a strategy portion so that we know what the university is thinking about going in that direction, if that makes sense to everyone.

Legon: Well said. You know, another thing is just a thought, because I've seen other institution boards do it. You know, again, we are in a world, a sea change here at many levels, among them all things financial. And what some institutions, public and private, have done within their board is to set up a small task force on a subject like alternative revenue options. You know, tuition, just listening to Larry's forecast of what might or might not be coming down the pike. Clearly, you know, if you're going to have to cut services, you're going to probably have to do a discount on tuition for everybody if you want them to show up. If you stay virtual next semester after this semester, you know, you're going to lose fees and housing and all that. The state is going to cut your funding, likely, so you need a couple of bucks. And I think cutting edge institutions are having... It's mandatory almost, but they're having a good time exploring revenue opportunities that they may have never thought of, and I know at Spellman we're in the midst of that right now, and we've come up with a couple of ideas that will drive substantial net revenue if it works. But our risk tolerance is such where it's non-optional that we try some things. And that's just one. I happen to that one, but many, many institutions, public and private, are taking a subset of their board and maybe other expertise. Keep in mind who the smartest people on your campus are. Those are faculty folks. And it's not a sin to invite smart faculty folks to come and sit with board members on issues where they could add value. It also demonstrates to the faculty members that, hey, this board is serious about the work, the responsibility, their stewardship, and so there's a byproduct benefit to it. But regardless of how you structure it, it wouldn't be a bad idea to socialize that question as to whether or not we want to take a look at ideas that a year ago we not have ever been thinking about, or maybe the president and his team or others of you actually were, but it was, you know, deep in the bowels of priority, which may merit a little more reflection and thinking. Again, part of what a board has to do today is to balance reality, innovation, and risk tolerance. How much tolerance do we have to throw things against the wall, because we need to, and see what sticks. And if it works, that's great. If not, you know, you apologize and move on. But we've got to sustain the sector, and one of the ways to do it is to consider what is your risk tolerance

for change and new initiatives. And you may convene, and there's nothing out there. Or you may discover the Holy Grail, and it's worth the board owning that. Anyway.

Jones: Hey, Rick. I would like to just chime in for two things. One, Rocky and Bob Dobski have been on the board longer than the rest of us, so I would definitely want to hear their perspective about this sort of direction they're hearing from the board here, maybe for historical context as has been tried before. And, also, part of the value, I think, of having the president and his team here is because I do want a little bit of feedback from them, not to put them on the spot, but, yes, to put them on the spot, given what they've heard from us as a board today. So I want to make sure that they don't feel like they're just here because we want to see how nicely they look in their shirts and ties today but because we actually want to hear what they have to say about the collaboration with them.

Legon: Absolutely. Yeah, thanks for that reminder, Julie, and I do want to hear from those colleagues, starting with Larry, in just a little bit. But, Bob, what about your thoughts about some of these ideas to change the flow, change the structure, change the tenor of the conversation and to test risk tolerance for new ideas within the construct of the board? Sorry, Julie, what?

Dobski: Well, no, I was going to... Go ahead, Julie.

Legon: You're up, Bob.

Jones: That was Bob speaking, not me. He was chiming in.

Legon: Okay.

Dobski: Again, the time I've been on and off, the board meetings have been run about the same way and that, so I think what Kathy said earlier about micromanaging and that, I don't think, you know, any of us are into... I don't have a degree in managing a university or an upper management university, so to work with all of the vice presidents in all the different categories is very extensive, and I give them a lot of credit for everything they do and that. But I think it would be good with a little more communication and heads up as far as information before we get to the board meeting and to have something more in front of us, you know, than a day or two before a meeting and all of that at this point.

Legon: Larry, let me ask you to open your mic for a minutes, because we're going to be addressing as our last discussion of the afternoon about JDEI issues and what that means for Illinois State and, more specifically, the board. So I don't want to leave the general construct of how the board engages with you and your team before we get to that one. So what are some of your reactions, Larry? And when I say Larry, I'm opening it up to your colleague cabinet members if they want to add value. But keeping it focused on the nature of how the board does its work and collaborates and vice versa, does any of this resonate with you? It's not to put you on the defensive. It's about going forward.

Jones: I'm sorry. One minute, Rick. We also forgot Rocky. And Rocky's the longest standing...

Legon: Yeah, but Rocky's... Oh, you're back, Rocky. Welcome.

Jones: He's been back for a while.

Legon: Well, my little squares missed you there, so welcome back, Rocky. Hope your meeting went well. So, Larry, before I come to you, out of respect, Rocky anything to add about reshaping if you will, adjusting, experimenting on the board constraint.

Donahue: Thank you. I was more than happy to cede my time to President Dietz, but I kind of put on the spot. To your question about potentially changing the board meetings, I think from my perspective there are some things that just have to be done at board meetings. The absolute governance, as much as we may not like passing bills and doing things, it comes with some of that fiduciary responsibility in having to do those. But what I would kind of hope to see is how we define success. Because I'm not sure... As I mentioned earlier, I think as board members we all care very dearly about this institution, but I think we all view success from a different standpoint. To some

people, success may be student success. For others it may be enrollments. It may be financial success. It may be athletic success. It may be fundraising. So, as a university or as a board, I'd like to know really what is success and prioritize success and then work together on being successful. I'll tell you this, and I don't disagree with anything anybody has said, including yourself, Rick, but I'd rather be a successful university than a successful board. Because at the end of the day, what we're going to get measured by is our university successful, not so much are we a successful board. Now one will argue a successful board guarantees a successful university. I don't know that. But we have an obligation to be as successful as we can be, but I would like us to... What is the definition of success.

Legon: Yeah, that's a really good point, Rocky. And, actually, over the years I was very curious about that. Because when I started at AGB, a well-known higher ed icon, Clark Kerr... Some of you may know the Clark Kerr name. He was a famous president of the University of California. He was the founder of the higher ed model in California. He's an iconic figure, and he, after he left the university, he helped AGB out. And the one where I first met him, he was leading a commission for us way back in the early '80s about what makes an effective board. And ultimately, the report of that commission said that a college or a university will never be better than the quality of the board. And so I was curious about that. I mean it's an easy thing to write. You could write that, right. You can make any statement you want about anything. So we went out and tested it, and over the years we did all sorts of analysis, surveys, as scientific as we could about the relationship of the caliber of board leadership to the quality of the institution. And over the years it proved itself out, that institutions where a governance was not as effective as it should be tended to be institutions that flounder. And while not every institution with great boards succeeded, board institutions that did succeed tended to have effective governing boards. And so I would urge you to be a little bit... I understood your statement, but I think it's important to recognize that effective governance is effective leadership at a certain level. So, that's enough for my speech.

Donahue: So, just to always have to have the last words, sorry.

Legon: Go for it.

Donahue: So under that scenario that you laid out, then I would argue the history of Illinois State Board, including this board, has been very successful.

Legon: Great.

Donahue: Because if you compare our university... When I went to school, it was ISU. I screwed up, I mean in a bad way. We are now in the tier of the University of Illinois, the University of Iowa. We're one of only three universities in this state that has seen enrollment over the last decade. From a fiscal standpoint, we are in much better fiscal shape than any of our peers, including the University of Illinois. From a bond rating, we have a higher bond rating than the State of Illinois. So, based on what you just said, one could argue then why is the board even going to change anything they're doing.

Legon: Yeah, and that's a fair question. But one of the reasons is because every, especially in high ed... Higher ed has always been dependent on continuous improvement, and the challenges that are put in front of Higher education today are not like any we've seen in the past. And so if there's ever a moment to look about changing, this might well be the one. And it doesn't mean you have to. It just means that you ought to be open to the possibility.

Donahue: Nope, I agree. That's why I made my initial comment was that we need to define what success is.

Legon: I totally agree.

Rock: Because the success that we've had isn't necessarily going to be success for the future.

Legon: Granted. I agree with you. Larry, back to you. What have you heard in the last 20 minutes that might affect how you and your team collaborate and think about working with the board, and then we need to move on.

Dietz: I guess I would just say that I've taken nine pages of notes today over all of this, and there's a lot. But specific to the question here about, you know, what can we do better at working together more collaboratively, one

of the things to take away that I have on this is that I'd like to go back over the last several years and look at our agendas for the different board meeting times and see what we can identify that is kind of rote that at a given time of year we have to take care of these kinds of things. I think the idea about having more conversation in a board meeting is a good one. I have concerns, the way Kathy did earlier, in that there are times that I think we need to have some robust conversations, and sometimes those are hard to do in the settings that we're in. But we're certainly willing to try to do that. I would agree with Rocky that this institution has weathered a lot of storms over the last several years, including two years of not having a budget at all. Those days, we thought, were pretty rough, but we didn't have a COVID to go along with that, so clearly this is a new area for us. But, you know, I think we can address the issues about trying to get information out earlier, trying to have more discussion around ideas. One of the questions that I guess I have is with, you know, what kind of criteria would be used to identify those high-level issues. Are they financial issues? Are they strategic planning issues? We can look through the strategic plan and map those into our resolutions. As a matter of fact, we do some of that now, but we can do that really more consciously to try to map how some of the resolutions are mapping with our overall strategic plan. But I think, you know, I didn't hear anything today that I would disagree with terribly. I think we need to have a little more conversation about where we go from here, but I would agree with Rocky. I mean, Illinois State University is a very fine institution. It's the envy of most other public universities in the State of Illinois, and we didn't get here by happenstance. We got here through a lot of good work with our boards. We got here through a lot of good work with our professional staff or faculty or students, and I think really this is a success story, if you will, given what we've been through. My optimism, I guess, is that this can continue to be a success story, but COVID is not going to allow us to continue to do things, perhaps, that we've done in the past, but we still are talking about alternative tuition ideas and such as that. We have several of those that we've already started, and maybe we need to have more discussion about them, but a new engineering program. That's a huge alternative revenue source that we're working on right now. The internationalization of the campus is a huge revenue source that I think will be there for the future. So, to me, those are, you know, some higher level issues, and I get the frustration of trying to balance what do we need to do this meeting to sign a contract to make sure that we have fire safety on the campus. You know, that's a pretty routine thing that we do trying to balance the higher level issues. So I want to meet with our team next week and have conversations about this. We're going to be talking about planning for fall of 2021, and so I think we need to absorb this a little bit and get our heads together, but I don't see anything here that's insurmountable.

Legon: Yeah, and I don't either, Larry. And optimism and big ideas fit, but I also think that in the real world that we are facing that might extend some time into the future, you need to calibrate for what's practical and what's realistic. And, so, you know, what major new initiatives can be launched in the construct of the current moment. I don't weigh in on that. You do. But is this the moment to be building a global campus when (1) we have a hard time getting international students into the country (2) the finances of that might be a challenge. And I think it doesn't mean you shouldn't do it if you've got a way to do it, but I do think you want the board with you from the get go as a strategic partner.

Dietz: I started my day this morning on a call with our INTO partner on the international initiative part, and the board and I have talked about that for a while. You know, I think those, to me, are the kind of bigger issues that we need to spend more time on, and I just bring those two up as examples. There may be lots of other things that, you know, the board is interested in and we'll have more conversations about.

Legon: Good. All right. I know I invited other of your team to weigh in, but I want to be respectful of the agenda and the board's time, if that's okay, Larry.

Dietz: Sure, you bet. So, Julie, let's move on to the last discussion for the first day. It's not an easy issue, and I don't mean to cut it short, but the other conversations were so robust. We can touch it again tomorrow if we need to, but it has to do with probably coequally, and I think they're mutually reinforcing at a certain level. Challenges that are facing society around JDEI, the justice, diversity, equality, and inclusion conversations and challenges and real-time effect on society from issues related to leasing and the ongoing death of black men in our society and other social justice movements and concerns that have played out, in particular, allowed since George Floyd's murder in May of this year. And we've seen others, and we've got 400 years of history around this. And, sad but true, higher education has over the years been complicit in all of these challenges and all of these issues. And so maybe one of the blessings of being either hybrid or mostly virtual across our campuses so far this academic year is the fact that campuses have been, for the most part, calm and peaceful around these issues, but you can be sure that going

forward your students that are enrolled and the students who you want and their parents and the students who come back to campus are going to bring this issue in a more proactive way to all of the nation's campuses. I think that's good. But that then puts the institution at a place of so what does that mean for us as an institution and, more specifically, what does that suggest for the board and its policy role, both formally and symbolically. We didn't talk about symbolic governance, but many boards do their work as fiduciaries with policies and strategies and the like, but boards also have a symbolic role – again, going back to who you are in your community. And so what do these issues that can't just be whisked away anymore and have 400 years of passion behind them and seems to now be affecting all levels of society, which is good, I think, from small community businesses to K-12 education, to higher education opportunities. So I want to open that conversation and then offer some thoughts about what a board could do. But why don't we start anywhere. What are your thoughts about the issue as it relates to your job as the fiduciary at Illinois State University?

Turner: If I could speak on that one.

Legon: Go for it. Yes, ma'am.

Turner: At least for me, being on the board, I definitely think, at least our role, we should really be listening to the students very much during this time. And even though you said that we're not on campus, students still are on campus, and they still are facing these issues, still dealing with these issues. I think if anything it's a little bit harder to tackle on these things because we're not able to come together as a community and actually address these issues, but more so we're behind the doors, we're behind the screens, so we can't really have those one-on-one conversations that we need to tackle on these issues. I feel like, if anything, it's made it harder now that we're not on campus to actually have those discussions and actually have those meetings. I think, as a board, we should really work on trying to make sure we help keep the university accountable and make sure that we are listening to the students and that we are making sure that their voices are being heard and that we are listening to them, whether that's putting policies in place or whether should be reflecting and taking a look at our university from a different point of view, a different eye, and really assessing the situation and looking at it on a deeper level, if that makes sense, if you're following what I'm saying.

Legon: No. Thank you for starting, Jada. Your point of view on this is essential. Others? This is a big issue, and I also invite Larry's team to weigh in, because you all have to administer these issues as well. So let's make it an open forum. But let's clear the field first and listen to the trustees on it.

Jones: A couple of things I would say on that. First, I echo you. Thanks, Jada, for going first and breaking the ice, because this is something that definitely we need to hear from you on. I would say two things about this. The first thing is you mentioned about symbolic leadership versus symbolic, you know, board leadership. I think that if this is an important issue to us, if we're talking about sort of blowing up our agenda and changing the way we do things, if this is a big priority for us, then I think that when we go in front of the public we need to make sure that it's shown that it's a big priority. Even if that means every time we have a quarterly meeting having a report on this very issue. Even if it's something that's just a 15, you know, 5 minute, 10 minute, but if this is something that we are trying to work on and we want to demonstrate to the students and to our community that it is a commitment from us, then this is an agenda item every quarter that we get an update and see what has been done in this area. So that's one thing that I kind of think about as something we can do right away. And then the second thing is I'm going back to when I said if we could figure out COVID and figure out to do with uncertainty, we could be rich. There's another issue that if we could really figure out what to do with this and snap our fingers and make it happen, we would all be sitting on an island somewhere socially distanced and with a cocktail because we could sell that to people. So this is something that people expect us to act soon on. I applaud the students because they are making sure that they keep this issue in front of us, but this has been going on for so long, so I get it. I get it's been going on a long time and we can't erase 400 years of issues, but we do need to make sure that we show people that this is a meaningful issue and that we don't keep pushing it to the back because of COVID, because of no budget, because of whatever else happens.

Legon: Totally agree. You know, and it doesn't only... Jada, I was wondering... If I could lean on you a little bit again on another point. You know, it's not only the themes that we know about and that get the headlines, but it has to do with what happens in classes as well and making sure that faculty are aware of these challenges and their own behavior. I've run into a lot of students and board members and presidents and, especially, provosts (that's where I

was going) who admit to me that they face challenges in the classroom where faculty themselves are unintentionally, let's say, demonstrating biases on racial matters, racial subjects, and students. And I know nothing about Illinois State, and I assume the faculty is perfect. But you need to know. And, so, Jada, I don't know, and I don't want you to, you know, reveal any sources, but it's not just at the high level of public exposure on these issues. It is what's the students' experience when they're in a classroom. And that's something that the board... You're not going to go around the campus... That's Larry's and his team's problem, but you do need to express your concerns that that's an issue that's been attended to and you're comfortable with. So, other thoughts on this issue of the moment. You know, we've got COVID, but this is the other issue of the moment.

Donahue: I'll jump in Rick, if I may.

Legon: Yeah, Rocky. Yeah.

Donahue: Sure. Thank you. Absolutely a very important issue, and I can tell you I have no idea what it must be like to have that hate or target just because of the color of your skin. That is something I have not ever honestly experienced, and I can't even imagine what that would be like. But as Julie and Jada have said, as a board we have an obligation to make sure that it is still on the forefront. And we're all going to talk the talk because it's the right thing to do, but we also have to walk the walk. And as Jada said, part of walking the walk is we have to hold ourselves accountable as leaders of this institution that we're going to trust this, and we have to hold our appointed leaders. We're the appointed leaders, but those that we've appointed to be held accountable as well. And I commend President Dietz, because he's taking this very seriously, and I know that they're working on it, and we just have to make sure it doesn't go away. And it's something that's been here way too long, and it's something that the quicker we can have it go away and address it, the better off we are.

Legon: Those are important points, Rocky. I'll push you a little bit, though. Institution governing boards... And, again, I'm going to put up this list of thoughts that I shared with a couple of colleagues in an op ed not too long ago on this issue, not that that's, you know, the perfect list, but again it's just to provoke. But, you know, you've to stand behind those excellent statements, Rocky, with a certainty that the policies of the institution itself, which you own... You don't make all of the policies, but you are accountable for their existence, their currency, and their implementation. And it is the board's fundamental duty in today's environment to mandate and audit all relevant policies. You're not going to do the work, but you could charge the president to say we want to know what are the relevant policies that are directly and indirectly contributing factors to uncertainty around these issues potentially and actually. How current are our policies on that, and who has the short straw to making sure they're being effectively implemented. So having a standard as you expressed it, which is we've got to own this, has to be supported by action, and your audiences... This is where symbolic governance kicks in, Rocky... Your various stakeholders need to know that the fiduciary body of this institution recognizes the historic concerns around this issue and is committed to having policies that work and overseeing that they are in place. So that would be my counsel. And there are all sorts of issues that come out of the woodwork. So I'm a graduate twice of George Washington University. Our nickname is the Colonials. Well, holy cow. Just as other team nicknames around the country, professional sports and college sports, have been under appropriate scrutiny, the question of whether or not George Washington University should continue having as its nickname the Colonials is at various times over the last six months front-page stuff in the Washington Post. And our newish president has a hard time walking down the street in the general neighborhood of GW without being besieged by students and others who are saying when are we going to lose that nickname. So I'm agnostic on what we should call AGB's teams, but those kinds of challenges need consideration, reflection, and serious reflection about where to go. You guys are the Redbirds, so I think you'll be all right. But there are other subtle indicators that could crop up, and, you know, you're never going to get them all. But you need to be prepared. Other input? It's a big issue. I assumed I would hear from everybody three times. Sharon.

Rossmark: This is a very sensitive issue for me, and having once been a student on campus and realizing what students are going through today, I have voiced my concerns previously, and I actually don't have anything else to say on the subject, to be honest with you.

Legon: Okay. Thank you for that. Others on the board. I'm going to put those lists up, and maybe that will generate further conversation if you're okay with that, Julie. Who called me out? Who's speaking?

Dobski: Rick, just looking at our leadership and our diversity have with Levester and our new provost and that, I think they're well aware of the diversity issue, and it really adds to the focus on that subject, so I think ISU is in a good position now with the upper administration and that to stay on top of the situation and make sure that this is getting out and everybody is aware of it and it's addressed whenever it's necessary and keeping it in front of everybody.

Legon: That's well said, Bob. You know, one of the things that's important to note is the special role that board members have across the board, but especially as it relates to this issue. You remember I said earlier that board members have a dual role. You are fiduciaries of the institution, but you are also a bridge between the institution and the communities in which you work and live and connect the university back to. And that's always been critical. That's been the sweet spot of board governance and independent models of governance that we have in higher education. It connects the institution to those outside the gates of the institution. Perhaps, and I'm thinking fast, but perhaps it's never been more essential to have that kind of connective tissue between the board and board members and the world outside the institution than it does today. So while I agree with you, Bob Dobski, that it's great to have diversity within the staff, on this issue it is also coequally important to have Bob Dobski in his world and your colleagues being story tellers and good listeners as to the community's concerns and the initiatives from within the institution non-defensively about this set of issues, because these issues, whether you like it or not, when school reopens fully they're going to be coming to a campus near you. And this is a very lull of a moment as the United States government tries to figure out where it's going to be and who's going to run it. And as you deal with all these other COVID-related challenges and financial resets and strategic directions, this is such an appropriate moment to link a strategic set of initiatives around these issues as anything else. So I agree with you, Bob, but it's your job, too. So if I could have Dave or whoever is still on to share the screen and to run the first of the two... I know I'm low on time for more conversation and wrap it up.

Dobski: I think Bob Navarro wanted to say something, Rick.

Legon: Okay, while we're setting up these slides, Bob Navarro, I don't see you, but why don't you comment.

Navarro: Yeah, I was glad to see this on the agenda. It was a topic that we started to talk about last year pre-COVID. And now with COVID we've kind of maybe pushed it aside a little bit, but I think it's really important that we ensure that our minority, our underrepresented students along with first-generation students really have the access to programs and services that aid in their student success on campus. I was a first-generation student, and I wouldn't have finished without some of the programs and services that were on campus, and I want to make sure that we're still delivering that to our current first-generation students as well as minority and underrepresented students. I think it's really important that we take an inventory of that, that we monitor that, and that we encourage those programs and services.

Legon: I appreciate you saying that, Bob, because I think you're spot on, and also implicit to that, Bob and others, is the very real fact that going forward among the menu of variables that future students and their families will be shopping for, and especially as you seek to maintain a diverse... I know you already have it... A diverse student population and faculty and administrative populations, I think they're going to look at exactly, Bob, what you just raised – that Illinois State University is a community that not only talks the talk but actually has the kind of support services and policies in place that makes Illinois an exemplar on these issues, because that will make a difference in selling your campus to prospective students, especially at a time where people are going to think carefully about where to go if they go at all. Thank you. So I'm just going to speed read through these. Again, this was sort of a summary set of eight bullets. There's another slide... I'll breeze through it... That we put together about boards in relation to these issues. And we may have left stuff out. This was three months ago. But let me go through it. It basically says that a governing board should see to the development of a formal board statement on racial and social justice that might include some of the following. Basically what we're saying is that sadly since the outbreak of the social and racial injustice issues, presidents have been out there. Faculty have been out there. Students, of course... Jada and her colleagues have been out there. Others have been out there. The group that hasn't been out there commenting is boards. Boards have been entirely too passive on this issue, and yet they are the ultimate authority within their institution, and so we think that a formal statement over the name of the board... So the Illinois State University Board of Trustees statement on JDEI might include any or some of the following, and there may be other things that I've missed. First, that the board will review its own makeup... You have limitations on that... And advocate for greater balance in the overall diversity and its leadership. The board will ensure that meeting agendas,

as Julie alluded to, will include opportunities for learning and listening on issues of campus inclusion and implicit racial bias in the classroom and across the campus. The board will commit to strengthening the institution's relationship with external stakeholders in their community with the goal of creating a more just society. The board will require a periodic audit... This what I was referring to earlier... A periodic audit of all institutional policies and practices that impact diversity, inclusion and racial equity. Can we go to the next one? Thank you. The board will oversee a review of the institution's history, policies, practices, and specific instances in which the institution has been complicit in racial inequities and commit to a transparent airing of those situations and correcting policies that enable past injustices. I'm not indicting you; you just need to check. Next, the board will instruct institution academic leadership to review curriculum associated with law enforcement and other professional academic programs that are related to service to society with an emphasis on developing training and education strategies that contribute to a more just 21<sup>st</sup> century model with policing and community support. That the board will request an assessment of the institution's relationship with local and area police departments be undertaken and updated. And, lastly, that board members themselves, each of you, will commit to demonstrating racial and social justice policies and initiatives in your own businesses, including your corporate board rooms and your other voluntary engagements. So those are some ideas. Doesn't mean you have to follow them. Doesn't mean you believe in them. Doesn't mean anything other than to at least raise the specter that it might be appropriate for this board to publicly state your views about this set of issues and what the board believes and wants to do. We could take these off, Dave, and open the screen. Thank you. Thoughts? I don't need a specific grade on what we put out here, but does this provoke any thoughts about what you all might want to do?

Louderback: I'll open myself up to criticism. We all know that that is what's the number one thing right now. What concerns me is it says justice, diversity, equality, and inclusion. Is there a way in which...I'm not sure how to say this. Because we have the equality and the inclusion and the diversity, that is more than just African-American, or is that... That's not what I consider the total definition. I consider all of the underrepresented groups, be they gay, be they LatinX, be they...

Legon: It's all inclusive to it. Yeah.

Louderback: Okay, so then I guess my question is, and I'm going to throw this out there. Don't come yelling at me. But go ahead and yell, but don't, you know... How do we make sure... We have to have... The racial thing has to be number one. I mean we've all... We all... I agree with that. I'm just trying... I don't want to say everybody, but I think we all... But I also think that at the same point, if we are truly talking inclusion, we have to... Is it a second tier? Is it something else to include everyone else? How do we do... I don't want people to say, you know, well, you don't care about me. That's not the point. The point is we need to take care of what we need to get done, but I don't want... I hope you understand what I'm trying to say, but I don't want it to be non-inclusive then.

Legon: No, no. I think people will struggle in how to write it.

Louderback: Yeah. I'm asking for help.

Legon: And we're not drafting it today. But I think the link on justice is racial and social, which has to do with sexual orientation. So I think that you're exactly correct. I think that it requires wordsmithing, which is not impossible to deal with, and the order is important, but it's not the most important. It's the idea of reflecting the values of Illinois State University as expressed by the men and women who have the fundamental and ultimate authority for its reputation and its success and the implementation of those values – that's you.

Louderback: Right. I understand.

Legon: So I applaud what you just said, Mary Ann. You're right. But you can get through that on the wordsmithing. The idea initially is this is the way forward is really it. So nobody's yelling. You're in good shape.

Louderback: But you're talking about the wordsmithing and is it the right thing. I mean, to be honest with you, that's going to be the most difficult. How do we, you know, give us a hint?

Legon: I think it can be done.

Louderback: Oh, I know it.

Legon: And wordsmithing is not a reason not to do it.

Louderback: No, no, I'm asking for ideas and help. I'm not saying...

Legon: I think the most important thing right now... And this is not a policy day, but I think is to provoke the question of whether or not this board thinks doing something like this... And it could be something entirely different from this. This is one idea. It comes from me. Doesn't make this right. That makes sense. Whether it's this or something else. The one thing I am personally tired of is boards that are passive on this issue. And so whatever the proactive step is, that's the key. It could be a statement. It could be something else. But you're in the right ?? \_\_\_\_\_ (s/l cannot understand 4:50:06).

Louderback: I was curious. I just, you know.

Legon: You're in good shape. You're good. Well said.

Louderback: (Laughter).

Legon: No, you are. Good statement. Other comments? Bob Navarro, you were eloquent a few minutes ago. What do you think about the board being on record in some way? Don't fall in love with my idea or hate it. It's just in some way. Formalize the fact that the board, which is legally responsible for all things Illinois State goes on record about these things.

Navarro: I guess I struggle that why the board would need to do that when the university already has statements and values. I would think that ours would be very consistent. I don't know. I need to give that some thought. I'm just not sure that...

Legon: Yeah. But one thing to answer your question from my perspective, which isn't necessarily right. There's more than one opinion on every good issue. But you... I don't know, but Julie didn't seem to think that there was, but what you are that the other policies are not. Policies tend to be inanimate. The board is real, and you have that connection to the real world outside of Illinois State. You are the protector of everything we've talked about plus the reputation of Illinois State. You are the guardian of the value proposition of the University. And if that's true, if you believe it, then on this particular issue to hide behind institutional policy and say we've got those, in my view, maybe not in yours, isn't sufficient for today's environment. That's why I recommend it, but I, I, you know, it's your place, it's your board. I don't want to sound like I'm pushing you in a direction. I'm answering your question. And you don't have to buy that.

Navarro: I think it certainly warrants a discussion among the other board members. You know, where do we see... How do we see where we fit in with the university's core values, and, you know, where do the other board members think. Is there something that we need to come out and have our own statement?

Legon: What do you think?

Navarro: I'm not sure that we do right now.

Legon: Okay. Fair enough.

Navarro: No, I need to give it some more thought.

Legon: Okay. Others of you on the board? This is important to hear, because...

Navarro: Because I always felt that, as a board, we agree and we affirm and we approve those core values and the institutional strategy and those things. And, so, I always felt like as a board we should align... You know, those two entities should align. But, I'm open to hearing what others think.

Legon: Okay. Hear from others.

Jones: Rocky was going to say something, but I just want to chime in on what Bob was saying. Bob Navarro. Bob, just because we make a statement doesn't mean that we won't align with them, but I lean more to what Rick is saying that us making a statement. Again, those policies, those strategies, all those things from the University are kind of a little bit far removed, and there are where sometimes the people somewhere lost me on a hill or somewhere reported somewhere. But for us to say something as a board, we are the living, moving, breathing portion of that, and if we made a statement, not to say whether we will or will not, but that's the value that I see for us adding a statement. That's us saying, yes, we know this is part of, you know, what the University believes in, but we're reinforcing this, and we are saying that we realize the University says this, and we as a board are doubling down on that, so to speak or, you know, bringing it to the forefront. That's what I look at. So I notice you kept saying support and line up with the University. I think we can still do that through making a statement. It's not that we're going to say anything different from the University. We're just going to bring it to the forefront and be more visible in our support of that, if that makes sense. And then, like I said, Rocky was trying to chime in.

Legon: Rocky.

Donahue: How will that make a difference, Julie? How will that make a difference?

Jones: It makes a difference because that's why people come to the board. That's why this issue has come to the board before, because there are certain things that are so important that people come to the board for them because they want to know the board's take on it. It's one of those things. I mean I'm sure almost all of us have gotten a call about this very issue, and just like you hear about certain things being a watershed moment, this is one of those things that this is a nationwide issue, and so it might not be enough just for it to be part of the university's policy. That's one of the complaints that the students had, that, yes, it's part of the university's policy, but they don't see it being in the forefront anywhere. And so that's us adding to it being in the forefront. That's how I look at it.

Donahue: Thank you.

Legon: Let's go around a little bit and get various opinions. Bob Dobski, your thoughts, please?

Dobski: No, I think, you know, what's been said already and that, it's a priority and it's got to be on everybody's top of mind and that to contribute and to bring up if there are concerns out there. Especially like myself being in the community and that and even talking to students, we get a lot of alumni. We have a restaurant here in town that know I'm on the board, and they'll ask comments or say something and that, and I think Kathy's in the same situation. Kathy Bohn. So that we have, you know, like hands on type of relationships with people here in the community. So that brings a little more, you know, fresh, you know, feedback or input for the University and that, so definitely.

Legon: Yeah, you know, a tie for that, Bob, is the fact that you all are leaders. You are leaders. You are collectively, but individually you are seen as leaders. And, you know, it's not what's banked in terms of policy statements. Is what to you as individuals stand for and bring to the table as leaders. And people will look, as people said, people look at you from that perspective. They look at the President through one lens, but presidents come and go. Board members tend to hang around for a while and have that connection to the community at a very granular level, and so at your restaurant, Bob, it's important for you to feel good about what you stand for.

Dobski: Oh, yeah. And to that point about, you know, our President now, President Dietz, he and his wife, Arlene, are very much out there amongst the community and that, and I think everybody knows what they are about, what he is about, and they bring a real definite feel for the University and the concerns they have for diversity and that, too.

Legon: But as a fiduciary, back to your first question, as a fiduciary you are the steward legally.

Dobski: Right.

Legon: So you need to stand for something. And so I think we're saying the same thing. Sharon. Thoughts? I know it means a lot. Are you comfortable weighing in on it? If not, I respect that.

Rossmark: Yes, I am comfortable weighing in on it. First of all, I like what you've put together. I think it provides a good framework for consideration as well as probably a great dialogue piece for the board to have to flush out their comfort level or discomfort comfort level with what it should be for us. So thank you for putting together a construct.

Legon: Yeah. Well, thank you. And, again, do what you will with it. I share it for your thinking. Kathy. Skipping you Mary Ann unless you have more on top of what you said earlier. So, nothing. You all right? You're good? Okay. Kathy.

Bohn: You know, a few meetings ago we had a student in the public session bring up some things about a few things that happened on campus last fall and what was being done about that and that she didn't know and felt like a lot of the student body didn't know where we were moving forward with some of these issues. And it was very interesting that Doris Houston and team talked about what we were doing but that they hadn't really conveyed that to some of the students. Or maybe they conveyed it, but that student and her group hadn't heard it. So Julie's idea of having this maybe an agenda item, and I think it is lots of times, where we talk about where we are moving forward with these issues. We know we have work to do at ISU, just like every university, but I think us putting it on the agenda, making sure that we're informing us as well as the student body and, you know, a statement perhaps based on the outline that you've given us here probably would be a really good thing, also. Because the student body as well as the community and parents, etc. are going to see that done, and they're going to see we're taking this seriously and we're trying to move forward.

Legon: Well said. Thank you very much. Where am I going? Jada.

Turner: Yep. I was just getting ready to say that, kind of similar to what Kathy just said, I do think the students would appreciate a statement being made because a lot of times... Well, first off, students look to the Board of Trustees. They are the highest governing body on the campus. They respect us. That's why they come to the Board of Trustees meetings to speak because they respect the Board. They want their concerns to be heard. And I feel like it would show the students that we are listening and that we are taking this seriously and that we want you to know that we stand with you. I feel like it would be a stance of solidarity that we are listening. Your concerns are being heard. So I definitely do think a statement being put out would be a powerful thing, and students would say, okay, yes, they are listening. Me going to that Board of Trustees meeting and speaking actually did make a difference. My voice is being heard, and they are taking this seriously. Just like Kathy has said, when actually I came and spoke to the group, she said that a lot of students don't know what's going on, and I do think this would be a good thing for students to know about.

Legon: Thank you, Jada. I think I got everybody's comments. I'm going to give it to you, Julie, to wrap up, so...

Jones: You forgot Rocky again.

Legon: Rocky, are you taking this personally? (Laughter). Sorry.

Donahue: I'm sorry. I'm on mute. That's all right. No, I agree with pretty much what everybody said. I'm strongly in the camp, so we should do something. We have to take ownership of this. I believe I've said that before. I think what you've outlined here is very thought provoking. One of the things I struggle with, I've said we can't just talk the talk; we've got to walk the walk. And what I struggled with is how do you walk the walk. So you've definitely, as Sharon said, have given us some things to kind of at least chew on and maybe, you know, either use some of it or refine it, but I'm definitely in the camp. We should be out in front of this. I agree with your statement, Rick. As leaders, it's what leaders do. That's why you're in this role. Hopefully you're doing the right thing, but at times you have to get out in front of issues, and I strongly feel this is one of those issues we have to be out in front of.

Legon: Thanks, Rocky. We are beyond 3:00, which was our promised conclusion. I'm going to hand it off to Julie to close us down and set us up for tomorrow. But I can tell you that I feel pretty good. I hope you do. It's your conversation. With the array of issues that you've touched upon, the candor with which you've dealt with them. Larry, I appreciate you and your team sitting in and the fact that you've taken probably now 11 pages of notes. And all of these slides, by the way, are yours now. I mean, I see people asking about them. They're yours. So, we thank

you, Larry, and your colleagues. It takes a lot of patience for people who are used to presenting to sit and listen, but I applaud them for that. And we'll look forward to starting at 9 a.m. for another series of conversations, beginning with... So give some thought to it... Your reflections on what we talked about today. It's good to start the second day with a refresh of how you felt about the first day's issues. So with that, Julie, let me give it to you to do whatever you need to do.

Jones: Okay, thank you, Rick. First, I'd like to thank everyone for your attendance today. I think this was a wonderful first day of the retreat. I think we all got a lot of information. I was taking notes and look forward to listening to this over again since it's being recorded. I want to say a special thanks to Dr. Dietz and to his team for joining us today. Again, I know it is difficult when you're listening, but I think it is helpful a lot of times. As we've said, the trustees don't often get to talk about topics that are close to them and about giving our opinions, so I'm glad that we had this time today to do so and that I hope that it helps you guys working with us to have heard some of our issues and concerns and some compliments and some areas where we can improve. I'm not going to belabor the point, because we are past 3:00, and I am excited about tomorrow as well. This concludes today's session of the retreat. I want to thank my fellow trustees and the President's Cabinet for your participation in the retreat today. I am sure that we will continue to have discussions about these important topics in the coming weeks and months. This meeting will reconvene tomorrow morning at 9 a.m. The trustees will participate via Zoom as they did today, and a YouTube link is posted on the meeting agenda found on the Board of Trustees website to allow all interested persons to view the meeting and hear all discussions and roll call votes. I would now entertain a motion to adjourn. Is there a motion?

Navarro: I so move.

Bohn: I second.

Jones: I have motion by Trustee Navarro and a second by Trustee Bohn. Trustee Louderback, will you please proceed with the roll call vote.

Louderback: I'd be delighted. Trustee Bohn.

Bohn: Aye.

Louderback: Trustee Jones.

Jones: Yes, aye.

Louderback: Trustee Turner.

Turner: Aye.

Louderback: Trustee Donahue.

Donahue: Aye.

Louderback: Trustee Navarro.

Navarro: Aye.

Louderback: Trustee Dobski.

Dobski: Aye.

Louderback: Trustee Rossmark.

Jones: She had to leave for a work commitment. She just...

Louderback: I know. And Trustee Louderback, aye. We have a quorum, and we are adjourned.

Jones: Thank you. I'll see everyone tomorrow at 9:00.