

From: Gill, David
Sent: Friday, August 21, 2020 4:12 PM
To: Stephens, Dan
Cc: Johnson, Levester;Stephens, Dan;Miller-Schuster, Danielle;Killian, Katy;Schnittker, Doug;Cavi, Sandy;Gebeke, Mike;Bates, Wendy;Toohill, Kristie;Davenport, John;Earl, Karin;Shawd, Vicki;Johnson, Michael;Vickerman, Pat;Jones, Jill A;Thomas, Erin;Emme, Brian
Subject: RE: Planning for Multicultural Center

Dan,

As requested here is your weekly update on the status of the Multicultural Center. Please advise if there are any questions.

ISU Multicultural Center

Project #: 200007

8.21.2020

Status

- Multi-Prime Contractor Contracts for “A New Multicultural Center” were sent out for Contractor signatures on 8/14/20.
 - The seven prime contracts are for General Contracting, Fire Protection, Plumbing, Heating, Ventilation, Temperature Controls, and Electrical.
 - Four (4) of the seven (7) contracts have been returned with their Contractor’s signature.
 - After all the Contractors’ signatures are obtained, the Contracts will be routed to obtain Illinois State University contract signatures.
 - Once all contracts are signed a kick off/pre-construction meeting will be scheduled and a schedule developed.
- The following subsidiary projects are underway with ISU approved COVID 19 Preparedness and Safety measures.
 - Building Utility Service Projects:
 - The electrical service work continues. Ameren is determining a date to run the new service to the new, exterior CT cabinet.
 - The water service work is installed. Pressure testing is being conducted.
 - Existing Roof Truss Structural Repairs:
 - The truss repair work continues.

Project Construction Schedule Concerns:

- Many manufacturers have suspended work in their factories for the supply and manufacture of the necessary components of construction. These include items such as technology, furniture, and construction industry products and equipment. This will have a significant negative schedule impact on this project. Every day long lead times for manufacture and delivery of construction items were getting longer with no end to this “construction process of increasing schedule time”. The full impact of this is still unknown.

Overall Project Construction Schedule:

- The overall project schedule has been adjusted as follows: Note, the above schedule concerns, along with unknown weather conditions, have been kept in mind.
 - The Construction Bid Documents list the building construction substantial completion date as 6/30/21.
 - If all continues to go well, the earliest “Ready for Occupancy” date would be 7/19/21.

David M. A. Gill AIA, MRAIC

Director of Facilities Planning & Construction Management

Email: dmgill2@ilstu.edu



From: Miller-Schuster, Danielle
Sent: Tuesday, August 25, 2020 6:59 AM
To: Johnson, Levester; Paterson, Brent
Subject: RE: McAlister's Deli

Good Morning,

As an update, our admin team determined that four additional staff could be considered close contacts. They were contacted by our staff with instructions to "shelter in place" while the contact tracing is performed by the McLean County Health Department. Deep cleaning and sanitation was performed yesterday and we plan to open today.

Additional updates from yesterday:

- Another student employee tested positive at WDC, but based on work schedule, no one is considered a close contact.
- We received two additional calls with two more student employees at WDC testing positive. They are reviewing schedules, etc. to determine if there are close contacts.
- We learned yesterday that we have at least one student employee who tested positive in Career Services. We are awaiting contact tracing for additional information.
- A student employee from The Landing tested positive. Based on physical distancing in this space, no one else was considered a close contact. We confirmed with Chris our approach and she agreed. We also spoke to Christy (EHS) regarding cleaning and sanitation. All measures have been followed and we will be opening the venue as scheduled today.

Please let me know if you have any questions.

Thanks,
Danielle

From: Miller-Schuster, Danielle
Sent: Monday, August 24, 2020 7:00 AM
To: Johnson, Levester <ljohn13@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>
Subject: McAlister's Deli

Good Morning,

I wanted to let you both know that we had a student employee who works at McAlister's Deli test positive. Bill, Chris, and I talked last night about next steps regarding contact tracing. Chris was able to get a hold of the McLean County Health Department to talk through our operational set-up.

Per McAlister's Deli COVID-19 plan, we are required to close to conduct sanitation cleaning. Our staff will report as usual to perform these tasks. Our goal is reopen on Wednesday.

I will keep you updated as I learn more. Please let me know if you have additional questions.

Thanks,

Danielle

Danielle Miller-Schuster, Ph.D.

Assistant Vice President
Division of Student Affairs
Illinois State University
Hovey Hall, Room 410
Campus Box 2100
Normal, IL 61790-2100

Phone: (309) 438-5451 (Voice)
(309) 438-5521 (Fax)



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If you received this communication in error, please notify us immediately by email or telephone at (309) 438-5451 and immediately delete this message and any attachments.

From: Johnson, Levester
Sent: Tuesday, August 25, 2020 1:20 PM
To: Miller-Schuster, Danielle; Paterson, Brent
Subject: Re: McAlister's Deli

Thanks for the update Danielle.

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Miller-Schuster, Danielle <dnmille@ilstu.edu>
Sent: Tuesday, August 25, 2020 6:58:32 AM
To: Johnson, Levester <ljohn13@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>
Subject: RE: McAlister's Deli

Good Morning,

As an update, our admin team determined that four additional staff could be considered close contacts. They were contacted by our staff with instructions to "shelter in place" while the contact tracing is performed by the McLean County Health Department. Deep cleaning and sanitation was performed yesterday and we plan to open today.

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I will keep you updated as I learn more. Please let me know if you have additional questions.

Thanks,
Danielle

Danielle Miller-Schuster, Ph.D.

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From: Hazelrigg, Cera
Sent: Thursday, August 27, 2020 11:50 AM
To: Dietz, Larry;Tanhule, Aondover;Johnson, Levester;Stephens, Dan
Cc: Kalter, Susan
Subject: Senator's questions from the floor
Attachments: Senator questions to Administrators.docx

Hello, everyone,

Attached are the questions/concerns from the Senators last night. The Senators look forward to your responses, following the 24 hour rule.

Take care,
Cera Hazelrigg
Office Administrator
Academic Senate
Hovey Hall 408
Mail code 1830
(309) 438-8735



From: Hazelrigg, Cera
Sent: Thursday, August 27, 2020 12:01 PM
To: Agbonifo, Danielle;Avogo, Winfred;Bentlin, Dave;Blake, Adarius;Blum, Craig;Chassy, Grant;Cline, Lea;Dargatz, Jean Ann;Dietz, Larry;Evans-Winters, Venus;Garrahy, Deborah;Harris, Lauren;Hazelrigg, Cera;Hockenberry, Rachel;Hollywood, Mary;Horst, Martha;Jenkins, Sheryl;Johnson, Levester;Jones, Jalyn;Kalter, Susan;Kramer, Peter;Lahiri, Somnath;Lewis, Djimon;Long, Dallas;Lucey, Tom;Mainieri, Tracy;Mangruem, Caleb;Marx, David;McLauchlan, Craig;McLoda, Todd;Mendoza, Alexis;Meyers, Adena;Midha, Vishal;Miller, Chloe;Miller, Jean;Murphy, Julie;Nahm, Kee-Yoon;Neubrandner, Judy;Nichols, Wade;Nikolaou, Dimitrios;Palmer, Stuart;Pancrazio, James J;Peterson, Eric;Phillips, Taylor;Qaddour, Jihad;Roberts, Chris;Robinson, Genesis;Rottinghaus, Jacob;Samant, Ajay;Schmeiser, Benjamin;Seeman, Scott;Small, Maddy;Smith, Kyle;Spranger, Avery;Stephens, Dan;Stewart, Todd;Tarahule, Aondover;Topdar, Sudipa;Torry, Michael;Toth, Dylan;Tranel, Lisa;Turner, Jada;Villalobos, Rodrigo;Wille, Michael;Wolfinger, Jim;Zosky, Diane
Cc: Ahlgrim, Kevin;Bates, Alan;Beggs, Brent;Bowden, Rachel;Branoff, Ted;Brehm, Joan;Burningham, Bruce;Carte, Traci;Cleeton, David L;De Santis, Christopher;Gatto, Craig;Grieshaber, Chris;Haugo, Ann;Hildebrandt, Susan;Horvath, Christopher;Hunt, Stephen;Jordan, J Scott;Kennedy, Ross;Kidwaro, Fanson;Kostelnick, John;Melton, Horace;Ransom, Adriana;Reese-Weber, Marla;Seelinger, George;Seifert, Deborah;Smudde, Pete;Sutton, Lenford;Teasdale, Brent;Trites, Roberta;Wang, T Y;Wille, Michael;Winfrey Avant, Deneca;Phillips, Taylor;Turner, Jada
Subject: Senators questions to the administrators
Attachments: Senator questions to Administrators.docx

Hello Senators,

I am distributing for everyone the questions asked at last night meeting.

Take care,
Cera Hazelrigg
Office Administrator
Academic Senate
Hovey Hall 408
Mail code 1830
(309) 438-8735



From: Johnson, Levester
Sent: Thursday, August 27, 2020 1:43 PM
To: Killian, Katy
Subject: FW: Senator's questions from the floor
Attachments: Senator questions to Administrators.docx

Katy,

Here you go.

LJ

Levester Johnson, Ed.D.
Vice President for Student Affairs
Campus Box 2100
410 Hovey Hall
Normal, IL 61790-2100

Phone: 309-438-5451
Fax: 309-438-5521
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Website: www.StudentAffairs.IllinoisState.edu



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From: Hazelrigg, Cera <cchazel@ilstu.edu>
Sent: Thursday, August 27, 2020 11:50 AM
To: Dietz, Larry <ldietz@ilstu.edu>; Tarhule, Aondover <tarhule@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Stephens, Dan <dsteph3@ilstu.edu>
Cc: Kalter, Susan <smkalte@ilstu.edu>
Subject: Senator's questions from the floor

Hello, everyone,

Attached are the questions/concerns from the Senators last night. The Senators look forward to your responses, following the 24 hour rule.

Take care,
Cera Hazelrigg

Office Administrator
Academic Senate
Hovey Hall 408
Mail code 1830
(309) 438-8735



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From: Johnson, Levester
Sent: Thursday, August 27, 2020 3:14 PM
To: Woodruff, Aaron;Mwilambwe, Stacey
Cc: Killian, Katy
Subject: Fwd: Questions from Academic Senate
Attachments: Senator questions to Administrators 8-27-20.docx

Aaron and Stacey,

Per Brent's message, this is time sensitive. Aaron: Can you draft a response for the first item in Yellow.

Stacey: Can you provide a response for the second item in Yellow.

I will take on the third. Let's plan to have this done and back to me by 8:30 am tomorrow morning.

Thanks!

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Paterson, Brent <bgpater@ilstu.edu>
Sent: Thursday, August 27, 2020 2:17 PM
To: Dietz, Larry; Edamala, Charles; Groves, Jay; Houston, Doris; Huson, Lisa; Johnson, Levester; Lackland, Jonathan; Lyons, Larry; Stephens, Dan; Tarhule, Aonover; Vickerman, Pat
Cc: Killian, Katy
Subject: Questions from Academic Senate

All,

Attached are questions from last night's Academic Senate meeting. I have highlighted areas where I need a response from some Cabinet members – Yellow (LJ), Green (Doris), Teal (Andover), and Grey (Dan). I will work on responses to the other questions. I will need your responses by 10:00 am tomorrow (Friday). The Chair of Academic Senate has "invoked the 24 hour rule" for a response.

Thanks

Brent

Brent Paterson, Ph.D.
Assistant to the President/Chief of Staff
Illinois State University
416 Hovey Hall
Normal, IL 61790-1000
Phone: (309) 438-3065

bgpater@IllinoisState.edu

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From: Kalter, Susan
Sent: Friday, August 28, 2020 8:33 AM
To: Dietz, Larry
Cc: Stephens, Dan;Johnson, Levester;Tarhule, Aondover
Subject: Query regarding faculty/staff testing

Dear Larry,

A tenured faculty member has asked me to forward this query to you anonymously. I have anonymized certain statements. Given the rise in cases on campus, the sooner you can give a response to us the better.

Thanks,
Susan

<sent>

Sent: Thursday, August 27, 2020 12:03 PM

To: Kalter, Susan <smkalte@ilstu.edu>

<snip>

Hi Susan,

<snip> faculty testing for Covid - right now, isu faculty cannot get Covid testing at isu health services ... While I am sure this is an insurance and privacy issue (we all have <insurance carrier> which provide us testing at a local prompt care):1) <insurance carrier> May not approve pay for the testing; and 2) more importantly, ISU needs to know it's infection rate among faculty so it can inform faculty and students of the risks; the faculty positivity rate should be a stat that is dispersed along with the student rate; and 3) really? ISU wont test its own faculty 🙄 Give me a break! considering What we do to expose Ourselves to (teaching face to face classes) - testing should be a service offered free if not at cost to all ISU faculty - this can be handled with One swipe of the Presidents pen; 4) in one face to face class I have heard of, 4 of 23 students are in self quarantine (as imposed by isu SHC) - due to hippae the instructor does not know if they are positive or not - but must assume They are. Yet, they also cannot inform their class? there is a large ethical dilemma as Well as a self care dilemma. The instructor must be able to inform the class AND must be able to opt out of the face to face for their (and their family's) own safety and Not be at risk for hippae violations. They have maintained all safety aspects of F2F teaching as we are directed - it just didn't matter ... the virus and the college environment (there are many aspects to the term Environment used here) is just too contagious ... what positivity threshold is too much? In my view, a 4 and 23 positivity rate is beyond personal Tolerance for the instructor.

From: Hazelrigg, Cera
Sent: Friday, August 28, 2020 4:08 PM
To: Agbonifo, Danielle;Avogo, Winfred;Bentlin, Dave;Blake, Adarius;Blum, Craig;Chassy, Grant;Cline, Lea;Dargatz, Jean Ann;Dietz, Larry;Evans-Winters, Venus;Garrahy, Deborah;Harris, Lauren;Hazelrigg, Cera;Hockenberry, Rachel;Hollywood, Mary;Horst, Martha;Jenkins, Sheryl;Johnson, Levester;Jones, Jalyn;Kalter, Susan;Kramer, Peter;Lahiri, Somnath;Lewis, Djimon;Long, Dallas;Lucey, Tom;Mainieri, Tracy;Mangruem, Caleb;Marx, David;McLauchlan, Craig;McLoda, Todd;Mendoza, Alexis;Meyers, Adena;Midha, Vishal;Miller, Chloe;Miller, Jean;Murphy, Julie;Nahm, Kee-Yoon;Neubrandner, Judy;Nichols, Wade;Nikolaou, Dimitrios;Palmer, Stuart;Pancrazio, James J;Peterson, Eric;Phillips, Taylor;Qaddour, Jihad;Roberts, Chris;Robinson, Genesis;Rottinghaus, Jacob;Samant, Ajay;Schmeiser, Benjamin;Seeman, Scott;Small, Maddy;Smith, Kyle;Spranger, Avery;Stephens, Dan;Stewart, Todd;Tarhule, Aonover;Topdar, Sudipa;Torry, Michael;Toth, Dylan;Tranel, Lisa;Turner, Jada;Villalobos, Rodrigo;Wille, Michael;Wolfinger, Jim;Zosky, Diane
Cc: Ahlgrim, Kevin;Bates, Alan;Beggs, Brent;Bowden, Rachel;Branoff, Ted;Brehm, Joan;Burningham, Bruce;Carte, Traci;Cleeton, David L;De Santis, Christopher;Gatto, Craig;Grieshaber, Chris;Haugo, Ann;Hildebrandt, Susan;Horvath, Christopher;Hunt, Stephen;Jordan, J Scott;Kennedy, Ross;Kidwaro, Fanson;Kostelnick, John;Melton, Horace;Ransom, Adriana;Reese-Weber, Marla;Seelinger, George;Seifert, Deborah;Smudde, Pete;Sutton, Lenford;Teasdale, Brent;Trites, Roberta;Wang, T Y;Wille, Michael;Winfrey Avant, Deneca
Subject: FW: Senators questions to the administrators
Attachments: 082720 Senator questions to Administrators.docx

From: Dietz, Larry <ldietz@ilstu.edu>
Sent: Friday, August 28, 2020 3:47 PM
To: Kalter, Susan <smkalte@ilstu.edu>
Cc: Hazelrigg, Cera <cchazel@ilstu.edu>
Subject: Fw: Senators questions to the administrators

Chairperson Kalter,

Attached is a document with the answers to questions posed at this week's Academic Senate meeting. Please contact me if you have any questions.

Respectfully,
Larry

Larry H. Dietz Ph.D.
President
Associate Professor,
Educational Administration and Foundations
418 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Office: (309)438-5677

From: Hazelrigg, Cera <cchazel@ilstu.edu>

Sent: Thursday, August 27, 2020 12:01 PM

To: Agbonifo, Danielle <vpsadnagbon@ilstu.edu>; Avogo, Winfred <wavogo@ilstu.edu>; Bentlin, Dave <dmbentl@ilstu.edu>; Blake, Adarius <vpsaatblake@ilstu.edu>; Blum, Craig <cblum@ilstu.edu>; Chassy, Grant <vpsagmchass@ilstu.edu>; Cline, Lea <lkcline@ilstu.edu>; Dargatz, Jean Ann <jadarga@ilstu.edu>; Dietz, Larry <ldietz@ilstu.edu>; Evans-Winters, Venus <vevansw@ilstu.edu>; Garrahy, Deborah <dagarra@ilstu.edu>; Harris, Lauren <vpsalrharr2@ilstu.edu>; Hazelrigg, Cera <cchazel@ilstu.edu>; Hockenberry, Rachel <rahocke@ilstu.edu>; Hollywood, Mary <meholly@ilstu.edu>; Horst, Martha <mchorst@ilstu.edu>; Jenkins, Sheryl <sjenkin@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Jones, Jalyn <vpsajdione8@ilstu.edu>; Kalter, Susan <smkalte@ilstu.edu>; Kramer, Peter <vpsapmkrame@ilstu.edu>; Lahiri, Somnath <slahiri@ilstu.edu>; Lewis, Djimon <vpsadlewi15@ilstu.edu>; Long, Dallas <dlong@ilstu.edu>; Lucey, Tom <tlucey@ilstu.edu>; Mainieri, Tracy <tmainie@ilstu.edu>; Mangruem, Caleb <vpsacamangr@ilstu.edu>; Marx, David <dtmarx@ilstu.edu>; McLauchlan, Craig <ccmclau@ilstu.edu>; McLoda, Todd <tamclod@ilstu.edu>; Mendoza, Alexis <vpsaamend13@ilstu.edu>; Meyers, Adena <abmeyer@ilstu.edu>; Midha, Vishal <vmidha@ilstu.edu>; Miller, Chloe <vpsacemill4@ilstu.edu>; Miller, Jean <jmill5@ilstu.edu>; Murphy, Julie <jamurph@ilstu.edu>; Nahm, Kee-Yoon <knahm@ilstu.edu>; Neubrandner, Judy <jlneubr@ilstu.edu>; Nichols, Wade <wanicho@ilstu.edu>; Nikolaou, Dimitrios <dnikola@ilstu.edu>; Palmer, Stuart <shpalme@ilstu.edu>; Pancrazio, James J <jjpancr@ilstu.edu>; Peterson, Eric <ewpeter@ilstu.edu>; Phillips, Taylor <vpsatephil1@ilstu.edu>; Qaddour, Jihad <jgaddou@ilstu.edu>; Roberts, Chris <cmrober@ilstu.edu>; Robinson, Genesis <vpsagsrobi1@ilstu.edu>; Rottinghaus, Jacob <vpsajtrotti@ilstu.edu>; Samant, Ajay <asamant@ilstu.edu>; Schmeiser, Benjamin <schmeis@ilstu.edu>; Seeman, Scott <sseeman@ilstu.edu>; Small, Maddy <vpsamrsmal2@ilstu.edu>; Smith, Kyle <vpsakasmi15@ilstu.edu>; Spranger, Avery <vpsaamspran@ilstu.edu>; Stephens, Dan <dsteph3@ilstu.edu>; Stewart, Todd <tstewar@ilstu.edu>; Tarhule, Aondover <tarhule@ilstu.edu>; Topdar, Sudipa <stopdar@ilstu.edu>; Torry, Michael <mtorry@ilstu.edu>; Toth, Dylan <vpsadtoth@ilstu.edu>; Tranel, Lisa <ltranel@ilstu.edu>; Turner, Jada <vpsajsturn3@ilstu.edu>; Villalobos, Rodrigo <vpsarevilla@ilstu.edu>; Wille, Michael <mjwill4@ilstu.edu>; Wolfinger, Jim <jdwolfi@ilstu.edu>; Zosky, Diane <dlzosky@ilstu.edu>

Cc: Ahlgrim, Kevin <kahlgri@ilstu.edu>; Bates, Alan <abates@ilstu.edu>; Beggs, Brent <babeggs@ilstu.edu>; Bowden, Rachel <rmbowde@ilstu.edu>; Branoff, Ted <tjbrano@ilstu.edu>; Brehm, Joan <jmbrehm@ilstu.edu>; Burningham, Bruce <brburni@ilstu.edu>; Carte, Traci <tacart3@ilstu.edu>; Cleeton, David L <dlcleet@ilstu.edu>; De Santis, Christopher <ccdesan@ilstu.edu>; Gatto, Craig <cgatto@ilstu.edu>; Grieshaber, Chris <dcgries@ilstu.edu>; Haugo, Ann <ahaugo@ilstu.edu>; Hildebrandt, Susan <shildeb@ilstu.edu>; Horvath, Christopher <chorvath@ilstu.edu>; Hunt, Stephen <skhunt2@ilstu.edu>; Jordan, J Scott <jsjorda@ilstu.edu>

Kennedy, Ross <rkenned@ilstu.edu>; Kidwaro, Fanson <fmkidwa@ilstu.edu>; Kostelnick, John <jkoste@ilstu.edu>; Melton, Horace <hmelto@ilstu.edu>; Ransom, Adriana <aransom@ilstu.edu>; Reese-Weber, Marla <mjreese@ilstu.edu>; Seelinger, George <gfseeli@ilstu.edu>; Seifert, Deborah <dseifer@ilstu.edu>; Smudde, Pete <psmudde@ilstu.edu>; Sutton, Lenford <lcsutto@ilstu.edu>; Teasdale, Brent <beteasd@ilstu.edu>; Trites, Roberta <seeling@ilstu.edu>; Wang, T Y <tywang@ilstu.edu>; Wille, Michael <mjwill4@ilstu.edu>; Winfrey Avant, Deneca <dwinfre@ilstu.edu>; Phillips, Taylor <tephil1@ilstu.edu>; Turner, Jada <jsturn3@ilstu.edu>
Subject: Senators questions to the administrators

Hello Senators,

I am distributing for everyone the questions asked at last night meeting.

Take care,
Cera Hazelrigg
Office Administrator
Academic Senate
Hovey Hall 408
Mail code 1830
(309) 438-8735



From: Paterson, Brent
Sent: Monday, August 31, 2020 11:58 AM
To: [REDACTED]; Stephens, Dan; VPSA Dean of Students Parent Services; Johnson, Levester; Vickerman, Pat
Cc: [REDACTED]; Schnittker, Doug
Subject: RE: ISU Check In Aug 13 2020

[REDACTED]

The University has created a [COVID testing dashboard](#) which posts number of tests conducted and testing results. The seven day rolling positivity rate is 24%.

The University is working closely with the McLean County Health Department and Town of Normal. Below is a list of some of the actions being taken by the University.

- Students who live on campus and test positive are immediately moved to isolation spaces and asked to return home if they can. Students in isolation are being checked daily by Student Health Services staff and receive 3 meals a day delivered by campus dining.
- Students deemed close contacts of students who test positive are asked to return home or moved to quarantine spaces. Students in quarantine are being checked daily by Student Health Services staff and receive 3 meals a day delivered by campus dining.
- The University is supplementing contact tracing performed by the McLean County Health Department with faculty, staff and students from Mennonite College of Nursing and the Department of Health Sciences. They have completed Illinois Department of Public Health training to be a contact tracer as well as additional training from the Mennonite College of Nursing. Faculty will be supervising students in this effort.
- Rooms and spaces where a positive case visited are receiving enhanced cleaning. Rooms where students stayed while in isolation or quarantine are taken off line for two days and thoroughly cleaned before being available again.
- There is enhanced cleaning of high touch surfaces and common areas.
- The University is working with faculty to move more courses online.
- Students living in residence halls are being informed that they may move out without penalty and that room and board will be prorated.
- The Town of Normal issued two emergency orders on Friday. One limits gatherings to 10 or less persons in apartment communities, public areas, and individual apartments near Illinois State University and the second addresses safety precautions in establishments serving liquor. It requires that persons must be seated to be served and wear a mask, except when eating or drinking and observe social distancing.

We are closely monitoring infections on our campus and will make adjustments as needed.

Best regards,

Brent

Brent Paterson, Ph.D.
Assistant to the President/Chief of Staff
Illinois State University
416 Hovey Hall
Normal, IL 61790-1000
Phone: (309) 438-3065
bgpater@IllinoisState.edu

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From: [REDACTED]
Sent: Monday, August 31, 2020 9:20 AM
To: Stephens, Dan <dsteph3@ilstu.edu>; VPSA Dean of Students Parent Services <parentservices@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Murphy, Jan <jshane@ilstu.edu>; Vickerman, Pat <pvicker@ilstu.edu>
Cc: [REDACTED]; Schnittker, Doug <drschni@ilstu.edu>
Subject: RE: ISU Check In Aug 13 2020

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

Good Moring ISU Team, I am reaching out to inquire about a WGN News clip that I saw reporting that Illinois State recently had a 25% Covid Positivity Rate? This news was reported by WGN on Saturday Aug 29th...

We have not seen any updates from the University and if we missed something I apologize.

We are asking what is the plan for the safety of the students if this positivity continues at this rate?

From: Stephens, Dan [<mailto:dsteph3@ilstu.edu>]
Sent: Friday, August 14, 2020 5:20 PM
To: [REDACTED]; VPSA Dean of Students Parent Services; Paterson, Brent; Johnson, Levester; Murphy, Jan; Vickerman, Pat
Cc: [REDACTED]; Stephens, Dan; Schnittker, Doug
Subject: RE: ISU Check In Aug 13 2020

[REDACTED]

Thank you for your email. Please accept my apology for the recent experience you and your son had in obtaining his new ISU Redbird Card this week. The health, safety, and service to our students, parents, and guests as they visit our campus is of the utmost importance.

This experience you witnessed is not the level of service quality we traditionally strive for here at ISU. Due to significant restrictions placed on our existing processes by COVID-19 over the past several months, we, unfortunately, were faced with some unexpected delays in the shipment and installation of new equipment and advanced security software needed to provide a more seamless creation and distribution of new student ID cards planned for this Fall term.

Historically, new student ID cards are normally printed during on campus, face-to-face, preview events held in spring and early summer for the new incoming freshman class. Unfortunately, shelter in place orders from the Governor prevented these student focused events from taking place as planned, thereby requiring ISU to prepare new cards at the beginning of August (student move-in) thus resulting in longer lines at the Bone Student Center.

To help mitigate the anticipated delays in this process, we have added additional staff and expanded Redbird Card hours, including weekend access; however, the sheer volume of trying to serve over 5,000 new students in a very limited amount of time, coupled with additional operational constraints imposed by COVID-19, has restricted our ability to offer this service without some element of delay.

Again, I sincerely apologize for this inconvenience and thank you for bringing this matter to our attention. Please feel free to reach out to me with additional questions.

I wish your son much success here at ISU.

Thanks - Dan

Dan Stephens

Illinois State University

Vice President for Finance & Planning

302 Hovey Hall

Normal, IL 61790-1100

Telephone: (309) 438-2143

Dsteph3@ilstu.edu



From: [REDACTED]

Sent: Friday, August 14, 2020 11:31 AM

To: VPSA Dean of Students Parent Services <parentservices@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Murphy, Jan <jshane@ilstu.edu>; Stephens, Dan <dsteph3@ilstu.edu>; Vickerman, Pat <pvicker@ilstu.edu>

Cc: [REDACTED]

Subject: ISU Check In Aug 13 2020

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

ISU ADMIN, I am writing this email today with concern from what I witnessed during our son's check in yesterday for first his day On Campus as an In Coming Freshmen(during a Pandemic)

His is a brief summary of our experience and concerns...

- We checked in for 8AM Move to Watterson Towers.
- Check in went well and seemed coordinated and stressed Covid Type of Protocol from first touch.

- Ease of getting to room
- No congestion or waiting for elevators
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 - People inside with long lines taking off masks inside due to length of time in one place
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 - This would be 100% on the ISU Administration due to poor planning and handling of this situation.
 - I was told that this was the same situation on Wed Aug 12th by our Sons roommate.
 - There was no communication about issues with the ID Card until in line
 - What is being done going forward to eliminate these long lines for next days of check in?

Thank you in advance and trust the concerns raised will be addressed immediately.

From: [REDACTED]
Sent: Monday, August 31, 2020 12:11 PM
To: Paterson, Brent;Stephens, Dan;VPSA Dean of Students Parent Services;Johnson, Levester;Vickerman, Pat
Cc: [REDACTED]Schnittker, Doug
Subject: RE: ISU Check In Aug 13 2020

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]
Thank you Mr. Patterson for your prompt response and detailed information....We will be discussing how to proceed with our son.

From: Paterson, Brent [mailto:bgpater@ilstu.edu]
Sent: Monday, August 31, 2020 11:58 AM
To: [REDACTED] Stephens, Dan; VPSA Dean of Students Parent Services; Johnson, Levester; Vickerman, Pat
Cc: [REDACTED] Schnittker, Doug
Subject: RE: ISU Check In Aug 13 2020

[REDACTED],

The University has created a [COVID testing dashboard](#) which posts number of tests conducted and testing results. The seven day rolling positivity rate is 24%.

The University is working closely with the McLean County Health Department and Town of Normal. Below is a list of some of the actions being taken by the University.

- Students who live on campus and test positive are immediately moved to isolation spaces and asked to return home if they can. Students in isolation are being checked daily by Student Health Services staff and receive 3 meals a day delivered by campus dining.
- Students deemed close contacts of students who test positive are asked to return home or moved to quarantine spaces. Students in quarantine are being checked daily by Student Health Services staff and receive 3 meals a day delivered by campus dining.
- The University is supplementing contact tracing performed by the McLean County Health Department with faculty, staff and students from Mennonite College of Nursing and the Department of Health Sciences. They have completed Illinois Department of Public Health training to be a contact tracer as well as additional training from the Mennonite College of Nursing. Faculty will be supervising students in this effort.
- Rooms and spaces where a positive case visited are receiving enhanced cleaning. Rooms where students stayed while in isolation or quarantine are taken off line for two days and thoroughly cleaned before being available again.
- There is enhanced cleaning of high touch surfaces and common areas.
- The University is working with faculty to move more courses online.

- Students living in residence halls are being informed that they may move out without penalty and that room and board will be prorated.
- The Town of Normal issued two emergency orders on Friday. One limits gatherings to 10 or less persons in apartment communities, public areas, and individual apartments near Illinois State University and the second addresses safety precautions in establishments serving liquor. It requires that persons must be seated to be served and wear a mask, except when eating or drinking and observe social distancing.

We are closely monitoring infections on our campus and will make adjustments as needed.

Best regards,

Brent

Brent Paterson, Ph.D.
Assistant to the President/Chief of Staff
Illinois State University
416 Hovey Hall
Normal, IL 61790-1000
Phone: (309) 438-3065
bgpater@IllinoisState.edu

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From: [REDACTED]
Sent: Monday, August 31, 2020 9:20 AM
To: Stephens, Dan <dsteph3@ilstu.edu>; VPSA Dean of Students Parent Services <parentservices@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Murphy, Jan <jshane@ilstu.edu>; Vickerman, Pat <pvicker@ilstu.edu>
Cc: [REDACTED] Schnittker, Doug <drschni@ilstu.edu>
Subject: RE: ISU Check In Aug 13 2020

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

Good Moring ISU Team, I am reaching out to inquire about a WGN News clip that I saw reporting that Illinois State recently had a 25% Covid Positivity Rate? This news was reported by WGN on Saturday Aug 29th...

We have not seen any updates from the University and if we missed something I apologize.

We are asking what is the plan for the safety of the students if this positivity continues at this rate?

From: Stephens, Dan [<mailto:dsteph3@ilstu.edu>]
Sent: Friday, August 14, 2020 5:20 PM

To: [REDACTED] VPSA Dean of Students Parent Services; Paterson, Brent; Johnson, Levester; Murphy, Jan; Vickerman, Pat
Cc: [REDACTED] Stephens, Dan; Schnittker, Doug
Subject: RE: ISU Check In Aug 13 2020

[REDACTED],

Thank you for your email. Please accept my apology for the recent experience you and your son had in obtaining his new ISU Redbird Card this week. The health, safety, and service to our students, parents, and guests as they visit our campus is of the utmost importance.

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Again, I sincerely apologize for this inconvenience and thank you for bringing this matter to our attention. Please feel free to reach out to me with additional questions.

I wish your son much success here at ISU.

Thanks - Dan

Dan Stephens

Illinois State University

Vice President for Finance & Planning

302 Hovey Hall

Normal, IL 61790-1100

Telephone: (309) 438-2143

Dsteph3@ilstu.edu



From: [REDACTED]

Sent: Friday, August 14, 2020 11:31 AM

To: VPSA Dean of Students Parent Services <parentservices@ilstu.edu>; Paterson, Brent <bpgpater@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Murphy, Jan <jshane@ilstu.edu>;

Stephens, Dan <dsteph3@ilstu.edu>; Vickerman, Pat <pvicker@ilstu.edu>

Cc: [REDACTED]

Subject: ISU Check In Aug 13 2020

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

ISU ADMIN, I am writing this email today with concern from what I witnessed during our son's check in yesterday for first his day On Campus as an In Coming Freshmen(during a Pandemic)

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Thank you in advance and trust the concerns raised will be addressed immediately.

From: Johnson, Levester
Sent: Tuesday, September 1, 2020 11:03 AM
To: Laura Ewan
Subject: RE: Chamber FB Live Talking Points

Thanks Laura... I had fun sharing! My responses are included with each questions below:

Levester Johnson, Ed.D.
Vice President for Student Affairs
Campus Box 2100
410 Hovey Hall
Normal, IL 61790-2100

Phone: 309-438-5451
Fax: 309-438-5521
Email: ljohn13@IllinoisState.edu
Website: www.StudentAffairs.IllinoisState.edu



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From: Laura Ewan <laura@mcleancochamber.org>
Sent: Tuesday, September 01, 2020 10:53 AM
To: Johnson, Levester <ljohn13@ilstu.edu>
Subject: RE: Chamber FB Live Talking Points

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

Thank you LJ for taking the time.

We had two questions come in right when I ended the meeting. Any insight you could provide would be great. No worries if you don't have answers.

1. What is ISU's link to the Health Department. How does that work?

Testing and Campus Resources: <https://news.illinoisstate.edu/2020/08/an-update-on-testing-and-campus-resources/>

Student Health Services: <https://healthservices.illinoisstate.edu/>

2. How is housing handling isolation spaces and what percentage has been set in order to make a decision to go virtual totally?


Students who test positive or have been identified as potential via contract tracing are encouraged to return home for isolation or quarantine respectively. If there are reasons a student cannot do so, we have limited number of isolation and quarantine space to accommodate students on campus. When we do so, we provide meals, etc. to the students.


Have a great time camping!




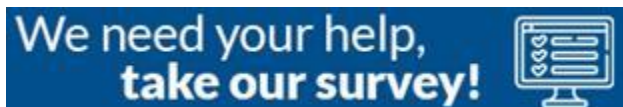
Laura Ewan
Manager – Membership Services



 (309) 829-6344 *Office*

 (309) 829-1184 *Direct*

 2203 E Empire Street, Suite B
Bloomington, IL 61704



From: Johnson, Levester [<mailto:ljohn13@ilstu.edu>]

Sent: Thursday, August 27, 2020 3:41 PM

To: Laura Ewan <laura@mcleancochamber.org>

Subject: Fwd: Chamber FB Live Talking Points

Laura,

Here are my talking points I'll be covering. Thanks!

LJ

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Rolfs, Megan <mmrolfs@ilstu.edu>
Sent: Thursday, August 27, 2020 1:09:03 PM
To: Johnson, Levester <ljohn13@ilstu.edu>
Cc: Killian, Katy <kakilli@ilstu.edu>
Subject: Chamber FB Live Talking Points

Hi LJ,

Attached are your talking points for the Chamber, based on what we discussed this morning. Please let me know if anything should be changed.

Thanks!

Megan Rolfs '06, M.S. '19

Director of Marketing and Communications

Personal Pronouns: She/Her/Hers

Division of Student Affairs

Campus Box 2100

Normal, IL 61790-3090

Office: 309-438-5451

Direct: 309-438-5170

StudentAffairs.IllinoisState.edu/



From: Rejack, Brian
Sent: Tuesday, September 1, 2020 3:26 PM
To: Johnson, Levester
Subject: Question re: our Coronavirus response

Dear Dr. Johnson,

I'm writing to see if you could clarify something for me about your comments in the weekly update sent out earlier today. You noted that "Right now, more than 80 percent of those testing positive are living off campus." That figure seems to have been offered as evidence that the spread of the virus is primarily happening off campus, that residence halls are comparatively safer, and that closing residence halls would not significantly affect the current outbreak. However, that 80% figure is only meaningful if we know how it compares with the percentage of students being tested who live off campus. If 80% of tests are conducted on students who live off campus, then 80% of the positive cases coming from that same group of students would just mean that the spread is proportionally the same among the two different groups (students living off and on campus). Does ISU have such data on the tests being conducted? If not, then the percentage cited in the weekly update doesn't tell us anything meaningful, and it could serve to mislead (i.e. by suggesting that the problem is really just an off-campus problem). In terms of sheer numbers of cases, it's clear that many more are among students who live off campus. But what matters are the rates of infection among and between those two groups.

If you could share any insight about these questions, I would greatly appreciate it. Lastly, I would also just note that closing residence halls now might not significantly stem the current outbreak (a debatable claim, nonetheless). It would at least achieve something else that we cannot discount: taking the 3800 on-campus students who have not yet tested positive for covid out of harm's way.

Thank you for your time and attention.

All best,
Brian Rejack

Brian Rejack
Associate Professor
Department of English
Illinois State University
brejack@ilstu.edu

From: [REDACTED]
Sent: Tuesday, September 1, 2020 10:32 PM
To: Johnson, Levester
Cc: Mwilambwe, Stacey
Subject: Re: Illinois State Covid Response

Here are my questions:

While living in Cardinal Court I found out that people were being sent to isolate there. I did not understand this because there are healthy people living there and then you add in a mix of sick people. Why would they put positive cases in a building with kids that were healthy?

I know at least 2/4 roommates who lived next door to me in Cardinal Court tested positive and they were all able to stay in their rooms and got food dropped off.

Does staff check to ensure people who are asked to leave campus truly do leave campus?

What is the plan if I was to return once I am negative after my quarantine? I have to go back into a building and live with a bunch of positive cases surrounding me?

What happens if I stay at home this semester and then go back next semester can I get the same roommates?

If I end up staying home this semester can I still have the ability to chose to live in Cardinal Court again next semester or is there a possibility i'd end up living in a dorm?

If something happens further along in the semester and one of my roommates ends up testing positive or something again will we all be displaced again?

Thank you again,
[REDACTED]

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From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:52:38 PM
To: [REDACTED]
Cc: Mwilambwe, Stacey <SMMwila@ilstu.edu>
Subject: Re: Illinois State Covid Response

Yes... emailing the questions would allow for faster response. Our calendars are booked into the evening hours with meetings managing the campus. Send the questions my way and we'll get back to you right away.

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: [REDACTED]
Sent: Tuesday, September 1, 2020 7:44 PM
To: Johnson, Levester
Subject: Re: Illinois State Covid Response

Mr Johnson,

That does work with me. Would emailing you the questions allow me to get a quicker response? I'm just trying to figure out what to do with my housing contract and if i'm going to cancel I want to do it ASAP so I get the most amount of money back that I can if that makes sense. Again, I really do appreciate your awesome quick responses. You have been the most resourceful person I have talked to about these issues.

Thank you,
[REDACTED]

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From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:41:49 PM
To: [REDACTED]
Subject: Re: Illinois State Covid Response

[REDACTED]

Glad to follow up with a phone call. I'd appreciate you providing the questions ahead of the meeting and will ask my Director of Housing to join us if these questions are specific to that area. If this works, I'll have someone from my office reach out to you to set this up for next week.

Thanks,

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: [REDACTED]
Sent: Tuesday, September 1, 2020 7:21 PM
To: Johnson, Levester
Subject: Re: Illinois State Covid Response

Hello,

Thank you so much for your response. I really appreciate it. I was wondering if there was any chance we can set up a Zoom meeting or phone call. I have some questions and thought this would be easiest instead of emailing them all to you. Let me know if this will be possible.

Thank you,
[REDACTED]

Get [Outlook for iOS](#)

From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 10:18:44 AM
To: [REDACTED]
Subject: RE: Illinois State Covid Response

Good morning [REDACTED]

Thank you for sharing your concerns with me and let me start by saying how incredibly sorry I am for your experience within our residential environment. I want you to know I followed up with staff on this matter and they acknowledged making the mistake as maintenance/cleaning staff had skipped this apartment. I am making sure the individuals who were directly involved in this matter are followed up with and our protocols tightened to avoid this happening again. A case manager will be reaching out to you to see how you are doing and to assist you in any way possible. I have shared your concerns regarding the isolation/quarantine process with our Director of University Housing. Finally, I am so sorry to hear about your father's health and the adjustments that had to be made for you in returning home. I wish your father and your family the best in the outcomes for his surgery.

Thank you and again, I'm so sorry for your experience with this matter in which we did not live up to our Redbird community standards.

Levester Johnson, Ed.D.
Vice President for Student Affairs
Campus Box 2100
410 Hovey Hall
Normal, IL 61790-2100

Phone: 309-438-5451
Fax: 309-438-5521
Email: ljohn13@IllinoisState.edu
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From: [REDACTED]
Sent: Monday, August 31, 2020 3:29 PM

To: Johnson, Levester <ljohn13@ilstu.edu>; Debbie Webster <debweb26@yahoo.com>

Subject: Illinois State Covid Response

Hello Mr. Johnson,

My name is [REDACTED] and I am a sophomore at Illinois State University. I have many concerns about how the university is deciding to handle this pandemic. I wanted to address those concerns with someone, I am not sure if you are the right person to be sharing this with but I thought I would start here. If you are not the correct person to be contacted I'm hoping you would be kind enough to share this message to the right staff member or to give me the email of the correct person. This year being a sophomore I got the ability to live in Cardinal Court, I took advantage of that and since living there I have not felt very safe. It came to my knowledge that our building was housing people in quarantine. Later, I found out that the room right across from my own was an isolation room. I do not feel safe being in the same building as people who are sick, if I would have known this is how ISU would handle the situation I would not have returned to campus. Another concern I have is the cleanliness of your isolation rooms. On Sunday, August 30, one of my roommates tested positive and she was told she must move to isolation or go home and she did so. Later that day myself and my other roommates who tested negative got a call saying we also must isolate either on campus or go home I opted to isolate on campus because my dad is having surgery to remove a cyst that is possibly cancer. I then went to the Fell Street Apartments which is where I was told to go and when I was let into the apartment there was still garbage from the previous person who lived in that room. There was dirty laundry and all of the food they ate in a garbage bag along with a half-empty gallon of milk. This made me so incredibly uncomfortable I left the building immediately and decided my only option was to go home since they would not let me stay in my Cardinal Court apartment. My dad is now currently staying at a hotel since I am at home and he can not be exposed to me if I potentially have COVID. I have had a very awful experience with the way ISU chose to handle the current pandemic and it is very disappointing to me. I just wanted to share my story and let someone know because I am sure there are other students experiencing the same thing as I did.

Thank you,

[REDACTED]

From: Johnson, Levester
Sent: Wednesday, September 2, 2020 3:26 PM
To: Paterson, Brent
Subject: Re: News.IllinoisState.edu Contact Submission - [REDACTED]

Brent,

The concern she raises appears to be about “testing”. That the university didn’t require it before coming to campus, issues of getting tested once here and what she experienced as a result of having to seek out other means for getting tested. The mention of housing is simply a byproduct of the RA (housing) needing proof of her being tested to provide housing services. I’d like to suggest this goes to John for a response or you in your role now chairing the COVID 19 Steering Team.

LJ

Dr. Levester “LJ” Johnson
Vice President for Student Affairs
Illinois State University

From: Paterson, Brent <bgpater@ilstu.edu>
Sent: Wednesday, September 2, 2020 1:36 PM
To: Johnson, Levester
Subject: FW: News.IllinoisState.edu Contact Submission - [REDACTED]

LJ,

I am forwarding this message for a response since the major issues deal with housing.

Brent

Brent Paterson, Ph.D.
Assistant to the President/Chief of Staff
Illinois State University
416 Hovey Hall
Normal, IL 61790-1000
Phone: (309) 438-3065
bgpater@IllinoisState.edu

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From: Hatch, Rachel <rkhatch@ilstu.edu>
Sent: Wednesday, September 02, 2020 1:29 PM
To: Bersett, Kevin <kdberse@ilstu.edu>; CoronaVirus <CoronaVirus@ilstu.edu>

Cc: newseditor <newseditor@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>
Subject: RE: News.IllinoisState.edu Contact Submission - [REDACTED]

Brent,
Would you be able to respond directly to this parent? This is atypical, and from her description, it sounds like her daughter had a horrible experience.

From: Bersett, Kevin <kdberse@ilstu.edu>
Sent: Wednesday, September 02, 2020 12:35 PM
To: CoronaVirus <CoronaVirus@ilstu.edu>
Cc: newseditor <newseditor@ilstu.edu>
Subject: FW: News.IllinoisState.edu Contact Submission - [REDACTED]

I have not responded.

Kevin Bersett, MBA '17
Assistant director for online communications, University Marketing and Communications
Editor-in-Chief, [Redbird Scholar](#) and [Redbird Impact](#) magazines
Illinois State University
(309) 438-4329

From: noreply-webforms <noreply-webforms@ilstu.edu>
Sent: Wednesday, September 02, 2020 12:22 PM
To: newseditor <newseditor@ilstu.edu>
Subject: News.IllinoisState.edu Contact Submission - [REDACTED]



Formstack Submission For: [News.IllinoisState Contact](#)
Submitted at 09/02/20 12:22 PM

Name: [REDACTED]

Email: [REDACTED]

I'm emailing
in regards
to...:

A recently published story

I am VERY concerned about the high rise of COVID at ISU. I know ISU can't control the late turnaround from tests but here is my daughter's story and my concerns:

ISU didn't make it REQUIRED to have a COVID test prior to arrival. Shame on you ISU....it should have been MANDATORY!

My daughter went to test on the quad on Aug 17, waited 1 1/2 hours and was turned away since they closed at 4:30. She went back Aug 18, waited AGAIN in the hot heat for 1 1/2 hours, only to get turned away AGAIN and saw a kid pass out and a girl fight which required police intervention.

She went back to the Quad on Aug 19 earlier and was tested right before they moved inside due to heat. Those results came on Sat. August 22.

On August 26, she went to the McLean County Fairgrounds and got results back August 29th as negative.

She felt terrible and achy on Sunday, August 29, so she got tested again at the McLean County Fairgrounds and got results back on Weds. Sept 2 as positive.

Since she was feeling so bad, she went to Gibson City Hospital for the rapid test on Monday, August 31. She was in line there for over 3 hrs but got results back by 6pm Monday (SAME DAY!!) as positive. ISU Housing/RA wouldn't do anything without her results in writing. She called Public Health on Tuesday and they said they only EMAIL results. So, even though she had a fever, cough, aches she couldn't get into isolation housing at ISU. This is ridiculous -- it was obvious she was positive, but was told her leave in 1 hour by her RA on Tuesday morning. PS She went to the ER on Monday night because of chest pain and difficulty breathing. I'm so frustrated that ISU didn't help her as she didn't get her results until 6pm Monday night. She called Student Health Services Tuesday at 8am and no answer. We have removed her from campus and have her in a hotel.

So my POINT -- if kids say they are positive or are HAVING COVID

Your
message:

symptoms, don't make them wait for 3-4 days until they get their results in writing. Get them in isolation.

Also, my niece goes to MIZZOU. Only her and her roommate are allowed in the room. NO VISITORS! If she has a visitor, she is given a violation and you only can have a few violations before you are removed from campus. ISU needs to enforce this.

I am an alumni of ISU and I was really hoping my daughter would have a good experience at ISU. So far, no, it has not gone well at all.

If you want to discuss my concerns further, I recommend you call me at [REDACTED]. Thank you.

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Formstack, 11671 Lantern Road, Suite 300, Fishers, IN 46038

From: Baur, John
Sent: Wednesday, September 2, 2020 9:19 PM
To: Rejack, Brian
Cc: Johnson, Levester
Subject: Re: Question about percentages of students testing positive

Dr. Rejack-

The CoronaVirus account forwarded me your question. About 20.8% of the tests were performed on students in University Housing, and 18.7% of the positive results were from students in University Housing.

As an FYI, this data is a couple of days old (8/31). Since we do not yet have the data analysis automated, we don't compile the numbers every day. An additional caveat is that many students have taken multiple tests, and we haven't analyzed whether the distribution of the repeat test takers by housing location is any different.

I hope that information is helpful,

John

John E. Baur, Professor
Department of Chemistry
Illinois State University
jebaur@ilstu.edu

From: CoronaVirus <CoronaVirus@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:47 PM
To: Baur, John
Subject: FW: Question about percentages of students testing positive

Hi John,
Forwarding a message received by the coronavirus email group. Not sure if there is more information you can provide to this professor regarding testing/data.

Thanks!

-----Original Message-----

From: Rejack, Brian <brejack@ilstu.edu>
Sent: Tuesday, September 01, 2020 3:38 PM
To: CoronaVirus <CoronaVirus@ilstu.edu>
Subject: Question about percentages of students testing positive

Hello,

I wrote the below message to Dr. Johnson, the VP for student affairs, but I figured I'd submit the question here as well. Thank you for considering my questions.

All best,
Brian Rejack

Dear Dr. Johnson,

I'm writing to see if you could clarify something for me about your comments in the weekly update sent out earlier today. You noted that "Right now, more than 80 percent of those testing positive are living off campus." That figure seems to have been offered as evidence that the spread of the virus is primarily happening off campus, that residence halls are comparatively safer, and that closing residence halls would not significantly affect the current outbreak. However, that 80% figure is only meaningful if we know how it compares with the percentage of students being tested who live off campus. If 80% of tests are conducted on students who live off campus, then 80% of the positive cases coming from that same group of students would just mean that the spread is proportionally the same among the two different groups (students living off and on campus). Does ISU have such data on the tests being conducted? If not, then the percentage cited in the weekly update doesn't tell us anything meaningful, and it could serve to mislead (i.e. by suggesting that the problem is really just an off-campus problem). In terms of sheer numbers of cases, it's clear that many more are among students who live off campus. But what matters are the rates of infection among and between those two groups.

If you could share any insight about these questions, I would greatly appreciate it. Lastly, I would also just note that closing residence halls now might not significantly stem the current outbreak (a debatable claim, nonetheless). It would at least achieve something else that we cannot discount: taking the 3800 on-campus students who have not yet tested positive for covid out of harm's way.

Thank you for your time and attention.

Brian Rejack
Associate Professor
Department of English
Illinois State University
brejack@ilstu.edu

From: Rejack, Brian
Sent: Wednesday, September 2, 2020 10:09 PM
To: Baur, John
Cc: Johnson, Levester
Subject: Re: Question about percentages of students testing positive

Dear John,

Thanks very much for sharing that information. I actually sent another email to the coronavirus email account a few hours ago, so that may get sent your way as well. One of the things I was wondering about was what you mention regarding repeat tests. If that is data we have from the testing system, it could be useful to know more about how those repeat tests might affect how to interpret the case positivity rates (and what portion of the student population has been tested).

In any case, thanks again for your reply. I've copied my additional questions sent to the coronavirus account below, just in case you might be able to respond to those as well.

All best,
Brian

Brian Rejack
Associate Professor
Department of English
Illinois State University
brejack@ilstu.edu

From: "Rejack, Brian" <brejack@ilstu.edu>
Date: September 2, 2020 at 5:52:09 PM MDT
To: CoronaVirus <CoronaVirus@ilstu.edu>
Subject: **Questions about our testing numbers**

Hello,

I sent a different set of questions yesterday, but I have a couple more that I would like to have answered if possible. I appreciate your help, especially given that you must be having to field lots of questions.

1) Of the 5089 tests completed so far, do we know if any of those results are for multiple tests completed for the same student? If so, how many? I ask because it is important to know what proportion of the student body has been, or is being, tested. Also, if there is a high incidence of repeat testing, that could skew our understanding of case positivity rates (if, for instance, the same students are receiving multiple negative test results).

2) In recent communications (sent to the university community, and also relayed in local media), much has been made of 80% of cases coming from students living off campus. I have not heard anything about what percentage of off-campus students have meal

plans this semester. It seems like that information would be a good indicator of the extent to which students who live off campus are nonetheless entering into the high-risk environments of dining spaces. Residences should certainly be a focus of attention regarding where spread of the virus may occur, but the risk associated with students who live off campus while continuing to dine on campus should also be considered.

Thanks for your time and attention.

All best,
Brian Rejack

On Sep 2, 2020, at 8:18 PM, Baur, John <jebaur@ilstu.edu> wrote:

Dr. Rejack-

The CoronaVirus account forwarded me your question. About 20.8% of the tests were performed on students in University Housing, and 18.7% of the positive results were from students in University Housing.

As an FYI, this data is a couple of days old (8/31). Since we do not yet have the data analysis automated, we don't compile the numbers every day. An additional caveat is that many students have taken multiple tests, and we haven't analyzed whether the distribution of the repeat test takers by housing location is any different.

I hope that information is helpful,

John

John E. Baur, Professor
Department of Chemistry
Illinois State University
jebaur@ilstu.edu

From: CoronaVirus <CoronaVirus@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:47 PM
To: Baur, John
Subject: FW: Question about percentages of students testing positive

Hi John,
Forwarding a message received by the coronavirus email group. Not sure if there is more information you can provide to this professor regarding testing/data.

Thanks!

-----Original Message-----

From: Rejack, Brian <brejack@ilstu.edu>

Sent: Tuesday, September 01, 2020 3:38 PM

To: CoronaVirus <CoronaVirus@ilstu.edu>

Subject: Question about percentages of students testing positive

Hello,

I wrote the below message to Dr. Johnson, the VP for student affairs, but I figured I'd submit the question here as well. Thank you for considering my questions.

All best,
Brian Rejack

Dear Dr. Johnson,

I'm writing to see if you could clarify something for me about your comments in the weekly update sent out earlier today. You noted that "Right now, more than 80 percent of those testing positive are living off campus." That figure seems to have been offered as evidence that the spread of the virus is primarily happening off campus, that residence halls are comparatively safer, and that closing residence halls would not significantly affect the current outbreak. However, that 80% figure is only meaningful if we know how it compares with the percentage of students being tested who live off campus. If 80% of tests are conducted on students who live off campus, then 80% of the positive cases coming from that same group of students would just mean that the spread is proportionally the same among the two different groups (students living off and on campus). Does ISU have such data on the tests being conducted? If not, then the percentage cited in the weekly update doesn't tell us anything meaningful, and it could serve to mislead (i.e. by suggesting that the problem is really just an off-campus problem). In terms of sheer numbers of cases, it's clear that many more are among students who live off campus. But what matters are the rates of infection among and between those two groups.

If you could share any insight about these questions, I would greatly appreciate it. Lastly, I would also just note that closing residence halls now might not significantly stem the current outbreak (a debatable claim, nonetheless). It would at least achieve something else that we cannot discount: taking the 3800 on-campus students who have not yet tested positive for covid out of harm's way.

Thank you for your time and attention.

Brian Rejack
Associate Professor
Department of English
Illinois State University
brejack@ilstu.edu

From: Johnson, Levester
Sent: Friday, September 4, 2020 11:29 AM
To: [REDACTED]
Cc: Mwilambwe, Stacey
Subject: Re: Illinois State Covid Response

[REDACTED] here are the responses to your questions:

While living in Cardinal Court I found out that people were being sent to isolate there. I did not understand this because there are healthy people living there and then you add in a mix of sick people. Why would they put positive cases in a building with kids that were healthy? We are using spaces for isolation and quarantine that have kitchens (or access to a fridge/microwave) and private or semi-private bathrooms. Prior to opening campus we did a thorough review of spaces and safety measures and there were no concerns from a health and safety standpoint for students to be in apartments next door to one another. As long as the students are not in other student units or lingering in the hallways, there is no threat to the health of others in the community.

One way to think about this is consider apartment complexes, townhomes, or duplex homes in town, or even in your home community. Families could be isolating or quarantining in the unit or home next door to healthy people without posing a threat to others so long as they stay in their unit.

The students in those spaces have an agreement with the institution that they will remain in their rooms/apartments throughout their quarantine and isolation period, otherwise they can lose their privilege to live on campus.

I know at least 2/4 roommates who lived next door to me in Cardinal Court tested positive and they were all able to stay in their rooms and got food dropped off. These decisions are made on a case by case basis in consultation with a health professional. Most students we move to a designated space based on availability. However, if there are extenuating circumstances, we may allow for someone to quarantine in their own space so long as there is a semi private/private bathroom and access to a fridge and microwave.

Does staff check to ensure people who are asked to leave campus truly do leave campus? We follow-up with students who are sent to isolation/quarantine spaces on campus and check them out of their original assignment until they are released from quarantine or isolation. For students who go home, we ask that they notify us when they leave campus.

What is the plan if I was to return once I am negative after my quarantine? I have to go back into a building and live with a bunch of positive cases surrounding me? Students returning from quarantine or isolation can return to their original room assignment. If they wish to move to a different space, we can work with them to find a different room assignment. We do not have any single person apartments available on campus.

What happens if I stay at home this semester and then go back next semester can I get the same roommates? If there is a vacancy in that unit and all the students agree to it, we can reassign a student in the same space with the same roommates.

If I end up staying home this semester can I still have the ability to chose to live in Cardinal Court again next semester or is there a possibility i'd end up living in a dorm? **We can accommodate preferences for cardinal court. We cannot make a guarantee.**

If something happens further along in the semester and one of my roommates ends up testing positive or something again will we all be displaced again? **I believe so, but this is really a Student Health Services question.**

Wishing you the best this Labor Day Weekend!

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: [REDACTED]
Sent: Tuesday, September 1, 2020 10:32 PM
To: Johnson, Levester
Cc: Mwilambwe, Stacey
Subject: Re: Illinois State Covid Response

Here are my questions:

While living in Cardinal Court I found out that people were being sent to isolate there. I did not understand this because there are healthy people living there and then you add in a mix of sick people. Why would they put positive cases in a building with kids that were healthy?

I know at least 2/4 roommates who lived next door to me in Cardinal Court tested positive and they were all able to stay in their rooms and got food dropped off.

Does staff check to ensure people who are asked to leave campus truly do leave campus?

What is the plan if I was to return once I am negative after my quarantine? I have to go back into a building and live with a bunch of positive cases surrounding me?

What happens if I stay at home this semester and then go back next semester can I get the same roommates?

If I end up staying home this semester can I still have the ability to chose to live in Cardinal Court again next semester or is there a possibility i'd end up living in a dorm?

If something happens further along in the semester and one of my roommates ends up testing positive or something again will we all be displaced again?

Thank you again,
[REDACTED]

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From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:52:38 PM
To: [REDACTED]
Cc: Mwilambwe, Stacey <SMMwila@ilstu.edu>
Subject: Re: Illinois State Covid Response

Yes... emailing the questions would allow for faster response. Our calendars are booked into the evening hours with meetings managing the campus. Send the questions my way and we'll get back to you right away.

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: [REDACTED]
Sent: Tuesday, September 1, 2020 7:44 PM
To: Johnson, Levester
Subject: Re: Illinois State Covid Response

Mr Johnson,

That does work with me. Would emailing you the questions allow me to get a quicker response? I'm just trying to figure out what to do with my housing contract and if i'm going to cancel I want to do it ASAP so I get the most amount of money back that I can if that makes sense. Again, I really do appreciate your awesome quick responses. You have been the most resourceful person I have talked to about these issues.

Thank you,
[REDACTED]

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From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 7:41:49 PM
To: [REDACTED]
Subject: Re: Illinois State Covid Response

[REDACTED]

Glad to follow up with a phone call. I'd appreciate you providing the questions ahead of the meeting and will ask my Director of Housing to join us if these questions are specific to that area. If this works, I'll have someone from my office reach out to you to set this up for next week.

Thanks,

Dr. Levester "LJ" Johnson
Vice President for Student Affairs

Illinois State University

From: [REDACTED]
Sent: Tuesday, September 1, 2020 7:21 PM
To: Johnson, Levester
Subject: Re: Illinois State Covid Response

Hello,

Thank you so much for your response. I really appreciate it. I was wondering if there was any chance we can set up a Zoom meeting or phone call. I have some questions and thought this would be easiest instead of emailing them all to you. Let me know if this will be possible.

Thank you,

[REDACTED]

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From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Tuesday, September 1, 2020 10:18:44 AM
To: [REDACTED]
Subject: RE: Illinois State Covid Response

Good morning [REDACTED]

Thank you for sharing your concerns with me and let me start by saying how incredibly sorry I am for your experience within our residential environment. I want you to know I followed up with staff on this matter and they acknowledged making the mistake as maintenance/cleaning staff had skipped this apartment. I am making sure the individuals who were directly involved in this matter are followed up with and our protocols tightened to avoid this happening again. A case manager will be reaching out to you to see how you are doing and to assist you in any way possible. I have shared your concerns regarding the isolation/quarantine process with our Director of University Housing. Finally, I am so sorry to hear about your father's health and the adjustments that had to be made for you in returning home. I wish your father and your family the best in the outcomes for his surgery.

Thank you and again, I'm so sorry for your experience with this matter in which we did not live up to our Redbird community standards.

Levester Johnson, Ed.D.
Vice President for Student Affairs
Campus Box 2100
410 Hovey Hall
Normal, IL 61790-2100

Phone: 309-438-5451
Fax: 309-438-5521
Email: ljohn13@IllinoisState.edu

Website: www.StudentAffairs.IllinoisState.edu



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From: [REDACTED]
Sent: Monday, August 31, 2020 3:29 PM
To: Johnson, Levester <ljohn13@ilstu.edu>; Debbie Webster <debweb26@yahoo.com>
Subject: Illinois State Covid Response

Hello Mr. Johnson,

My name is [REDACTED] and I am a sophomore at Illinois State University. I have many concerns about how the university is deciding to handle this pandemic. I wanted to address those concerns with someone, I am not sure if you are the right person to be sharing this with but I thought I would start here. If you are not the correct person to be contacted I'm hoping you would be kind enough to share this message to the right staff member or to give me the email of the correct person. This year being a sophomore I got the ability to live in Cardinal Court, I took advantage of that and since living there I have not felt very safe. It came to my knowledge that our building was housing people in quarantine. Later, I found out that the room right across from my own was an isolation room. I do not feel safe being in the same building as people who are sick, if I would have known this is how ISU would handle the situation I would not have returned to campus. Another concern I have is the cleanliness of your isolation rooms. On Sunday, August 30, one of my roommates tested positive and she was told she must move to isolation or go home and she did so. Later that day myself and my other roommates who tested negative got a call saying we also must isolate either on campus or go home I opted to isolate on campus because my dad is having surgery to remove a cyst that is possibly cancer. I then went to the Fell Street Apartments which is where I was told to go and when I was let into the apartment there was still garbage from the previous person who lived in that room. There was dirty laundry and all of the food they ate in a garbage bag along with a half-empty gallon of milk. This made me so incredibly uncomfortable I left the building immediately and decided my only option was to go home since they would not let me stay in my Cardinal Court apartment. My dad is now currently staying at a hotel since I am at home and he can not be exposed to me if I potentially have COVID. I have had a very awful experience with the way ISU chose to handle the current pandemic and it is very disappointing to me. I just wanted to share my story and let someone know because I am sure there are other students experiencing the same thing as I did.

Thank you,



From: Houston, Doris
Sent: Friday, September 4, 2020 5:15 PM
To: Dietz, Larry;Johnson, Levester;Tanhule, Aondover
Subject: FW: ABISU list of demands progress summaries
Attachments: Senator questions to Administrators 8-27-20.pdf; BOT Status Report-Rectifying Student Concerns of Racism and Anti-Blackness 5-1-20.pdf; Provost prof dev- fall 2019.pdf

Good afternoon-

FYI, please see the information that I forwarded to Lauren Harris, President of SGA and member of anti-BlackISU. This was in response to my discussion with Lauren on 9-3-20. During the discussion, I told Lauren that I would send her the documentation (including timelines) that the university previously submitted in relation to progress made on the AntiBlackISU list of demands since the initial October 2019 demonstration.

Thanks and have a good weekend,

Doris

Doris M. Houston, Ph.D.
Interim Assistant to the President for Diversity and Inclusion
Office of the President
Illinois State University
415 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
309-438-3511
dmhous2@ilstu.edu
Website: IllinoisState.edu/President

From: Houston, Doris
Sent: Friday, September 4, 2020 5:03 PM
To: Harris, Lauren <vpsalrharr2@ilstu.edu>
Subject: ABISU list of demands progress summaries

Hi Lauren-

As discussed, I am attaching the timeline of progress that was prepared in response to the 8-26-20 Academic Senate inquiry (see Senator questions to Administrator's report). I highlighted the sections on pages 4-6 that summarize progress made in response to the ABISU list of demands. I am also sending the detailed faculty development plan prepared by the Provost's office (Dr. Yojanna Cuenca-Carlino) last fall that was summarized during our November 2019 meeting. Information from this report was also included in the May 2019 Board of Trustees Status Report. Finally, I am re-sending the Board of Trustees status report that was sent out in May of 2019. I will be meeting with Provost Tanhule and VP Johnson

on September 15 to refine our protocol for reporting and updating the university's progress in preparation for future meetings.

Also, as discussed, we will be able to provide a transcript of future meetings. Once I review the notes from the August meeting I will send out to the group.

Thanks again,

Dr. Houston

Doris M. Houston, Ph.D.
Interim Assistant to the President for Diversity and Inclusion
Office of the President
Illinois State University
415 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
309-438-3511
dmhous2@ilstu.edu
Website: IllinoisState.edu/President

From: Hazelrigg, Cera
Sent: Thursday, September 10, 2020 10:23 AM
To: Agbonifo, Danielle;Avogo, Winfred;Bentlin, Dave;Blake, Adarius;Blum, Craig;Chassy, Grant;Cline, Lea;Dargatz, Jean Ann;Dietz, Larry;Evans-Winters, Venus;Garrahy, Deborah;Harris, Lauren;Hazelrigg, Cera;Hockenberry, Rachel;Hollywood, Mary;Horst, Martha;Jenkins, Sheryl;Johnson, Levester;Jones, Jalyn;Kalter, Susan;Kramer, Peter;Lahiri, Somnath;Lewis, Djimon;Long, Dallas;Lucey, Tom;Mainieri, Tracy;Mangruem, Caleb;Marx, David;McLauchlan, Craig;McLoda, Todd;Meyers, Adena;Midha, Vishal;Miller, Chloe;Miller, Jean;Murphy, Julie;Nahm, Kee-Yoon;Neubrandner, Judy;Nichols, Wade;Nikolaou, Dimitrios;Palmer, Stuart;Pancrazio, James J;Peterson, Eric;Phillips, Taylor;Qaddour, Jihad;Roberts, Chris;Robinson, Genesis;Rottinghaus, Jacob;Samant, Ajay;Schmeiser, Benjamin;Seeman, Scott;Shawd, Vicki;Small, Maddy;Smith, Kyle;Spranger, Avery;Stephens, Dan;Stewart, Todd;Tarhule, Aondover;Torry, Michael;Toth, Dylan;Tranel, Lisa;Turner, Jada;Villalobos, Rodrigo;Wille, Michael;Willet, Tracy;Wolfinger, Jim;Zosky, Diane
Cc: Ahlgrim, Kevin;Bates, Alan;Beggs, Brent;Bowden, Rachel;Branoff, Ted;Brehm, Joan;Burningham, Bruce;Carte, Traci;Cleeton, David L;De Santis, Christopher;Gatto, Craig;Grieshaber, Chris;Haugo, Ann;Hildebrandt, Susan;Horvath, Christopher;Hunt, Stephen;Jordan, J Scott;Kennedy, Ross;Kidwaro, Fanson;Kostelnick, John;Melton, Horace;Ransom, Adriana;Reese-Weber, Marla;Seelinger, George;Seifert, Deborah;Smudde, Pete;Sutton, Lenford;Teasdale, Brent;Trites, Roberta;Wang, T Y;Wille, Michael;Winfrey Avant, Deneca
Subject: FW: COVID-19 Fiscal Impact Presentation to Academic Senate - 9/9/20
Attachments: PDF Version - FINAL DRAFT - Acad Senate - Sept 9 2020 - COVID-19 Fiscal Impact Presentation.pdf

Hello, Department Chairpersons/School Directors and Senators,

Please forward this to your departments, and let your members know that the minutes of the meeting will be available on the Senate website in a few weeks.

Warmest regards,
Cera

From: Stephens, Dan <dsteph3@ilstu.edu>
Sent: Wednesday, September 09, 2020 8:33 PM
To: Hazelrigg, Cera <cchazel@ilstu.edu>; Kalter, Susan <smkalte@ilstu.edu>
Cc: Stephens, Dan <dsteph3@ilstu.edu>
Subject: COVID-19 Fiscal Impact Presentation to Academic Senate - 9/9/20

Cera, Susan

Attached is a pdf version of tonight's presentation on the overall COVID-19 fiscal impact to ISU. Please share with senate members as you see fit.

Thank you for giving me the opportunity to cover this topic !

Dan

Dan Stephens

Illinois State University

Vice President for Finance & Planning

302 Hovey Hall

Normal, IL 61790-1100

Telephone: (309) 438-2143

Dsteph3@ilstu.edu



From: Willet, Tracy
Sent: Thursday, September 10, 2020 10:27 AM
To: Killian, Katy;Miller-Schuster, Danielle;Bates, Wendy;Davenport, John
Cc: Johnson, Levester
Subject: FW: COVID-19 Fiscal Impact Presentation to Academic Senate - 9/9/20
Attachments: PDF Version - FINAL DRAFT - Acad Senate - Sept 9 2020 - COVID-19 Fiscal Impact Presentation.pdf

Exec Team,

Please see attached pdf from last night's presentation at the Academic Senate Meeting. Per Cera, the 9/9/20 meeting minutes will be available on the Senate website in a few weeks.

Tracy Willet, MEd

Executive Administrative Associate
Office of the Vice President for Student Affairs
[Illinois State University](#)
Hovey Hall
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Normal, IL 61790-2100
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From: Lackland, Jonathan
Sent: Monday, September 14, 2020 12:58 PM
To: Dietz, Larry; Paterson, Brent; Groves, Jay; Killian, Katy; Houston, Doris; Edamala, Charles; Stephens, Dan; Huson, Lisa; Johnson, Levester; Tarhule, Aondover; Vickerman, Pat; Lyons, Larry
Subject: FW: DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

I just received the email below from Sen. Durbin's office. The Senator is continuing his support of higher education and COVID testing amidst HHS' decision to divert equipment away from higher education institutions.

Jonathan Lackland, Ph.D.
Director of Governmental Relations

Office of the President
421 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Office: (309) 438-5677
Cell: (309) 660-6835
www.IllinoisState.edu

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From: Middleton, Brad (Durbin) <Brad_Middleton@durbin.senate.gov>
Sent: Monday, September 14, 2020 12:44 PM
To: Middleton, Brad (Durbin) <Brad_Middleton@durbin.senate.gov>
Subject: FW: DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

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FYI



For Immediate Release
Contact: John Normoyle

September 14, 2020

DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

MAYWOOD – At a press conference today with Loyola University Chicago officials, U.S. Senator Dick Durbin (D-IL) highlighted ongoing testing challenges at schools and universities, and announced he was sending a letter to the Secretary of the U.S. Department of Health and Human Services (HHS) asking how the Trump Administration plans to rectify the shortfall in testing supplies it has created at our universities and schools after Durbin learned HHS diverted shipments of COVID-19 tests bound for two Illinois universities.

“I recently became aware of two troubling incidents involving Illinois universities in which COVID-19 testing kits that they had purchased were commandeered by the U.S. Department of Health and Human Services and diverted to other needy entities,” Durbin said. **“At the same time the White House was pressuring our schools to reopen, the Administration was telling schools that the test supplies they had ordered wouldn’t be coming to them anymore, because HHS stepped in and redirected them elsewhere. The lack of a national strategy for access to adequate, reliable, and timely testing has hampered our response to the COVID-19 pandemic from the beginning. I will continue working to bring more funding to Illinois schools that are desperately trying to safely reopen.”**

Durbin also discussed the need for Senate Republicans to end their partisan efforts and instead join negotiations for a new, meaningful coronavirus relief package. Durbin highlighted significant new federal funding for testing, contact tracing, and relief for schools and health care providers proposed in the *HEROES Act*, which passed the House of Representatives four months ago.

Full text of today’s letter is available [here](#) and below:

September 14, 2020

The Honorable Alex M. Azar
Secretary

Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Azar:

I write today to raise concerns about COVID-19 testing capacity challenges at our nation's schools, colleges, and universities, and how the Administration's lack of planning—coupled with recent supply chain interventions—have contributed to ongoing testing shortfalls.

Since the outset of the pandemic, our nation's testing infrastructure has hindered our response to this public health crisis. With limited access points for patients and asymptomatic individuals, supply chain bottlenecks, lengthy turnaround times, confusing and conflicting guidance out of our public health agencies, and a lack of a national strategy, our country's response has faced many obstacles in expanding testing to meet the sheer number of cases and transmission across the United States. Among others, our schools, colleges, and universities have faced some of the highest burden of this problem, with limited resources amid ample opportunity for the virus to spread.

To prepare for the 2020-2021 academic year, our nation's educational institutions have undertaken substantial efforts to re-think their teaching environments, implement physical alterations to classrooms and campuses, develop detailed protocols for safety, and stand up thorough testing regimens—often on their own with minimal or non-existent support from this Administration. Particularly for residential colleges, a robust testing program is an integral part of a successful school year. Unfortunately, this Administration has been unable to meet the needs of these educational institutions.

I recently became aware of troubling incidents from Loyola University Chicago and Illinois State University in which their confirmed purchase orders of COVID-19 testing kits and analyzers from the manufacturer Quidel were commandeered by the Department of Health and Human Services (HHS). The sudden and haphazard intervention by HHS to cut in front of these universities and acquire the testing supplies they had previously ordered from Quidel—fueled by the fact that this Administration has inadequately assisted entities nationwide in accessing needed testing supplies—has unacceptably left these universities with substantial delays and gaps in their testing plans.

It is my understanding that on August 20, the Administration exercised its authority under the Defense Production Act (DPA) to apply priority rated orders for contracts with Quidel, to preempt the company's supply of tests for their customers and instead send them to other needy settings as determined by HHS. It is troubling that the decision to commandeer these testing supplies occurred the day after White House Coronavirus Task Force leader Dr. Deborah Birx recommended on August 19 that universities establish "entrance testing" and "surge" testing, and President Trump that same day urged universities to reopen, stating, "instead of saving lives, the decision to close universities could cost lives" and "there's nothing like campus there's nothing like being with a teacher as opposed to being on a computer board."

While there are certainly other entities that are also in dire need of testing supplies, I am concerned that this action has diverted tests that schools had expected to arrive in time for the beginning of the school year, harming their efforts to keep their students, staff, and communities safe. And I am troubled that this entire situation reflects a broader lack of planning and failure of the Administration to bolster our supply chain, coordinate allocations of scarce resources, and boost domestic production. While the federal government should have been helping these universities—as well as all other needy entities—to meet their testing needs, the failure to plan and disorganized actions by HHS have actually harmed their testing capacity.

To assist these two Illinois universities, and the rest of our schools and colleges, in meeting their testing needs for this academic year, I request an explanation from HHS on:

1. Whether the Administration evaluated the impact on schools, colleges, and universities when determining to utilize the DPA in this situation;
2. How the Department will backfill or otherwise rectify the shortfall in testing supplies it has created by redirecting them away from schools; and,
3. How the Department plans to further support the ongoing testing needs of schools throughout the remainder of the academic year. On August 27, HHS announced it had acquired 150 million rapid Abbott BinaxNOW COVID-19 diagnostic tests to be “potentially deployed to schools.” How, and when, will these tests be distributed to schools, colleges, and universities?

Thank you for your attention to this matter and your efforts to augment our nation’s testing capacity as part of our response to the COVID-19 pandemic. I look forward to your timely response.

Sincerely,

Richard J. Durbin
United States Senator

From: Dietz, Larry
Sent: Monday, September 14, 2020 1:56 PM
To: Lackland, Jonathan; Paterson, Brent; Groves, Jay; Killian, Katy; Houston, Doris; Edamala, Charles; Stephens, Dan; Huson, Lisa; Johnson, Levester; Tarhule, Aondover; Vickerman, Pat; Lyons, Larry
Subject: RE: DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

Jonathan:

Thanks for keeping us in the loop on this. Senator Durbin has written a great letter and we appreciate his support. Brent, please send this along to the members of the Board of Trustees and Jane Denes as well. Thanks again, Jonathan.

Larry

Larry H. Dietz Ph.D.
President
Associate Professor,
Educational Administration and Foundations
418 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Office: (309)438-5677

From: Lackland, Jonathan <jwlackl@ilstu.edu>
Sent: Monday, September 14, 2020 12:58 PM
To: Dietz, Larry <ldietz@ilstu.edu>; Paterson, Brent <bgpater@ilstu.edu>; Groves, Jay <jrgrove@ilstu.edu>; Killian, Katy <kakilli@ilstu.edu>; Houston, Doris <dmhous2@ilstu.edu>; Edamala, Charles <cmedama@ilstu.edu>; Stephens, Dan <dsteph3@ilstu.edu>; Huson, Lisa <lhuson@ilstu.edu>; Johnson, Levester <ljohn13@ilstu.edu>; Tarhule, Aondover <tarhule@ilstu.edu>; Vickerman, Pat <pvicker@ilstu.edu>; Lyons, Larry <lelyons@ilstu.edu>
Subject: FW: DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

I just received the email below from Sen. Durbin's office. The Senator is continuing his support of higher education and COVID testing amidst HHS' decision to divert equipment away from higher education institutions.

Jonathan Lackland, Ph.D.
Director of Governmental Relations

Office of the President
421 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Office: (309) 438-5677
Cell: (309) 660-6835

www.IllinoisState.edu

Confidentiality Notice: This message is intended for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you have received this message in error, please notify me and immediately delete this message and any attachments.



From: Middleton, Brad (Durbin) <Brad_Middleton@durbin.senate.gov>

Sent: Monday, September 14, 2020 12:44 PM

To: Middleton, Brad (Durbin) <Brad_Middleton@durbin.senate.gov>

Subject: FW: DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]

FYI



For Immediate Release

Contact: John Normoyle

September 14, 2020

DURBIN CALLS ON HHS TO STOP DIVERTING COVID-19 TESTS FROM ILLINOIS SCHOOLS AND FIX THE SHORTFALL IN TESTING SUPPLIES

MAYWOOD – At a press conference today with Loyola University Chicago officials, U.S. Senator Dick Durbin (D-IL) highlighted ongoing testing challenges at schools and universities, and announced he was sending a letter to the Secretary of the U.S. Department of Health and Human Services (HHS) asking how the Trump Administration plans to rectify the shortfall in testing supplies it has created at our universities and schools after Durbin learned HHS diverted shipments of COVID-19 tests bound for two Illinois universities.

“I recently became aware of two troubling incidents involving Illinois universities in which COVID-19 testing kits that they had purchased were commandeered by the U.S. Department of Health and Human Services and diverted to other needy entities,” Durbin said. **“At the same time the White House was pressuring our schools to reopen, the Administration was telling schools that the test supplies they had ordered wouldn’t be coming to them anymore, because HHS stepped in and redirected them elsewhere. The lack of a national strategy for access to adequate, reliable, and timely testing has hampered our response to the COVID-19 pandemic from the beginning. I will continue working to bring more funding to Illinois schools that are desperately trying to safely reopen.”**

Durbin also discussed the need for Senate Republicans to end their partisan efforts and instead join negotiations for a new, meaningful coronavirus relief package. Durbin highlighted significant new federal funding for testing, contact tracing, and relief for schools and health care providers proposed in the *HEROES Act*, which passed the House of Representatives four months ago.

Full text of today’s letter is available [here](#) and below:

September 14, 2020

The Honorable Alex M. Azar
Secretary
Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Azar:

I write today to raise concerns about COVID-19 testing capacity challenges at our nation’s schools, colleges, and universities, and how the Administration’s lack of planning—coupled with recent supply chain interventions—have contributed to ongoing testing shortfalls.

Since the outset of the pandemic, our nation’s testing infrastructure has hindered our response to this public health crisis. With limited access points for patients and asymptomatic individuals, supply chain bottlenecks, lengthy turnaround times, confusing and conflicting guidance out of our public health agencies, and a lack of a national strategy, our country’s response has faced many obstacles in expanding testing to meet the sheer number of cases and transmission across the United States. Among others, our schools, colleges, and universities have faced some of the highest burden of this problem, with limited resources amid ample opportunity for the virus to spread.

To prepare for the 2020-2021 academic year, our nation’s educational institutions have undertaken substantial efforts to re-think their teaching environments, implement physical alterations to classrooms and campuses, develop detailed protocols for safety, and stand up thorough testing regimens—often on their own with minimal or non-existent support from this

Administration. Particularly for residential colleges, a robust testing program is an integral part of a successful school year. Unfortunately, this Administration has been unable to meet the needs of these educational institutions.

I recently became aware of troubling incidents from Loyola University Chicago and Illinois State University in which their confirmed purchase orders of COVID-19 testing kits and analyzers from the manufacturer Quidel were commandeered by the Department of Health and Human Services (HHS). The sudden and haphazard intervention by HHS to cut in front of these universities and acquire the testing supplies they had previously ordered from Quidel—fueled by the fact that this Administration has inadequately assisted entities nationwide in accessing needed testing supplies—has unacceptably left these universities with substantial delays and gaps in their testing plans.

It is my understanding that on August 20, the Administration exercised its authority under the Defense Production Act (DPA) to apply priority rated orders for contracts with Quidel, to preempt the company's supply of tests for their customers and instead send them to other needy settings as determined by HHS. It is troubling that the decision to commandeer these testing supplies occurred the day after White House Coronavirus Task Force leader Dr. Deborah Birx recommended on August 19 that universities establish "entrance testing" and "surge" testing, and President Trump that same day urged universities to reopen, stating, "instead of saving lives, the decision to close universities could cost lives" and "there's nothing like campus there's nothing like being with a teacher as opposed to being on a computer board."

While there are certainly other entities that are also in dire need of testing supplies, I am concerned that this action has diverted tests that schools had expected to arrive in time for the beginning of the school year, harming their efforts to keep their students, staff, and communities safe. And I am troubled that this entire situation reflects a broader lack of planning and failure of the Administration to bolster our supply chain, coordinate allocations of scarce resources, and boost domestic production. While the federal government should have been helping these universities—as well as all other needy entities—to meet their testing needs, the failure to plan and disorganized actions by HHS have actually harmed their testing capacity.

To assist these two Illinois universities, and the rest of our schools and colleges, in meeting their testing needs for this academic year, I request an explanation from HHS on:

1. Whether the Administration evaluated the impact on schools, colleges, and universities when determining to utilize the DPA in this situation;
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3. How the Department plans to further support the ongoing testing needs of schools throughout the remainder of the academic year. On August 27, HHS announced it had acquired 150 million rapid Abbott BinaxNOW COVID-19 diagnostic tests to be "potentially deployed to schools." How, and when, will these tests be distributed to schools, colleges, and universities?

Thank you for your attention to this matter and your efforts to augment our nation's testing capacity as part of our response to the COVID-19 pandemic. I look forward to your timely response.

Sincerely,

Richard J. Durbin
United States Senator

From: Dietz, Larry
Sent: Wednesday, September 16, 2020 2:02 PM
To: Johnson, Levester
Subject: RE: Student Affairs Position Request

LJ;

You have my permission to fill the position as outlined below.

Larry

Larry H. Dietz Ph.D.
President
Associate Professor,
Educational Administration and Foundations
418 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000
Office: (309)438-5677

From: Johnson, Levester <ljohn13@ilstu.edu>
Sent: Wednesday, September 16, 2020 10:22 AM
To: Dietz, Larry <ldietz@ilstu.edu>
Subject: Student Affairs Position Request

Larry,

I am requesting approval of this current urgent need we have for a position related to COVID testing.

*Department: Student Health Services
Position: Medical Technologist III
Previous Incumbent: Christina Deutsch
Rate: \$3222 - \$5156 monthly
Funding Source: Agency*

Justification: Medical Technologist I (Lab Tech) Christina Deutsch has resigned her position at Student Health Services. In addition, our Laboratory Supervisor, Teri Winings (Medical Technologist III), will be retiring [on October 1, 2020](#). As we anticipate a large increase in workload for the FY21 academic year due to a high volume of Covid-19 related testing, we are requesting approval to immediately proceed with the hiring of a Medical Technologist III. Our intention would be to have this person transition to Medical Technologist III/Lab Supervisor upon the retirement of Ms. Winings [on October 1st](#). Establishing and monitoring staff competency and the integrity of test systems is a major component of the Lab Supervisor role. The impact on ISU of a lapse in quality of testing for Covid 19 would be serious. To facilitate the hiring of this critical position, we would like to use our vacant Medical Technologist I position opening to hire a Med Tech III now .

Thanks,

LJ

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Johnson, Levester
Sent: Wednesday, September 16, 2020 2:13 PM
To: Dietz, Larry
Subject: Re: Student Affairs Position Request

Thanks Larry!

LJ

Levester 'LJ' Johnson
Vice President for Student Affairs
Illinois State University

Sent from LJ's iPad

From: Dietz, Larry <ldietz@ilstu.edu>
Sent: Wednesday, September 16, 2020 2:02:16 PM
To: Johnson, Levester <ljohn13@ilstu.edu>
Subject: RE: Student Affairs Position Request

LJ;

You have my permission to fill the position as outlined below.

Larry

Larry H. Dietz Ph.D.
President
Associate Professor,
Educational Administration and Foundations
418 Hovey Hall
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Thanks,

LJ

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Johnson, Levester
Sent: Wednesday, September 16, 2020 2:14 PM
To: Bates, Wendy
Subject: Fwd: Student Affairs Position Request

Wendy,

FYI

LJ

Levester 'LJ' Johnson
Vice President for Student Affairs
Illinois State University

Sent from LJ's iPad

From: Dietz, Larry <ldietz@ilstu.edu>
Sent: Wednesday, September 16, 2020 2:02 PM
To: Johnson, Levester
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Sent: Wednesday, September 16, 2020 10:22 AM
To: Dietz, Larry <ldietz@ilstu.edu>
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Thanks,

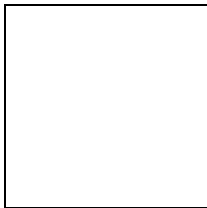
LJ

Dr. Levester "LJ" Johnson
Vice President for Student Affairs
Illinois State University

From: Dargatz, Jean Ann
Sent: Thursday, September 17, 2020 4:16 PM
To: Stephens, Dan;Vickerman, Pat;Johnson, Levester
Cc: Killian, Katy;Yazedjian, Ani;Bentlin, Dave
Subject: FW: Academic Affairs Update for Fall 2020

Forwarding as requested.

From: Aondover Tarhule - Illinois State University <tarhule@illinoisstate.edu>
Sent: Thursday, September 17, 2020 4:11 PM
To: Dargatz, Jean Ann <jadarga@ilstu.edu>
Subject: Academic Affairs Update for Fall 2020



Dear Faculty and Academic Affairs Colleagues,

I hope this communication finds you and your loved ones well. It seems difficult to believe that we are approaching the end of the fifth week of the semester. While we have established some level of routine, the path ahead remains uncertain and fraught with considerable risk. Even so, for me, personally, it is invigorating to pause occasionally, to look back at how far we have come, the obstacles we have successfully navigated and the challenges we have overcome, to find motivation for the journey ahead. I hope you all do the same or something similar from time to time to spur you onward.

Zoom Protocol

As we complete the fifth week of classes, I would like to remind you of the Zoom security protocols faculty can utilize in order to ensure the integrity of their learning environments. Faculty members are strongly encouraged to use the "Only authenticated users can join: ISU Login" option when setting up their Zoom meetings. This setting prevents those outside of the ISU community from connecting to your synchronous class session; it also allows for an accurate log of who attended the meeting. This setting can be activated for meetings that are already scheduled. More information, including instructions for sign-in, which you can share with your students, is available on CTLT's [Zoom Support Page](#).

In addition, instructors should be familiar with the enhanced security settings available to manage behavior during a meeting. Ways to remove "bad actors", lock the meeting (so disruptive participants cannot rejoin the class), activate the Waiting Room function, and work with students after a disruptive incident occurs are described on CTLT's [Manage Online Meeting Behavior guide](#) and in this [Help Desk article](#).

Illinois State University is committed to helping instructors create secure, safe online learning environments for all. If you need assistance regarding what steps to take, please contact CTLT@ilstu.edu.

Spring Planning

Understandably, we have been receiving questions about when decisions will be made for the spring 2021 semester. Let me update you on where we are in the planning process. Selection of course modalities is already well underway for spring 2021. Chairs and Directors submitted an initial draft of their course schedules by July 31. In preparing those drafts, they were asked to plan their course schedules assuming the environment would be very similar to the one in which we live today. Although we all have heard of the possibility of a vaccine by the end of the year, we cannot base our planning on a hope that may or may not materialize. Even if a vaccine does become available, it is doubtful there will be wide enough availability to make a difference in how classes will be delivered in January. If they haven't already done so, course instructors, in conjunction with their Chairs and Directors, should select the modalities that are appropriate for achieving the learning objectives for spring courses, while also providing flexibility for those wishing to continue teaching online.

As many of you know, one of the most frequent concerns from parents and students that I have received relates to the lack of advanced information about how classes were going to be taught this fall. While regrettable, this was largely unavoidable and had to do with the last-minute changes that we asked you to make in early August due to the University's testing capacity and increasing COVID-19 cases within Illinois and across the country. However, in some instances, instructors made changes to course modalities that were not communicated to students in Course Finder. This is where I need your assistance. The Spring 2021 schedule will become available for students on October 1, 2020. We will continue to communicate with and educate students about where to find information on specific course modalities prior to spring registration. I kindly request that you finalize the modalities in which you will be teaching your courses by October 1, 2020, and include clear specification regarding whether your courses will be taught synchronously or asynchronously. That information will be added to the "Notes to Students" section in Course Finder. Because asynchronous teaching is relatively new to many students at Illinois State, there remains some uncertainty about the specific roles that instructors play. In fact, one of the most common complaints I have received about asynchronous courses is that "students are teaching themselves". I am aware that, quite to the contrary, asynchronous teaching may involve more work and time commitment than synchronous or in-person teaching. However, we must clearly communicate the format and expectations to students, paying particular attention to how we will interact and engage with those students taking classes asynchronously. At the heart of the complaints and anxiety is the concern that students in asynchronous courses do not have sufficient access to their instructors. As students make decisions about the courses they take and how much or when to work based on the information we provide them in a few weeks, let us all work together to provide them and their parents as much clarity as possible.

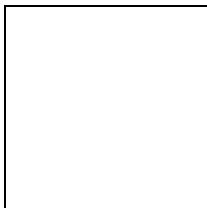
Course modalities are only one part of planning for spring. Another equally important decision point will be the academic calendar. Toward the end of summer, a group was convened to begin considering some initial possibilities. The work of this group was put on hold while we focused on the changes needed for the fall semester and because we wanted to provide instructors with time to experience their selected course modalities. On Monday, my office received the names of the faculty Senators who will be serving on this team and a meeting is scheduled for September 21, 2020. At that time, the team will consider the existing scenarios, the merits and demerits of those scenarios, and whether new alternatives should be included. A survey will then be sent to faculty, staff, and students for feedback on the options under consideration. I am keenly aware of the desire to have a decision about spring sooner rather than later, therefore, the survey will be available for one week. Please take a few moments to provide your suggestions when you receive that email.

COVID-19 and ASPT

There is ongoing discussion in departments/schools and colleges concerning the review process for tenure and promotion that I would like to encourage all faculty to become engaged with if they have not already done so. As you are aware, the pandemic has had a significant, yet differential, impact on faculty scholarship and productivity. For those disciplines and areas where the impacts have been minimal or negligible, it makes sense to continue to use established faculty status review processes, instruments, or protocols. In some areas, however, the impacts have been so severe that it would seem some discussion is warranted about how those evaluations will be conducted this year. I have requested the Deans to work with their department chairs and school directors, as well as department/school and college faculty status committees to have that discussion in a way that is transparent and considers the views of all stakeholders. At the University level, feedback solicited by the Academic Senate has been shared with the University Review Committee and will be incorporated in the university wide review process.

Colleagues, as we have done since spring, we will continue to take advantage of every opportunity to think strategically and act proactively against this pandemic. Yet, we must remain cognizant of the fact that the lack of precedents or prior experience may require us to keep evolving and adapting in response to the evolution of the pandemic. It is clear, unfortunately, that the challenge we face is not one that can be resolved in one decisive moment or action. I am personally very encouraged by the progress we have made. We have a formula that is clearly working. It involves hard work, dedication, flexibility, a collaborative spirit, and concern for the health and safety of all. Let's stick with what works. I thank you for your patience, understanding and continued service to our students and the Redbird community. Please continue to send me your comments and suggestions directly to Provost@ilstu.edu or submit them through the [Coronavirus website](#). Thank you!

Aondover Tarhule, Ph.D.
Vice President for Academic Affairs and Provost



*This is an official campus email broadcast.
For further information on procedures for the broadcast of official
campus email see: <http://www.policy.IllinoisState.edu/technology/9-7.shtml>*

From: Oseland, Linda
Sent: Friday, September 18, 2020 3:32 PM
To: Ayers, Greg; Barnes, Carla; Baughan, Ann; Beggs, Jeri; Bentlin, Dave; Brown, David; Buckellew, Shari; Bulandr, Marc; Burwell, Eric ; Castleman, Lisa; Collins, Douglas; Dargatz, Jean Ann; Denault, Steve; Dietz, Larry; England, Bill; Gemberling, Gary; Glover, Ken; Hart, Ben; Herter, Anthony; Jacob, Thomas; Jones, Julie; Kannaday, Colleen; Kelley, Dan; Knecht, Jim; Loss, Joseph; McHenry, Ambassador Donald ; Mounier, James; Nafziger, Emily; North, Jack; Reedy 2; Reedy, Thomas; Rigas, John; Roark, Trish; Rush, Robert; Sneed, Carl; Tarhule, Aonover; Vickerman, Pat; Vogler, Derek; Wampler, Dave; Webb, Mary Ann; Williams, Larry
Cc: Johnson, Levester; Merilatt, Dwight; Stephens, Dan; Beam, Brian; Harding, Kristin; Hutchcraft, Joy; Jones, Jill A; Oseland, Linda; Wunder, Mark
Subject: Agenda Materials for Foundation Board Meeting - September 25
Attachments: Agenda Materials 9.25.20.pdf; DRAFT Campaign assessment report.pdf

Attached are the agenda materials for the Foundation Board meeting via Zoom on September 25 at 9:00 a.m. (CST). If you have not already done so, please let me know if you plan to attend. Thanks, and have a great weekend!
Linda

Join Zoom Meeting

<https://illinoisstate.zoom.us/j/91534750177>

Meeting ID: 915 3475 0177

+13126266799,,91534750177# US (Chicago)

+16468769923,,91534750177# US (New York)

Linda Oseland
Assistant to the Vice President
University Advancement
Illinois State University
Campus Box 3200
Normal, IL 61790-3200
309-438-8149
llosela@ilstu.edu

From: Oseland, Linda
Sent: Friday, September 18, 2020 3:45 PM
To: Ayers, Greg; Barnes, Carla; Baughan, Ann; Beggs, Jeri; Bentlin, Dave; Brown, David; Buckellew, Shari; Bulandr, Marc; Burwell, Eric ; Castleman, Lisa; Dargatz, Jean Ann; Denault, Steve; Dietz, Larry; England, Bill; Gemberling, Gary; Glover, Ken; Hart, Ben; Herter, Anthony; Jones, Julie; Kannaday, Colleen; Kelley, Dan; Knecht, Jim; Loss, Joseph; Mounier, James; Nafziger, Emily; North, Jack; Reedy 2; Reedy, Thomas; Rigas, John; Roark, Trish; Rush, Robert; Sneed, Carl; Tarhule, Aondover; Vickerman, Pat; Vogler, Derek; Webb, Mary Ann; Williams, Larry
Cc: Johnson, Levester; Merilatt, Dwight; Stephens, Dan; Beam, Brian; Harding, Kristin; Hutchcraft, Joy; Jones, Jill A; Wunder, Mark
Subject: RE: Agenda Materials for Foundation Board Meeting - September 25
Attachments: Agenda Materials 9.25.20.pdf; Campaign assessment report DRAFT.pdf

I apologize if you receive this email twice.....apparently the campaign assessment document is too large and was blocked by most of your email servers, so I am resending the summary without the appendices. If you would like to receive the appendices, please let me know and I will send it to you separately.

Thanks!

Linda

From: Oseland, Linda <llosela@ilstu.edu>
Sent: Friday, September 18, 2020 3:32 PM
Subject: Agenda Materials for Foundation Board Meeting - September 25

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+16468769923,,91534750177# US (New York)

Linda Oseland
Assistant to the Vice President
University Advancement
Illinois State University
Campus Box 3200
Normal, IL 61790-3200

309-438-8149

llosela@ilstu.edu



MEETING AGENDA

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2.	President’s Remarks	President Dietz
3.	BOT Chairman’s Remarks	Julie Jones
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5.	Executive Director's Report	Pat Vickerman
	A. Fundraising Report	
6.	Redbirds Rising Campaign Assessment Draft Report	Mark Wunder
7.	Consent Agenda (<i>ACTION ITEMS</i>)	Eric Burwell
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	B. Approval of Corporate Resolution for Coventry First	22
	C. Approval of Corporate Resolution	24
8.	Written Committee Reports	
	A. Ewing Advisory Committee Report	25
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9.	New Business	Eric Burwell
10.	Adjourn	

FOUNDATION BOARD MEETING DATES:

December 11, 2020 – Hyatt Lodge, Oak Brook

March 5, 2021 – Alumni Center

June 25, 2021 – Alumni Center

October 15, 2021, Alumni Center

December 10, 2021, Chicago

Illinois State University Foundation

Board Meeting

September 25, 2020

commonfund

Introductions

Illinois State University Foundation Commonfund Team



Brian Cohen,
Managing Director,
Commonfund Asset Management



Nancy Bard
Managing Director,
Commonfund Asset Management



Rachel Clivaz
Associate, Commonfund Asset
Management

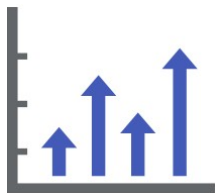
Alignment with Your Mission

Our History

- Commonfund commenced operations with a grant by the Ford Foundation in 1971
- As a private, nonprofit organization, we are beholden to our clients, not to shareholders
- We provide institutional asset management services for the educational and philanthropic community

Our Mission

To enhance the financial resources of our clients by delivering exceptional performance, service and insight.



Performance

Unwavering focus on performance, helping our partners navigate the complexities of investing.¹



Service

Providing asset management services focused on nonprofits for over four decades.



Insight

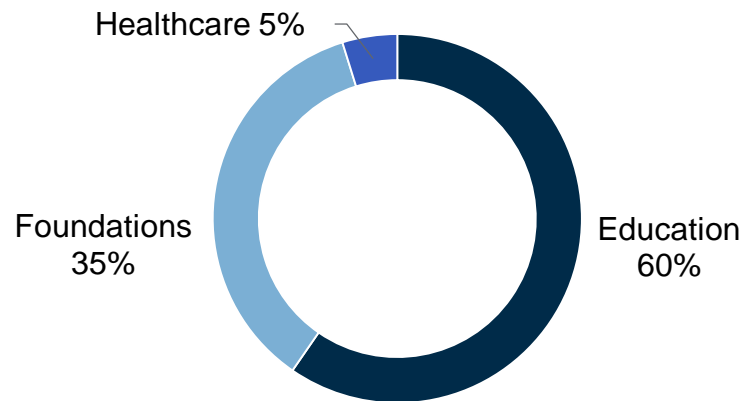
Knowledge sharing, educational programs, and research that promote good governance and investment practices.

1. Past performance is not an assurance of future results. See Important Notes | Investment Process

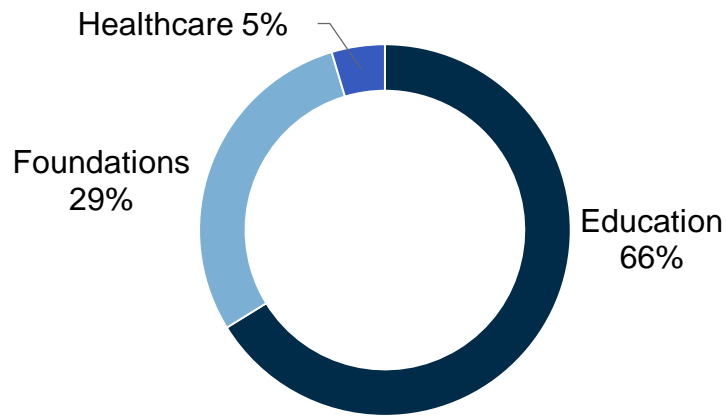
Commonfund OCIO Business Profile

Sole focus on endowments, foundations and other philanthropic organizations

OCIO Clients by AUM



Number of OCIO Clients by Type



As of June 30, 2020

- Total OCIO advisory client AUM of \$9.9 billion for 71 clients (firmwide AUM \$24 billion)
- Core investment team of 34 professionals, inclusive of 15 Managing Directors that average 25 years of industry experience
 - 19 focused on research and manager selection across equities, fixed income/credit, hedge funds, real estate
 - 10 focused on asset allocation, serving as client investment officers
 - 5-person investment analyst team
- 13-person OCIO investor services team
 - Audit support
 - Accounting and cashflow support

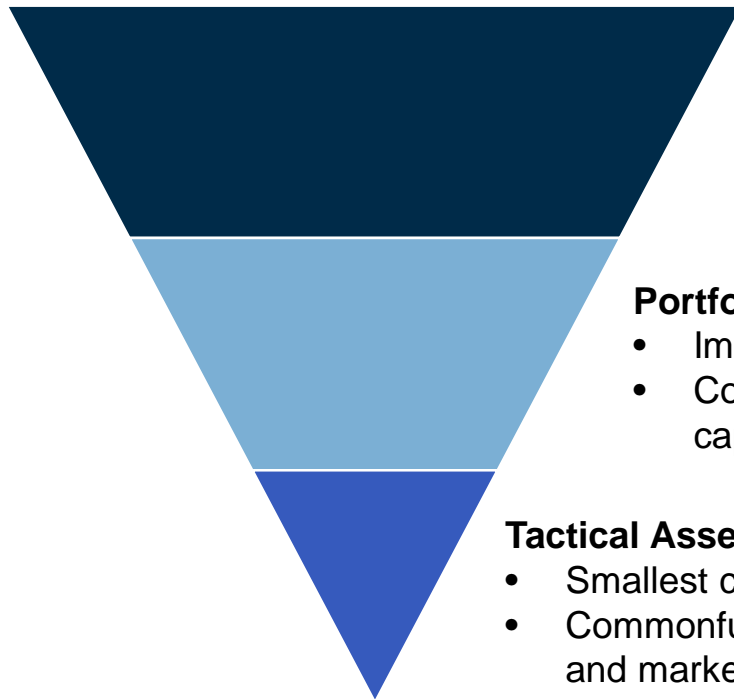
Commonfund Investment Office

Comprehensive resources | Investment, operational support, insight and service

Investment Team	Resources	Service/Operations Team
Asset Allocation	<ul style="list-style-type: none">• 80-person investment team, led by President, CEO and Chief Investment Officer, Mark Anson• Five locations: Connecticut, New York City, San Francisco, London, Beijing• Active in all segments of capital markets globally• Presence through independent third party managers in more than 30 countries	Relationship Management
Portfolio Construction and Manager Research		Client Services, Accounting and Reporting
Risk Management		Legal and Compliance
Portfolio Monitoring and Rebalancing		Commonfund Institute

Contributors to Adding Value

How the Commonfund approach differs



Strategic Asset Allocation

- Most important contributor to achieving investment objective
- Commonfund edge: Based on unique operating environment of UMF and a drawdown and recovery risk model framework

Portfolio Construction and Manager Selection

- Important alpha generator and risk diversifier
- Commonfund edge: 30-year track-record of private capital investing; access to capacity constrained managers and quantitative tools to mitigate risk

Tactical Asset Allocation

- Smallest contributor to excess performance
- Commonfund edge: Systematic data-driven approach based on 50+ economic and market indicators – both high frequency and intermediate term

For illustrative purposes only.

Illinois State University Foundation | Current Policy

Equity Bias

- 55% overall target to equities to promote growth and capital appreciation

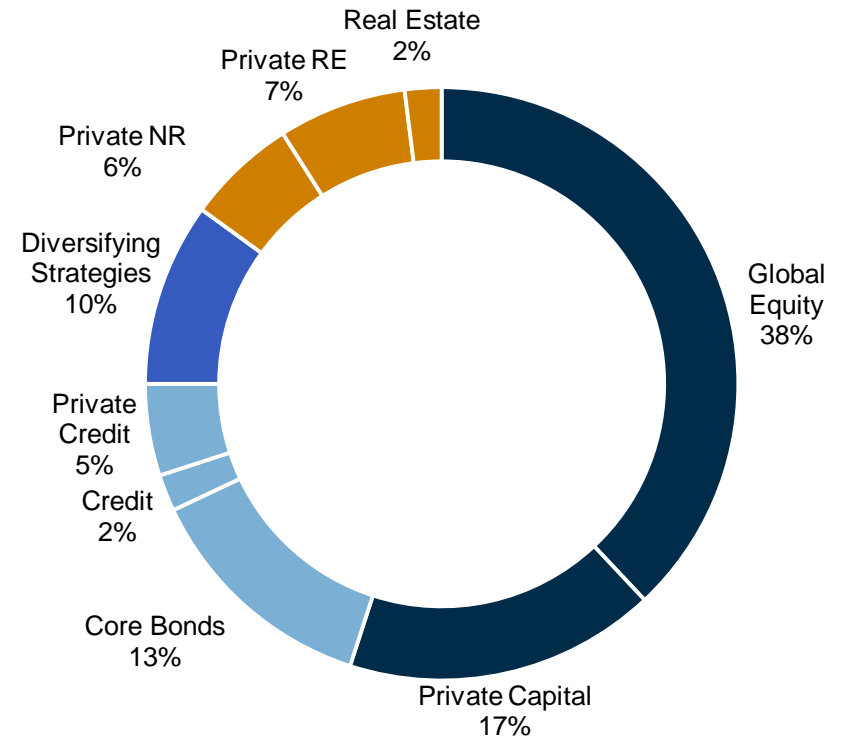
Diversification

- Fixed income portfolio seeks to encompass yield generating and capital preserving investments
- Diversifying strategies is intended to provide an uncorrelated source of excess return
- Real assets role is to provide an inflation hedge and differentiated source of growth from equities

Liquidity Premium

- 35% target to private investments seeks to capture the liquidity premium and generate returns sufficient to achieve intergenerational equity

Illinois State University Foundation Current Policy Allocation



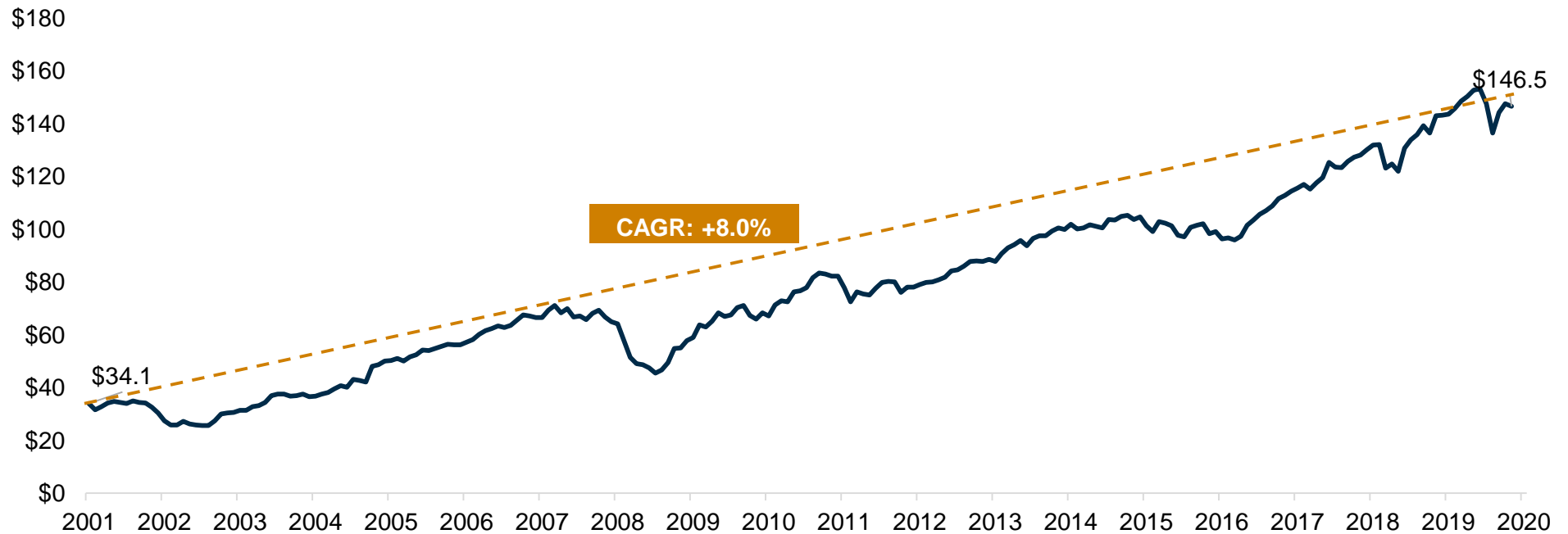
Source: Illinois State University Foundation IPS, Commonfund
There is no assurance that the objectives noted above will be achieved. Please see Important Notes | Investment Process

ISUF Historical Market Value and Performance

As of June 30, 2020

Market Value

Millions



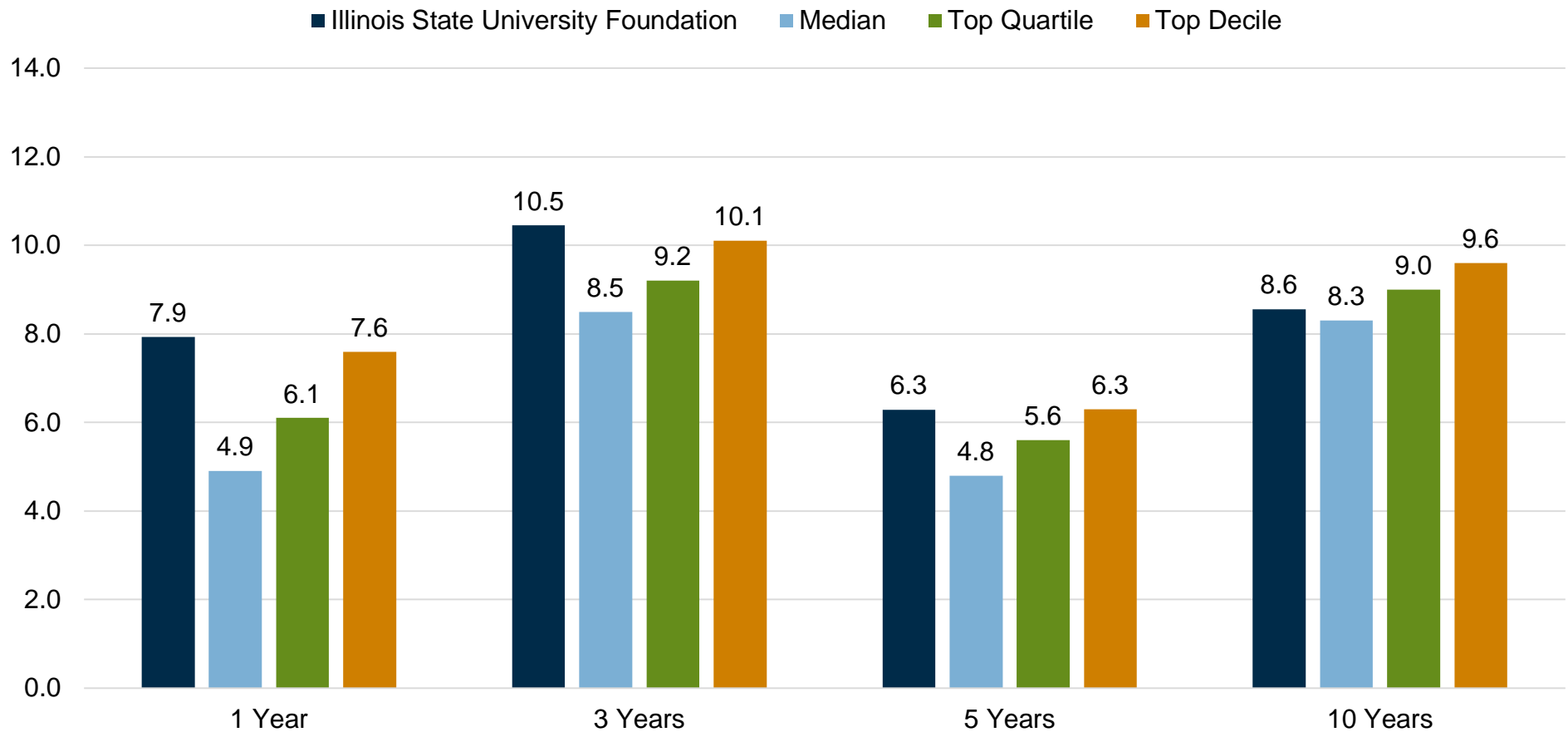
Net Performance

	1 Year	3 Years	5 Years	7 Years	10 Years	Since: 8/31/2001
Total Portfolio	-0.22	5.63	5.60	6.69	7.14	6.02
Policy Benchmark	1.93	5.65	5.28	6.02	6.90	5.24
<i>Relative Performance</i>	<i>-2.15</i>	<i>-0.02</i>	<i>0.32</i>	<i>0.67</i>	<i>0.24</i>	<i>0.78</i>

Past performance is not indicative of future results. Performance is shown net of fees.

Peer Analysis | NACUBO-TIAA \$100-250M

Performance as of June 30, 2019



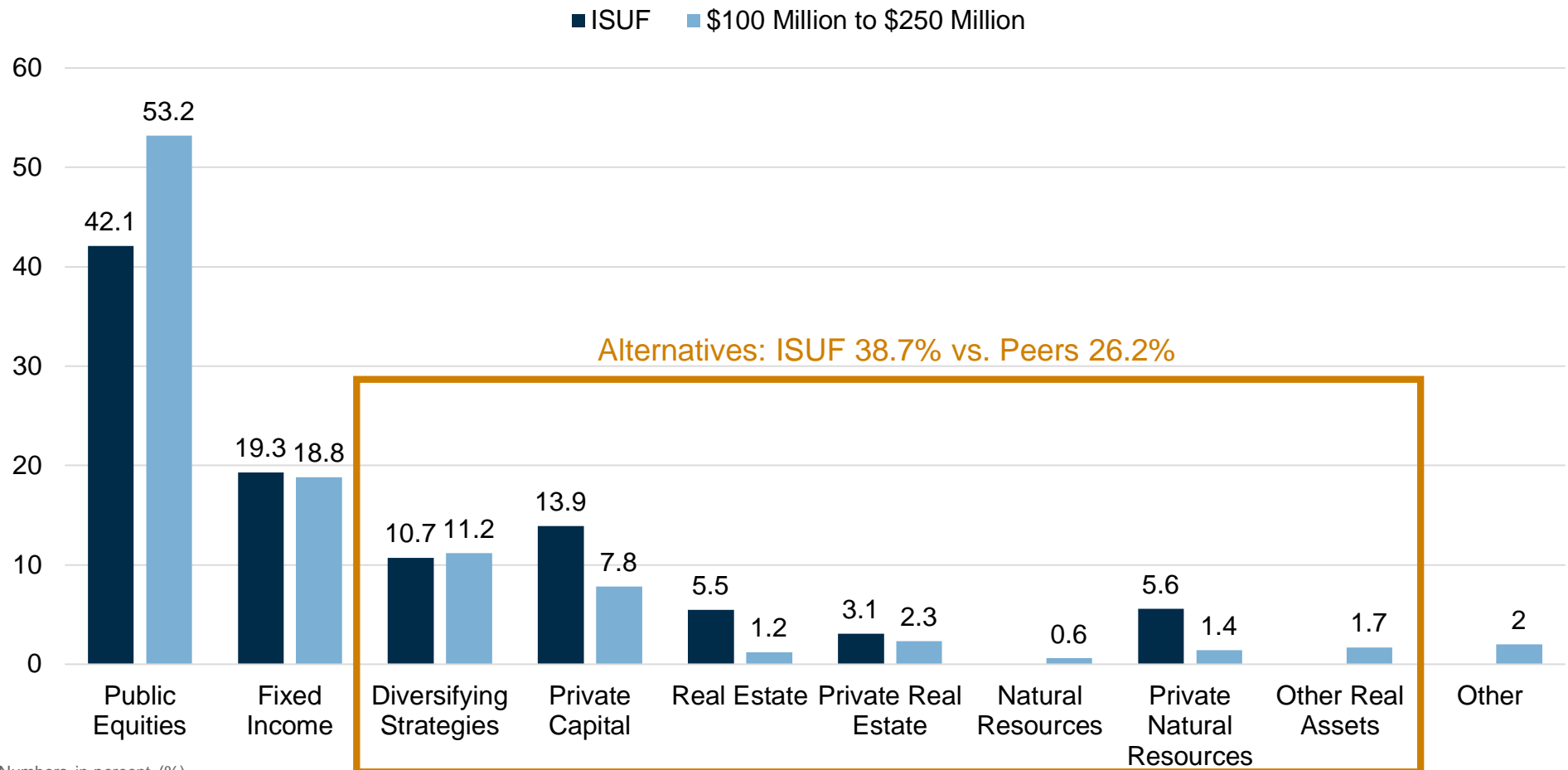
Numbers in percent (%).

Past performance is no assurance of future returns. All returns are net of fees. See Important Notes | Performance.

Source: 2019 NACUBO-TIAA Study of Endowments <https://www.nacubo.org/Press-Releases/2020/US-Educational-Endowments-Report-5-3-Percent-Average-Return-in-FY19>

Peer Analysis | NACUBO-TIAA

Asset Allocation as of June 30, 2019



Numbers in percent (%).

Past performance is no assurance of future returns. All returns are net of fees. See Important Notes | Performance.

Source: 2019 NACUBO-TIAA Study of Endowments <https://www.nacubo.org/Press-Releases/2020/US-Educational-Endowments-Report-5-3-Percent-Average-Return-in-FY19>

Important Notes

GENERALLY

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SURVEY RANKINGS

The Commonfund rankings cited are from Market Strategies International. Cogent Reports™. US Institutional Investor Brandscape: February 2018 and are based on respondents' answers to questions in which they were asked to rank 55 asset managers on various brand attributes. The results were reported by Cogent based on four groups of respondents: Pension <\$500M, Pension \$500M+, Non-Profit <\$500M, Non-Profit \$500+. The survey was fielded online October 13, 2017 to November 28, 2017 and 371 investors with \$100 million or more in institutional investable assets participated in the survey. Survey participants were required to play a direct role in the evaluation and selection of investments or asset managers within their organization. In determining the sampling frame for this study, Cogent indicated that it relied upon Standard & Poor's Money Market Directories (MMD) database of institutional investors. MMD supplied Cogent with a list of contacts at pensions and non-profits with a minimum of \$100 million in investable assets. Cogent further reported that, to ensure the population for this research was representative of the universe of institutional investors, strict quotas were established by Cogent based upon a nested classification of institutional investor by category and size of assets. It also represented that data were weighted to be representative of the distribution of institutions by asset size and category according to the most recent MMD data. The data have a margin of error of +5.0% at the 95% confidence level.

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Asset allocations may not equal 100% due to rounding.

Past performance is not indicative of future results. An investor may lose all or a substantial portion of their investment in an Investment Product.

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MEETING MINUTES

ATTENDANCE

Board Members:

Greg Ayers	Joe Loss
Ann Baughan	Jim Mounier
Jeri Beggs	Emily Nafziger
David Brown	Jack North
Shari Buckellew	Tom Reedy
Eric Burwell	Doug Reeves
Larry Dietz	John Rigas
Bill England	Trish Roark
Gary Gemberling	Bob Rush
Ken Glover	Carl Sneed
Ben Hart	Pat Vickerman
Julie Jones	Derek Vogler
Dan Kelley	Mary Ann Webb
Jim Knecht	Larry Williams

Staff:

Brian Beam	Jill Jones
Kris Harding	Linda Oseland
Joy Hutchcraft	Mark Wunder

Invited Guests:

LJ Johnson	Dan Stephens
Dwight Merilatt	Andover Tarhule
Jan Murphy	

1. Call Meeting to Order

Chairman Burwell called the meeting to order at 9:30 a.m. A quorum was present. Burwell congratulated Provost Jan Murphy on her retirement and thanked Alumni Association Board representative, Doug Reeves, for his service on the Board as this is his last meeting in that capacity.

2. President's Remarks, President Larry Dietz

President Dietz congratulated Provost Murphy on her retirement and thanked her for her good work at the University. The President welcomed Andover Tarhule as the new Provost effective July 1, 2020. The President announced that Dr. Shari Zeck is retiring as the Dean of Libraries and that Dr. Dallas Long will be the new Dean. Dietz then announced that Dr. Doris Huston has been appointed as the interim Assistant to the President for Diversity and Inclusion, and that Katie Killian has been appointed as the interim Campus Communications Coordinator.

Dr. LJ Johnson congratulated Chairman Eric Burwell on his national recognition for winning the NIC Alumnus of Distinction Award by the North American Interfraternity Conference.

President Dietz thanked the Foundation Board and the BOT support during the last few months as we work through COVID-19, and provided the following information:

- Under the Governor's guidelines, students were sent home a few weeks before the end of the spring semester and finals were moved to an online format. Summer classes were also moved to all online instruction to remain in compliance with the Governor's order.
- Students will be back on campus in August, with instruction being both face-to-face and online. The health and safety of students, faculty, and staff is of the utmost importance and CDC guidelines will be followed, including face coverings, social distancing, and limiting the size of gatherings. Enhanced cleaning techniques are underway to ensure the safe return of students and faculty. A survey of students indicates that they want to return to campus and many will do so, especially the off-campus students that have signed leases.
- The University created approximately 15 working groups to address various matters, including academic continuity, housing and dining, human resources, and facility cleaning. On June 15 many departments

re-opened with skeleton crews, while the University continued allowing the flexibility for staff to work from home in an efficient and effective manner. The University will allow many of them to continue to do that into the fall semester.

- Faculty was consulted about teaching courses for the fall to determine the mode of instruction they feel is most effective and to determine if they will teach online or face-to-face.
- The University is considering keeping students home after the Thanksgiving break to finish out the semester online for safety reasons, and are also considering a later start of the spring semester to allow more time for a possible vaccine.
- COVID challenges continue to have a financial impact, including a refund of over \$20 million in student contract and fees, and loss revenues due to canceled events presenting an additional \$8 million impact on the University. Fall registration is so far keeping pace with most other years, but we will continue to monitor this situation closely since this revenue stream supports campus operations.
- Our FY21 state appropriation is the same as last year, including the dollars budgeted for the Monetary Award Program.
- Meetings and events on campus will continue virtually, and could possibly impact Homecoming --we are waiting for an official decision from the MVC regarding their recommendations for fall sports.
- We received guidelines this week from the Illinois Board of Higher Education but the content did not contain the direction we had hoped for in terms of liability issues. We remain hopeful that there will be some relief from the federal government on this issue given the fact that ISU (and other universities) is being sued by students that felt we did not refund enough of the fee money.

President Dietz then thanked the Foundation Board members for their hard work and dedication to ISU during the very successful Redbirds Rising Campaign.

Foundation Board faculty representative, Jeri Beggs, provided a brief overview of the many ways the University has been working to get information out to faculty members, noting faculty is working hard to make online and hybrid teaching the best possible experience for students.

Discussion then turned to the criteria used for admitting students and whether or not certain testing will be considered or required for admission due to testing centers for the SAT and the ACT being closed. Discussion included the nationwide movement to move to test optional and have a more holistic view, looking at diversity, class standing, possibly requiring a written SA, what high school students are coming from, GPA, and other data. Admissions staff will only admit students that will succeed at ISU and if there is any doubt they will not be admitted. Staff will track students once they are here to see how successful those students are.

BOT Chairman, Julie Jones, thanked President Dietz for his leadership during these tumultuous times. Chairman Jones advised the Foundation Board that the BOT has extended the President's contract through the end of the 2020, with the intent of having a new contract in place at the beginning of 2021. Chairman Jones reiterated that the President has the full support of the entire Board, but they did not think the timing was proper to renew his contract due to the circumstances surrounding the COVID pandemic

Chairman Jones then congratulated and thanked the Foundation Board for the part each played in fundraising and friend-raising efforts during the campaign. Jones also thanked the Board for the special fund established to help students with COVID related financial needs.

Chairman Jones advised the Board that in an effort to be sensitive to financial situations, there will be no tuition increase for next year. Jones noted that there was an increase in the academic enhancement fee to assist with the unexpected COVID related expenses, specifically technology licenses for online instruction, laptops for students, classroom equipment, sanitizing needs, etc.

3. Executive Director’s Report, Pat Vickerman

Executive Director Pat Vickerman thanked President Dietz, his fellow Vice Presidents, the College Deans, the Development Staff, his Leadership Team, the Campaign Co-Chairs, and members of the Foundation Board for their commitment to philanthropy that elevated the fundraising success of Redbirds Rising.

A. Fundraising Report

Executive Director Pat Vickerman reviewed the fundraising report, noting that almost \$7 million has been raised since March 1, with total fundraising production of \$24.1 million and cash receipts of \$19 million, making this the third best fundraising year on record.

B. Campaign Update

Executive Director Pat Vickerman reviewed various campaign reports, noting the current campaign total is over \$180.7 million, with over 56,000 donors, over 30,000 of which are alumni, and over 27,000 first-time donors. Vickerman also thanked John and Therese Rigas for their recent gift and estate commitment.

Mark Wunder advised the Board that the planned in-person campaign celebration on campus in the fall is not possible due to COVID 19. But we still need to celebrate the success of this historic campaign and to thank donors, changing to a digital format, including a “celebration in a box’ to be sent to top donors sent out in the fall. press release, alumni magazine, and instead of annual report will do a campaign wrap up report to key segment of donors in October

4. Consent Agenda (*ACTION ITEMS*), Eric Burwell

A. Approval of February 22, 2020, Foundation Board Minutes

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the February 22, 2020, Minutes.

B. Directors’ Code of Conduct Policy

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Directors' Code of Conduct Policy.

C. Approval of Audit Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Audit Committee Guidelines.

D. Approval of Bylaws

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Bylaws with the following changes:

Article II, Section 2, Appointed Members- change last bullet point from “an administrator selected by the deans, directors, and department chairs” to “the Provost of the University.”

Article II, Section 3, remove paragraph (c) Emeritus and honorary members serve a four-year term, but may be reappointed to serve additional terms.

Article V, Section 2, change “capital, surplus, and undivided profits of no less than \$10 million dollars.” to change “capital, surplus, and undivided profits of no less than \$100 million dollars.”

E. Approval of Bylaws Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, The Foundation Board unanimously approved the Bylaws Committee Guidelines with the following changes made to the Meetings section – change “meet annually” to “meet two or more times per year” and change “at least fifteen days” to “at least thirty days” prior to the meeting....

F. Approval of Committee on Directors Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Committee on Directors Guidelines with one change – change “as needed” to “meet two or more times per year” under the Meetings section.

G. Approval of Development Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Development Committee Guidelines with one change – change “executive director of development” to “assistant vice president of development” under the Membership section.

H. Approval of Ewing Advisory Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved changes to the Ewing Advisory Committee Guidelines as follows:

Paragraph 3 – remove “should” and add “shall identify and cultivate prospective donors, and” change “Shakespeare Theatre” to “Theatre at Ewing”

Paragraph 4 – change second sentence to read - A member representing Illinois Wesleyan University shall be appointed to the Committee.

Paragraph 6 – change “shall meet at least annually” to “shall meet two or more times per year.”

I. Approval of Executive Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Executive Committee Guidelines.

5. Election of Directors and Officers, Jim Knecht (ACTION)

Jim Knecht briefly reviewed the Directors and Officers slated for re-election, noting that all have expressed interest in continuing to serve on the Board.

On motion made by David Brown and seconded by Gary Gemberling, Foundation Board unanimously approved the re-election of Members and Officers as follows:

Foundation Board Member nominees to serve a four-year term on the Foundation Board:

William England

*James Mounier
Jack North
Derek Vogler
Dave Wampler*

Foundation Officer nominees listed below to serve a two year term:

*Eric Burwell – Chairman
Ken Glover – Vice Chairman
Jim Knecht – Secretary
Dave Wampler – Treasurer*

6. Board of Directors Committee Assignments, Eric Burwell

Chairman Burwell advised Board members to review the current committee assignments and contact him if they are interested in changing a committee assignment.

7. Written Committee Reports

- A. Audit Committee Report
- B. Development Advisory Committee Report
- C. Ewing Advisory Committee Report
- D. Finance Committee Report

8. New Business, Eric Burwell

There was no new business to come before the Board.

9. Adjourn

Chairman Burwell adjourned the meeting at approximately 11:00 a.m.

Minutes prepared by Linda Oseland
Reviewed by Pat Vickerman
Prepared for Jim Knecht, Secretary



**ILLINOIS STATE
UNIVERSITY**
Foundation

CORPORATE RESOLUTION
Illinois State University Foundation

I, James Knecht, certify I am Secretary of the Illinois State University Foundation (the "Company") having its principal offices at Campus Box 8000, Normal, IL 61790, and that the following is a correct copy of a resolution adopted at a meeting of the Directors of the Company properly called and held on September 25, 2020, and this resolution is still in full force as to the following resolutions:

WHEREAS, it is proposed that the Company sell Policy Number **G1578681** issued by **Voya Retirement Insurance and Annuity Company** insuring the life of **Barbara J. Benway** (the "Insurance Policy") owned by the Company to Coventry First LLC, or its nominee, (together, "Coventry") for **\$35,000**;

WHEREAS, the Company desires to sell the Insurance Policy to Coventry; and

WHEREAS, various sale documents have been submitted to the Company and reviewed by the Company.

NOW, THEREFORE, BE IT RESOLVED, the sale of the Insurance Policy to Coventry and the sale documents, is hereby, authorized, ratified and approved;

FURTHER RESOLVED, that Jill A. Jones, as the Chief Operations Officer, and Jake Emery, as the Director of Accounting Operations of the Company, be, and is hereby, authorized, empowered and directed to execute all documents as may be required for and on behalf of and in the name of the Company, with such changes in the terms and provisions thereof as he or she shall, in his or her sole discretion, deem necessary or desirable and in the best interest of the Company, his or her signature being conclusive evidence that he or she did so deem any such changes to be necessary or desirable and in the best interest of the Company;

FURTHER, RESOLVED, that Jill A. Jones, as the Chief Operations Officer, and Jake Emery, as the Director of Accounting Operations of the Company, be and is hereby, authorized, empowered and directed to perform all acts and to do all things which he or she may deem necessary or desirable to consummate the transactions contemplated by the sale documents, with such modifications, or amendments, as he or she may deem necessary or desirable and in the best interest of the Company, such person's taking of any such action, for and on behalf and in the name of the Company, and/or such person's execution and delivery, for and on behalf and in the name of the

Company, of any such agreement, instrument, or document to be conclusive evidence that he or she did so deem the same to be necessary or desirable or in the best interest of the Company; and

FURTHER, RESOLVED, that any and all transactions by and of Jill A. Jones and Jake Emery on behalf of the Company, for and on behalf and in the name of the Company, with Coventry prior to the adoption of the foregoing resolutions, including, but not limited to, the negotiation of the terms of the sale documents, be, and they are hereby ratified, confirmed and approved in all respects for all purposes.

IN WITNESS WHEREOF, I have affixed my name as Recording Secretary and have caused the seal of the Company to be affixed on September 25, 2020.

James Knecht, Secretary



**ILLINOIS STATE
UNIVERSITY**
Foundation

**CORPORATE RESOLUTION TO
SELL, ASSIGN, AND TRANSFER SECURITIES**

I, James Knecht, certify I am Secretary of the Illinois State University Foundation, organized under the laws of the State of Illinois, Federal Employer ID Number 37-6025713, and the following is correct copy of a resolution adopted at a meeting of the Board of Directors of this corporation properly called and held on September 25, 2020, and this Resolution is still in force.

The Chairman of the Board of Directors of Illinois State University Foundation or such other Officer of this Corporation is authorized to sell, assign, and transfer any securities held by the Foundation. The Chairman or other such Officer is authorized to take any action and execute any document necessary to effectuate the intent of this Resolution.

The Executive Director of the Foundation or the Chief Operations Officer is authorized to sell, assign, and transfer any gifted securities including insurance policies received by the Foundation. The Executive Director of the Foundation or the Chief Operations Officer is authorized to execute any document necessary to effectuate the intent of this Resolution in regard to gifted securities including insurance policies.

I have affixed my name as Recording Secretary and have caused the corporate seal of the corporation to be affixed on September 25, 2020.

ILLINOIS STATE UNIVERSITY FOUNDATION

_____, Secretary



ILLINOIS STATE
UNIVERSITY
Foundation

**Ewing Advisory Committee Report
September 2020**

Spring, summer and fall of 2020 have brought the cancellation of many events resulting in revenue losses. The largest impacts are the cancellations of weddings and the Illinois Shakespeare Festival.

2021 is seeing an uptick in wedding reservations, 8 are currently scheduled, 3 of those are rescheduled from the 2020 season.

The annual Christmas at the Mansions Tour has been cancelled for this year. The Christmas tour averages \$8,500 in revenue.

On a positive note, Illinois State University published two stories about Ewing, Hazle Buck Ewing's involvement with the women's suffrage movement as we commemorate 100 years since the passage of the 19th Amendment. You can read the story at <https://news.illinoisstate.edu/2020/08/ahead-of-her-time-hazle-buck-ewing-and-the-womens-suffrage-movement/> and how couples are coping with having to downsize their weddings at Ewing Cultural Center. The groom featured is an ISU alum <https://news.illinoisstate.edu/2020/08/pandemic-weddings-vowing-to-go-on/>



SOURCES OF SUPPORT

		<i>FY 2021 Approved Budget</i>	<i>YTD Budget</i>	<i>% of Budget</i>	<i>\$ Remaining</i>
1	UNRESTRICTED GIFTS				
2	3073011 General Support	20,000	20,000	100.0%	0
3	FUNDRAISING ADMINISTRATIVE FEES				
4	3073300 Endowment Mgmt. Fees	1,924,099	1,924,099	100.0%	0
5	3073000 Non-endowed Mgmt. Fees	1,221,654	1,221,654	100.0%	0
6	3073070 Telefund Mgmt. Fees	68,750	68,750	100.0%	0
7	Multiple SCHOLARSHIP ENDOWMENT INCOME	21,084	21,084	100.0%	0
8	Multiple OPERATING ENDOWMENT INCOME	38,396	38,396	100.0%	0
9	TOTAL ANTICIPATED SOURCES	3,293,983	3,293,983	100.0%	0

BUDGETED EXPENSES

		<i>FY 2021 Approved Budget</i>	<i>YTD Actual</i>	<i>% of Budget</i>	<i>\$ Remaining/ (Over Spent)</i>
10	SCHOLARSHIPS AND AWARDS				
11	Multiple Administered by Office of the Provost	38,700	11,000	28.4%	27,700
12	6103600 Undergraduate Bone Scholars	50,000	0	0.0%	50,000
13	Multiple Administered by the VP Finance and Planning	10,000	0	0.0%	10,000
14	Total Scholarships and Awards	98,700	11,000	11.1%	87,700
15	ADMINISTRATIVE SUPPORT				
16	1003980 President's Administrative	50,000	3,142	6.3%	46,858
17	1003983 President's Memberships	10,000	709	7.1%	9,291
18	3203220 Vice Presidents Development	30,000	640	2.1%	29,360
19	Total Administrative Support	90,000	4,492	5.0%	85,508
20	UNIVERSITY SUPPORT				
21	1003245 Presidential Events	28,000	0	0.0%	28,000
22	3103250 Alumni Engagement Events	91,200	0	0.0%	91,200
23	3103251 Alumni Engagement Travel	7,500	0	0.0%	7,500
24	Total University Support	126,700	0	0.0%	126,700

BUDGETED EXPENSES (continued)

		FY 2021 Approved Budget	YTD Actual	% of Budget	\$ Remaining/ (Over Spent)	
25	FUNDRAISING OPERATIONS					
26	3203115	Annual Giving and Direct Marketing	635,250	312,615	49.2%	322,635
27	3073301	Development Office Operations	180,000	1,371	0.8%	178,629
28	3073302	Principal Gift Operations	15,000	195	1.3%	14,805
29	3073256	Development Initiatives	1,000,000	1,000,000	100.0%	0
30	3213210	Advancement Operations	40,000	13,950	34.9%	26,050
31	3063100	Stewardship	53,600	6,315	11.8%	47,285
32	3073255	Campaign	75,000	34,506	46.0%	40,494
33	3063110	Auto	10,200	1,517	14.9%	8,683
34		Total Fundraising Operations	<u>2,009,050</u>	<u>1,370,470</u>	<u>68.2%</u>	<u>638,580</u>
35	FOUNDATION OPERATIONS					
36	3078120	Foundation Operations	30,000	4,783	15.9%	25,217
37	3078150	Ewing Manor Operating	50,000	14,605	29.2%	35,395
38	3078151	Ewing Manor Capital Maintenance	115,000	3,995	3.5%	111,005
39	3073170	Property Insurance	2,100	1,767	84.1%	333
40	3078130	Investment Fee	30,000	816	2.7%	29,184
41	3078110	Audit Fee	34,000	0	0.0%	34,000
42	3063270	Board Expenses	25,000	0	0.0%	25,000
43	3073107	Legal Fees	15,000	97	0.6%	14,903
44	3073175	D & O Insurance	12,000	0	0.0%	12,000
45	3073275	Accounting Software	20,000	3,000	15.0%	17,000
46	3073299	Contingency Reserves (Note 2)	536,433	0	0.0%	536,433
47	3071021	LLC Reserve (Note 3)	100,000	0	0.0%	100,000
48		Total Foundation Operations	<u>969,533</u>	<u>29,063</u>	<u>3.0%</u>	<u>940,470</u>
49	TOTAL EXPENSES		<u>3,293,983</u>	<u>1,415,025</u>	<u>43.0%</u>	<u>1,878,958</u>
50	OPERATING SURPLUS (DEFICIT)		<u>0</u>	<u>1,878,958</u>		

Current Balance 0

Notes:

3073299	1	Contingency Reserves Balance	4,188,999	as of 7/1/20
3073256	2	Development Initiatives Reserve	3,930,887	as of 6/30/21
3071021	3	Alumni Center LLC Reserve	100,000	as of 6/30/21



Page

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|--|------------------------|-----------|
| 1. Call to Order and Chairman Remarks | Eric Burwell | |
| 2. President’s Remarks | President Dietz | |
| 3. BOT Chairman’s Remarks | Julie Jones | |
| 4. Presentation by Commonfund, Nancy Bard, Brian Cohen, Rachel Clivaz | | 1 |
| 5. Executive Director's Report | Pat Vickerman | |
| A. Fundraising Report | | |
| 6. Redbirds Rising Campaign Assessment Draft Report | Mark Wunder | |
| 7. Consent Agenda (ACTION ITEMS) | Eric Burwell | |
| A. Approval of June 26, 2020, Foundation Board Minutes | | 14 |
| B. Approval of Corporate Resolution for Coventry First | | 22 |
| C. Approval of Corporate Resolution | | 24 |
| 8. Written Committee Reports | | |
| A. Ewing Advisory Committee Report | | 25 |
| B. Finance Committee Report | | 26 |
| C. Investment Committee Report | | |
| 9. New Business | Eric Burwell | |
| 10. Adjourn | | |

FOUNDATION BOARD MEETING DATES:

December 11, 2020 – Hyatt Lodge, Oak Brook

March 5, 2021 – Alumni Center

June 25, 2021 – Alumni Center

October 15, 2021, Alumni Center

December 10, 2021, Chicago

Illinois State University Foundation

Board Meeting

September 25, 2020

commonfund

Introductions

Illinois State University Foundation Commonfund Team



Brian Cohen,
Managing Director,
Commonfund Asset Management



Nancy Bard
Managing Director,
Commonfund Asset Management



Rachel Clivaz
Associate, Commonfund Asset
Management

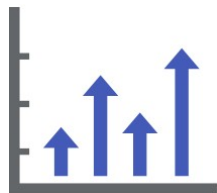
Alignment with Your Mission

Our History

- Commonfund commenced operations with a grant by the Ford Foundation in 1971
- As a private, nonprofit organization, we are beholden to our clients, not to shareholders
- We provide institutional asset management services for the educational and philanthropic community

Our Mission

To enhance the financial resources of our clients by delivering exceptional performance, service and insight.



Performance

Unwavering focus on performance, helping our partners navigate the complexities of investing.¹



Service

Providing asset management services focused on nonprofits for over four decades.



Insight

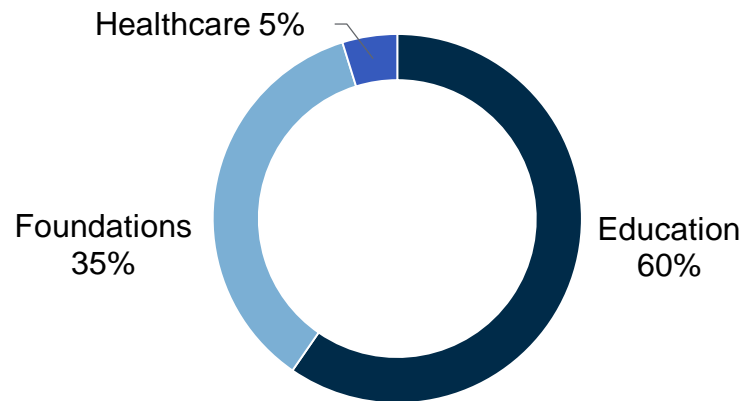
Knowledge sharing, educational programs, and research that promote good governance and investment practices.

1. Past performance is not an assurance of future results. See Important Notes | Investment Process

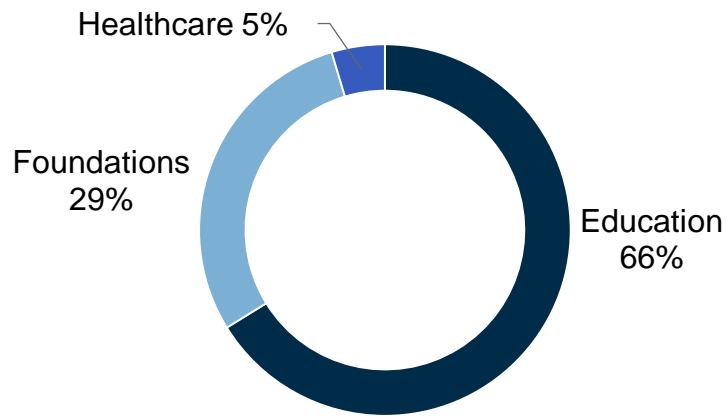
Commonfund OCIO Business Profile

Sole focus on endowments, foundations and other philanthropic organizations

OCIO Clients by AUM



Number of OCIO Clients by Type



As of June 30, 2020

- Total OCIO advisory client AUM of \$9.9 billion for 71 clients (firmwide AUM \$24 billion)
- Core investment team of 34 professionals, inclusive of 15 Managing Directors that average 25 years of industry experience
 - 19 focused on research and manager selection across equities, fixed income/credit, hedge funds, real estate
 - 10 focused on asset allocation, serving as client investment officers
 - 5-person investment analyst team
- 13-person OCIO investor services team
 - Audit support
 - Accounting and cashflow support

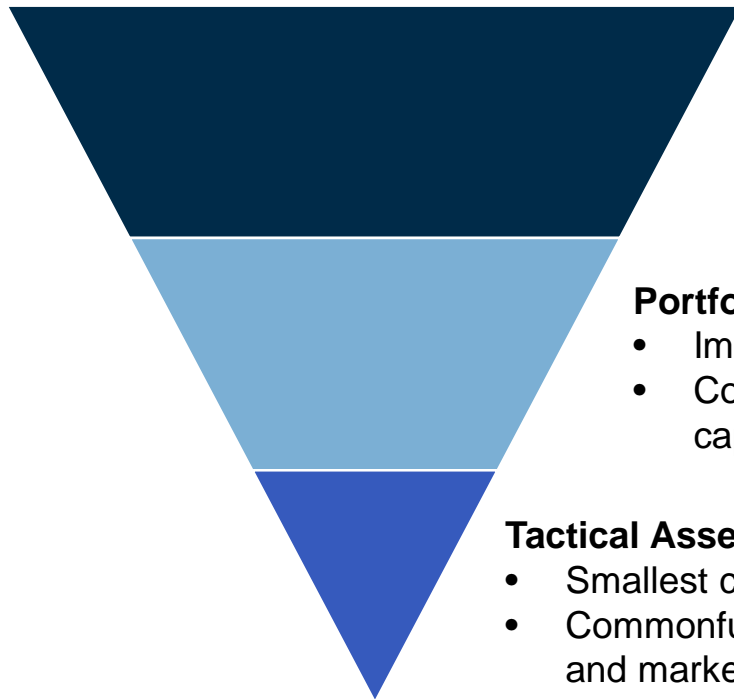
Commonfund Investment Office

Comprehensive resources | Investment, operational support, insight and service

Investment Team	Resources	Service/Operations Team
Asset Allocation	<ul style="list-style-type: none">• 80-person investment team, led by President, CEO and Chief Investment Officer, Mark Anson• Five locations: Connecticut, New York City, San Francisco, London, Beijing• Active in all segments of capital markets globally• Presence through independent third party managers in more than 30 countries	Relationship Management
Portfolio Construction and Manager Research		Client Services, Accounting and Reporting
Risk Management		Legal and Compliance
Portfolio Monitoring and Rebalancing		Commonfund Institute

Contributors to Adding Value

How the Commonfund approach differs



Strategic Asset Allocation

- Most important contributor to achieving investment objective
- Commonfund edge: Based on unique operating environment of UMF and a drawdown and recovery risk model framework

Portfolio Construction and Manager Selection

- Important alpha generator and risk diversifier
- Commonfund edge: 30-year track-record of private capital investing; access to capacity constrained managers and quantitative tools to mitigate risk

Tactical Asset Allocation

- Smallest contributor to excess performance
- Commonfund edge: Systematic data-driven approach based on 50+ economic and market indicators – both high frequency and intermediate term

For illustrative purposes only.

Illinois State University Foundation | Current Policy

Equity Bias

- 55% overall target to equities to promote growth and capital appreciation

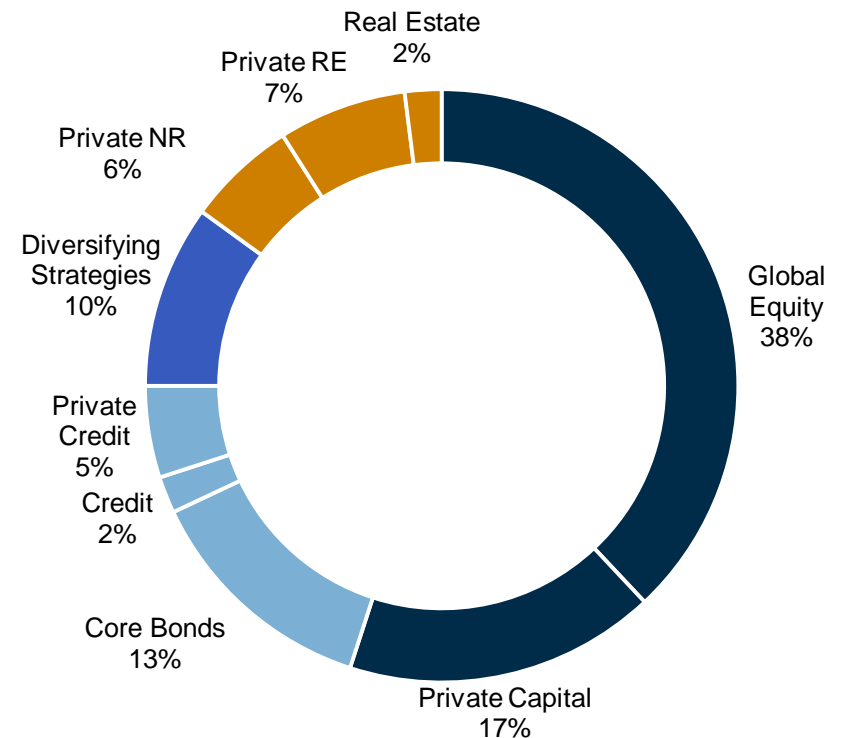
Diversification

- Fixed income portfolio seeks to encompass yield generating and capital preserving investments
- Diversifying strategies is intended to provide an uncorrelated source of excess return
- Real assets role is to provide an inflation hedge and differentiated source of growth from equities

Liquidity Premium

- 35% target to private investments seeks to capture the liquidity premium and generate returns sufficient to achieve intergenerational equity

Illinois State University Foundation Current Policy Allocation



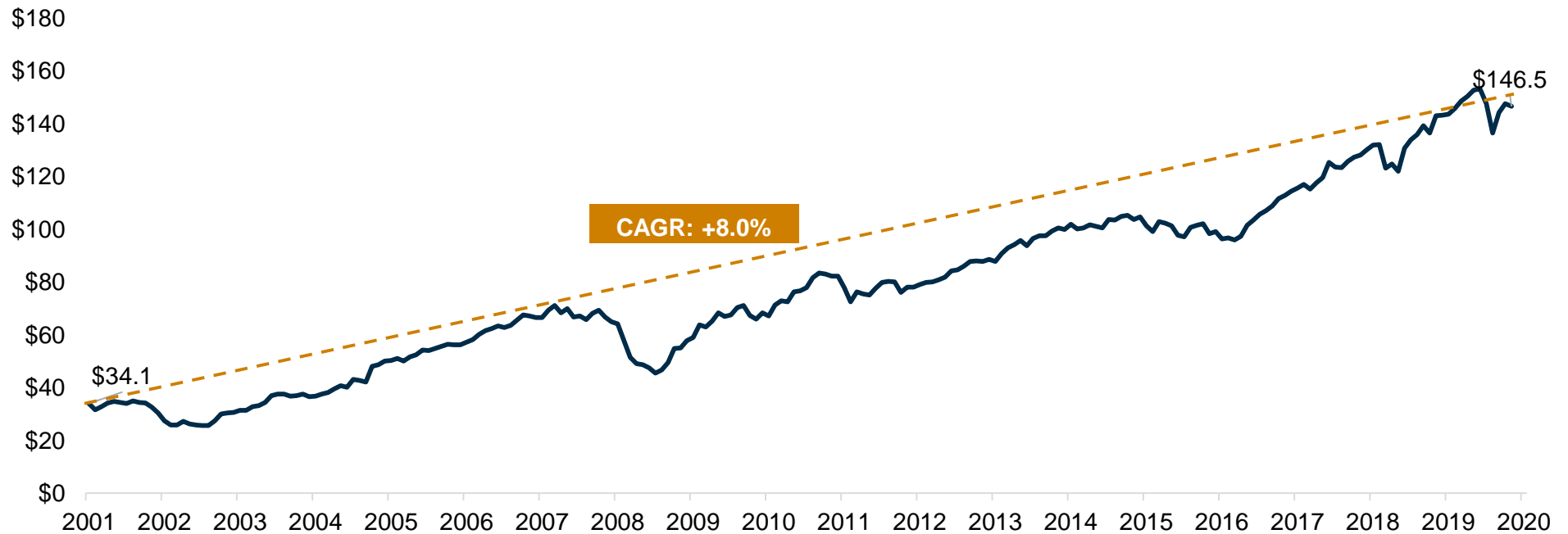
Source: Illinois State University Foundation IPS, Commonfund
There is no assurance that the objectives noted above will be achieved. Please see Important Notes | Investment Process

ISUF Historical Market Value and Performance

As of June 30, 2020

Market Value

Millions



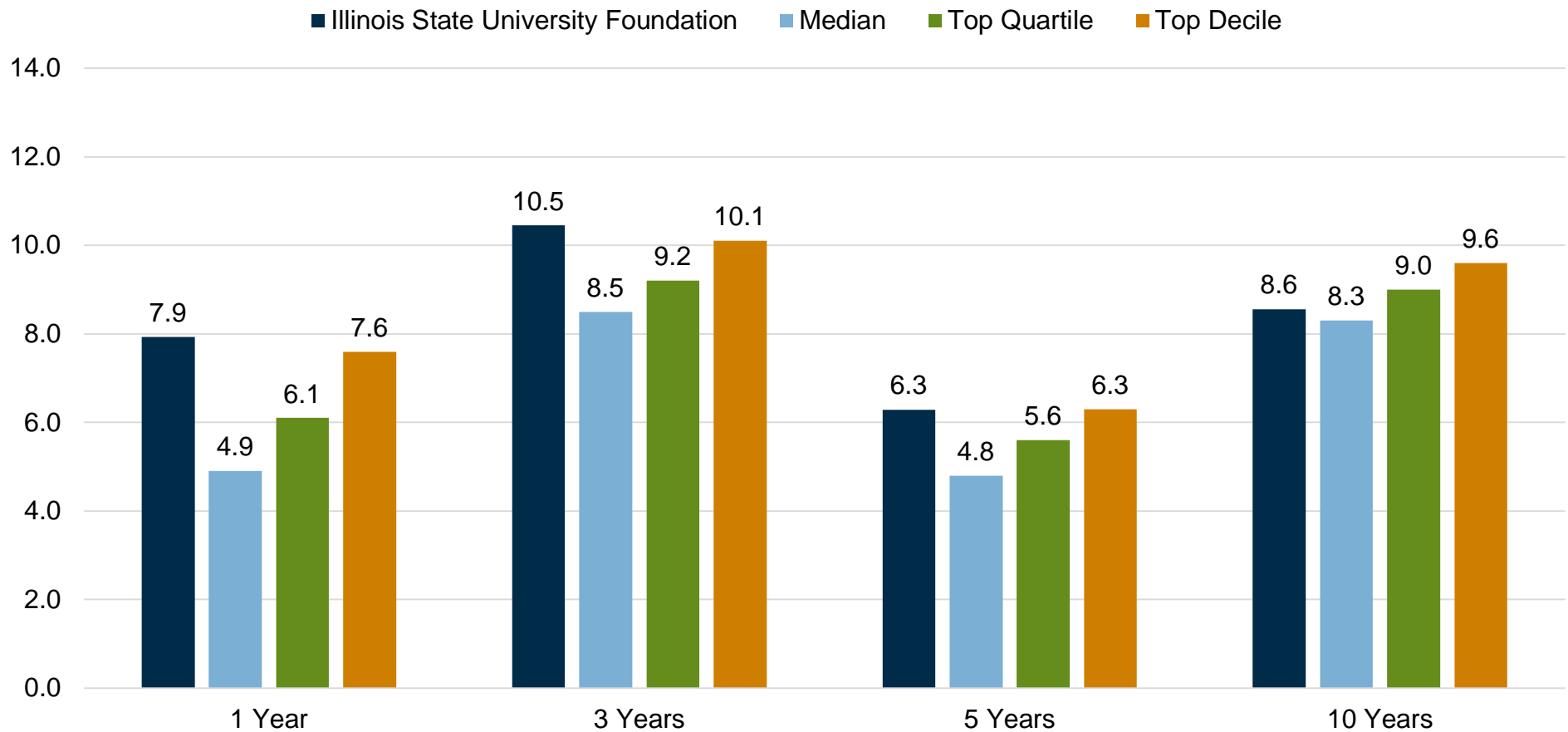
Net Performance

	1 Year	3 Years	5 Years	7 Years	10 Years	Since: 8/31/2001
Total Portfolio	-0.22	5.63	5.60	6.69	7.14	6.02
Policy Benchmark	1.93	5.65	5.28	6.02	6.90	5.24
<i>Relative Performance</i>	<i>-2.15</i>	<i>-0.02</i>	<i>0.32</i>	<i>0.67</i>	<i>0.24</i>	<i>0.78</i>

Past performance is not indicative of future results. Performance is shown net of fees.

Peer Analysis | NACUBO-TIAA \$100-250M

Performance as of June 30, 2019



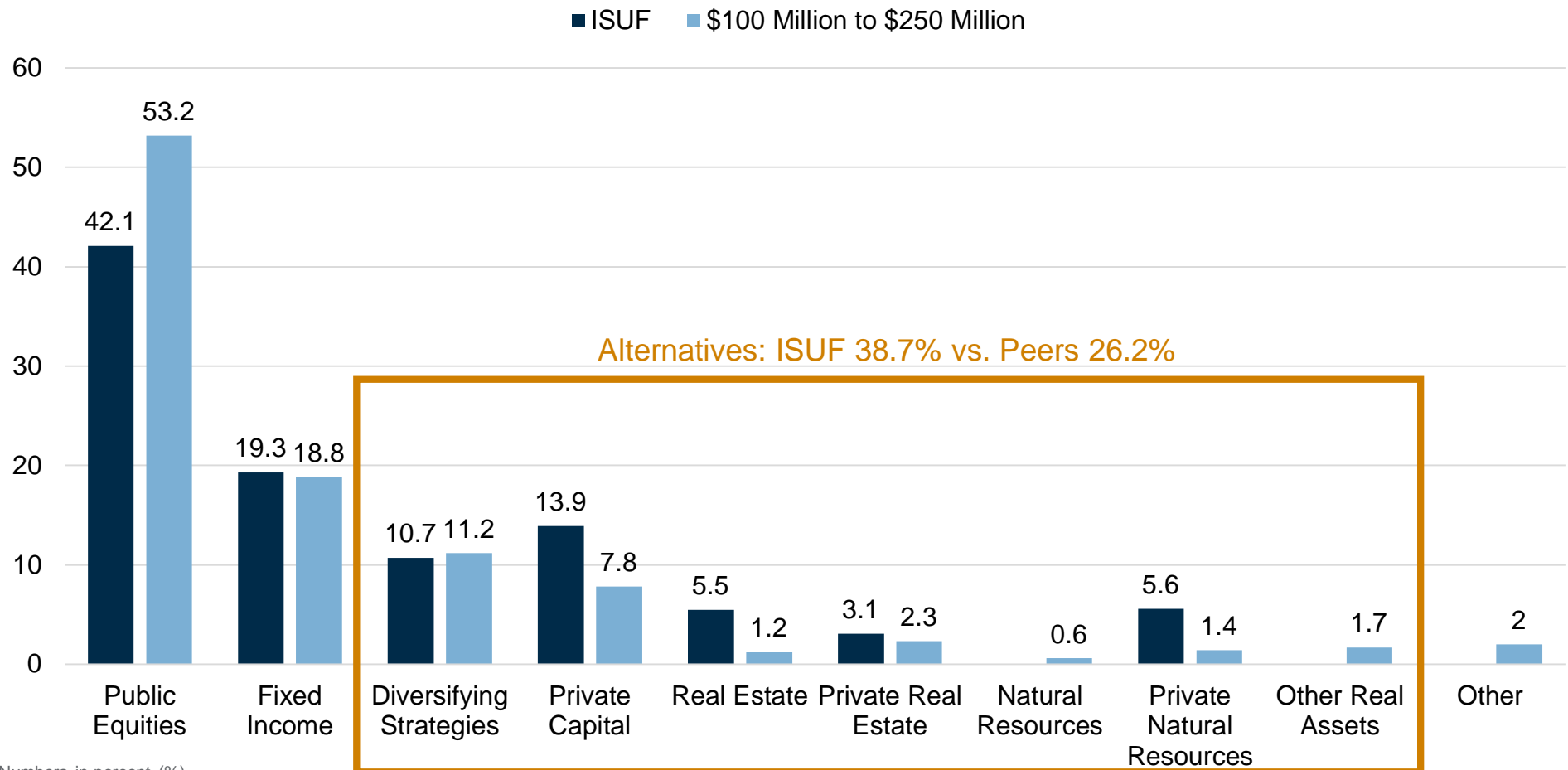
Numbers in percent (%).

Past performance is no assurance of future returns. All returns are net of fees. See Important Notes | Performance.

Source: 2019 NACUBO-TIAA Study of Endowments <https://www.nacubo.org/Press-Releases/2020/US-Educational-Endowments-Report-5-3-Percent-Average-Return-in-FY19>

Peer Analysis | NACUBO-TIAA

Asset Allocation as of June 30, 2019



Numbers in percent (%).

Past performance is no assurance of future returns. All returns are net of fees. See Important Notes | Performance.

Source: 2019 NACUBO-TIAA Study of Endowments <https://www.nacubo.org/Press-Releases/2020/US-Educational-Endowments-Report-5-3-Percent-Average-Return-in-FY19>

Important Notes

GENERALLY

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This material is as of the date indicated, may not be complete, is subject to change and does not contain material information regarding an Investment Product, including specific information relating to an investment in an Investment Product and related risks factors. Unless otherwise stated, information provided in this material is derived from one or more parts of Commonfund's databases and internal sources.

Certain information has been provided by and/or is based on third-party sources and, although believed to be reliable, has not been independently verified. An Investment Manager is not responsible for errors or omissions from these sources. No representation is made with respect to the accuracy, completeness or timeliness of information and Commonfund assumes no obligation to update or otherwise revise such information. Unless the context otherwise requires, the term "investor" and "client" may be used interchangeably.

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No representation is made that an Investment Manager's or an Investment Product's investment process, investment objectives, goals or risk management techniques will or are likely to be achieved or successful or that an Investment Product or any underlying investment will make any profit or will not sustain losses. An investment in an Investment Product involves risk, as disclosed in the Prospectus. An Investment Manager may engage in investment practices or trading strategies that may increase the risk of investment loss and a loss of principal may occur. The risk management techniques which may be utilized by an Investment Manager cannot provide any assurance that an Investment Product will not be exposed to risks of significant trading losses.

Any descriptions involving investment process, investment examples, statistical analysis, investment strategies or risk management techniques are provided for illustration purposes only, will not apply in all situations, may not be fully indicative of any present or future investments, may be changed in the discretion of an Investment Manager and are not intended to reflect performance.

Any portfolio characteristics and limits reflect guidelines only and are implemented, and may change, in the discretion of an Investment Manager. Investments are selected by, and will vary in the discretion of, an Investment Manager and are subject to availability and market conditions, among other factors without prior notice to investors. There is no requirement that an Investment Manager or an Investment Product observe these guidelines, or that any action be taken if these guidelines are exceeded or are not met or followed.

MARKET COMMENTARY

Any opinions, assumptions, assessments, statements or the like (collectively, "Statements") regarding future events or which are forward-looking, including regarding portfolio characteristics and limits, constitute only subjective views, beliefs, outlooks, estimations or intentions of an Investment Manager, should not be relied on, are subject to change due to a variety of factors, including fluctuating market conditions and economic factors, and involve inherent risks and uncertainties, both general and specific, many of which cannot be predicted or quantified and are beyond an Investment Manager's or an Investment Product's control. Future evidence and actual results (including actual composition and investment characteristics of an Investment Product's portfolio) could differ materially from those set forth in, contemplated by, or underlying these Statements, which are subject to change without notice. There can be no assurance and no representation is given that these Statements are now, or will prove to be accurate, or complete in any way. The Investment Manager undertakes no responsibility or obligation to revise or update such Statements. Statements expressed herein may not be shared by all personnel of Commonfund.

PERFORMANCE | OPEN-END INVESTMENT PRODUCTS

Unless otherwise indicated, performance of open-end Investment Products shown is unaudited, net of applicable management, performance and other fees and expenses, presumes reinvestment of earnings and excludes investor specific sales and other charges. Fees may be modified or waived for certain investors. Please refer to an Investment Product's Prospectus or the Investment Manager's Form ADV Part 2A for more information regarding the Investment Product's fees, charges and expenses. An investor's actual performance and actual fees may differ from the performance information shown due to, among other factors, capital contributions and withdrawals or redemptions, different share classes and eligibility to participate in "new issues."

PERFORMANCE | CLOSED-END INVESTMENT PRODUCTS

Unless otherwise indicated, performance of closed-end Investment Products shown is net of all fees and any carried interest and excludes commitments by the applicable general partner and any limited partners that do not pay a management fee. Each Investment Product's Internal Rate of Return ("IRR") should be evaluated in light of the information and risks disclosed in the respective Prospectus. Certain investors in an Investment Product may receive a management fee and management fee discount; performance data herein reflects the weighted average blended management fee applicable to actual limited partners of such vehicles. Return information is calculated on a dollar-weighted (e.g., internal rate of return), since inception basis. There can be no assurance that unrealized investments ultimately will be realized at the valuations used in calculating IRRs or Net Multiples or that the calculated IRRs will be obtained. Actual realized returns will depend on, among other factors, future operating results, the value of assets and market conditions at the time of disposition, any related transaction costs and the timing and manner of sale. Certain Investment Products use leverage to finance investments, which may involve a high degree of financial risk. Such Borrowings has the potential to enhance overall returns that exceed the Investment Product's cost of borrowed funds; however, borrowings will further diminish returns (or increase losses on capital) to the extent overall returns are less than the Investment Product's cost of borrowed funds. Where applicable, returns take into consideration the reinvestment or "recycling" of investment proceeds.

HYPOTHETICAL PORTFOLIOS AND HYPOTHETICAL RESULTS | GENERALLY

Certain asset-allocation frameworks depicted in this presentation are hypothetical and do not represent the investment performance or the actual accounts of any investors ("Hypothetical Portfolio"). Performance of Hypothetical Portfolios and other composite performance results (based on sector attribution and other dissections and combinations of actual Investment Product performance) should be considered hypothetical results (collectively, "Hypothetical Results"). Hypothetical Portfolios and Hypothetical Results do not reflect actual trading or performance by an Investment Product or an investor, or a recommendation on the part of an Investment Manager or CSI to any particular investor; nor should they be considered as indicative of the skills of the Investment Adviser. Hypothetical Portfolios and Hypothetical Results are provided for illustrative purposes only and do not guarantee past or future investment results. Hypothetical Results are based on assumptions, and do not reflect the impact that economic and market factors may have on investment decisions for an Investment Manager. Differences between the hypothetical assumptions and an actual investment are material and decrease substantially the illustration value of any Hypothetical Results. Hypothetical Portfolios may not take into account the goals, risk tolerance and circumstances of each investor. An investment decision should not be based on Hypothetical Results.

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Advisory services, including those described under the trade name "Commonfund Strategic Solutions," are generally provided by Comanco or, on occasion, by CCI and subject to an investment advisory agreements. Comanco's and CCI's Form ADV Part 2A will be provided upon request.

OUTSOURCED CHIEF INVESTMENT OFFICER (OCIO)

There is no legal or regulatory term defining "OCIO" or "outsourced chief investment officer" services, and the meaning of such term varies from one individual to another. Accordingly, such services have been defined for purposes hereof to mean the management of (i) an institution's long-term or operating reserves ("Reserves") pursuant to an investment management agreement executed between a registered investment advisor and such institution (or, in certain limited circumstances, through a fund or separate account structure intended to achieve comparable objectives) and (ii) all or substantially all of an institution's Reserves, with advice related thereto being provided to such institution by a registered broker-dealer and which advice is solely incidental to the conduct of such broker-dealer's business or to its brokerage services.

BENCHMARKS AND FINANCIAL INDICES

Benchmarks and financial indices are shown for illustrative purposes only. They provide general market data that serves as point of reference to compare the performance of Investment Product's with the performance of other securities that make up a particular market. Such benchmark and indices are not available for direct investment and their performance does not reflect the expenses associated with the management of an actual portfolio, the actual cost of investing in the instruments that comprise it or other fees. An Investment Product's investment objective is not restricted to the securities and instruments comprising any one index. No representation is made that any benchmark or index is an appropriate measure for comparison. For a list of commonly used indices, please visit www.commonfund.org/important-disclosures. This list may not represent all available indices or those indices used in this material.

CERTAIN RISKS

Portfolio, volatility or return targets or objectives, if any, are used solely for illustration, measurement or comparison purposes and as an aid or guideline for prospective investors to evaluate a particular Investment Product's strategy, volatility and accompanying information. Such targets or objectives reflect subjective determinations of an Investment Manager based on a variety of factors including, among others, the Investment Product's investment strategy and prior performance (if any), volatility measures, portfolio characteristics and risk, and market conditions. Volatility and performance will fluctuate, including over short periods, and should be evaluated over the time period indicated and not over shorter periods. Actual volatility and returns will depend on a variety of factors including overall market conditions and the ability of an Investment Manager to implement an Investment Product's investment process, investment objectives and risk management. Performance targets or objectives should not be relied upon as an indication of actual or projected future performance; such targets or objectives may not be achieved, in whole or in part. For a list of commonly used measures of risk, please visit www.commonfund.org/important-disclosures.

SURVEY RANKINGS

The Commonfund rankings cited are from Market Strategies International. Cogent Reports™. US Institutional Investor Brandscape: February 2018 and are based on respondents' answers to questions in which they were asked to rank 55 asset managers on various brand attributes. The results were reported by Cogent based on four groups of respondents: Pension <\$500M, Pension \$500M+, Non-Profit <\$500M, Non-Profit \$500+. The survey was fielded online October 13, 2017 to November 28, 2017 and 371 investors with \$100 million or more in institutional investable assets participated in the survey. Survey participants were required to play a direct role in the evaluation and selection of investments or asset managers within their organization. In determining the sampling frame for this study, Cogent indicated that it relied upon Standard & Poor's Money Market Directories (MMD) database of institutional investors. MMD supplied Cogent with a list of contacts at pensions and non-profits with a minimum of \$100 million in investable assets. Cogent further reported that, to ensure the population for this research was representative of the universe of institutional investors, strict quotas were established by Cogent based upon a nested classification of institutional investor by category and size of assets. It also represented that data were weighted to be representative of the distribution of institutions by asset size and category according to the most recent MMD data. The data have a margin of error of +5.0% at the 95% confidence level.

The above summary is not a complete list of the risks, tax considerations and other important disclosures involved in investing in an Investment Product and is subject to disclosures in such Investment Product's Prospectus. Please refer to and review carefully the Investment Product's applicable Prospectus for a more detailed list of the Investment Product's risks and other disclosures prior to making any investment in such Investment Product.

Asset allocations may not equal 100% due to rounding.

Past performance is not indicative of future results. An investor may lose all or a substantial portion of their investment in an Investment Product.

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MEETING MINUTES

ATTENDANCE

Board Members:

- | | |
|-----------------|----------------|
| Greg Ayers | Joe Loss |
| Ann Baughan | Jim Mounier |
| Jeri Beggs | Emily Nafziger |
| David Brown | Jack North |
| Shari Buckellew | Tom Reedy |
| Eric Burwell | Doug Reeves |
| Larry Dietz | John Rigas |
| Bill England | Trish Roark |
| Gary Gemberling | Bob Rush |
| Ken Glover | Carl Sneed |
| Ben Hart | Pat Vickerman |
| Julie Jones | Derek Vogler |
| Dan Kelley | Mary Ann Webb |
| Jim Knecht | Larry Williams |

Staff:

- | | |
|----------------|---------------|
| Brian Beam | Jill Jones |
| Kris Harding | Linda Oseland |
| Joy Hutchcraft | Mark Wunder |

Invited Guests:

- | | |
|-----------------|-----------------|
| LJ Johnson | Dan Stephens |
| Dwight Merilatt | Andover Tarhule |
| Jan Murphy | |

1. Call Meeting to Order

Chairman Burwell called the meeting to order at 9:30 a.m. A quorum was present. Burwell congratulated Provost Jan Murphy on her retirement and thanked Alumni Association Board representative, Doug Reeves, for his service on the Board as this is his last meeting in that capacity.

2. President's Remarks, President Larry Dietz

President Dietz congratulated Provost Murphy on her retirement and thanked her for her good work at the University. The President welcomed Andover Tarhule as the new Provost effective July 1, 2020. The President announced that Dr. Shari Zeck is retiring as the Dean of Libraries and that Dr. Dallas Long will be the new Dean. Dietz then announced that Dr. Doris Huston has been appointed as the interim Assistant to the President for Diversity and Inclusion, and that Katie Killian has been appointed as the interim Campus Communications Coordinator.

Dr. LJ Johnson congratulated Chairman Eric Burwell on his national recognition for winning the NIC Alumnus of Distinction Award by the North American Interfraternity Conference.

President Dietz thanked the Foundation Board and the BOT support during the last few months as we work through COVID-19, and provided the following information:

- Under the Governor's guidelines, students were sent home a few weeks before the end of the spring semester and finals were moved to an online format. Summer classes were also moved to all online instruction to remain in compliance with the Governor's order.
- Students will be back on campus in August, with instruction being both face-to-face and online. The health and safety of students, faculty, and staff is of the utmost importance and CDC guidelines will be followed, including face coverings, social distancing, and limiting the size of gatherings. Enhanced cleaning techniques are underway to ensure the safe return of students and faculty. A survey of students indicates that they want to return to campus and many will do so, especially the off-campus students that have signed leases.
- The University created approximately 15 working groups to address various matters, including academic continuity, housing and dining, human resources, and facility cleaning. On June 15 many departments

re-opened with skeleton crews, while the University continued allowing the flexibility for staff to work from home in an efficient and effective manner. The University will allow many of them to continue to do that into the fall semester.

- Faculty was consulted about teaching courses for the fall to determine the mode of instruction they feel is most effective and to determine if they will teach online or face-to-face.
- The University is considering keeping students home after the Thanksgiving break to finish out the semester online for safety reasons, and are also considering a later start of the spring semester to allow more time for a possible vaccine.
- COVID challenges continue to have a financial impact, including a refund of over \$20 million in student contract and fees, and loss revenues due to canceled events presenting an additional \$8 million impact on the University. Fall registration is so far keeping pace with most other years, but we will continue to monitor this situation closely since this revenue stream supports campus operations.
- Our FY21 state appropriation is the same as last year, including the dollars budgeted for the Monetary Award Program.
- Meetings and events on campus will continue virtually, and could possibly impact Homecoming --we are waiting for an official decision from the MVC regarding their recommendations for fall sports.
- We received guidelines this week from the Illinois Board of Higher Education but the content did not contain the direction we had hoped for in terms of liability issues. We remain hopeful that there will be some relief from the federal government on this issue given the fact that ISU (and other universities) is being sued by students that felt we did not refund enough of the fee money.

President Dietz then thanked the Foundation Board members for their hard work and dedication to ISU during the very successful Redbirds Rising Campaign.

Foundation Board faculty representative, Jeri Beggs, provided a brief overview of the many ways the University has been working to get information out to faculty members, noting faculty is working hard to make online and hybrid teaching the best possible experience for students.

Discussion then turned to the criteria used for admitting students and whether or not certain testing will be considered or required for admission due to testing centers for the SAT and the ACT being closed. Discussion included the nationwide movement to move to test optional and have a more holistic view, looking at diversity, class standing, possibly requiring a written SA, what high school students are coming from, GPA, and other data. Admissions staff will only admit students that will succeed at ISU and if there is any doubt they will not be admitted. Staff will track students once they are here to see how successful those students are.

BOT Chairman, Julie Jones, thanked President Dietz for his leadership during these tumultuous times. Chairman Jones advised the Foundation Board that the BOT has extended the President's contract through the end of the 2020, with the intent of having a new contract in place at the beginning of 2021. Chairman Jones reiterated that the President has the full support of the entire Board, but they did not think the timing was proper to renew his contract due to the circumstances surrounding the COVID pandemic

Chairman Jones then congratulated and thanked the Foundation Board for the part each played in fundraising and friend-raising efforts during the campaign. Jones also thanked the Board for the special fund established to help students with COVID related financial needs.

Chairman Jones advised the Board that in an effort to be sensitive to financial situations, there will be no tuition increase for next year. Jones noted that there was an increase in the academic enhancement fee to assist with the unexpected COVID related expenses, specifically technology licenses for online instruction, laptops for students, classroom equipment, sanitizing needs, etc.

3. Executive Director’s Report, Pat Vickerman

Executive Director Pat Vickerman thanked President Dietz, his fellow Vice Presidents, the College Deans, the Development Staff, his Leadership Team, the Campaign Co-Chairs, and members of the Foundation Board for their commitment to philanthropy that elevated the fundraising success of Redbirds Rising.

A. Fundraising Report

Executive Director Pat Vickerman reviewed the fundraising report, noting that almost \$7 million has been raised since March 1, with total fundraising production of \$24.1 million and cash receipts of \$19 million, making this the third best fundraising year on record.

B. Campaign Update

Executive Director Pat Vickerman reviewed various campaign reports, noting the current campaign total is over \$180.7 million, with over 56,000 donors, over 30,000 of which are alumni, and over 27,000 first-time donors. Vickerman also thanked John and Therese Rigas for their recent gift and estate commitment.

Mark Wunder advised the Board that the planned in-person campaign celebration on campus in the fall is not possible due to COVID 19. But we still need to celebrate the success of this historic campaign and to thank donors, changing to a digital format, including a “celebration in a box’ to be sent to top donors sent out in the fall. press release, alumni magazine, and instead of annual report will do a campaign wrap up report to key segment of donors in October

4. Consent Agenda (*ACTION ITEMS*), Eric Burwell

A. Approval of February 22, 2020, Foundation Board Minutes

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the February 22, 2020, Minutes.

B. Directors’ Code of Conduct Policy

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Directors' Code of Conduct Policy.

C. Approval of Audit Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Audit Committee Guidelines.

D. Approval of Bylaws

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Bylaws with the following changes:

Article II, Section 2, Appointed Members- change last bullet point from “an administrator selected by the deans, directors, and department chairs” to “the Provost of the University.”

Article II, Section 3, remove paragraph (c) Emeritus and honorary members serve a four-year term, but may be reappointed to serve additional terms.

Article V, Section 2, change “capital, surplus, and undivided profits of no less than \$10 million dollars.” to change “capital, surplus, and undivided profits of no less than \$100 million dollars.”

E. Approval of Bylaws Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, The Foundation Board unanimously approved the Bylaws Committee Guidelines with the following changes made to the Meetings section – change “meet annually” to “meet two or more times per year” and change “at least fifteen days” to “at least thirty days” prior to the meeting....

F. Approval of Committee on Directors Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Committee on Directors Guidelines with one change – change “as needed” to “meet two or more times per year” under the Meetings section.

G. Approval of Development Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Development Committee Guidelines with one change – change “executive director of development” to “assistant vice president of development” under the Membership section.

H. Approval of Ewing Advisory Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved changes to the Ewing Advisory Committee Guidelines as follows:

Paragraph 3 – remove “should” and add “shall identify and cultivate prospective donors, and” change “Shakespeare Theatre” to “Theatre at Ewing”

Paragraph 4 – change second sentence to read - A member representing Illinois Wesleyan University shall be appointed to the Committee.

Paragraph 6 – change “shall meet at least annually” to “shall meet two or more times per year.”

I. Approval of Executive Committee Guidelines

On motion made by Ann Baughan and seconded by Larry Williams, the Foundation Board unanimously approved the Executive Committee Guidelines.

5. Election of Directors and Officers, Jim Knecht (ACTION)

Jim Knecht briefly reviewed the Directors and Officers slated for re-election, noting that all have expressed interest in continuing to serve on the Board.

On motion made by David Brown and seconded by Gary Gemberling, Foundation Board unanimously approved the re-election of Members and Officers as follows:

Foundation Board Member nominees to serve a four-year term on the Foundation Board:

William England

*James Mounier
Jack North
Derek Vogler
Dave Wampler*

Foundation Officer nominees listed below to serve a two year term:

*Eric Burwell – Chairman
Ken Glover – Vice Chairman
Jim Knecht – Secretary
Dave Wampler – Treasurer*

6. Board of Directors Committee Assignments, Eric Burwell

Chairman Burwell advised Board members to review the current committee assignments and contact him if they are interested in changing a committee assignment.

7. Written Committee Reports

- A. Audit Committee Report
- B. Development Advisory Committee Report
- C. Ewing Advisory Committee Report
- D. Finance Committee Report

8. New Business, Eric Burwell

There was no new business to come before the Board.

9. Adjourn

Chairman Burwell adjourned the meeting at approximately 11:00 a.m.

Minutes prepared by Linda Oseland
Reviewed by Pat Vickerman
Prepared for Jim Knecht, Secretary



**ILLINOIS STATE
UNIVERSITY**
Foundation

CORPORATE RESOLUTION
Illinois State University Foundation

I, James Knecht, certify I am Secretary of the Illinois State University Foundation (the "Company") having its principal offices at Campus Box 8000, Normal, IL 61790, and that the following is a correct copy of a resolution adopted at a meeting of the Directors of the Company properly called and held on September 25, 2020, and this resolution is still in full force as to the following resolutions:

WHEREAS, it is proposed that the Company sell Policy Number **G1578681** issued by **Voya Retirement Insurance and Annuity Company** insuring the life of **Barbara J. Benway** (the "Insurance Policy") owned by the Company to Coventry First LLC, or its nominee, (together, "Coventry") for **\$35,000**;

WHEREAS, the Company desires to sell the Insurance Policy to Coventry; and

WHEREAS, various sale documents have been submitted to the Company and reviewed by the Company.

NOW, THEREFORE, BE IT RESOLVED, the sale of the Insurance Policy to Coventry and the sale documents, is hereby, authorized, ratified and approved;

FURTHER RESOLVED, that Jill A. Jones, as the Chief Operations Officer, and Jake Emery, as the Director of Accounting Operations of the Company, be, and is hereby, authorized, empowered and directed to execute all documents as may be required for and on behalf of and in the name of the Company, with such changes in the terms and provisions thereof as he or she shall, in his or her sole discretion, deem necessary or desirable and in the best interest of the Company, his or her signature being conclusive evidence that he or she did so deem any such changes to be necessary or desirable and in the best interest of the Company;

FURTHER, RESOLVED, that Jill A. Jones, as the Chief Operations Officer, and Jake Emery, as the Director of Accounting Operations of the Company, be and is hereby, authorized, empowered and directed to perform all acts and to do all things which he or she may deem necessary or desirable to consummate the transactions contemplated by the sale documents, with such modifications, or amendments, as he or she may deem necessary or desirable and in the best interest of the Company, such person's taking of any such action, for and on behalf and in the name of the Company, and/or such person's execution and delivery, for and on behalf and in the name of the

Company, of any such agreement, instrument, or document to be conclusive evidence that he or she did so deem the same to be necessary or desirable or in the best interest of the Company; and

FURTHER, RESOLVED, that any and all transactions by and of Jill A. Jones and Jake Emery on behalf of the Company, for and on behalf and in the name of the Company, with Coventry prior to the adoption of the foregoing resolutions, including, but not limited to, the negotiation of the terms of the sale documents, be, and they are hereby ratified, confirmed and approved in all respects for all purposes.

IN WITNESS WHEREOF, I have affixed my name as Recording Secretary and have caused the seal of the Company to be affixed on September 25, 2020.

James Knecht, Secretary



**ILLINOIS STATE
UNIVERSITY**
Foundation

**CORPORATE RESOLUTION TO
SELL, ASSIGN, AND TRANSFER SECURITIES**

I, James Knecht, certify I am Secretary of the Illinois State University Foundation, organized under the laws of the State of Illinois, Federal Employer ID Number 37-6025713, and the following is correct copy of a resolution adopted at a meeting of the Board of Directors of this corporation properly called and held on September 25, 2020, and this Resolution is still in force.

The Chairman of the Board of Directors of Illinois State University Foundation or such other Officer of this Corporation is authorized to sell, assign, and transfer any securities held by the Foundation. The Chairman or other such Officer is authorized to take any action and execute any document necessary to effectuate the intent of this Resolution.

The Executive Director of the Foundation or the Chief Operations Officer is authorized to sell, assign, and transfer any gifted securities including insurance policies received by the Foundation. The Executive Director of the Foundation or the Chief Operations Officer is authorized to execute any document necessary to effectuate the intent of this Resolution in regard to gifted securities including insurance policies.

I have affixed my name as Recording Secretary and have caused the corporate seal of the corporation to be affixed on September 25, 2020.

ILLINOIS STATE UNIVERSITY FOUNDATION

_____, Secretary



ILLINOIS STATE
UNIVERSITY
Foundation

**Ewing Advisory Committee Report
September 2020**

Spring, summer and fall of 2020 have brought the cancellation of many events resulting in revenue losses. The largest impacts are the cancellations of weddings and the Illinois Shakespeare Festival.

2021 is seeing an uptick in wedding reservations, 8 are currently scheduled, 3 of those are rescheduled from the 2020 season.

The annual Christmas at the Mansions Tour has been cancelled for this year. The Christmas tour averages \$8,500 in revenue.

On a positive note, Illinois State University published two stories about Ewing, Hazle Buck Ewing's involvement with the women's suffrage movement as we commemorate 100 years since the passage of the 19th Amendment. You can read the story at <https://news.illinoisstate.edu/2020/08/ahead-of-her-time-hazle-buck-ewing-and-the-womens-suffrage-movement/> and how couples are coping with having to downsize their weddings at Ewing Cultural Center. The groom featured is an ISU alum <https://news.illinoisstate.edu/2020/08/pandemic-weddings-vowing-to-go-on/>



SOURCES OF SUPPORT

		<i>FY 2021 Approved Budget</i>	<i>YTD Budget</i>	<i>% of Budget</i>	<i>\$ Remaining</i>
1	UNRESTRICTED GIFTS				
2	3073011 General Support	20,000	20,000	100.0%	0
3	FUNDRAISING ADMINISTRATIVE FEES				
4	3073300 Endowment Mgmt. Fees	1,924,099	1,924,099	100.0%	0
5	3073000 Non-endowed Mgmt. Fees	1,221,654	1,221,654	100.0%	0
6	3073070 Telefund Mgmt. Fees	68,750	68,750	100.0%	0
7	Multiple SCHOLARSHIP ENDOWMENT INCOME	21,084	21,084	100.0%	0
8	Multiple OPERATING ENDOWMENT INCOME	38,396	38,396	100.0%	0
9	TOTAL ANTICIPATED SOURCES	3,293,983	3,293,983	100.0%	0

BUDGETED EXPENSES

		<i>FY 2021 Approved Budget</i>	<i>YTD Actual</i>	<i>% of Budget</i>	<i>\$ Remaining/ (Over Spent)</i>
10	SCHOLARSHIPS AND AWARDS				
11	Multiple Administered by Office of the Provost	38,700	11,000	28.4%	27,700
12	6103600 Undergraduate Bone Scholars	50,000	0	0.0%	50,000
13	Multiple Administered by the VP Finance and Planning	10,000	0	0.0%	10,000
14	Total Scholarships and Awards	98,700	11,000	11.1%	87,700
15	ADMINISTRATIVE SUPPORT				
16	1003980 President's Administrative	50,000	3,142	6.3%	46,858
17	1003983 President's Memberships	10,000	709	7.1%	9,291
18	3203220 Vice Presidents Development	30,000	640	2.1%	29,360
19	Total Administrative Support	90,000	4,492	5.0%	85,508
20	UNIVERSITY SUPPORT				
21	1003245 Presidential Events	28,000	0	0.0%	28,000
22	3103250 Alumni Engagement Events	91,200	0	0.0%	91,200
23	3103251 Alumni Engagement Travel	7,500	0	0.0%	7,500
24	Total University Support	126,700	0	0.0%	126,700

BUDGETED EXPENSES (continued)

		FY 2021 Approved Budget	YTD Actual	% of Budget	\$ Remaining/ (Over Spent)	
25	FUNDRAISING OPERATIONS					
26	3203115	Annual Giving and Direct Marketing	635,250	312,615	49.2%	322,635
27	3073301	Development Office Operations	180,000	1,371	0.8%	178,629
28	3073302	Principal Gift Operations	15,000	195	1.3%	14,805
29	3073256	Development Initiatives	1,000,000	1,000,000	100.0%	0
30	3213210	Advancement Operations	40,000	13,950	34.9%	26,050
31	3063100	Stewardship	53,600	6,315	11.8%	47,285
32	3073255	Campaign	75,000	34,506	46.0%	40,494
33	3063110	Auto	10,200	1,517	14.9%	8,683
34		Total Fundraising Operations	<u>2,009,050</u>	<u>1,370,470</u>	<u>68.2%</u>	<u>638,580</u>
35	FOUNDATION OPERATIONS					
36	3078120	Foundation Operations	30,000	4,783	15.9%	25,217
37	3078150	Ewing Manor Operating	50,000	14,605	29.2%	35,395
38	3078151	Ewing Manor Capital Maintenance	115,000	3,995	3.5%	111,005
39	3073170	Property Insurance	2,100	1,767	84.1%	333
40	3078130	Investment Fee	30,000	816	2.7%	29,184
41	3078110	Audit Fee	34,000	0	0.0%	34,000
42	3063270	Board Expenses	25,000	0	0.0%	25,000
43	3073107	Legal Fees	15,000	97	0.6%	14,903
44	3073175	D & O Insurance	12,000	0	0.0%	12,000
45	3073275	Accounting Software	20,000	3,000	15.0%	17,000
46	3073299	Contingency Reserves (Note 2)	536,433	0	0.0%	536,433
47	3071021	LLC Reserve (Note 3)	100,000	0	0.0%	100,000
48		Total Foundation Operations	<u>969,533</u>	<u>29,063</u>	<u>3.0%</u>	<u>940,470</u>
49	TOTAL EXPENSES		<u>3,293,983</u>	<u>1,415,025</u>	<u>43.0%</u>	<u>1,878,958</u>
50	OPERATING SURPLUS (DEFICIT)		<u>0</u>	<u>1,878,958</u>		

Current Balance 0

Notes:

3073299	1	Contingency Reserves Balance	4,188,999	as of 7/1/20
3073256	2	Development Initiatives Reserve	3,930,887	as of 6/30/21
3071021	3	Alumni Center LLC Reserve	100,000	as of 6/30/21

**Board of Trustees Status Report:
Illinois State University's Actions to Rectify Student Concerns of Racism and Anti-Blackness**

Background

On October 7, 2019, student leaders from Illinois State's Black Homecoming Committee organized a peaceful campus protest with an accompanying list of demands in response to their experience with unfair, exclusionary, and anti-black racist treatment on the campus of Illinois State University. The precipitating event for the protest was the inability of the student leaders of the Black Homecoming Committee to secure a requested venue for a homecoming celebration following a year of preparation and planning. At the protest, students expressed more widespread concerns about experiences with an unwelcoming campus climate, lack of support, and anti-black racist sentiments experienced by African American students both within the classroom and across the campus-at-large.

Later the same day, the Black Student Union hosted a Town Hall meeting. As part of this forum, African American students shared their experiences with anti-blackness at Illinois State. Some areas of concern expressed were racist experiences in the classroom and university housing, culturally insensitive employee practices in Event Management Dining and Hospitality (EMDH), and "over policing" by the University Police. Students, administrators, and alumni gathered to hear the voices of ISU's black community. Members of the Association of Latinx American Students, PRIDE, and the Asian American Pacific Coalition stood in solidarity with the Black Student Union.

Key Areas of Concerns and University Actions

On October 9, 2019, several students and student senators shared their experiences with harassment and bias at an Academic Senate meeting. Specific areas of concern centered around the following units and programs within the University:

- University Housing
- Office of Equal Opportunity and Access
- Student Counseling Services
- Office of the Provost (underserved students and faculty)
- Proposed multicultural center
- University Police
- University facility and space use

The remainder of this report addresses specific actions taken by Illinois State University administrators to rectify the concerns set forth by African American Students.

Opportunities for Dialogue and Learning

President's Workgroup: In response to outcries from students related to the campus climate for African American students at Illinois State, President Dietz convened a workgroup comprised of university administrators and representatives from SGA, BSU, and the Black Homecoming Committee. The goal of the workgroup was to engage in a series of candid, solution-focused dialogues with student leaders in order to begin the process of understanding, healing, and resolution. Dialogues with this group of 10 students and staff occurred on October 16, 2019, (initial meeting) and November 20, 2019, (follow up meeting). During the November 20 meeting, President Dietz agreed to host a joint student and administrator anti-racism training to take place in February 2020 (see page 5).

Student-Led Workshop: Student leaders from the Black Student Union, the Black Homecoming Committee, and other organizations, led an educational workshop during Illinois State's November 2019 *Culturally Responsive Campus Community Conference*. The student-lead session was titled: "The Roots of Anti-blackness." The session led participants through a process of understanding, identifying, and analyzing the multiple forms of anti-blackness and how anti-blackness manifests itself at Illinois State University and across society.

Diversity Advocacy Training: The Office of Diversity Advocacy facilitated a Lunch N' Unlearn session on October 31, 2019 titled "Unpacking What it Means to Unlearn: Unlearning Anti-blackness." A follow-up training was facilitated by Diversity Advocacy on February 7, 2020, for Spring Advisor Day on the topic of "Anti-blackness and the Need for Allies in the Academy."

Addressing Concerns with University Housing

Student Concerns: During the October 9, 2019 academic senate meeting, several students shared their experience with racial harassment and concerns that LGBTQ bias issues, homophobia, and transphobia were being ignored. Additionally, students expressed concerns about the lack of options for room relocation when they experienced acts of discrimination in the residence halls. Students requested that University Housing Services address issues facing marginalized students who reside in residence halls.

University Actions:

The director of University Housing Services attended the November 20, 2019, workgroup meeting convened by President Dietz to address African American student concerns. Shortly thereafter the director outlined a plan to immediately provide diversity and inclusion training for all housing staff members.

On January 9, 2020, anti-bias training was delivered to all housing staff members and residential assistants (RAs) by the Ceceilyn Miller Institute. The training included strategies for recognizing, avoiding, and addressing implicit bias. Additionally, participants learned how to mediate and resolve such situations.

Addressing Concerns with Office of Equal Opportunity and Access

Student Concerns: Students voiced their concerns that peer-to-peer race and gender-based verbal harassment occurs on campus, thus creating a hostile environment for students of color and LGBTQ students. Students expressed the need for a place to go for advocacy when verbal harassment does not meet OEOA investigative standards.

University Actions:

- OEOA implemented a new follow-up protocol to addressing reports of bias. After addressing an initial concern from a complainant, OEOA follows up within 10-14 days of a complaint to make sure there is no ongoing issues or concerns after OEOA addressed it with the appropriate individuals.
- OEOA now conducts targeted floor meetings in housing to discuss the anti-harassment and non-discrimination policy.
- OEOA now tracks reports of new concerns following a prior incident on the residence hall floors.

Plans/Next Steps:

- Develop partnership opportunities with the Dean of Students Office in which the Dean of Students and director of OEOA will both have walk-in consults to speak with students regarding possible issues of bias, harassment, and discrimination.
- Develop a social marketing campaign to raise awareness about the office, University policy and procedures, and information/resources on the issues that are addressed by OEOA. This will also include additional information on filing a complaint.
- Develop a new partnership with Diversity Advocacy related to student bias concerns and access to resources.
- Broaden student knowledge of the Dean of Student's *Inclusive Community Response Team* responsibilities and efforts (see: <https://studentaffairs.illinoisstate.edu/who/diversity/icrt/>).

Addressing Concerns with Student Counseling Services

Student Concerns: Students expressed the need for more counselors of color and other diverse professionals within Student Counseling Services. They also expressed the need for additional services and programs to support marginalized students.

University Actions:

- Student Counseling Services has developed a “case manager initiative” in a variety of areas including University Housing. This not only assists in addressing the mental health needs of students but assists in retention.
- Student Counseling Services has hired two additional night operations employees to triage mental health issues.
- Student Counseling Services’ Multicultural Outreach Team (MCOT) continues its efforts to promote inclusion at Illinois State by inviting faculty with expertise in equity and social change to lead panel discussions on issues of race, ethnicity, and broader diversity issues.

Addressing Campus Climate and Inclusion Concerns among Underserved Students and Faculty:

Student Concerns: Student leaders indicated that while the student body at Illinois State is more diverse, anti-black racism remains a problem that undermines the campus’s attempt to become inclusive for all students. Additionally, students reported concerns about: 1) Insufficient anti-racism training for faculty and staff; 2) The lack of faculty and staff that represent their culture and heritage, and 3) A persistent retention gap between majority students and underrepresented students.

University Actions:

The Office of the Provost has implemented a series of policy, program, and training initiatives that address the above stated areas of concern. These initiatives are organized in the following four categories:

1. Changing the classroom environment
2. Recruiting and retaining a diverse student body

3. Recruiting and retaining a diverse faculty and staff
4. Evaluation of faculty in the areas of diversity and inclusion

Specific examples of new and enhanced initiatives are described below:

- Changing the classroom environment:
 - o A survey for students was distributed in early November to identify barriers for learning and to help identify the extent to which students perceive faculty using teaching practices that help with student engagement and learning.
 - o The Office of the Provost has delivered workshops to the majority of academic departments on micro-aggressions in academic environments with a focus on effects these micro-aggressions have on student learning and emotional well-being (Spring 2020). Workshops are 2-3 hours in length and are tailored to each unit.
- Recruiting and retaining a diverse student body: The Office of the Provost is developing plans to hire an Assistant Vice President for Student Success charged with addressing persistence, retention, and graduation.
 - o Crossroads anti-racism training for administrators in Academic Affairs was delivered in October 2019 and February 2020.
 - o The Provost established an Undergraduate Student Advisory Board to provide advice and guidance as we develop academic student success initiatives.
- Recruiting and retaining a diverse faculty and staff:
 - o In fall of 2019 the Provost finalized guidelines for a “Cluster Hiring Initiative” designed to recruit faculty working in interdisciplinary areas with joint appointments in programs such as Women’s and Gender Studies, African American Studies, and Latin American and Latino/a Studies.
 - o The University Faculty Mentoring Network (UFMN) was recently established (spring 2020) to support the personal and professional development of new tenure track faculty.

Human Resources has expanded its efforts to bring a more diverse faculty and staff to campus.

- The office has expanded its advertising outreach to ensure that departments are able to reach candidates from diverse and underrepresented backgrounds. Most recently, Human Resources joined the Black Doctoral Network which will give us the ability to advertise, at no cost to departments, our positions directly to candidates of color.
- Two staff have obtained their Certified Diversity Recruiter certifications which gives them additional tools and resources to locate and extend outreach to underrepresented candidates who otherwise may not apply for our positions.
- The Human Resources Training division has expanded its training platform to include courses on “Courageous Conversations,” “Microaggressions,” and “Cultural Competency”.

Addressing Concerns with Proposed Student Multicultural Center

Student Concerns: While students need a safe space to fellowship, learn, and socialize with each other, students noted that the multicultural center should not be considered a “be all and end all...” Students from diverse backgrounds should feel included in every campus space. The multicultural center should be considered as a holistic space for students to engage with each other, learn from each other, and experience a sense of community.

University Actions:

The task force for the multicultural center has moved forward with feedback and insights from diverse student, faculty, and staff stakeholders. Based on this feedback and several campus forums, the task force has identified priorities which include providing a safe space for students from diverse backgrounds to socialize and engage in programming, leadership development, tutoring, mentoring, counseling, and spiritual development.

The multicultural center is expected to open in the fall of 2020.

Addressing Concerns with University Police

Student Concerns: Students reported a lack of support and accountability when African American students report racist verbal harassment. Instead, students are told that nothing can be done because “it is their [the harasser’s] right.” There is also a concern regarding a feeling of “over policing” and a lack of comfort around the campus police.

University Actions:

- Every new police officer now receives cultural competency training while in the police academy, as established by state law.

- New university officers also receive training on diversity and inclusion at Illinois State during their orientation.

- Officers have participated in the following diversity and inclusion-based trainings or events during the fall 2019 term:
 - 10/7/19: Fundamentals to Authentic Inclusion
 - 10/17/19: Microaggressions
 - 11/1/19: Privilege and Power
 - 11/20/19: Stop the Hate
 - 11/25/19: Understanding Disability

- In collaboration with the Office of the President, University Police are planning to bring to campus Dr. Jennifer Eberhardt from Stanford University for a public presentation on implicit bias. Dr. Eberhardt is one of the leading authorities on implicit bias and will be conducting a private session with the entire University Police Department prior to a keynote event that evening. Due to COVID19, this event is being rescheduled for the 2020/2021 academic year.

- The Chief of the University Police attended the Academic Senate meeting on January 22, 2020, where he provided information on police procedures, diversity training for officers, and responded to questions from the senators.

Addressing Concerns with University Facility and Space Utilization

Student Concerns: Lack of clear communication and responsiveness regarding student efforts to secure facility/space for homecoming function, and lack of access to facilities for student functions has contributed to African American students not feeling a part of the Redbird community.

University Actions:

- In the fall of 2018, President Dietz appointed a task force to examine best practices in scheduling and use of University facilities. The task force recommended revisions to University policies, development of consistent procedures among units with responsibilities for reservations of university facilities and space, and development of a “one-stop” website with information on how to reserve various university facilities and spaces. The website also includes facility use procedures, reservation links, and risk assessment procedures.
- Academic Senate approved the new policy (6.1.1 University Facility and Space Use) and deleted obsolete policies at its meeting on November 20, 2019.

Conclusion: Building Bridges and Breaking Down Barriers

President’s Anti-Racism Training Retreat w/ Student Leaders: On Saturday, February 15, 2020, President Dietz reconvened administrators and students from the previously formed taskforce for an unprecedented anti-racism training that included 6 student leaders from SGA, BSU, and the Black Homecoming Committee along with 13 administrators- most from the President’s Cabinet. The trainers, from Crossroads Antiracism Organizing and Training, created a courageous space to unpack and explore extremely complex racial and social issues. As part of the 4-hour training, a team approach was taken to analyze historic issues of systemic racism and the misuse of power within institutions. This work required each member of the team to “lean into” discomfort, challenge social norms, and develop a shared language around racism. At the close of the experience, the team was able to define racism, anti-blackness, as well as begin to identify how they operate in the society and the institution.

President Dietz and his cabinet demonstrated an openness and willingness to engage in challenging, yet, eye-opening discourse. Additionally, student participants’ voices were affirmed in their efforts to shine a light on the harmful ideology that is anti-blackness. All participants expressed a vision of hope and openness that holds promise for serving as a springboard for a new level of actualization, inclusiveness, and alignments with Illinois State’s core value of diversity and inclusion. The following were present:

Administrators

Larry Dietz, President

Jan Murphy, Vice President for Academic Affairs and Provost

Levester Johnson, Vice President for Student Affairs

Doris Houston, Interim Director, School of Social Work (Incoming Assistant to the President for Diversity and Inclusion)

Larry Lyons, Director of Athletics

Jeff Lange, Interim Director of Office of Equal Opportunity and Access

John Davenport, Dean of Students

Dan Stephens, Vice President for Finance and Planning

Christa Platt, Assistant Dean of Students

Janice Bonneville, Interim Associate Vice President for Human Resources

Lisa Huson, General Counsel

Pat Vickerman, Vice President of Advancement

Brent Paterson, Assistant to the President/Chief of Staff

Student Leaders

Ashley Dumas, founder of the Black Homecoming Committee

Kiana McClellan, Student Government Senator

Isaac Hollis, Student Government Senator and President of the Black Student Union

Lauren Harris, Student Government Representative

Jada Turner, Student Body Vice President

Samiat Solebo, Student Body President

March 4, 2020 Retreat Debriefing: On March 4, 2020, student leaders and administrators who participated in the February 15, 2020, anti-racism retreat gathered for a one-hour debriefing to discuss the impact of the training and plan for next steps. During the meeting, participants provided feedback to four primary questions:

1. As a participant of the February 15 Crossroads anti-racism training, what was most impactful to you?
2. What insights from the training can we translate into “actionable items” that will help move our campus further along the continuum of an inclusive, anti-racist learning community?
3. What next steps would you like to see as a follow-up to our Crossroads anti-racism training?
4. What role do you see yourself playing to promote an inclusive and anti-racist learning community at Illinois State?

Student leaders indicated that the Crossroads anti-racism training was most impactful because it gave them the vocabulary they needed to describe feelings of social isolation, powerlessness, and marginalization as African American students attending a predominately white institution. Moreover, the concept of the “Borderlands” presented during the training, was helpful to both students and administrators who could better understand and articulate what it looks like to be at the “center” of power and privilege vs. what it means to be relegated by society to the margins of social power due to race, ethnicity, gender, income status, health status, and sexual identity. These insights helped all participants to begin to break down barriers.

The group agreed that next steps and “actionable items” should include reconvening to further discuss and evaluate Crossroad’s organizational assessment tool entitled: “The Continuum on Becoming an Anti-Racist Multicultural Institution¹.” Specifically, the group would like to understand the reasons why student leaders in the workgroup experience Illinois State as less advanced on the continuum of the Crossroads anti-racist assessment scale when compared with administrators who view the institution as more advanced on the continuum. This important dialogue was originally scheduled for Wednesday, March 18, 2020, but is being re-scheduled for late spring/early summer due to COVID19.

¹ See Appendix 1 attached

Online Pass
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CHAIRMAN



Mark Swales
Director of Estates & Facilities
Sheffield Hallam
University



Eleanor Magennis
Head of Space Planning
The University
of Glasgow



SPEAKER LINE-UP



Peter Verbist
Project Manager Learning
Spaces, Humanities &
Social Sciences Group KU Leuven



Lis Lak Risager
Educational Consultant
University of
Copenhagen



Michael Keppell
Pro Vice-Chancellor and
Professor, Learning and Teaching
Taylor's University



Drew Hardie
Head of Space Management
The Manchester
Metropolitan University



Marie-Pierre Pausch
Director of the Luxembourg
Learning Centre
University of Luxembourg



Duncan Peberdy
Former Senior Lead - Digital
Learning Spaces
Jisc



Piet van der Zanden
Education Expert AV-IT
in Learning Spaces
Delft University of Technology



**Frederik
Van de plas**
Educational Developer
KU Leuven



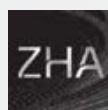
Stephen Heppell
Chair of Learning Innovation
Universidad
Camilo José Cela



Anna Donato
Lecturer and Team-Coach
for Creative Solutions
Anna Donato - Creative Workshop Design



Ulrich Blum
Consultant
Zaha Hadid Architects



Ulrike Wild
Director Educational Innovation
Wageningen
University & Research



Gousheeg Raviendran
Senior Space &
Feasibility Manager
UCL



Dan Pearson
Principal & CEO
USP College



Marij Veugelers
Chair
SURF Community
Learning Spaces
Consultant Future Learning
Campus Development
University of Amsterdam



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The 5th Innovative Learning Spaces Summit will Address the Following Key Issues

- Technology Infused Learning Spaces to Enhance Student Success
- Improving Concentration & in-class Performance through Design
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- A Holistic Approach to Learning Space Design
- The Use of Design Thinking to Create Thoughtful Spaces
- Meaningful Engagement with Stakeholders in Learning Space Design
- The Impact of Investments on Learning Outcomes
- Disability & Inclusion, Planning for Needs
- Virtual Reality implementation in Learning Spaces
- Informal Interaction and Modern Space Planning

Take a Look at our 4th Innovative Learning Spaces Summit



Venue

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Telephone: +31 20 250 0000

Who Should Attend

This summit will gather together Directors, Heads, Managers, Principals, Deans, Professors, Researchers, Architects and Senior Level Executives specializing in:

- Higher Education
- Educational Development
- Estates and Facilities
- Future-focused Education
- Space Planning
- Learning Technology
- Learning Programmes
- Teaching Innovation
- Library Services
- Educational Research
- Blended Learning and eLearning
- & Others!

08:30 Check-In and Welcome Coffee 

09:00 Opening Address from the Chairman

09:10 "Breaking the Ice" Speed Networking Session

TOWARDS DIGITAL LEARNING SPACE DESIGN

09:30 SPONSORSHIP SLOT

Technology Infused Learning Spaces to Enhance Student Success

- Understanding the value of communication tools
- Structuring an efficient client - planner team




10:10 **Pedagogical Principles that Underpin the Campus Student Experience: Designing Learning Spaces to Empower Learners and Teachers to Succeed**

Taylor's University has implemented strategies that have reshaped the campus environment through curriculum transformation to create an educational ecosystem based on core values of their educational approach. This case study focuses on the educational ecosystem encompassing curriculum, pedagogy, teaching, learning, assessment, learning spaces, and technology. The design of a vibrant campus empowers graduates for future employment. Designing collaborative spaces and changing educational mindsets of teachers is an essential aspect in the future transformation of universities.

Mike Keppell

Pro Vice-Chancellor, Learning and Teaching
Taylor's University



10:40 Morning Coffee and Networking Break 

11:10 **Connecting Multilocation Teaching and Collaborative Learning at KU Leuven**

In this talk we focus on the newest developments in KU Leuven's Active Learning Spaces, most notably the Collaborative Classrooms. We run through the possibilities educational technology offers for collaborative learning. Next, we present the case of recent changes in our teacher training program which require the combination of collaborative tools in a context of multilocation teaching and learning. In our Hybrid Classroom we strive to combine teacher-centered videoconferencing with student-centered collaborative learning. We will provide you with our approach, struggles and solutions and we will also discuss future developments.

Peter Verbist

*Project Manager Learning Spaces,
Humanities & Social Sciences Group*

Frederik Van de plas
Educational Developer

KU Leuven




11:50 **Traditional to Digital Learning Spaces: Going Beyond The Visual Appeal**

Let's assume that improving student outcomes is our goal; their academic expertise, employability skills, and a desire for life-long learning that Industry 4.0 will demand. What then do our learning spaces need to incorporate in order to better ensure these successful outcomes? Duncan presents the ingredients for successful learning space development in context with each other, showing how only when spaces are developed with a collaborative group of stakeholders from across the campus, that success can be more guaranteed. Duncan will draw upon real life examples and case studies that highlight the impact of investments on learning outcomes.

Duncan Peberdy

Former Senior Lead - Digital Learning Spaces
Jisc



12:30 Business Lunch 

13:30 INTERACTIVE SESSION 

Out of the Box Thinking in 3D: Using the LEGO® SERIOUS PLAY® Method to Create Learning Environments

- Using an engaging and innovative tool for ideation and communication
- Perspective taking as an essential instrument in creating user-centric solutions
- Unlocking a group's potential by provoking deep thoughts

Moderated by:

Anna Donato

Lecturer and Team-Coach for Creative Solutions

Anna Donato - Creative Workshop Design



REINVENTING LEARNING SPACES

14:30 **Pathways for Flexibilizing HE**

Whenever the COVID crisis will be over, Higher Education will not look the same. Finally digital tools and methods are implemented- opening multiple ways to study remote at different campuses, increasing (virtual) mobility of students, enabling more personal arrangements of degree programmes and last but not least giving opportunities for lifelong learners to follow academic training.

Ulrike will introduce the work of the zone Flexibilization of the Dutch Acceleration Plan for Educational Innovation, telling more about the current pilots and projects and discuss briefly with the audience how this will have impact on learning spaces- might they be virtual or physical, personal or social.

Ulrike Wild

Director Educational Innovation
Wageningen University & Research



15:00 **Readability and Ergonomic Sightlines in Education Spaces**


Seat capacities are the tangible numbers when universities commission third parties to design new education buildings or to refurbish current education spaces. Features such as readability and sightlines are taken for granted and only during the building process the commissioners get a feel of the physical appearance. When they discover that ceilings are too low or columns are in the wrong position, they cannot do anything about it because alterations in the design are beyond time to change.

Delft University of Technology has been composing a free to distribute Cookbook Education Spaces with space requirements based on education practices. In such way, staff can check education features beforehand. We have taken it a step further with visualising readability and sightlines in a licence-based interactive education spaces configurator (<https://tudesc.com/>).

Piet van der Zanden

Education Expert AV-IT in Learning Spaces
Delft University of Technology



15:30 Afternoon Tea and Networking Break 

16:00 **Reinventing the Library**

Library or Learning Centre? What are their places today at the heart of new university campuses? How can we reconcile today's exceptional architecture with the functional needs of the "new" Learning Centre services? How can we avoid conflicts between the architects' wishes and the functional needs when planning spaces? How can we plan and allow the diversity of needs for learning spaces, collaborative or individual work, and meet the need for spaces where users can socialise?

And once the building is open, how can we deal with potential conflicts between the architecture, the function and the customers? Feedback from 12 years of experience of planning the LLC at the heart of the new Belval campus.

Marie-Pierre Pausch

Director of the Luxembourg Learning Centre
University of Luxembourg



16:30 **Research Spaces and Technology Influencing New and Future Buildings**

- Deep dive into Project PEARL . PEARL (Person-Environment-Activity Research Laboratory) will be a unique facility that will explore the ways in which people interact with their environment
- How technology is being used to plan future buildings (movement of people in buildings, occupancy of space)
- Using data to influence decision making in future of buildings

Gousheeg Raviendran

Senior Space & Feasibility Manager
UCL



17:00 Chairman's Closing Remarks and End of Day One

18:00 **A Site Visit to an Innovative Multi-functional Active Learning Space**

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A Site Visit to an Innovative Multi-functional Active Learning Space

Address: Faculty Medicine UvA, Meibergdreef 11, 1105 AZ Amsterdam

The Amsterdam UMC, location AMC, completed an overall renovation of a traditional lecture hall into an innovative multi-functional active learning space. In this single space, frontal teaching can be combined with group and stand-up education. Audiovisual (AV) technology forms an integral part of the space and enhances the interaction with the students like never before. The new lecture hall is an excellent and unique example of such an active AV enabled classroom, and received already the 2020 EUNIS Award for AV enabled multifunction educational space.

Tom Broens, assistant professor and initiator of this collaborative lecture hall, will show you around and tell you the ins and outs of this renovation.



08:30 Check-In and Welcome Coffee 

09:00 Opening Address from the Chairman

BUILDING THE FUTURE LEARNING SPACE

09:10 SPONSORSHIP SLOT

Virtual Reality implementation in Learning Spaces

- Innovative technology enabled environments to foster success in education
- Reviewing staff feedback to ensure successful adoption
- Implementing effective change management strategies for a smooth transition



09:50 Drawing Lessons from University of Glasgow's Learning Spaces

Eleanor will share lessons learned from the last five years of piloting learning spaces at the University of Glasgow and how these have influenced their new £90m learning hub which was to have opened for September 2020 before COVID-19 paused its construction. There will also be an interactive element for attendees to work in groups using a technique called "Rich Pictures". This methodology was trialed at Glasgow to see if it could help design more inclusive learning environments.

Eleanor Magennis
Head of Space Planning
The University of Glasgow




10:20 Innovative Approaches to Future Proofing your Organisation

USP College recognised they, like many other FE institutions, were experiencing testing times, subjects with low student numbers and challenges recruiting high-quality teaching staff. Coupled with variations in teaching and outcomes between the campuses and across subjects, the College saw an opportunity to change their teaching delivery method. The solution was to create immersive spaces, with a wow factor to enable peer and collaborative learning. Learn more about their journey, idea through to implementation and what lessons they've learnt along the way. You'll also have the opportunity to see a live lesson in action as part of the workshop.

Dan Pearson
Principal & CEO
USP College



10:50 Morning Coffee and Networking Break 

11:20 Building the Classrooms of Tomorrow

Engaging with the UK government's Classrooms of Tomorrow project back in 2001 - building the uniquely effective Ingenium classrooms with architects Future Systems - it was apparent that much of what we had been building online pedagogically, socially and organisationally, a decade before, had effectively prototyped the new architecture of learning spaces. That decade lag between virtual and physical has held fairly true for the last 20 years. And now, as we enter the era of coronavirus lockdowns and isolation, the digitally connected world has leapt forwards again (albeit with mixed results), to redefine spaces of learning and working. That leap to connected home learning and home working will, in turn, be reflected in the physical design and organisation of learning and work beyond the coronavirus crisis.

This presentation explores and illustrates what we know of that new physical future.

Stephen Heppell
Chair of Learning Innovation
Universidad Camilo José Cela



12:00 Creating Modern University Spaces & Providing Excellent Student Experiences *

- Everyone's Different - Creating a working and learning environment for all
- Transforming teaching, learning & working environments
- Providing choice by creating different environments
- Making the learning environment more akin to where our graduates will be working

Drew Hardie
Head of Space Management
The Manchester Metropolitan University



12:30 Physical and Online Spaces

- Mapping organizational obstacles for change
- Engaging teachers in thinking beyond the concept of physical vs. online spaces
- Creating a partnerships between students, teachers and technical administrative staff in order to enhance learning

Lis Lak Risager
Educational Consultant
University of Copenhagen



13:00 Business Lunch 

14:00 Towards Self-learning Learning Spaces

Drawing upon the award-winning work of Zaha Hadid Architects, Uli Blum will investigate the radical opportunities that big data analytics, sensor technology and machine learning open up for improving how we design future learning spaces. Furthermore Uli will explore how self-learning educational buildings will be able to continuously adapt and improve to accommodate changing usage patterns and evolving needs of learners, educators and other stakeholders.

Ulrich Blum
Consultant
Zaha Hadid Architects



14:30 PANEL DISCUSSION 

Redesigning Future Learning Spaces in the Era of Digital Disruption

- In the current Era of Digital Disruption, what are some of the key criteria for designing learning spaces?
- What other factors apart from Digital Technologies do we need to consider for designing future learning spaces?
- What will be the role of traditional learning spaces? Will they become extinct or will they co-exist? If so why and how?
- Future Forward, do we really need the current physical spaces, when every other industry is going digital and online?

15:00 Chairman's Closing Remarks and End of the Summit

* TBC

SPOTLIGHT ON OUR SPEAKERS

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Mark Swales
Director of Estates & Facilities
Sheffield Hallam University

Mark has worked in the Higher Education Sector at a senior leadership level since 1988 with a strong focus on the development of estates and facilities management services. He has chaired four UK national sector bodies bringing together higher education professionals from a wide range of disciplines to share best practice and improve performance.

Sheffield Hallam University is one of the largest providers of Higher Education in the United Kingdom and Mark has the primary responsibility for its estates, facilities, commercial and academic timetabling functions. He has throughout his career held a strong interest in education and training and the difference this makes to students fulfilling their ambitions through all stages of their lives, whatever their starting point. Placing students at the heart of the education system is an approach he has followed, whether this is in the design of learning spaces or helping to shape the services which support learning and the wider student experience.

The University has invested extensively in its estate, consolidating its teaching facilities and reports one of the highest levels of teaching space utilisation in the UK. Its innovative approach to learning and nonacademic space design has won numerous accolades including Best education Building for Student Experience in 2015.

Mark has successfully implemented International Standards for Environmental Management and Energy Management across the institution and is currently working on the adoption of ISO Health and Safety Management. He also led the adoption of the European Standard for Quality Management across his Directorate achieving the Recognised for Excellent Award from the British Quality Foundation a first for an estates directorate in the UK.



Eleanor Magennis
Head of Space Planning
The University of Glasgow

Eleanor Magennis is a Chartered Architect with 30 years post qualification experience. After 10 years as a Project Architect at Glasgow City Council, she has spent the last 20 years in Higher Education leading on Strategic Planning of the estate, effective Space Management, innovative learning / academic space design, post occupancy evaluations and championing equality & diversity. She has contributed to a number of sector wide projects in these areas including most recently a Learning Spaces toolkit <https://www.jisc.ac.uk/guides/learning-space-toolkit-case-studies>

She has been a member of the Higher Education Design Quality forum since 2002 and contributed to a RIBA book on the Future Academic campus. At the University of Strathclyde, as Assistant Director of Estates Services, she was a major driving force in their £350M estates strategy: a 15 year plan to transform the way the campus supported a leading, international technological University. Eleanor has also spoken at many conferences nationally (UK) and internationally. Currently she is Senior Project Development Manager at the University of Glasgow where she is developing a number of projects as part of their £1 billion estates strategy. She is also their Inclusive Design Champion.



Stephen Heppell
Chair of Learning Innovation
Universidad Camilo José Cela

Professor Stephen Heppell holds the Felipe Segovia Chair of Learning Innovation at Universidad Camilo José Cela in Madrid and has been a professor for over 30 years. As a multiple award winner, he has a track record of building radical, but very effective learning spaces from the tiny GRP Ingenium, part of the UK Classrooms of Tomorrow initiative, to suites of schools for nations and regions, innovative Science Centres, University buildings, medal supporting learning spaces for the British Olympic teams, and substantial on-line learning too, since 1986. He is in the Guinness Book of Records for a former on-line project - the then largest Internet Learning Project in the World.

Stephen's team's Internet of Things Learnometer.net devices have transformed learning spaces by careful metered oversight of environmental factors from CO2 to noise, whilst his Learniture.co.uk educational furniture company is busy prototyping smart sensor-rich school furniture in Dubai.

Stephen's current projects includes making over the technology and learning spaces in all 23,000 Saudi schools, and designing education-with-out-schools for 25m children outside of education in Pakistan, by 2025.

Within UCJC a 5 year project with school students designing and inhabiting their own researched better learning spaces has led to those same children inputting into the creation of the much admired and now copied (!) UCJC LearningLab and DesignLab.



Duncan Peberdy
Former Senior Lead - Digital Learning Spaces
Jisc

Duncan has worked on digital innovations for Higher Education since 2006, when the University of Nottingham's Visual Learning Lab implemented the UK's first multiple-display collaboration system. Duncan subsequently developed software that transformed PowerPoint into a multiple screen solution that has been used in many universities, and in 2015 Duncan innovated a transformative learning spaces roadshow that has now been hosted over 30 times across the UK and in Ireland, France and the Netherlands. The Sticky Campus Roadshow became a Jisc project in 2018 and continues to help universities and colleges generate better-informed decisions around all the inputs required for digitally transformative campus developments.

Duncan has written two business books for Pearson, and self-published two books on the use of digital technology that enables small group active collaborative learning to enhance the learning landscape with student-centric spaces that improve academic attainment, drive employability skills, and provide a great student experience.



Marij Veugelers
Chair - SURF Community Learning Spaces
Consultant Future Learning Campus Development
University of Amsterdam

Marij is the Chair of the SURF Special Interest Group Learning Spaces and also consultant Future Learning Spaces. Since 2016 till March 2020 working by CampusDevelopment UVA als Future Learning expert with the aim to connect futureproof innovative learning spaces in campus buildings. Since 2009 involved in the international movement Future Learning and new learning and working spaces in higher education. Advisor for several other innovative learning spaces in the higher education at the UvA and in the NL. What are the possibilities of IT and AV for rooms and how can this influence the pedagogy of learning. Always she likes to share her and other knowledge and is regularly on (international) conferences and meetings a speaker or workshopleader.



Lis Lak Risager
Educational Consultant
University of Copenhagen

Lis Lak Risager is an Educational Consultant at The University of Copenhagen, The Faculty of Humanities. She teaches pedagogy to faculty members and technical administrative staff in various context. In addition, she is involved with support systems for students with special needs. Lis has a strong focus on collaboration and self-regulated learning and never stops exploring how educational technology can support this. She specializes in involvement of stakeholders and creation of sustainable solutions. Prior to joining The University of Copenhagen, Lis spent 12 years as a Senior Lecturer of communication at the former Metropolitan University College, Copenhagen. Lis holds a Master's degree in ICT and learning from Aalborg University, where she researched the potentials of developing teachers' practice by the means of a narrative approach.



Peter Verbist
Project Manager Learning Spaces,
Humanities & Social Sciences Group
KU Leuven

As a historian with a background in libraries, I'm focusing on learning spaces, campus development and digital literacy. Together with a great team of the Agora Learning Centre, we continuously develop Agora into a hub for social learning. A year ago, I was able to combine this challenge with a new job as Learning Spaces Manager, bridging the gap between formal and informal learning spaces within the KU Leuven Learning Lab network.



Frederik Van de plas
Educational Developer
KU Leuven

As an Educational Developer, I support education in a multilocation and/or collaborative setting and the institutional and curriculum change required. Within KU Leuven Learning Lab, an institution wide educational network, I focus on Learning Spaces and Training Hubs.

SPOTLIGHT ON OUR SPEAKERS

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Ulrich Blum
Consultant
Zaha Hadid Architects

Uli is an expert in parametric workplace design and space analytics. As Co-head of ZHA's workplace strategies department (ZH Analytics and Insights), Uli has been involved in workplace planning and analytics on over 30 workplace projects in America, Europe, Middle East, Asia and Australia, for workplace communities from 100 to 100,000 occupants. Uli has helped spearhead innovations in algorithm driven automated floor plate analysis and space planning to provide more rigorous, user-centred workplace design than previously possible. Uli's specialization in workplace strategy and his knowledge of workplace technologies were of particular importance for projects such as the Infinitus headquarter building in Guangzhou and the Sberbank Headquarter project in Moscow, where he developed advanced data driven workplace strategies to optimize proximities and work settings. Other key projects include Unicorn Island, a new live-work master plan in Chengdu and Tencent Innovation City masterplan, a tech start-up precinct in Xian, China.



Anna Donato
Lecturer and Team-Coach for Creative Solutions
Anna Donato
- Creative Workshop Design

Anna Donato is communication and marketing manager at Technical University of Munich (TUM) and a self-employed workshop designer for team and organisational development.

She is a certified LEGO SERIOUS PLAY facilitator and uses the method to help teams and groups develop their out-of-the-box-thinking and foster creative and deep work. As a lecturer for a Munich business school, she uses the method also for providing a creative and safe learning tool in discussions and idea development with students.

Anna Donato used to work for the LEGO Group in Munich and was trained in LEGO SERIOUS PLAY by the founder of the method. The focus of her workshop designs lies on value-based solutions, soft skills, innovation and creativity – all individually developed for respective teams and organisations.



Michael Keppell
Pro Vice-Chancellor and Professor,
Learning and Teaching
Taylor's University

Mike Keppell is Pro Vice-Chancellor, Learning and Teaching and Professor at Taylor's University, Subang Jaya, Malaysia. Mike leads the Pro Vice-Chancellor, Learning and Teaching portfolio that is focused on driving curriculum transformation, learning, teaching and assessment at the University. He also leads the Centre for Future Learning (CFL) at Taylor's that is focused on the provision of holistic teaching and learning experiences for staff and students. His research interests focus on learning spaces, personalised learning, educational technology, blended learning, assessment and design. He is an internationally recognised thought-leader who has worked in four different countries and seven universities. He is an invited keynote speaker and has made presentations in over 20 countries. He is fascinated by different cultures and lives and works in different cultures in an effort to understand different perspectives.



Ulrike Wild
Director Educational Innovation
Wageningen University & Research

After a career as professional musician and as organizational psychologist (trainer, coach and consultant), Ulrike turned to online learning in higher education. She is responsible for the Wageningen program for open and online learning and flexibilisation. Ulrike is also member of the Wageningen taskforce preparing next study year, where limited campus options have to blend with online learning.

Furthermore, she is the lead of a national program in the Netherlands, on flexibilisation in higher education. This includes projects on micro-credentialing and infrastructure, promoting student mobility across universities.



Marie-Pierre Pausch
Director of the Luxembourg Learning Centre
University of Luxembourg

Marie-Pierre Pausch-Antoine obtained her Master's degree in Library and Information Science from the Université libre de Bruxelles in 2001 and started her professional career at Eurydice, the Information Network on Education in Europe, a project of the European Commission in Bruxelles.

In 2006, she joined the young University of Luxembourg, founded in 2003, as Head of the Library Department.

Between 2006 and 2018, she was the « user » project manager for the construction of the Luxembourg Learning Centre, in close collaboration with the architects' office F. Valentiny and the contracting authority, the Fonds Belval, in charge of the construction of the new University campus in Belval.

The Luxembourg Learning Centre (llc.uni.lu) is an ambitious building of almost 14,000 square metres located on the new Belval campus. Mrs Pausch-Antoine holds the position of Director of the LLC since its opening in September 2018.

Since 2015, she is also an active member of the LIBER Architecture Group, where she holds the position of Chair since 2020.



Piet van der Zanden
Education Expert AV-IT in Learning Spaces
Delft University of Technology

Dr. ing. Piet van der Zanden is education expert with special focus on AV-IT and interior issues of teaching and learning spaces at Delft University of Technology (TU Delft). He has an initiating role in the design and development of education facilities and is involved in its feasibility and usability studies. He advises about audio-visual, pedagogical, ergonomic and technical issues.

Piet has devised the four-quadrant pedagogy, which is facilitated by a quad signal presentation system combined with an interactive smartboard. He does training and evaluation and discusses pedagogical approaches that come within reach because of it.

Pedagogy challenges for the years to come are collaborative design labs for ill-structured engineering projects, and hybrid classrooms to bridge physical and virtual students in one and the same class.



Gousheeg Raviendran
Senior Space & Feasibility Manager
UCL

Gousheeg has been working HE sector for the past 6 years Strategic planning of estates, producing innovative solution accommodation plans to the Space Management group, managing projects from start to completion, liaising with the professional team, consultants and contractors to ensure that the client's objectives are met. Started his working career for University of Essex where he was able to use his skills to improve/better utilise spaces in an 1960's estates, his qualification in Interior Architecture helped him to understand complex spaces and how to make them more efficient. Now working as Senior Space & Feasibility Manager for University College London Estates as part of Transforming UCL, a £1.25 billion ten-year programme of investment in UCL's estate. His focus area is particularly on schools such as Built Environment, Engineering Sciences and Mathematical, Physical Sciences.



Dan Pearson
Principal & CEO
USP College

Dan has 20 years' experience working in education, having spent the past decade in senior leadership roles. Dan gained his qualification in Strategic Leadership from the University of Oxford, and prides himself on his open, creative and innovative approach to driving improvements in educational quality and outcomes. Dan is the current Chairman of the Federation of Essex Colleges (FEDEC).

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CHAIRMAN



Mark Swales
Director of Estates & Facilities
Sheffield Hallam
University



Eleanor Magennis
Head of Space Planning
The University
of Glasgow



SPEAKER LINE-UP



Peter Verbist
Project Manager Learning
Spaces, Humanities &
Social Sciences Group KU Leuven



Lis Lak Risager
Educational Consultant
University of
Copenhagen



Michael Keppell
Pro Vice-Chancellor and
Professor, Learning and Teaching
Taylor's University



Drew Hardie
Head of Space Management
The Manchester
Metropolitan University



Marie-Pierre Pausch
Director of the Luxembourg
Learning Centre
University of Luxembourg



Duncan Peberdy
Former Senior Lead - Digital
Learning Spaces
Jisc



Piet van der Zanden
Education Expert AV-IT
in Learning Spaces
Delft University of Technology



**Frederik
Van de plas**
Educational Developer
KU Leuven



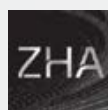
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Universidad
Camilo José Cela



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Ulrich Blum
Consultant
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Feasibility Manager
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Dan Pearson
Principal & CEO
USP College



Marij Veugelers
Chair
SURF Community
Learning Spaces
Consultant Future Learning
Campus Development
University of Amsterdam



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Following the great success of four earlier editions, **Innovative Learning Spaces Summit** will be heading back to beautiful **Amsterdam** for the **5th Annual Summit**. The event will delve into the latest innovations in learning environments to foster success in education. The summit will, also, concentrate on technology infused learning space design, collaborative environments and worldwide trends in learning spaces. The purpose of the conference is also to create a perfect atmosphere conducive for active engagement, networking and knowledge exchange.

The 5th Innovative Learning Spaces Summit will Address the Following Key Issues

- Technology Infused Learning Spaces to Enhance Student Success
- Improving Concentration & in-class Performance through Design
- Flexible Learning Spaces to Facilitate Innovative Pedagogy
- A Holistic Approach to Learning Space Design
- The Use of Design Thinking to Create Thoughtful Spaces
- Meaningful Engagement with Stakeholders in Learning Space Design
- The Impact of Investments on Learning Outcomes
- Disability & Inclusion, Planning for Needs
- Virtual Reality implementation in Learning Spaces
- Informal Interaction and Modern Space Planning

Take a Look at our 4th Innovative Learning Spaces Summit



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Who Should Attend

This summit will gather together Directors, Heads, Managers, Principals, Deans, Professors, Researchers, Architects and Senior Level Executives specializing in:

- Higher Education
- Educational Development
- Estates and Facilities
- Future-focused Education
- Space Planning
- Learning Technology
- Learning Programmes
- Teaching Innovation
- Library Services
- Educational Research
- Blended Learning and eLearning
- & Others!

08:30 Check-In and Welcome Coffee 

09:00 Opening Address from the Chairman

09:10 "Breaking the Ice" Speed Networking Session

TOWARDS DIGITAL LEARNING SPACE DESIGN

09:30 SPONSORSHIP SLOT

Technology Infused Learning Spaces to Enhance Student Success

- Understanding the value of communication tools
- Structuring an efficient client - planner team




10:10 **Pedagogical Principles that Underpin the Campus Student Experience: Designing Learning Spaces to Empower Learners and Teachers to Succeed**

Taylor's University has implemented strategies that have reshaped the campus environment through curriculum transformation to create an educational ecosystem based on core values of their educational approach. This case study focuses on the educational ecosystem encompassing curriculum, pedagogy, teaching, learning, assessment, learning spaces, and technology. The design of a vibrant campus empowers graduates for future employment. Designing collaborative spaces and changing educational mindsets of teachers is an essential aspect in the future transformation of universities.

Mike Keppell

Pro Vice-Chancellor, Learning and Teaching
Taylor's University



10:40 Morning Coffee and Networking Break 

11:10 **Connecting Multilocation Teaching and Collaborative Learning at KU Leuven**

In this talk we focus on the newest developments in KU Leuven's Active Learning Spaces, most notably the Collaborative Classrooms. We run through the possibilities educational technology offers for collaborative learning. Next, we present the case of recent changes in our teacher training program which require the combination of collaborative tools in a context of multilocation teaching and learning. In our Hybrid Classroom we strive to combine teacher-centered videoconferencing with student-centered collaborative learning. We will provide you with our approach, struggles and solutions and we will also discuss future developments.

Peter Verbist

Project Manager Learning Spaces,
Humanities & Social Sciences Group

Frederik Van de plas
Educational Developer

KU Leuven



11:50 **Traditional to Digital Learning Spaces: Going Beyond The Visual Appeal**

Let's assume that improving student outcomes is our goal; their academic expertise, employability skills, and a desire for life-long learning that Industry 4.0 will demand. What then do our learning spaces need to incorporate in order to better ensure these successful outcomes? Duncan presents the ingredients for successful learning space development in context with each other, showing how only when spaces are developed with a collaborative group of stakeholders from across the campus, that success can be more guaranteed. Duncan will draw upon real life examples and case studies that highlight the impact of investments on learning outcomes.

Duncan Peberdy

Former Senior Lead - Digital Learning Spaces
Jisc



12:30 Business Lunch 

13:30 INTERACTIVE SESSION 

Out of the Box Thinking in 3D: Using the LEGO® SERIOUS PLAY® Method to Create Learning Environments

- Using an engaging and innovative tool for ideation and communication
- Perspective taking as an essential instrument in creating user-centric solutions
- Unlocking a group's potential by provoking deep thoughts

Moderated by:

Anna Donato

Lecturer and Team-Coach for Creative Solutions

Anna Donato - Creative Workshop Design



REINVENTING LEARNING SPACES

14:30 **Pathways for Flexibilizing HE**

Whenever the COVID crisis will be over, Higher Education will not look the same. Finally digital tools and methods are implemented- opening multiple ways to study remote at different campuses, increasing (virtual) mobility of students, enabling more personal arrangements of degree programmes and last but not least giving opportunities for lifelong learners to follow academic training.

Ulrike will introduce the work of the zone Flexibilization of the Dutch Acceleration Plan for Educational Innovation, telling more about the current pilots and projects and discuss briefly with the audience how this will have impact on learning spaces- might they be virtual or physical, personal or social.

Ulrike Wild

Director Educational Innovation
Wageningen University & Research



15:00 **Readability and Ergonomic Sightlines in Education Spaces**


Seat capacities are the tangible numbers when universities commission third parties to design new education buildings or to refurbish current education spaces. Features such as readability and sightlines are taken for granted and only during the building process the commissioners get a feel of the physical appearance. When they discover that ceilings are too low or columns are in the wrong position, they cannot do anything about it because alterations in the design are beyond time to change.

Delft University of Technology has been composing a free to distribute Cookbook Education Spaces with space requirements based on education practices. In such way, staff can check education features beforehand. We have taken it a step further with visualising readability and sightlines in a licence-based interactive education spaces configurator (<https://tudesc.com/>).

Piet van der Zanden

Education Expert AV-IT in Learning Spaces
Delft University of Technology



15:30 Afternoon Tea and Networking Break 

16:00 **Reinventing the Library**

Library or Learning Centre? What are their places today at the heart of new university campuses? How can we reconcile today's exceptional architecture with the functional needs of the "new" Learning Centre services? How can we avoid conflicts between the architects' wishes and the functional needs when planning spaces? How can we plan and allow the diversity of needs for learning spaces, collaborative or individual work, and meet the need for spaces where users can socialise?

And once the building is open, how can we deal with potential conflicts between the architecture, the function and the customers? Feedback from 12 years of experience of planning the LLC at the heart of the new Belval campus.

Marie-Pierre Pausch

Director of the Luxembourg Learning Centre
University of Luxembourg



16:30 **Research Spaces and Technology Influencing New and Future Buildings**

- Deep dive into Project PEARL . PEARL (Person-Environment-Activity Research Laboratory) will be a unique facility that will explore the ways in which people interact with their environment
- How technology is being used to plan future buildings (movement of people in buildings, occupancy of space)
- Using data to influence decision making in future of buildings

Gousheeg Raviendran

Senior Space & Feasibility Manager
UCL



17:00 Chairman's Closing Remarks and End of Day One

18:00 **A Site Visit to an Innovative Multi-functional Active Learning Space**

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A Site Visit to an Innovative Multi-functional Active Learning Space

Address: Faculty Medicine UvA, Meibergdreef 11, 1105 AZ Amsterdam

The Amsterdam UMC, location AMC, completed an overall renovation of a traditional lecture hall into an innovative multi-functional active learning space. In this single space, frontal teaching can be combined with group and stand-up education. Audiovisual (AV) technology forms an integral part of the space and enhances the interaction with the students like never before. The new lecture hall is an excellent and unique example of such an active AV enabled classroom, and received already the 2020 EUNIS Award for AV enabled multifunction educational space.

Tom Broens, assistant professor and initiator of this collaborative lecture hall, will show you around and tell you the ins and outs of this renovation.



08:30 Check-In and Welcome Coffee 

09:00 Opening Address from the Chairman

BUILDING THE FUTURE LEARNING SPACE

09:10 SPONSORSHIP SLOT

Virtual Reality implementation in Learning Spaces

- Innovative technology enabled environments to foster success in education
- Reviewing staff feedback to ensure successful adoption
- Implementing effective change management strategies for a smooth transition



09:50 Drawing Lessons from University of Glasgow's Learning Spaces

Eleanor will share lessons learned from the last five years of piloting learning spaces at the University of Glasgow and how these have influenced their new £90m learning hub which was to have opened for September 2020 before COVID-19 paused its construction. There will also be an interactive element for attendees to work in groups using a technique called "Rich Pictures". This methodology was trialed at Glasgow to see if it could help design more inclusive learning environments.

Eleanor Magennis
Head of Space Planning
The University of Glasgow




10:20 Innovative Approaches to Future Proofing your Organisation

USP College recognised they, like many other FE institutions, were experiencing testing times, subjects with low student numbers and challenges recruiting high-quality teaching staff. Coupled with variations in teaching and outcomes between the campuses and across subjects, the College saw an opportunity to change their teaching delivery method. The solution was to create immersive spaces, with a wow factor to enable peer and collaborative learning. Learn more about their journey, idea through to implementation and what lessons they've learnt along the way. You'll also have the opportunity to see a live lesson in action as part of the workshop.

Dan Pearson
Principal & CEO
USP College



10:50 Morning Coffee and Networking Break 

11:20 Building the Classrooms of Tomorrow

Engaging with the UK government's Classrooms of Tomorrow project back in 2001 - building the uniquely effective Ingenium classrooms with architects Future Systems - it was apparent that much of what we had been building online pedagogically, socially and organisationally, a decade before, had effectively prototyped the new architecture of learning spaces. That decade lag between virtual and physical has held fairly true for the last 20 years. And now, as we enter the era of coronavirus lockdowns and isolation, the digitally connected world has leapt forwards again (albeit with mixed results), to redefine spaces of learning and working. That leap to connected home learning and home working will, in turn, be reflected in the physical design and organisation of learning and work beyond the coronavirus crisis.

This presentation explores and illustrates what we know of that new physical future.

Stephen Heppell
Chair of Learning Innovation
Universidad Camilo José Cela



12:00 Creating Modern University Spaces & Providing Excellent Student Experiences *

- Everyone's Different - Creating a working and learning environment for all
- Transforming teaching, learning & working environments
- Providing choice by creating different environments
- Making the learning environment more akin to where our graduates will be working

Drew Hardie
Head of Space Management
The Manchester
Metropolitan University




12:30 Physical and Online Spaces

- Mapping organizational obstacles for change
- Engaging teachers in thinking beyond the concept of physical vs. online spaces
- Creating a partnerships between students, teachers and technical administrative staff in order to enhance learning

Lis Lak Risager
Educational Consultant
University of Copenhagen



13:00 Business Lunch 

14:00 Towards Self-learning Learning Spaces

Drawing upon the award-winning work of Zaha Hadid Architects, Uli Blum will investigate the radical opportunities that big data analytics, sensor technology and machine learning open up for improving how we design future learning spaces. Furthermore Uli will explore how self-learning educational buildings will be able to continuously adapt and improve to accommodate changing usage patterns and evolving needs of learners, educators and other stakeholders.

Ulrich Blum
Consultant
Zaha Hadid Architects



14:30 PANEL DISCUSSION 

Redesigning Future Learning Spaces in the Era of Digital Disruption

- In the current Era of Digital Disruption, what are some of the key criteria for designing learning spaces?
- What other factors apart from Digital Technologies do we need to consider for designing future learning spaces?
- What will be the role of traditional learning spaces? Will they become extinct or will they co-exist? If so why and how?
- Future Forward, do we really need the current physical spaces, when every other industry is going digital and online?

15:00 Chairman's Closing Remarks and End of the Summit

* TBC

SPOTLIGHT ON OUR SPEAKERS

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Mark Swales
Director of Estates & Facilities
Sheffield Hallam University

Mark has worked in the Higher Education Sector at a senior leadership level since 1988 with a strong focus on the development of estates and facilities management services. He has chaired four UK national sector bodies bringing together higher education professionals from a wide range of disciplines to share best practice and improve performance.

Sheffield Hallam University is one of the largest providers of Higher Education in the United Kingdom and Mark has the primary responsibility for its estates, facilities, commercial and academic timetabling functions. He has throughout his career held a strong interest in education and training and the difference this makes to students fulfilling their ambitions through all stages of their lives, whatever their starting point. Placing students at the heart of the education system is an approach he has followed, whether this is in the design of learning spaces or helping to shape the services which support learning and the wider student experience.

The University has invested extensively in its estate, consolidating its teaching facilities and reports one of the highest levels of teaching space utilisation in the UK. Its innovative approach to learning and nonacademic space design has won numerous accolades including Best education Building for Student Experience in 2015.

Mark has successfully implemented International Standards for Environmental Management and Energy Management across the institution and is currently working on the adoption of ISO Health and Safety Management. He also led the adoption of the European Standard for Quality Management across his Directorate achieving the Recognised for Excellent Award from the British Quality Foundation a first for an estates directorate in the UK.



Eleanor Magennis
Head of Space Planning
The University of Glasgow

Eleanor Magennis is a Chartered Architect with 30 years post qualification experience. After 10 years as a Project Architect at Glasgow City Council, she has spent the last 20 years in Higher Education leading on Strategic Planning of the estate, effective Space Management, innovative learning / academic space design, post occupancy evaluations and championing equality & diversity. She has contributed to a number of sector wide projects in these areas including most recently a Learning Spaces toolkit <https://www.jisc.ac.uk/guides/learning-space-toolkit-case-studies>

She has been a member of the Higher Education Design Quality forum since 2002 and contributed to a RIBA book on the Future Academic campus. At the University of Strathclyde, as Assistant Director of Estates Services, she was a major driving force in their £350M estates strategy: a 15 year plan to transform the way the campus supported a leading, international technological University. Eleanor has also spoken at many conferences nationally (UK) and internationally. Currently she is Senior Project Development Manager at the University of Glasgow where she is developing a number of projects as part of their £1 billion estates strategy. She is also their Inclusive Design Champion.



Stephen Heppell
Chair of Learning Innovation
Universidad Camilo José Cela

Professor Stephen Heppell holds the Felipe Segovia Chair of Learning Innovation at Universidad Camilo José Cela in Madrid and has been a professor for over 30 years. As a multiple award winner, he has a track record of building radical, but very effective learning spaces from the tiny GRP Ingenium, part of the UK Classrooms of Tomorrow initiative, to suites of schools for nations and regions, innovative Science Centres, University buildings, medal supporting learning spaces for the British Olympic teams, and substantial on-line learning too, since 1986. He is in the Guinness Book of Records for a former on-line project - the then largest Internet Learning Project in the World.

Stephen's team's Internet of Things Learnometer.net devices have transformed learning spaces by careful metered oversight of environmental factors from CO2 to noise, whilst his Learniture.co.uk educational furniture company is busy prototyping smart sensor-rich school furniture in Dubai.

Stephen's current projects includes making over the technology and learning spaces in all 23,000 Saudi schools, and designing education-with-out-schools for 25m children outside of education in Pakistan, by 2025.

Within UCJC a 5 year project with school students designing and inhabiting their own researched better learning spaces has led to those same children inputting into the creation of the much admired and now copied (!) UCJC LearningLab and DesignLab.



Duncan Peberdy
Former Senior Lead - Digital Learning Spaces
Jisc

Duncan has worked on digital innovations for Higher Education since 2006, when the University of Nottingham's Visual Learning Lab implemented the UK's first multiple-display collaboration system. Duncan subsequently developed software that transformed PowerPoint into a multiple screen solution that has been used in many universities, and in 2015 Duncan innovated a transformative learning spaces roadshow that has now been hosted over 30 times across the UK and in Ireland, France and the Netherlands. The Sticky Campus Roadshow became a Jisc project in 2018 and continues to help universities and colleges generate better-informed decisions around all the inputs required for digitally transformative campus developments.

Duncan has written two business books for Pearson, and self-published two books on the use of digital technology that enables small group active collaborative learning to enhance the learning landscape with student-centric spaces that improve academic attainment, drive employability skills, and provide a great student experience.



Marij Veugelers
Chair - SURF Community Learning Spaces
Consultant Future Learning Campus Development
University of Amsterdam

Marij is the Chair of the SURF Special Interest Group Learning Spaces and also consultant Future Learning Spaces. Since 2016 till March 2020 working by CampusDevelopment UVA als Future Learning expert with the aim to connect futureproof innovative learning spaces in campus buildings. Since 2009 involved in the international movement Future Learning and new learning and working spaces in higher education. Advisor for several other innovative learning spaces in the higher education at the UvA and in the NL. What are the possibilities of IT and AV for rooms and how can this influence the pedagogy of learning. Always she likes to share her and other knowledge and is regularly on (international) conferences and meetings a speaker or workshopleader.



Lis Lak Risager
Educational Consultant
University of Copenhagen

Lis Lak Risager is an Educational Consultant at The University of Copenhagen, The Faculty of Humanities. She teaches pedagogy to faculty members and technical administrative staff in various context. In addition, she is involved with support systems for students with special needs. Lis has a strong focus on collaboration and self-regulated learning and never stops exploring how educational technology can support this. She specializes in involvement of stakeholders and creation of sustainable solutions. Prior to joining The University of Copenhagen, Lis spent 12 years as a Senior Lecturer of communication at the former Metropolitan University College, Copenhagen. Lis holds a Master's degree in ICT and learning from Aalborg University, where she researched the potentials of developing teachers' practice by the means of a narrative approach.



Peter Verbist
Project Manager Learning Spaces,
Humanities & Social Sciences Group
KU Leuven

As a historian with a background in libraries, I'm focusing on learning spaces, campus development and digital literacy. Together with a great team of the Agora Learning Centre, we continuously develop Agora into a hub for social learning. A year ago, I was able to combine this challenge with a new job as Learning Spaces Manager, bridging the gap between formal and informal learning spaces within the KU Leuven Learning Lab network.



Frederik Van de plas
Educational Developer
KU Leuven

As an Educational Developer, I support education in a multilocation and/or collaborative setting and the institutional and curriculum change required. Within KU Leuven Learning Lab, an institution wide educational network, I focus on Learning Spaces and Training Hubs.

SPOTLIGHT ON OUR SPEAKERS

26-27 NOVEMBER 2020 | AMSTERDAM, NETHERLANDS

5th INNOVATIVE
LEARNING SPACES
SUMMIT



Ulrich Blum
Consultant
Zaha Hadid Architects

Uli is an expert in parametric workplace design and space analytics. As Co-head of ZHA's workplace strategies department (ZH Analytics and Insights), Uli has been involved in workplace planning and analytics on over 30 workplace projects in America, Europe, Middle East, Asia and Australia, for workplace communities from 100 to 100,000 occupants. Uli has helped spearhead innovations in algorithm driven automated floor plate analysis and space planning to provide more rigorous, user-centred workplace design than previously possible. Uli's specialization in workplace strategy and his knowledge of workplace technologies were of particular importance for projects such as the Infinitus headquarter building in Guangzhou and the Sberbank Headquarter project in Moscow, where he developed advanced data driven workplace strategies to optimize proximities and work settings. Other key projects include Unicorn Island, a new live-work master plan in Chengdu and Tencent Innovation City masterplan, a tech start-up precinct in Xian, China.



Anna Donato
Lecturer and Team-Coach for Creative Solutions
Anna Donato
- Creative Workshop Design

Anna Donato is communication and marketing manager at Technical University of Munich (TUM) and a self-employed workshop designer for team and organisational development.

She is a certified LEGO SERIOUS PLAY facilitator and uses the method to help teams and groups develop their out-of-the-box-thinking and foster creative and deep work. As a lecturer for a Munich business school, she uses the method also for providing a creative and safe learning tool in discussions and idea development with students.

Anna Donato used to work for the LEGO Group in Munich and was trained in LEGO SERIOUS PLAY by the founder of the method. The focus of her workshop designs lies on value-based solutions, soft skills, innovation and creativity – all individually developed for respective teams and organisations.



Michael Keppell
Pro Vice-Chancellor and Professor,
Learning and Teaching
Taylor's University

Mike Keppell is Pro Vice-Chancellor, Learning and Teaching and Professor at Taylor's University, Subang Jaya, Malaysia. Mike leads the Pro Vice-Chancellor, Learning and Teaching portfolio that is focused on driving curriculum transformation, learning, teaching and assessment at the University. He also leads the Centre for Future Learning (CFL) at Taylor's that is focused on the provision of holistic teaching and learning experiences for staff and students. His research interests focus on learning spaces, personalised learning, educational technology, blended learning, assessment and design. He is an internationally recognised thought-leader who has worked in four different countries and seven universities. He is an invited keynote speaker and has made presentations in over 20 countries. He is fascinated by different cultures and lives and works in different cultures in an effort to understand different perspectives.



Ulrike Wild
Director Educational Innovation
Wageningen University & Research

After a career as professional musician and as organizational psychologist (trainer, coach and consultant), Ulrike turned to online learning in higher education. She is responsible for the Wageningen program for open and online learning and flexibilisation. Ulrike is also member of the Wageningen taskforce preparing next study year, where limited campus options have to blend with online learning.

Furthermore, she is the lead of a national program in the Netherlands, on flexibilisation in higher education. This includes projects on micro-credentialing and infrastructure, promoting student mobility across universities.



Marie-Pierre Pausch
Director of the Luxembourg Learning Centre
University of Luxembourg

Marie-Pierre Pausch-Antoine obtained her Master's degree in Library and Information Science from the Université libre de Bruxelles in 2001 and started her professional career at Eurydice, the Information Network on Education in Europe, a project of the European Commission in Bruxelles.

In 2006, she joined the young University of Luxembourg, founded in 2003, as Head of the Library Department.

Between 2006 and 2018, she was the « user » project manager for the construction of the Luxembourg Learning Centre, in close collaboration with the architects' office F. Valentiny and the contracting authority, the Fonds Belval, in charge of the construction of the new University campus in Belval.

The Luxembourg Learning Centre (llc.uni.lu) is an ambitious building of almost 14,000 square metres located on the new Belval campus. Mrs Pausch-Antoine holds the position of Director of the LLC since its opening in September 2018.

Since 2015, she is also an active member of the LIBER Architecture Group, where she holds the position of Chair since 2020.



Piet van der Zanden
Education Expert AV-IT in Learning Spaces
Delft University of Technology

Dr. ing. Piet van der Zanden is education expert with special focus on AV-IT and interior issues of teaching and learning spaces at Delft University of Technology (TU Delft). He has an initiating role in the design and development of education facilities and is involved in its feasibility and usability studies. He advises about audio-visual, pedagogical, ergonomic and technical issues.

Piet has devised the four-quadrant pedagogy, which is facilitated by a quad signal presentation system combined with an interactive smartboard. He does training and evaluation and discusses pedagogical approaches that come within reach because of it.

Pedagogy challenges for the years to come are collaborative design labs for ill-structured engineering projects, and hybrid classrooms to bridge physical and virtual students in one and the same class.



Gousheeg Raviendran
Senior Space & Feasibility Manager
UCL

Gousheeg has been working HE sector for the past 6 years Strategic planning of estates, producing innovative solution accommodation plans to the Space Management group, managing projects from start to completion, liaising with the professional team, consultants and contractors to ensure that the client's objectives are met. Started his working career for University of Essex where he was able to use his skills to improve/better utilise spaces in an 1960's estates, his qualification in Interior Architecture helped him to understand complex spaces and how to make them more efficient. Now working as Senior Space & Feasibility Manager for University College London Estates as part of Transforming UCL, a £1.25 billion ten-year programme of investment in UCL's estate. His focus area is particularly on schools such as Built Environment, Engineering Sciences and Mathematical, Physical Sciences.



Dan Pearson
Principal & CEO
USP College

Dan has 20 years' experience working in education, having spent the past decade in senior leadership roles. Dan gained his qualification in Strategic Leadership from the University of Oxford, and prides himself on his open, creative and innovative approach to driving improvements in educational quality and outcomes. Dan is the current Chairman of the Federation of Essex Colleges (FEDEC).

REGISTRATION FORM

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5th INNOVATIVE
LEARNING SPACES
SUMMIT

SUMMIT PACKAGE – 1495 EUR

Package Benefits	<input type="checkbox"/> Delegate Pass	<input type="checkbox"/> Online Pass
2-Days Summit + Workshop	✓	✓
Interactive Focus Sessions	✓	✓
Discussions with Industry Experts and Peers	✓	✓
Post-Conference Documentation Package	✓	✓
Delegate List	✓	✓
Live Q&A Sessions	✓	✓
Virtual Networking Opportunities	*	✓
Access to the Entire Event from the Comfort of your Home	*	✓
Possibility to Share Branded Materials with the Audience	*	✓
1 Complimentary Pass for a Colleague or a Client	*	✓

For those of you who cannot attend the summit in Amsterdam, we now offer the opportunity for real time knowledge transfer of the physical event in combination with added benefits of the online pass from the comfort of your home, whilst saving travel/accommodation costs.

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this deadline & get a discount
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E-mail:

2
Name:

Position:

E-mail:

3
Name:

Position:

E-mail:

CONTACT INFORMATION

Company:

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City: Postcode:

Phone: VAT No:

Date:

Signature:



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By sending this form, I confirm that I have read and accepted the terms and conditions detailed below.

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Illinois State University

COVID-19 Pandemic – Fiscal Impact

Academic Senate Meeting

September 9, 2020



ILLINOIS STATE
UNIVERSITY
Illinois' first public university

FY20 & FY21 >> KEY AREAS OF IMPACT

- **Student & Other Refunds – Spring term 20**
- **COVID-19 related expenditures – Spring 20 thru Fall 20**
- **Lost revenues from reduced housing, dining, athletic, and campus events – Spring 20 thru Fall 20**
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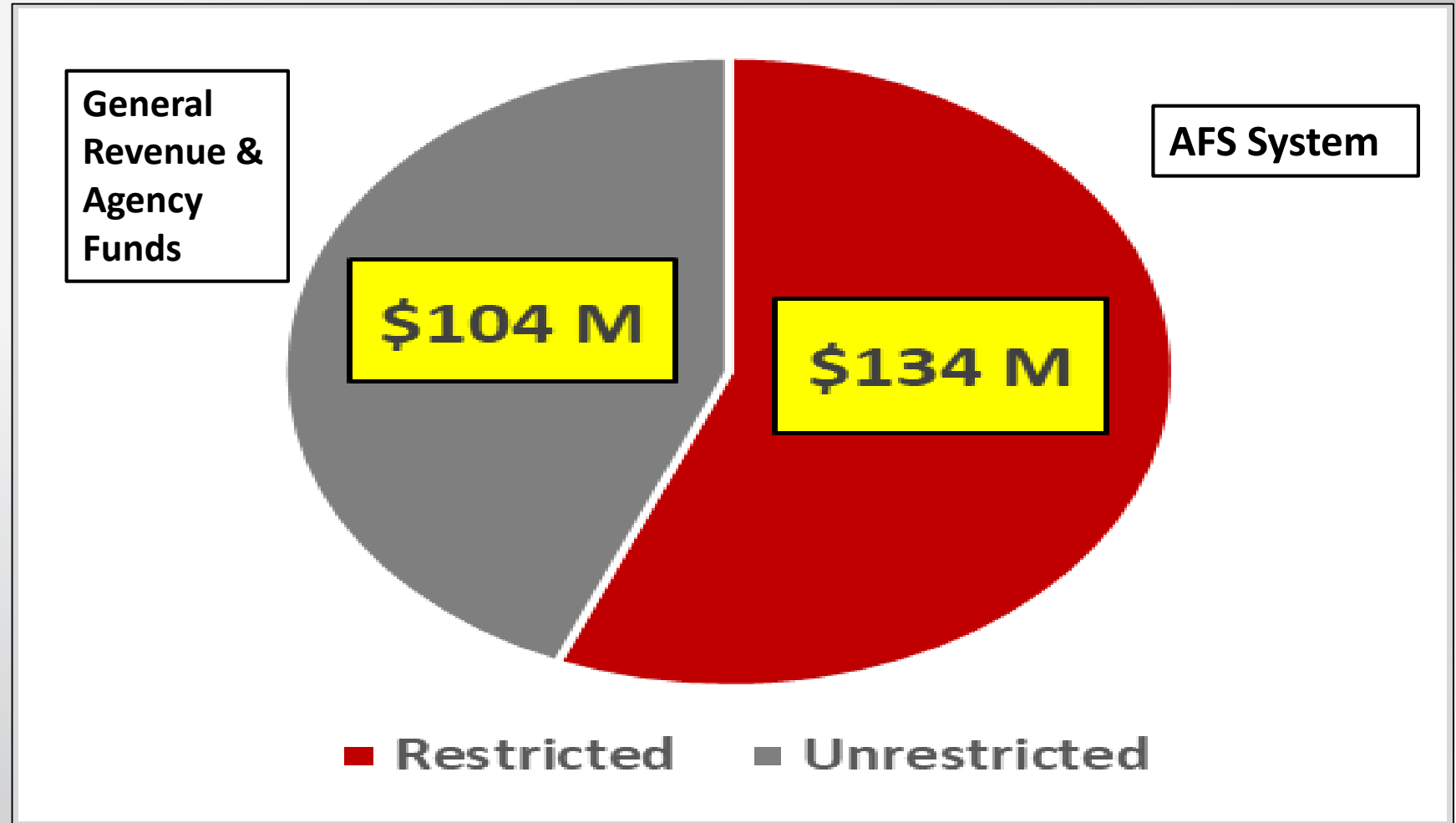
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SUMMARY OF COVID-19 FINANCIAL IMPACT - PROJECTED

		FY20	FY21	Total
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Student Refunds	\$ 18,083,776			
Other Refunds	\$ 194,864			
TOTAL REFUNDS		\$ 18,278,640	\$ -	\$ 18,278,640
LOST REVENUE		\$ 7,221,074	\$ 17,093,000	\$ 24,314,074
ADDITIONAL EXPENSES		\$ 2,342,000	\$ 7,285,000	\$ 9,627,000
CARES Act - Administrative portion		\$ (4,000,000)	\$ (4,000,000)	\$ (8,000,000)
TOTAL FINANCIAL IMPACT OF COVID-19 - PROJECTED		\$ 23,841,714	\$ 20,378,000	\$ 44,219,714



FY19 AUDIT NET POSITION - \$238 MILLION



GR & AFS - Deferred Maintenance & Repair Backlog

	FY2016	FY2017	FY2018	FY2019	FY2020
General Revenue Buildings	\$225 M	\$231 M	\$230 M	\$232 M	\$255 M
Bond Revenue Buildings	\$170 M	\$172 M	\$165 M	\$168 M	\$155 M
Total	\$395 M	\$403 M	\$395 M	\$400 M	\$410 M

No State Capital Funding for ISU for past 12 years - 2008



**ILLINOIS STATE
UNIVERSITY**



FACILITIES SERVICES
Illinois State University

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ADDITIONAL EXPENSES - PROJECTED			
	FY20	FY21	Total
Additional staff overtime	\$ 44,000	\$ -	\$ 44,000
Additional cleaning labor	\$ -	\$ 10,000	\$ 10,000
Hardware & software for online classes	\$ 1,180,000	\$ 760,000	\$ 1,940,000
Cleaning supplies	\$ 100,000	\$ 300,000	\$ 400,000
Medical supplies	\$ 13,000	\$ 25,000	\$ 38,000
Study abroad Travel	\$ 175,000	\$ -	\$ 175,000
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IMPACT TO FY21 HOUSING CONTRACTS

FALL 2020 ONLY

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# decrease in housing contracts	(2,400)
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Decrease in dining contracts		(3,475)
% Decrease		(42%)
Average cost of dining contract - per semester		\$2,260
Projected dining revenue loss – Fall 2020		(\$7.9M)



IMPACT TO FY21 TUITION & STUDENT FEES

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Fall 2019 – Student Enrollments – Headcount	20,874
Fall 2020 – Student Enrollments – Headcount	<u>20,720</u>
Decrease in student enrollment	(154)
% Decrease (less than 1%)	(.7%)
Projected Tuition Revenue Reduction - Fall 2020	(\$890,000)
(Assume 15 student credit hours per semester)	
Projected Student Fee Revenue Reduction – Fall 2020	(\$250,000)
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INVESTMENTS IN IT TO SUPPORT ONLINE AND HYBRID INSTRUCTION

ANNUAL ONLINE/HYBRID INSTRUCTION IT INVESTMENTS			
Software and Hardware			\$ 626,879
Student Technology Access			\$ 727,038
Classroom Upgrades			\$ 847,808
Instructional Support			\$ 1,625,454
Total Annual IT Costs to Support Hybrid & Online Teaching			\$ 3,827,179
COVID-19 Online/Hybrid Instruction IT Investments			
		FY20	FY21
Software and Hardware	\$	134,500	\$ 404,500
Student Technology Access	\$	27,000	\$ 434,000
Classroom Upgrades	\$	61,000	\$ 313,000
Instructional Support	\$	2,000	\$ 319,300
	\$	224,500	\$ 1,470,800
Total COVID-19 - Costs incurred since March 2020			\$ 1,695,300
TOTAL ONLINE/HYBRID INSTRUCTIONAL IT INVESTMENTS			\$ 5,522,479



SUMMARY OF COVID-19 SOFTWARE AND HARDWARE INVESTMENTS

SUMMARY OF COVID-19 SOFTWARE AND HARDWARE			
	FY20	FY21	
Campus Zoom Licensing	\$ 25,000	\$ 35,000	
Additional Zoom Licensing	\$ 8,000	\$ 9,000	
Virtual Desktop Licensing	\$ 28,000	\$ 65,000	
Virtual Desktop Hardware	\$ 45,000	\$ 30,000	
LiveChat Remote Support Software	\$ 4,500	\$ 8,500	
Remote Support Connect Software	\$ 4,000	\$ 7,000	
Additional Malware/Phishing Protection		\$ 250,000	
Laptops for Remote Employees	\$ 20,000		
	\$ 134,500	\$ 404,500	
		TOTAL SOFTWARE AND HARDWARE \$ 539,000	



SUMMARY OF COVID-19 STUDENT TECHNOLOGY ACCESS INVESTMENTS

SUMMARY OF COVID-19 STUDENT TECHNOLOGY ACCESS			
	FY20	FY21	
Emergency loan laptops for Spring Students	\$ 10,000		
Student Loaner Laptop Program		\$ 417,000	
ChatBot Software	\$ 17,000	\$ 17,000	
	\$ 27,000	\$ 434,000	
		TOTAL STUDENT SUPPORT	\$ 461,000



SUMMARY OF COVID-19 CLASSROOM UPGRADE INVESTMENTS

SUMMARY OF COVID-19 CLASSROOM UPGRADES			
		FY20	FY21
Document Cameras			\$ 94,000
Tracking Cameras			\$ 193,000
Classroom Webcams			\$ 26,000
Classroom Microphones	\$ 50,000		
Misc Equipment for Install/Classroom use	\$ 11,000		
	\$ 61,000	\$ 313,000	
		TOTAL CLASSROOM UPGRADES \$ 374,000	



SUMMARY OF COVID-19 INSTRUCTIONAL SUPPORT INVESTMENTS

SUMMARY OF COVID-19 INSTRUCTIONAL SUPPORT			
	FY20	FY21	
ReggieNet Concurrent User Upgrade	\$ 2,000		
High Performance Computing Cluster		\$ 100,000	
Online Proctoring Solution		\$ 100,000	
EdPuzzle Curriculum Development Software		\$ 2,200	
Vosaic Teacher Ed Esupervision Software		\$ 15,000	
NearPod Curriculum and Participation Software		\$ 7,800	
Padlet Curriculum and Engagement Software		\$ 2,000	
College Headset Purchases		\$ 15,900	
Tech Squad Student Consultants		\$ 70,000	
College Webcam Purchases		\$ 6,400	
	\$ 2,000	\$ 319,300	
TOTAL INSTRUCTIONAL SUPPORT \$ 321,300			



FY20 & FY21 Ongoing Efforts to Reduce Costs & Preserve Cash Reserves

Preliminary List of Key Action Items ...

- 1) Delay planned major capital projects across all funding sources**
 - 1) Student Success Center - 1st Floor of Milner Library**
 - 2) Felmeley Science Lab Building – New Biology Greenhouse**
 - 3) Expansion of Nursing Simulation Lab**
 - 4) Faculty Success Center – Milner Library**
 - 5) New Student Housing Project – 1,200 bed complex next to Campus Recreation Center**
 - 6) Annual Housing & Dining On-going Renovations efforts to Existing Spaces**
- 2) Current capital projects being continued on Campus**
 - 1) Bone Student Center Concourse Renovation – 1st & 2nd Floor**
 - 2) Julian Hall – Cyber Security Renovation**
 - 3) Multi-Cultural Center**
- 3) Replenished \$31 million in AFS Reserves thru Debt Offering – Watterson HVAC Project**
- 4) Continue to proactively monitor employee staffing levels with focused attention paid to vacancies. Presidential approval still required on all final decisions.**
- 5) Travel and conference attendance costs will be less due to COVID-19 safety-related restrictions**
- 6) Replace funding for energy savings major capital projects with ESCO bonds**
- 7) Other cost saving initiatives will continue to be studied throughout the year.**



QUESTIONS?



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Illinois' first public university

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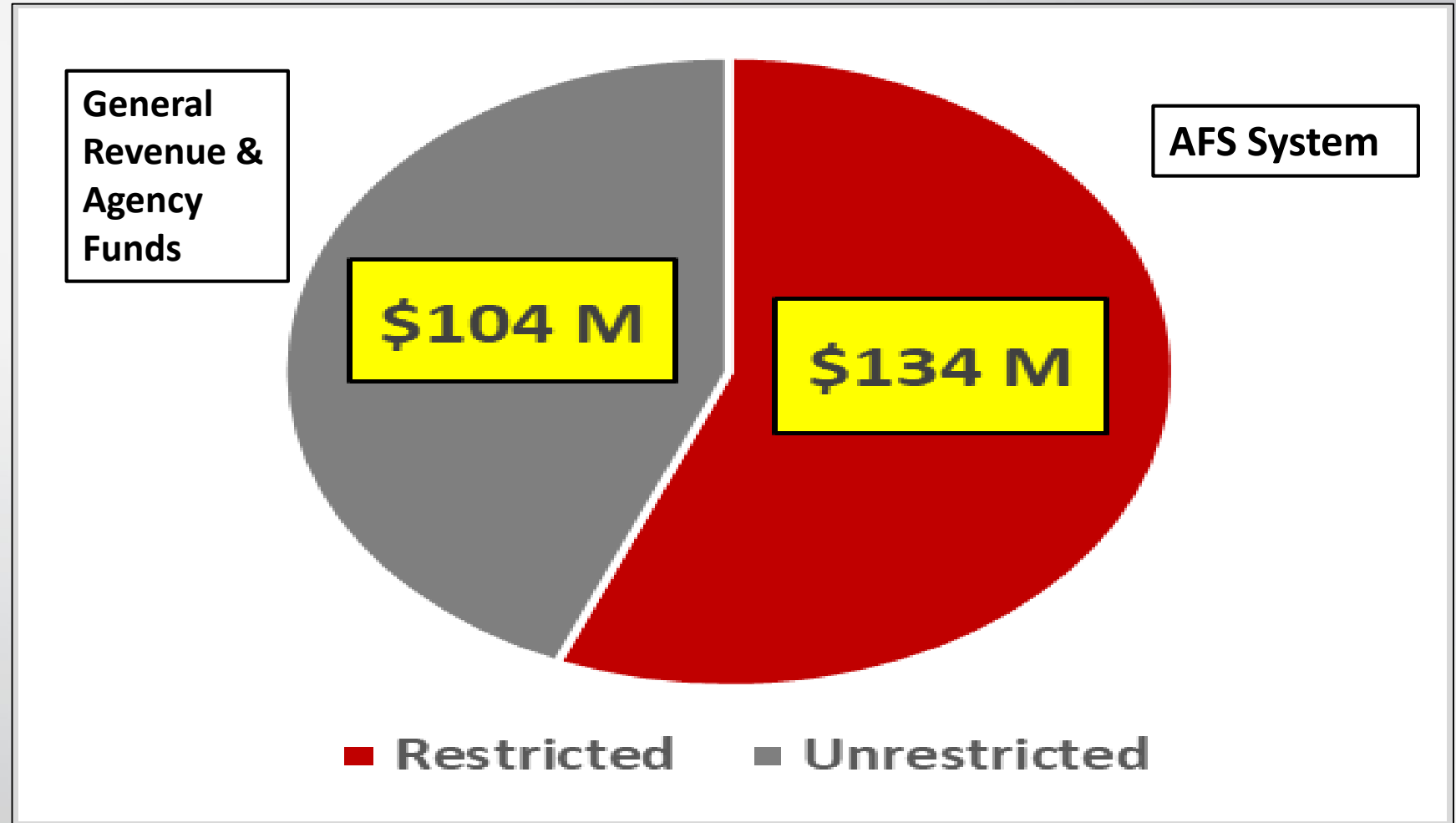
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Student Technology Access			\$ 727,038
Classroom Upgrades			\$ 847,808
Instructional Support			\$ 1,625,454
Total Annual IT Costs to Support Hybrid & Online Teaching			\$ 3,827,179
COVID-19 Online/Hybrid Instruction IT Investments			
		FY20	FY21
Software and Hardware	\$	134,500	\$ 404,500
Student Technology Access	\$	27,000	\$ 434,000
Classroom Upgrades	\$	61,000	\$ 313,000
Instructional Support	\$	2,000	\$ 319,300
	\$	224,500	\$ 1,470,800
Total COVID-19 - Costs incurred since March 2020			\$ 1,695,300
TOTAL ONLINE/HYBRID INSTRUCTIONAL IT INVESTMENTS			\$ 5,522,479



SUMMARY OF COVID-19 SOFTWARE AND HARDWARE INVESTMENTS

SUMMARY OF COVID-19 SOFTWARE AND HARDWARE			
	FY20	FY21	
Campus Zoom Licensing	\$ 25,000	\$ 35,000	
Additional Zoom Licensing	\$ 8,000	\$ 9,000	
Virtual Desktop Licensing	\$ 28,000	\$ 65,000	
Virtual Desktop Hardware	\$ 45,000	\$ 30,000	
LiveChat Remote Support Software	\$ 4,500	\$ 8,500	
Remote Support Connect Software	\$ 4,000	\$ 7,000	
Additional Malware/Phishing Protection		\$ 250,000	
Laptops for Remote Employees	\$ 20,000		
	\$ 134,500	\$ 404,500	
TOTAL SOFTWARE AND HARDWARE		\$	539,000



SUMMARY OF COVID-19 STUDENT TECHNOLOGY ACCESS INVESTMENTS

SUMMARY OF COVID-19 STUDENT TECHNOLOGY ACCESS			
	FY20	FY21	
Emergency loan laptops for Spring Students	\$ 10,000		
Student Loaner Laptop Program		\$ 417,000	
ChatBot Software	\$ 17,000	\$ 17,000	
	\$ 27,000	\$ 434,000	
		TOTAL STUDENT SUPPORT	\$ 461,000



SUMMARY OF COVID-19 CLASSROOM UPGRADE INVESTMENTS

SUMMARY OF COVID-19 CLASSROOM UPGRADES			
		FY20	FY21
Document Cameras			\$ 94,000
Tracking Cameras			\$ 193,000
Classroom Webcams			\$ 26,000
Classroom Microphones	\$ 50,000		
Misc Equipment for Install/Classroom use	\$ 11,000		
	\$ 61,000	\$ 313,000	
		TOTAL CLASSROOM UPGRADES \$ 374,000	



SUMMARY OF COVID-19 INSTRUCTIONAL SUPPORT INVESTMENTS

SUMMARY OF COVID-19 INSTRUCTIONAL SUPPORT			
	FY20	FY21	
ReggieNet Concurrent User Upgrade	\$ 2,000		
High Performance Computing Cluster		\$ 100,000	
Online Proctoring Solution		\$ 100,000	
EdPuzzle Curriculum Development Software		\$ 2,200	
Vosaic Teacher Ed Esupervision Software		\$ 15,000	
NearPod Curriculum and Participation Software		\$ 7,800	
Padlet Curriculum and Engagement Software		\$ 2,000	
College Headset Purchases		\$ 15,900	
Tech Squad Student Consultants		\$ 70,000	
College Webcam Purchases		\$ 6,400	
	\$ 2,000	\$ 319,300	
TOTAL INSTRUCTIONAL SUPPORT \$ 321,300			



FY20 & FY21 Ongoing Efforts to Reduce Costs & Preserve Cash Reserves

Preliminary List of Key Action Items ...

- 1) Delay planned major capital projects across all funding sources**
 - 1) Student Success Center - 1st Floor of Milner Library**
 - 2) Felmeley Science Lab Building – New Biology Greenhouse**
 - 3) Expansion of Nursing Simulation Lab**
 - 4) Faculty Success Center – Milner Library**
 - 5) New Student Housing Project – 1,200 bed complex next to Campus Recreation Center**
 - 6) Annual Housing & Dining On-going Renovations efforts to Existing Spaces**
- 2) Current capital projects being continued on Campus**
 - 1) Bone Student Center Concourse Renovation – 1st & 2nd Floor**
 - 2) Julian Hall – Cyber Security Renovation**
 - 3) Multi-Cultural Center**
- 3) Replenished \$31 million in AFS Reserves thru Debt Offering – Watterson HVAC Project**
- 4) Continue to proactively monitor employee staffing levels with focused attention paid to vacancies. Presidential approval still required on all final decisions.**
- 5) Travel and conference attendance costs will be less due to COVID-19 safety-related restrictions**
- 6) Replace funding for energy savings major capital projects with ESCO bonds**
- 7) Other cost saving initiatives will continue to be studied throughout the year.**



QUESTIONS?



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

February 13, 2020

**Enhancing diversity and inclusion and addressing issues of racism and bias in Academic Affairs
Office of the Vice President and Provost, Illinois State University**

This summary of the work that is being done by all units in the Division of Academic Affairs is divided into four main sections.

1. Changing the classroom environment
2. Recruiting and retaining a diverse student body
3. Recruiting and retaining a diverse faculty and staff
4. Evaluation of faculty in the areas of diversity and inclusion

This document will continue to be updated regularly as programs are evaluated and updated and new initiatives are undertaken.

Changing the classroom environment to address diversity, inclusion and anti-racism

Recognizing the need to provide a more systematic and effective approach to faculty development, Professor Yojanna Cuenca-Carlino was hired last March 2019 as an Assistant Vice President in the Office of the Provost. Her primary role is to create a professional development plan for diversity and inclusion for Academic Affairs, and to share oversight of the Center for Teaching Learning and Technology. The initiatives she is currently working on are intended to increase the cultural competency of faculty, staff, and administrators; develop capacity within Colleges to promote inclusive teaching practices for student success; establish new systems of support for faculty and staff, gather data about diversity and inclusion experiences and expertise from faculty and staff, and support faculty and staff in a more holistic way. All the initiatives align with University's Core Values, advance the Strategic Directions in Educate • Connect • Elevate, and align with recommendations from the Campus Climate Task Force.

Under Dr. Cuenca-Carlino's leadership, faculty professional development in the areas of diversity, equity and inclusion have become a priority.

- A Professional Development Task Force was established last summer to develop a survey on inclusive practices and review the literature on best practice.
- A survey was distributed to all faculty and staff to gather information about inclusive teaching and help develop professional development programming. Focus groups to review the results of this survey (which for faculty had an ~50% return rate) will help determine areas of need for support structures and professional development opportunities.
- A survey for students was distributed in early November to identify barriers for learning and to help identify the extent to which students perceive faculty using teaching practices that help with student engagement and learning. The survey included open ended questions about classroom experiences. Focus groups with students were conducted to further clarify the results of the survey.
- Membership in the National Center for Faculty Development and Diversity for all faculty and staff was initiated in Fall 2019.

- Develop a database of faculty and staff in both Academic and Student Affairs with expertise in diversity and inclusion (currently collecting data)
- Examples of specific program of professional development for faculty, staff and administrators
 - This fall's administrators retreat included panel discussions by our Affinity Group leaders and a presentation on stereotypes and misconceptions by Ms. Angell Howard, Coordinator of Professional Development and Staff training in the Office of the Vice President for Student Affairs.
 - Our two biggest colleges are in their second year of a planned course of professional development for faculty and staff. Last year every single department in CAS and CAST participated in Courageous Conversations training. This year CAST is providing six trainings sessions, also led by Ms. Howard, to address issues of discrimination, stereotyping and prejudice.
 - The College of Arts and Sciences also has a professional development series open to all on a monthly basis that addresses a variety of issues on student success such as partnering with Student Access and Accommodations, welcoming international students, and what to do when student mental health concerns arise.
 - The 5th annual Culturally Responsive Campus Community fall conference occurred Nov 18-19. This conference is sponsored by the Offices of the President and Provost, and Diversity Advocacy in Student Affairs. There are typically anywhere from 400-700 participants each year.
 - On Nov 1 the Provost Office hosted a Faculty Success Professional Development Retreat for 40 faculty and administrators who gathered to discuss ways to support faculty and staff in a more holistic way.

Department level-

Office of the Provost will sponsor workshops delivered to departments on recognizing and intervening with microaggressions in academic environments with a focus on effects on student learning and emotional well-being (Spring 2020). Workshops are 2-3 hours in length and are tailored to each unit.

- Professional Development Goals: Empathy building, Perspective taking, Equipping faculty with strategies
- Overview of the microaggression literature, particularly focusing on the associated social, emotional, and cognitive consequences of these interpersonal exchanges in student learning.
- All workshop at preceded by a pre-survey to customize the training for each unit, a post-survey, and follow-up to assess change/growth
- Dr. Cuenca-Carlino formed a cross-campus team that includes:
 - Mayuko Nakamura and Julie-Ann McFann of the Center for Teaching, Learning, and Technology (CTLT);
 - Dr. Brea Banks, Assistant Professor, Department of Psychology;
 - Dr. Tina Thompson, Associate Professor Department of Management and Quantitative Methods
 - Student Counseling Center: David Adams, Dakesa Piña, Lisa Albaugh, Danielle Markus, Brendon Glon, Samantha Kurkjian, and Laura Phillips
- Over 40 trainings are scheduled and are currently being offered. Trainings began in January and will continue until August

College level

Establish the **GROWTH Change Team** sponsored by the Office of the Provost to develop a community of Professional Development leaders with inclusive lens

- Goals:
 - To develop capacity within colleges and departments to design and implement faculty professional development for student success with an inclusive lens and based on culturally responsive practices tailored to faculty/staff specific needs.
 - To promote faculty responsibility for continuous growth to become more effective in the classroom.
 - To provide opportunities for faculty to learn about learning, about teaching, about students, and about themselves.
 - To create a pedagogical community within each college to promote student success using inclusive and culturally responsive teaching practices.
- The GROWTH change team will receive ongoing PD to enhance their knowledge, skills, and competencies related to inclusive teaching practices, cultural competency, and educational development. All PD across colleges will align to Educate. Connect. Elevate
 - First year Professional Development for the GROWTH Change Team: (Spring/summer 2020)Applying the Multicultural Organizational Developmental (MCOOD) Model to your Department – 7 hrs. (Dr. Dakesa Pina)
 - Cultural Competency and/or Introduction to Systemic Racism –6-8 hours (Crossroads)
 - Inclusive Teaching Practices training- different workshops and conversations about the five pillars of inclusive teaching practices.
 - Training on how to facilitate PD for faculty (evidence-based practices for professional development (CTLT will be a coach and partner)
 - Leaders in each college/unit will develop a clear, logical, and well specified PD plan for their units (infrastructure) based on their own realities, existing data, and in collaboration with AVP and CTLT.
 - The GROWTH Change Team will meet regularly with Dr. Cuenca-Carlino the Assistant VP for Academic Administration and other units (e.g., CTLT, SoTL; CESL) to brainstorm, collaborate, and report on PD outcomes in their units.
 - CTLT personnel will serve as logistical and training support for setting and sustaining the infrastructure of the GROWTH Change Team. CTLT will:
 - help identify expertise for trainings needed in the department/college and coordinate with leaders the delivery of PD
 - assist with implementation, data systems, and program evaluation data
 - GROWTH Team Members:
 - College of Arts and Sciences: Dr. Linda Clemmons, Dr. Jeff Barrett, Dr. Scott Jordan
 - College of Business: Dr. Tina Thompson, Dr. Terry Noel
 - Woonsok Kim College of Fine Arts: Dr. Sara Semonis, Dr. Kristin Carlson
 - College of Applied Science and Technology: Dr. Cara Rabe-Hemp
 - College of Education: Dr. Stacey Jones-Bock, Dr. Tara Kaczorowski, Dr. Shamaine Bertrand, Dr. Lindsay DeMartino
 - Mennonite: Dr. Cindy Kerber, Dr. Seon Yoon Chung
 - Milner: Ms. Sue Franzen

- EMAS team: Ms. Stacy Ramsey, Mr. Corey Burgess
- First Orientation Meeting- Scheduled April 9th, 2020
 - Intensive Training for the GROWTH Change Team June 8-12th
 - June 8 & 9th - Understanding and Analyzing Systemic Racism (2-day workshop with Crossroads)
 - June 10th -Applying the Multicultural Organizational Developmental (MCOB) Model to your Department – 7 hrs. (Dr. Dakesa Pina)
 - June 11th and 12th- College/unit leaders will develop professional development plans for the 2020-2021 school year based on data

Inclusive Excellence Professional Development Framework – (Professional development aimed at supporting faculty to teach with an inclusive and culturally responsive lens)

Student and faculty survey data collected during the fall semester unveiled areas of growth for faculty to better support student learning and well-being. As an institution, it is imperative to have campus-wide conversations and understanding about effective and evidence based inclusive teaching and classroom practices that support all students.

In response to this need, Dr. Cuenca-Carlino, in collaboration with other campus members (e.g., professional development task force; the Cross Endowed Chair in the Scholarship of Teaching and Learning; CTLT team members; CeMasT director) developed an Inclusive Excellence teaching framework. The Inclusive Excellence teaching framework is comprised of six domains of effective teaching with a culturally responsive/equity-mindset lens. All domains are interrelated and provide a road-map for faculty, administrators, and professional developers to measure teaching effectiveness and recognize teaching as a holistic process. This framework, grounded in a culturally responsive/equity-mindset lens, will guide future professional development and shape reward and recognition policies and procedures to better align with our values.

Training for Administrators Academic Affairs:

- **October 2019: Crossroads Antiracism Training, Part 1**
 - This workshop initiated conversations about how we as educators and leaders can contribute to antiracism, especially on campus. This workshop was a follow-up to the training offered in the fall related to anti-racism and cultural competency. Our presenter/facilitator was Kelly Wickham Hurst, who is a national organizer and trainer for Crossroads Antiracism Organizing and Training, where she facilitates conversations and learning about anti-racism, critical cultural competency, and anti-bias education. Hurst has been an organizer and trainer for Crossroads Antiracism Organizing and Training since 2017 and has been involved in antiracism efforts in Springfield since 2014.
- **February 2020: Crossroads Antiracism Training, Part 2**
 - This workshop was a follow-up to the training offered in October and continued the conversations on anti-racism and cultural competency. All were welcome and encouraged to attend, even if they did not attend the October workshop.
- **April 2020: The Good, the Bad, and the Ugly: Looking at Educators Perspectives regarding Equity in Higher Education**

- Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes. Barriers to equity efforts in academia are common and often include opposition from our co-workers. This workshop describes the five taxonomies of educators' perspectives regarding equity and how these perspectives can help or hinder the goal of social justice in academia. This workshop will help participants identify strategies of how to engage all faculty and staff in the goal of creating an equity minded classroom and workspace.
- **Leadership Initiative (University-wide leadership development program coordinated in Academic Affairs):** Feb 14 session, Group viewing and discussion of Webinar, "Coaching and Leading across Cultures"

Recruiting and Retaining a Diverse student body

- A Task force of Academic and Student Affairs leaders was established last spring to develop academic student success initiatives to increase retention and graduation rates across all socio-demographics. This group is also working across all divisions at ISU to develop a united student success program that helps ISU reach its retention and graduation goals.
- The Provost office is developing plans to hire an Assistant Vice President for Student Success charged with addressing persistence, retention, and graduation. The Assistant Vice President for Student Success will be responsible for envisioning and building a unit within Academic Affairs and forging a strong partnership with Student Affairs and Finance and Planning in particular. The position will collaborate and support the Provost and other members of the Academic Affairs leadership team in efforts to enhance diversity and inclusion on campus.
- This fall the Provost established an Undergraduate Student Advisory Board to provide advice and guidance as we develop academic student success initiatives.
- The Provost Office has established a first-generation faculty, staff and student group to provide programming for first gen students and mentoring by faculty and staff, and to highlight their accomplishments and journeys and stories while educating the campus community on the ways we can support first gen students.
- Illinois State is a charter member of the APLU Powered by Public initiative which groups like-universities and charges them with developing best practices for student access and persistence. That group has been meeting for a year to share ideas to enhance retention and graduation rates for all students and to close the retention gap.

Recruiting and Retaining a Diverse faculty and staff

Recruiting and retaining a diverse faculty and staff is our priority for Academic Affairs and one voiced by our student leaders. Actions taken toward this include:

Hiring

- Continued work with HR on search committee training which is required annually of all faculty and staff who serve on search committees. Faculty Search Committee training includes material on implicit bias and its mitigation. The University participated in and has access to four webinars available to administrators, DFSCs, and search committees on innovative faculty recruitment methods to ensure large and diverse pools, implicit and explicit bias in faculty hiring, and equity minded interviews.
- Working with HR on a Diversity Advocate model which would train individuals who could then sit on search committees as an invited non-voting member (much like the HR rep on senior administrator searches). The Diversity Advocate would be a resource to help the committee implement best practices for equitable recruitment and hiring.
- Professional development programming is provided by provost senior staff annually for administrators regarding developing strong and diverse pools for all positions in Academic Affairs and to mitigate implicit biases in search committee processes.
- The Provost will continue to fund the Educational Diversity Enhancement Program, which provides supplemental start-up funds for three years to newly hired faculty who show promise of contributing new ideas and perspectives to their academic programs. This program is providing over \$85,000 of support to 12 of the 46 (26%) new tenure-track faculty who started at ISU in August, 2019 who qualified for this support. Including individuals receiving their second and third years of support, total funding in the current year exceeds \$148,000.
- In Fall 2019 the Provost will finalize and disseminate guidelines for a Cluster Hiring Initiative designed to recruit more faculty working in interdisciplinary areas with joint appointments in IDS programs such as Women and Gender Studies, African-American Studies, and Latin American and Latino/a Studies.
- The Provost and Deans will continue to look for ways to be more nimble in our hiring processes to allow for additional diversity hires.

Sense of belonging

- The President's Office and all four VPs are providing funding support for each of the four employee affinity groups for programming and professional development support for members.
- Dr. Cuenca- Carlino formed a team with Dr. Sandra Osorio; Dr. Deneca Avant; and Dr. Li Zeng to help organize the **University Faculty Mentoring Network**.
 - The *University Faculty Mentoring Network* (UFMN) has been established to promote an environment of support that encourages the personal and professional development of tenure-track faculty. The UFMN will supplement, not replace, existing mentoring programs at the department or college levels. While this group is open to all, it targets faculty within the first three years at ISU. To-date, 40 junior faculty have joined UFMN.
 - Three meetings projected in Spring 2020: 2/14, 3/27, 4/24

- Purpose/Goals of UFMN (Spring 2020)
 - To promote acculturation to the University, especially for new faculty and faculty from underrepresented groups.
 - To provide a system of support for faculty within their first three years at ISU.
 - To empower faculty to identify their mentoring network.
 - To encourage interdisciplinary collaboration and foster a campus wide professional learning community.
 - To engage in professional development related to faculty success in teaching and scholarship; leadership; empowerment; understanding university policies and procedures; etc.
- Membership in the **National Center for Faculty Development and Diversity** for all faculty and staff was initiated in Fall 2019. We have been on a growing trend since we purchased the institutional membership five months ago. Faculty at all levels have registered and are taking advantage of NCFDD PD offerings. To date we have 353 institution subaccounts, 895 active sessions (webinars/training completed) and 92 registrations for 14-day writing challenges. NCFDD provides a comprehensive collection of faculty-designed webinars, online short courses, and other resources to support the professional development and retention of pre-tenure and tenured faculty, doctoral students, and post-doctoral scholars. The NCFDD programs and resources address various aspects of academic life, professional development, as well as topics related to diversity

Changing the way we evaluate all faculty in the areas of diversity and inclusion

The Provost Office has ongoing discussions and workshops with chairs, directors and faculty regarding the use of student course feedback in the evaluation of faculty, particularly in the aspects of biases against faculty of color, female faculty and aging faculty.

In response to the events of the past two weeks, the Provost will ask the University Review Committee to develop more explicit policies for recognizing diversity, equity, and inclusion contributions in the areas of teaching, research and scholarship. The committee will consider proposed policy revisions during the Spring 2020 semester.

ASPT workshops – We are planning a workshop on understanding how Diversity, Equity, and Inclusion work can contribute to teaching, research, and service and be recognized and rewarded under current ASPT policies. We will also again offer workshops on evaluation of teaching with focus on the limits of student surveys (like last year).

Recent updates to our academic program review process include questions on goals and actions to enhance student diversity and faculty diversity; and actions taken by the unit to promote a climate of inclusiveness.

August 28, 2020

As President of Illinois State University, I understand your frustration and fears as well as those in the Bloomington-Normal community. Members of the Cabinet and I live in the Bloomington-Normal community and come to campus every day. We are also frustrated to be where we are today in terms of the number of COVID-19 cases among our students and impacts on the community.

It is evident that you would like a clear and consistent message. So would we. Information coming from various agencies and organizations are not consistent nor do they provide clear direction. There are advocates and detractors on all sides of almost every issue related to COVID-19 in the country and here at Illinois State University.

The decisions that have been made have been, in my view, in the best interest of Illinois State University both for the short term and long term. Individuals may agree or disagree with decisions and that is the person's prerogative. I value and truly consider your suggestions as have all the work groups. We will continue to listen but must act to guide Illinois State University in a direction that we believe is best for the University based on the information that is available at the time.

Respectfully,

*Larry H. Dietz
President*

Senator's questions to the administrators from August 26, 2020 Academic Senate meeting:

Senator Agbonifo: I just have one question. So, I know ISU PD has been trying their best to break these parties up but is there... I'm not sure that this is true, but I've heard that they're trying to start ticketing students. Is that a possibility? Is that something that's going to happen if they're not social distancing or like if they're at a party?

ISU Police has not been requested to break up gatherings on campus nor have they issued any university violations since the start of the semester. The gatherings referenced are likely occurring at off campus apartments, which are generally handled by the Normal Police. We understand that the Town of Normal may issue an Executive Order that limits the size of gatherings to 10 people or less and includes fines for the host and attendees.

Senator Spranger: I am serving as a CA in Cardinal Court right now, so we have an interesting perspective as we have all the quarantine patients. And I think that the people that are not living in Cardinal right now have a false sense of how secure we actually are over here. As a CA, I was on call the other night, and I was asked to respond to a quarantine resident that locked themselves out of their room, and that felt a little bit inappropriate. I could have called up and had the prostaff that was on call help us out there, but we did end up delivering the keys to the students. I don't know. It just feels like they are signing a

contract about their quarantine, but there's no repercussions if they don't follow it. It's just kind of concerning because we are putting ourselves very directly in the line of fire every day. And I know that my fellow CA's are all on the same page and are a little bit frustrated. We don't really feel protected.

When students break quarantine or isolation, they will be held accountable. We will make it clear to the CA and RA staff that if they are aware of a student leaving, they should be writing an incident report. The hall staff will then handle the situation in the following manner:

Breaking of Isolation (contractual)

Housing receives a report of a person breaking isolation

Housing staff (Area Coordinator) sends a due process letter stating they want to meet with the student. If found in violation, contract cancellation is the sanction. Students can appeal to Associate Directors.

Students are permitted to finish their isolation in housing and then will be asked to leave housing (contract cancellation)

Breaking of Quarantine (contractual)

Housing receives a report of a person breaking quarantine

Housing staff (Area Coordinator) sends due process letter stating they want to meet with the student. If found in violation, the student is put on probation. Students can appeal to Associate Directors.

Second reported violation is received. Area Coordinator sends due process letter to meet with the student. Student contract is canceled. Students can appeal to Associate Directors.

Student will be permitted to finish their quarantine in housing and then will be asked to leave/contract cancellation.

Senator Robinson: My question is for Vice President Johnson, I wanted to ask about how we are recognizing the comments and behaviors that help create that sense of diversity and inclusion at ISU. I appreciate your working to be inclusive in your language, but I understand the term "black people" to be more inclusive and more current than the term "blacks." So, that's what my question is about, how we're recognizing comments and behaviors?

Dr. Johnson responded to the question of how we are recognizing comments and behaviors at the end of the Senate meeting suggesting that these behaviors be called out. In addition to his comments, the university offers diversity and inclusion resources to support our community through education, opportunities for dialogue, training and outreach when incidents occur. These can be found via our university website: <https://illinoisstate.edu/diversity/>

Senator Lewis: I just want to start by saying, faculty, thank you for your comments earlier. We love you. This is going to be a quick question for the administration. I just want to highlight a grievance brought to me by a member of the student body who works at our local radio station WZND, and she told me how there has been a case of COVID in their staff. The program directors aren't being give... no one's being given hazard pay. They're putting themselves in the line of fire. I respect everything that's being said about Caucus later, but this is involving student lives. And the one thing that I want people to understand from this meeting, I want to put this on the record, is that if this is not handled affirmatively, and students are not protected, lives will be on the line. Whether we send students home now, or we send students home later they're going to bring virus' back to their families, and people's lives are going to be on the line.

If a student receives a COVID-19 test on campus either at Student Health Services or the two surveillance testing facilities, Student Health Services will contact the student who tests positive. The identification of close contacts (contact tracing) is conducted by the McLean County Health Department by individuals trained in the criteria and factors that are needed to determine if someone is a close contact. A close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

Beginning next week (August 31), the University is supplementing contact tracers from the McLean County Health Department with students, faculty, and staff from Mennonite College of Nursing and the Department of Health Sciences. These persons will have completed Illinois Department of Public Health and additional training on contact tracing before beginning. Faculty will supervise students involved in contact tracing.

The University does not notify employees or determine close contacts of employees with COVID-19. This is handled by the McLean County Health Department. They are the department authorized by the State of Illinois to make such notifications.

And so, we can see that... I'm going to tie this in very quickly to #AntiBlackISU (that whole movement) and just say, we see who this virus is affecting the most, we see why people are in the streets, we see why Kenosha is the way it is, and this is going to stop. All the demands #AntiBlackISU has brought up need to be handled, and they need to be handled by the time we are actually in school when this pandemic is actually over. I think one of the administration members brought up one time that this takes time. Well, we don't have the time. Let's figure this out. We can go back hour, days, and months if we wanted to try to get to Caucus. Caucus is going to happen. But students don't need to be dying and their families don't need to be dying because we didn't get to this and we didn't handle this the right way. So, that's basically all I have to say. Let's figure this out.

The pandemic may have slowed us down, but we will not let it stop us. After the spring COVID19 crisis that temporarily halted our meetings in March 2020, we resumed meeting with #Anti-BlackISU student leaders on July 17, 2020 and we continue to meet monthly via

Zoom. I would like to acknowledge the work and determination of our student leaders who have sacrificed their time to advocate for equity and social justice for Black students at Illinois State. They are not tomorrow's leaders, they are leading now.

We appreciate the sense of urgency regarding the demands presented by the #Anti-BlackISU student movement and we will continue to work vigorously to address these demands and rectify wrongs that will allow our campus to thrive.

Timeline of Progress to date:

- *On October 16, 2019 President Larry Dietz convened a meeting with student Leaders from the #Anti-BlackISU student movement. During this meeting, students presented their concerns and list of demands in writing to the President and administrators. The President, Provost, VP of Student Affairs, and other administrators listened and acknowledged student concerns and agreed to address each of the concerns in a series of follow up meetings.*
- *On November 20, 2019, the #Anti-BlackISU Workgroup was formed and the first follow-up meeting was convened by President Dietz. During this meeting, several updates were provided to address students' concerns- specifically related to the demand for anti-racism and diversity training by campus housing staff, ISU PD, and faculty. VP Johnson confirmed that diversity training services were being planned for University Housing and Illinois State University Police Departments. These trainings included:*
 - o *Resident Advisor & Assistant Training - The Ceceilyn Miller Institute*
<http://themillerinstitute.com/resident-advisor-assistant-training/>
 - o *Culture and Diversity Services | Margolis Healy*
http://www.margolishealy.com/our_services/practice_areas/culture_and_diversity_services/
- *In addition to the training plan presented for student affairs by VP Johnson, Dr. Yojanna Cuenca-Carlino, Assistant Vice President for Academic Administration provided a summary of the work being planned and/or implemented by all units in the Division of Academic Affairs to address issues of racism and bias in Academic Affairs. The overview of actions currently underway included four main sections:*
 1. *Changing the classroom environment*
 2. *Recruiting and retaining a diverse student body*
 3. *Recruiting and retaining a diverse faculty and staff*
 4. *Evaluation of faculty in the areas of diversity and inclusion*

**A more detailed overview of the plans being implemented by Academic Affairs was prepared by Dr. Yojanna Cuenca-Carlino for the Provost on Feb 13, 2020 in a document entitled Enhancing diversity and inclusion and addressing issues of racism and bias in Academic Affairs Office of the Vice President and Provost, Illinois State University (attached). (See attached).*

- *During the November 20, 2019 workgroup meeting, President Larry Dietz agreed at the request of #Anti-BlackISU Anti-Black ISU student leaders, to host a joint student and administrator anti-racism training to take place in February 2020.*
- *On Saturday, February 15, 2020, President Dietz reconvened administrators and students from the previously formed taskforce for an anti-racism training that included 6 student leaders from SGA, BSU, and the Black Homecoming Committee along with 13 administrators—most from the President’s Cabinet. The trainers, from Crossroads Antiracism Organizing and Training, created a courageous space to unpack and explore extremely complex racial and social issues. As part of the 4-hour training, a team approach was taken to analyze historic issues of systemic racism and the misuse of power within institutions.*
- *On March 4, 2020, student leaders and administrators who participated in the February 15, 2020, anti-racism retreat gathered for a one-hour debriefing to discuss the impact of the training and plan for next steps. The group agreed that next steps and “actionable items” should include reconvening to further discuss and evaluate Crossroad’s organizational assessment tool titled “The Continuum on Becoming an Anti- Racist Multicultural Institution.” Specifically, the group would like to discuss the reasons why student leaders in the workgroup experience Illinois State as less advanced on the continuum of the Crossroads anti-racist assessment scale when compared with administrators who view the institution as more advanced on the continuum. This important dialogue was originally scheduled for Wednesday, March 18, 2020, but was canceled due to COVID19.*
- *On May 1, 2020 an #Anti-BlackISU Anti-BlackISU status report was prepared at the request of Trustee Julie Jones. This status report was presented to the #Anti-BlackISU anti-Black ISU student and administrator’s workgroup and provided updates to the following concerns as raised by student leaders from #Anti-BlackISU anti-BlackISU:*
 1. *University Housing*
 2. *Office of Equal Opportunity and Access*
 3. *Student Counseling Services*
 4. *Office of the Provost (underserved students and faculty)*
 5. *Proposed multicultural center*
 6. *University Police*
 7. *University facility and space use*
- *On July 1, 2020 Dr. Doris Houston assumed the role of Interim Assistant to the President for Diversity and Inclusion. Immediately preceding this appointment on June 29, 2020, Dr. Houston convened the COVID-19 Equity and Inclusion Workgroup specifically for the purpose of providing guidance to the fall/spring COVID planning and decision-making process through the lens of diversity, equity, and inclusion. A draft of this report is currently being edited.*

- *On July 17, 2020, the #Anti-BlackISU workgroup was reconvened. During the meeting, student leaders in the group presented an updated list of demands to be addressed by campus administration.*
- *On August 25, 2020 Provost Aondover Tarhule and VP Levester Johnson provided preliminary updates to the revised list of demands specific to student counseling services, ISU PD engagement with students, and the student success initiative underway to address the opportunity gap experienced by African American students.*

Senator Mangruem: I'd also like to go on record saying that I support all those who made public comment. We definitely hear you, and we're definitely going to be making efforts to fight for you. What I'd like to bring up is as of this morning, I believe, there was a 352 confirmed COVID cases from testing done on campus, and I think it's reasonable to believe that that number will increase. I just had a question to whomever it may concern, at what point does it need to get to before we start being a little bit more proactive in protecting student lives, protecting faculty lives? At what number, or what percentage of positivity are we going to start closing campus facilities? Are we going to start sending students home? Are we going to allow faculty to educate 100% remotely? I would just like to know, because it's coming to a point where we don't want it to get out of hand, any more than it already is. So, I would just like some answers on that. And I would assume a lot of other students, a lot of other faculty members would also like answers so they can feel safe doing what they need to do to have a successful year. Thank you.

As we have encountered throughout our response to COVID-19, there are no hard and fast rules and no easy answers. Information develops and changes very quickly. The University is in daily communication with the McLean County Health Department and looks at a number of factors on a daily basis. These factors include, but are not limited to: government directed change in operations, insufficient healthcare capacity within area hospitals, adequate levels of testing and contact tracing, trends in number of cases, sufficient isolation and quarantine space for on-campus residents, and faculty and staff levels that may affect campus operations.

Sending students home from the residence halls will not solve the issue. Currently, we have 44 students in isolation in the residence halls and Cardinal Court. A vast majority of the COVID-19 cases are students who reside in apartments off campus. Many of the students who reside off-campus entered into leases for this fall in September and October of 2019. They were coming back to Normal regardless of the mode of instruction this fall and they plan to stay in Normal even if we move students out of the residence halls and move all classes online.

The University can address behavior on campus and is stepping up enforcement of safety rules in the residence halls and Cardinal Court. Students who blatantly violate these rules will have their housing contracts cancelled and leave the halls and Cardinal Court apartments.

The Town of Normal and City of Bloomington are working on executive orders to address bars and large gatherings inside and outside of residences. We understand that the Town of Normal plans to issue an Executive Order today (August 28, 2020)

Provost Tarhule sent the following information to Chairs and Directors today regarding providing faculty with the flexibility to make decisions on modality for their classes during the fall semester while ensuring that courses meet expectations and learning outcomes.

- *If 25%, or a significant portion, of the students enrolled in a course are in quarantine and/or isolation, the instructor of record may choose to request to transition their course online.*
 - *The impact of these absences will vary based on the nature of the course, the total course enrollment, course design, etc.*
- *The instructor will need to determine if the transition to online is for a specified time-frame or for the remainder of the semester.*
- *The instructor will need to provide a brief, written rationale to their Chair/Director outlining why the change is needed and what the change will entail.*
- *The Chair/Director, in consultation with the Dean, will approve the change to online instruction.*
- *The written rationale should be pasted into the “notes to scheduling” section of the [course change form](#).*
- *Details surrounding how course delivery will be impacted will need to be communicated in writing to students enrolled in the class by the faculty member. Faculty members should make sure that communications to students do not a) identify numbers of students or identities of students who are in quarantine and/or isolation status or b) otherwise identify students’ private medical information, including whether a student has tested positive for COVID-19.*

Senator Chassy: Thank you for the time. Going off what Senator Mangruem just said, I was wondering if there was a hard number that has to be hit in order for a move out procedure to happen? Like we’ve expressed, lives are on the line. To me, I guess the foundational question is, is even one infection worth keeping students on campus? And what are the ramifications of keeping students on campus pass the current 352 known cases right now? I would like to know more about what that plan looks like for moving out if things become even worse. So, if I could get a more formal understanding of that I would appreciate it. And just for future meetings, I think having a little more time for questions at the end, fully understanding that there’s a lot of work to be done but I think it’s important for us to convey to the student body what we’re learning here. So, if we could make more time for that in the future, I would appreciate it. And I’d like to thank everybody for being here and for participating.

See answer to Senator Mangruem’s questions above. If the situation would warrant moving students out of the residence halls this fall, move-out would be over a period of time, similar to move-in, to provide for physical distancing.

Senator Cline: I'd like to bring an issue before the Senate and request comment. I'm a representative from the Wonsook Kim School of Art and this week we received our first notification of a positive student in one of the on-campus face to face courses. Obviously, studio art, sometimes it does require some face to face, so we are one of the areas of the campus that has some of those face to face courses. The concern that was raised to me was with the administrations directives to faculty who do find themselves in that situation where a student within one of our courses has tested positive and the instruction that those faculty not inform the other members of the class. And I understand that the University's taken the stance that, obviously, the privacy of the student involved is a priority and that they're waiting for contract tracers to do that level of work, and that the student distancing in the classroom is intended to be as such that it does not allow students to spend more than, you know, represent amount of time within any kind of close distance to one another. However, I do think we're kind of coming up against a bit of an ethical problem, when a faculty member knows that students may have had exposure and are instructed not to contact the students. So, I've spoken to Dr. Hurd and I'd like to have a formal response.

Within a classroom, students should not be within the CDC definition of a close contact - within 6 feet of an infected person for at least 15 minutes. The recommendation to faculty is based on this assumption and that sharing personal health information with other members of the class is an invasion of the student's privacy. A faculty member may tell their students that it is important that they be tested for COVID-19 on a regular basis and free testing is available on campus.

Senator Toth: My question is for Vice President Stephens, I think. It's about facilities and cleanliness and sanitation. I have a second job on campus where we regularly welcome guests and families to campus, and recently, maybe a few weeks ago, there was an instance where we were asking if we need to wipe down the chairs and handles and everything like that, and we were told that unfortunately we would run out of wipes if that were to happen. And since they're so expensive they're hard to get our hands on. I guess my question is how easy is it to obtain professional protective gear, more wipes, sanitation practices, everything like that if a department were to request it? And how would we go about getting, say, even just another bucket of wipes, or more protective gear?

The University has a sufficient supply of cleaning products, disinfectant wipes, disposable face coverings, hand sanitizer, and personal protective equipment. Departments in need of these products should contact Facilities Management Stores at 438-2087 or fmstores@ilstu.edu. It is recommended that departments identify one person to be responsible for supply orders.

Senator Harris: I wanted to know, I know the dashboard has just gone out, but it's only pertaining to tests that happen at ISU, and I know students are getting tested elsewhere. So, I think our percentage is around 19% as well, but I'm sure it's actually higher than that. So, is there a way that ISU can get more of that data from the Interstate and other areas where students get tested, so that our percentage rate is more accurately reflected?

The University inquired about receiving data from other sources, but accurate data is not available. For that reason, students who may get tests at the Interstate Center, through their personal physician, or at other locations are not included in the dashboard.

Senator Small: I just wanted to, again, echo everything other students have been saying. I think that it's very important for us to keep the student body informed, as I know I have had many of my friends and constituents come to me with questions that I don't have answers to about the safety of life on campus. And I think that it's very very important to keep students as in the loop as possible, as well as families, because we are literally putting their lives on the line with every day that we keep them on campus, with a 19% positivity rate. So, I think that we need to keep in mind, as I think somebody said earlier, that every student on campus is somebody's kid and we need to make sure that we're keeping them as safe as we can, because we don't want to see anything horrible happen on campus this semester.

The administration completely agrees that "we don't want to see anything horrible happen on campus this semester." Some members of the work groups have children and grandchildren enrolled at Illinois State University. The decisions being made affect their families also.

Senator Horst: My question is for President Dietz, on July 30th you received an email that contained the results of a faculty survey. Many of those questions are now not relevant, but the one question about the future planning is still relevant. The faculty asked, "should the chair of the Academic Senate be present at the EOC when issues related to the academic area broadly conceived are discussed," and over 80% of the tenure track faculty agreed with that statement, 73% of the non-tenure track. So, I'd like a response to that request by the faculty.

The Emergency Operations Center (EOC) is populated by individuals who have completed FEMA emergency planning training and/or additional crisis management training. They have responsibility for and authority over specific units engaged in the University's emergency response. The EOC may be called to action at a moment's notice to respond to various emergencies on the campus. In reviewing best practices in emergency management, representatives of shared governance and Cabinet are not included in Emergency Operations Centers. EOC is an action team responding to an emergency, not a policy making entity.

The Chair of the Academic Senate or designee will be informed of issues related to academic matters and, when time permits, consulted on such matters. The Chair is also invited to attend or appoint representatives to participate in work groups when they can lend their expertise to the groups.