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Academic Senate, Illinois State University

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Call to Order
Academic Senate Chairperson Senator Kalter called the meeting to order.

Roll Call
Senate Secretary Senator Horst called the roll and declared a quorum.

Senator Kalter: Wonderful. So, this meeting is being held electronically, due to the issued disaster declaration, and because the President has determined that at this time in person Senate meetings and Senate committee meetings are not prudent, practical, or feasible. We will have a hard stop time tonight again between 8:15p.m. and 8:30p.m., so that the Faculty Caucus may finish up some Academic Impact Fund business from last year and continue discussions regarding evaluation of faculty during the pandemic impacted year. And if necessary, we will defer some of our Advisory or Action Items to next time, but we would like to get through the Senate Calendar change item and the Academic Plan at minimum.

We begin with a presentation. We're going to begin our main business with Senator Stephens and a short presentation augmenting the last Senate's pandemic update on the budget. We are looking to keep this one to about 10 to 20 minutes This one is on the Color of Money, so that people can understand better why University budgets are not just one single pot with an infinite flow of revenue between buckets.

The governor, you may have heard recently, has announced a strong possibility of a 5% cut for FY21 and possibly a 10% cut for FY22, although it's not clear exactly where those are going to fall. So, our planning is going to continue to need to be meticulous in order to weather those, even though a 5% cut of state funding to us, I believe, if I'm doing my math correctly, only amounts to a .75% cut to our General Revenue.

We will, again, be holding the question and answer for this presentation until after all the Administrator Remarks in order to try to be efficient with our time on Zoom, and with that preface, let me now hand it over to Senator Stephens, our Vice President for Finance and Planning, and his team, to give us the Color of Money.

Presentation: Color of Money (Vice President Dan Stephens, Assistant Vice President of Planning and Operations Sandy Cavi, and University Budget Officer Amanda Hendrix)
Senator Stephens: Okay, thank you very much. I'll try to move through this fairly quickly. Thank you, Senator Kalter, for suggesting this presentation to Academic Senate again this year. I believe this the second time this topic has been brought forward to the Senate, and hopefully, it'd become an annual presentation.

My goal tonight is to offer a high-level overview of the various revenue and expense sources, the university works with from a budget and planning perspective. We call this discussion the Color of Money because all of you will see there are lots of different fiscal resource areas we work from. Before I get started, I'd like to introduce two key important members from my budget and planning team, they're on the Zoom meeting tonight, Sandy Cavi, she's our Associate Vice President for Budgeting and Planning, and Amanda Hendrix is our Director of University Budget Office. Both of these individuals will help answer any questions later in the evening.

Let's first talk a little bit about our annual budget process. The budget team begins building our budgets around this time of the year in the August, September timeframe. We wait until around 10th day to ensure we get a good picture of our total student enrollments, our financial aid awards, our housing and dining occupancy levels to ensure we present as accurate of a fiscal picture in our budget process. We present a high-level overview of the budget to the AABC and the Planning and Finance Committee at the 6:00 p.m. meeting at the next Senate meeting, on October 7, and then we present the FY22 Operating and Capital Appropriation request at the 7:00 p.m. full Senate meeting. We then both present that FY21 budget and the FY22 Appropriation request to the Board of Trustees at the October 16 meeting. And then once approved, this information goes on to the IBHE and the governor's office. Next spring, President Dietz testifies at House and Senate hearings on the ISU's FY22 Operating and Capital Appropriation Request. And then finally, that particular state budget is traditionally approved by our legislature and our governor around the end of May.

The ISU budget process is a team effort, with fiscal effort supporting a variety of areas across campus. You can look at the charts, I have listed a few names. Dan Elkin supports the Provost division and various support from the College fiscal level officers. Wendy Bates supports the Student Affairs division. Emily Newsome supports the Athletics. Jill Jones is in University Management. Brent Patterson supports the President's office and all the activities there. And then I've got a variety of support members in my team including Sandy and Amanda relative to the central budget office.

Here is a high-level summary of the various revenue sources we call the Color of Money. They are General Revenue funds, Bond Revenue Funds, agency or local funds (which is the largest number of individual areas I'll talk upon) Research Grants and Contracts, ISU foundation funds (where we do our fundraising efforts), and then service accounts (where we have to do internal charges within our areas, we have to track that), and then lastly, our lab schools which are Metcalf and U-High which are also separated and have to be monitored because of the state funding. I'll plan to touch on a little bit of each of these in the next few minutes.

Before I talked about each area, I need to speak to why we have to track these various fund sources. It is a state compliance requirement. The LAC guidelines or the Legislative Audit Commission, that's the governing agency that is set up by the state that provides these particular

rules to operate under. So, at the end of the day, the Color of Money Presentation is really driven by these LAC guideline rules, and these rules apply to all state public institutions in this area.

How is our information stored and shared? Some of you are familiar with this process, but we have our budget information system, which is in the center part or budget center, all the budget information is stored in this particular area. It's a Cognos based reporting system that was built recently in the last couple of years. That is the central point. If you look to the left, you'll see our personnel area, which is our iPeople, it tracks all of our Peoplesoft HR information. And then on the right-hand side, which is our Datatel Financial System, that's where we capture all of our fiscal costs, including personnel. And then both of these systems feed that information over to the budget center. So, if any of these individuals that are on the committees actually start running reports, this is where this information is gathered from. And our Datatel system, which is on the right-hand side, represents actually where our fiscal, financial statements are reported publicly.

Now at the end of the day, how do we track all this information that we're going to talk about? It's relatively simple, each particular fund type has a specific category of numbering system. So, just a couple of simple examples is if you look up at the top, General Revenue budgets essentially start with like a 101 or if you're in a bonded area, you'll hear about bond activities, starting with 106. But each of these areas you look on the list is how we actually capture expenses and revenues as they come into our systems.

So, let's get started with the first one in the Colors of Money, it's called the General Revenue funds. The revenue sources that are in the General Revenue area are our State Operating and Capital Appropriations, as well as our Tuition Revenue. And then there's one single fee that's in the General Revenue, our academic enhancement fee, is the one student fee that actually gets captured in General Revenue funds. These resources support the academic mission of the institution and they cannot subsidize any of these other fund types. This does represent about 60% of our overall Operating budget, which is our main mission for our institution.

From the bond system, or you hear sometimes referred to as the AFS, which stands for Auxiliary Facility System, we are required to track our financial records in each of these major areas listed: for all of our housing projects, or dining, or athletic facilities, Bone Student Center, campus parking, and the number of other factors that you see there. We are required to capture all the revenues expenses and report on those in our financial statements to the state.

Some of the Bond Revenue funds areas, as you can imagine, can come from housing and dining contracts. From a student's specific fee perspective, the Bone Center and the Rec Center have funding from those areas. And then occasionally we will issue bonds to either renovate or acquire some particular projects that are involved in the bonded areas. For example, a couple of years ago we issued bonds to acquire the Cardinal Court apartments that used to be owned by a third party. There are some very strict restrictions on the use of these funds, and each entity in

the AFS system has to be fiscally self-sufficient and is expected to build cash reserves. The Bond Revenue areas do represent about 20% of our overall operating budgets.

From a research and grants perspective, (that's another area where we have to track) those are funds that are awarded to faculty or staff that are doing research projects or institutional improvement efforts. They can come from federal, state, local, or private agencies, and this is also the area where our lab schools are actually funded by the state, and the information is tracked here. These grants and contract revenues expenses have a very high restriction on the use of funds. This area only represents, from a fiscal point of view, about 5% of our current operating budgets.

One of the largest areas of funds that we have to track are called agency funds or another phrase we use called local funds. We got a couple of examples listed here, and I'll talk to a few in a few minutes. Some of the examples that you may be aware of on campus, the Gamma Phi Circus is separately tracked as an agency, GTLT, Shakespeare Festival, the Tech Zone that's sitting in the Bone Center. All of these agency accounts require us to track all their revenues and expenses for their specific purpose and activity. There are also a couple of other examples of agency accounts or local accounts. You'll hear me talk too (in a few minutes) about indirect costs on grant research. We're actually provided with some administrative overhead reimbursement for our grant activity. There are also revenues from other self-supporting units. And then a simple one, course material fees. We have to track that specifically. Again, these are highly restricted fund balances, they have to track all the revenues expenses for their particular purpose. Their overall accounts for all these agency funds do represent a fairly significant portion somewhere around 13% of our budget. Again, very highly restricted.

Some examples in our agency funds, how we group them, the Gamma Phi Circus, or the Festival, the Tech Zone kind of referred to as continuing education and public service areas. Some of our other reporting areas are on services related to educational activities. Some, as examples there, can be our material fees that we charge, the Milner library fees, transcript fees, speech and hearing clinics, testing offices. Again, all these types of expenses have to be specifically tracked for the purpose of these educational activities, and then we report these to the state.

From a course material fees perspective, as many students will know, we charge specifically in some cases fees associated with that particular class. For example, in a chemistry class, you may have a particular, a piece of course material (beakers or something to that respect) where you have to pay for that, we have to actually track those specifically by the course area because, again, you cannot (from a restriction point of view) we can't take course material fees and use them anywhere else outside of those classrooms. So again, highly restrictive, and we have a compliance responsibility to make sure we honor that stewardship.

From a student activities fees perspective, these particular activity support programs around the campus that enrich our student experience. Some of the examples are our Student Government

Programs, our concerts, Dean of Students sponsored programs, the Red Bird Express or through Connect Transit is actually funded using some of the student activity fees. And there is a student and staff review committee each year that helps set these or that work with setting this fee structure and usage each year.

The student and health and activity fees are mandatory fees that provide revenues to provide certain services and activities. There are also some other opportunities in these areas to generate outside revenue, for example, from the athletics perspective any ticket sales that come from sporting events would actually support those areas as well as NCAA revenue proceeds, whenever the NCAA tournament returns, the university usually get some element of those television revenue shared across our conference. So those types of revenues and expenses have to be tracked on the athletic side as well as against student healthy fee activities.

Another category, and this one's kind of self-explanatory, but when we're able to do student field trips again (would be nice) we actually do have to separate those. We have a fiduciary responsibility for… we charge students these field trip fees we have to track those individually, because those funds coming in can only be spent for those particular activities. So, it's very important that we capture that cost because, again, that cannot be used anywhere else in the organization, other than specifically for these foreign studies and student trips.

And then as I spoke a little bit earlier, in the grants and contracts area, we do have… when you're working with federal and state grants, there is an opportunity to charge what's called an Administrative Overhead Fee to a grant. As many of our faculty who operate in grants will understand this. It's an opportunity where the grant agency will provide some much necessary resources. They'll support our research and grant operations in order to continue for us to offer these activities. We don't get awarded every grant that we apply for, so a lot of this overhead charges are reinvested back into the academic division to help pay for personnel, supplies, equipment, travel, and training associated with a number of operations or activities are related to grants.

And let me now switch gears toward kind of the fiscal picture. As I've talked a little bit about the Colors of Money. I am using charts here that are from last year's budget. We are finalizing our FY21 budget, and I'll be presenting that at the October 7 meeting. So, in order to talk through some of this for this meeting, I decided to use last year's numbers. So, from a revenue perspective, as we were talking about earlier, in these various Colors of Money, you see the Income Fund which is the red bucket down there, and the state appropriation, that's what we call, that's in essence, the General Revenue Fund. So, the combination of both of those, tuition and fees and appropriations, those represent, you know, 45% is tuition and fees, State Appropriation is around 14%. The auxiliary facilities or the bond area (which is over on the left-hand side) about 20% or a little over in that last year's budget somewhere around $94 million. Grants and contracts are coming in about 8%, and then the agency funds or those local funds we talked about is running about 13%.

If you look at this from an expense perspective, we are a people organization and so the bottom left hand side in red, the personnel services, is essentially about half of our expenses go toward personnel costs. Another 20% of it, (which is in the light blue area) that's contractual area, that is going to be examples like the Zoom licenses that we're using this evening. It's third party contracts for equipment and other types of services. So, those two areas do dominate most of our major expenses that we have here. One other point I want to bring up is this particular area in green, the Financial Aid. ISU not only provides aid through our foundation, where donors provide money, but the institution does provide in its General Revenue resources, in our budget for FY20 around $36 million is dedicated to provide aids and grants for students to help afford to come to us. So, that's a very important element of our budget, and something we continue to grow each year.

This particular chart is really what's called a function chart. If you really break down our institution, and where do we… for the things that we are tasked with, as you can imagine, we are an institution of learning. So, about a third of our expenditures are captured from an instruction point of view, which is about under $56 million. The next area, as you can imagine, it's kind of a student services is running about 16%. And then all the facilities and operations in order to run this campus also represents another large, probably the next largest area, about 15%.

And then last, these last few charts I'm going to talked about kind of the overall picture of state appropriations, as Senator Kalter talked about earlier, we are in potentially another challenging period. This particular chart talks about the historical appropriations, dating back from FY02 to current day. And if you look on the left-hand side, you can see back in 2002, the state was providing about $92 million. Over time, unfortunately, it has moved down over to the far right hand side where we're sitting at right now $70 million. When Governor Pritzker came into office last year, he came in when we were at around $66 million and fortunately he raised the appropriation up to $70 million. This particular year it's been appropriated also at $70 million, there is a possibility that in FY22 that there may be a reduction in that particular line item.

This particular chart, it's kind of humorous, we call the shark chart. It kind of also draws reference to historically public institutions, and whether it's ISU, or any other within the state of Illinois, and likely across the country. If you look on the left-hand side, this is showing the comparison of State Appropriation combined with tuition and fees. Back in 2002, the state was providing about $92 million or 36% of the General Revenue budget, and then Tuition and Fees only needed to provide 21%. Well you move it all the way out to now 18 years later, Tuition and Fees are supporting about 45% of the budget, and the State Appropriation has moved down from that $92 million down to about $70 million. So, they're only assisting the University at about 14% of the overall budget.

In this last chart is one that actually shows what I call a current inequity funding that's been provided to ISU, compared to the rest of the public institutions. If you look at this chart, this highlighted area here. This is the various State Appropriation levels that are provided for all the

public institutions in the system across the state. It's a little over a billion dollars. If you look at this, this is based off of what's called student FTE (full time equivalent). Overall, our headcount is around 21,000, excuse me 20,700- 20,800. Our FTE which is using (I think it's a 15-credit hour) we're about 18,000 students. When they divide your appropriation by these levels, we sit around $3,783 per student. On this chart, we represent the lowest. And we are $2,562 or 40% below the next lowest, which is the University of Illinois system. If you actually move ISU from just the lowest level to the next lowest level, it would actually take our $70 million State Appropriation and add another $47 million to it. The President and some local legislators continue to seek support from the General Assembly and the Governor's office to correct this inequity in funding. I remain optimistic that one day ISU will receive a much-needed increase in our appropriation level.

So, that concludes my presentation. Thank you for listening. I'll be happy. Sandy and Amanda, and I will be happy to address any questions.

Senator Kalter: Wonderful, thank you so much, Senator Stephens. As I said, we're going to try to be efficient with our time. So, we're going to ask everybody to write down their questions and hold them until after Administrator Remarks.

Chairperson's Remarks
Senator Kalter: I do not have any further Chairperson's Remarks at this time.

Student Body President's Remarks
Senator Harris: Yeah, I don't have much either. Just that yesterday was National Voter Registration Day, so that was exciting, and in a couple weeks Student Government and some other students are going to be working with people to launch a "Why We Vote" video campaign. That is all.

Administrators' Remarks
- **President Larry Dietz**

President Dietz: Thank you very much. I too will be brief. I wanted to mention that the Illinois Board of Higher Education had their quarterly meeting last week and part of the discussion was around the strategic planning process that they're going through right now. Presidents and chancellors from all the public universities, all the presidents of private institutions, and the presidents of community colleges are involved in trying to provide input and help them shape an agenda for higher education in the State of Illinois. The final report for all of that has to be out sometime in the spring, which means that the rest of the fall and the winter months will be busy times for the group that is putting all that together. They've employed a consultant to help them with that, and last Tuesday there were a couple of consultants that were brought in, and I was a part of the listening group on that. They've also done focus groups with the public university presidents. We've had one of those thus far and I've been promised more in the future. But one of the individuals they brought in was the Executive Director of the Louisiana Higher Education Commission, and she did a great job of addressing access, equity, retention, and funding overall

in not only P-20, but also higher education, and has really done a good job of getting business leaders, legislators, the higher education community, together to try to improve the lot of Louisiana in higher education. Before that, she was in Colorado, doing the same kind of thing out there, so I think her presentation was very educational for the Board and for the rest of us. There was also a terrific presentation by Eric Zarnikow, who's the head of the MAP program in Illinois, and he did a great job of pointing out that (similar to what Senator Stephens has been showing here) that 2002 was a little bit of a high watermark. It was even higher than that, prior to 2002 in terms of state funding. But Eric pointed to 2002 also as a time when if a person qualified for the MAP program, the MAP award covered the entire amount of tuition and fees for everybody who applied and qualified. We're at a point today where if you apply and qualify that you only receive about 60% of your tuition and fees, and only half of the people who actually qualify for the MAP program get it, because of shortage of funding. So, the case is being made that the MAP program needs to be better funded, and of course we will support that.

One other clarification I'll mention, and then come back for questions after we've all given our presentations, and that is that… Also, I met today with all the other public university presidents and chancellors about a whole variety of topics, and Ginger Ostro, the Executive Director of IBHE, was on the call as well, and the clarification on the budget is that the 5%, only agencies have been asked to reserve 5% of their budgets. Higher education institutions are not technically or legally an agency. So, it was reaffirmed today that for FY21, we will not be expected to provide any reduction in our budget for the current fiscal year, which is really terrific.

Then it was also said today that FY22, again, it's only agencies right now that are being expected to plan to reserve 10% of their budgets required for FY22. So, there's a possibility that higher education will get a pass on that one as well. But I think it's prudent to plan for the worst and hope for the best. So, I think in our planning processes for FY22, we're going to have several plans in our pockets that we're going to be working on. But hopefully that will hold and will be exempt in FY22 as well. So, with that, I'll conclude my remarks. Thank you.

- ***Provost Aondover Tarhule***
Provost Tarhule: Thank you so much. Couple of remarks I'd like to bring to your attention from the Provost Office. We have now turned our attention, I think fully, to the spring semester. As you know we have instructed department chairs, deans, and faculty to work together for the spring on the assumption that it would look very similar to the way the fall looks. So, we expect, at this time, that the majority of courses in terms of modalities will be online, and only those experiential courses and those whose learning outcomes cannot be met online will be in person. So, very similar to what we have now.

The other aspect of that problem then is the calendar itself. So, the issue of the modalities is such, I think all faculty are clear about that, but the calendar itself (that is when we will start this semester and in what form we will start it) remains under discussion. So, a Spring Semester Calendar Work Group was formed. That work group has students, faculty, and staff as

representatives. And they are working… they have identified a number of options. They have eliminated some options, and in order to make sure that we're capturing the fullest input from all stakeholders, they are developing a survey that contains those options that they think most likely, and then they will send those surveys out to all of these groups and use those responses to then make a final recommendation that the cabinet will vote upon, and the Academic Senate will get to see those, and review those as well. So, that process is ongoing. I expect that you will see this survey early next week. We had hoped to be able to get it out this week, but as you can imagine it takes a lot of work and people to put it all together.

The other piece of information, again is FYI, true coordination between the Provost Office and the Office of Technology Solutions. We have awarded about 250 loaner laptops to students and five MiFi's to students who need them. So, we still have plenty of laptops, capacity to award many more laptops. So, if you know of any student who has a need for laptops, please tell them to apply.

The other thing that we're working on, again, that impacts maybe beginning this semester and going into fall, is the faculty promotions and tenure. So, the University Review Committee met, and provided guidance to chairs and directors about the upcoming tenure and promotion guidelines. So, some questions came from the Faculty Caucus, that actually prompted for the exploration with other universities. Sam Catanzaro is in charge of this process. So, he's gathering and integrating the advice he's receiving further, in order to make sure that he's being responsive to all of these questions. Today, in fact, Sam met with chairs and directors to discuss these issues, and he has reported that almost all communities are working to look at this, holding discussions about the tenure and promotion guidelines, in particular, I think what was most heartening about his report is that almost all departments or schools are considering a variety of newer words to take into account the pandemic related impacts, and how they have affected the teaching, research and creative activity for faculty. So, in a sense, they're trying to be very holistic, using holistic approach, to evaluate tenure and promotions candidates as well as the annual performance evaluations. So, those are the three items of information I thought would be useful to this group.

Senator Kalter: All right. Wonderful. Thank you. We do, you'll notice on your agendas that there is a bullet point underneath Dr. Tarhule's name. We will come back to that at the question and answer period.

- *Vice President of Student Affairs Senator Johnson*
Senator Johnson: Thank you very much. And just one quick update and it involves the Bone Student Center Renovation Project. Just to confirm, we are indeed, in our final stages of that project. Specifically, the second-floor corridor, and that will entail, again, that corridor space and renovations to it, as well as finishing off the Career Services space, and a move of Career Services to that facility and to that second floor. We are anticipating completion of that space sometime in December, maybe before the semester is over. And the final piece would involve

then the completion of Star Ginger, which we hope that will be done no later than sometime during the early month of January. So, the Bone Student Center, we will be looking to see a completed project, timely completed project, despite the pandemic.

One other item involving the Bone Student Center. We have received a request for the relocation of some uPrint stations, as well as scanners from the Milner library over to the Bone Student Center, and so we're working to make that happen in order to make sure we're servicing our students properly. And those are the two things I want to cover.

- *Vice President of Finance and Planning Dan Stephens*

Senator Stephens: I only have one brief item I'd like to share. As many of you may have noticed, there's a new temporary building behind the Alamo. It's in the parking lot of the front of the Watterson. This trailer is being set up as a testing facility to accommodate our COVID-19 testing across campus. This facility will replace the space we're now using in the Bone Center, Brown Ballroom, because I believe next week is when we start using that space for the flu clinic. We anticipate using this facility (behind the Alamo) for the continuation of our Reditus testing the rest of the fall, and then to be used to help with our new UI Shield test that should be available for the start of spring semester. The interior has two large conference rooms, two restrooms in the halls connecting each side. It'll be self-contained, with heating and cooling as needed. There is some final construction on the exterior. We have to build an ADA ramp, and do some other minor improvements that should be completed this Friday. And then we hope to have it open up starting next Monday. That's all I have for the evening; I'll be happy to answer questions later.

- *Spring Academic Affairs retreat working groups membership*

Senator Kalter: All right. Wonderful. Thank you so much. I'm going to start off questions actually. I usually try to open it up first but let me be a little bit more directed and go to the item that is under Dr. Tarhule's name. It says Spring Academic Affairs retreat working groups membership. So, one of the reasons that that's there is that the Executive Committee was talking about these working groups for the Spring Academic Affairs Retreat with the Provost last Monday, and we thought that the Senators should decide about some of this stuff that Dr. Tarhule wants to ask us about, in terms of faculty and student volunteers. So, I'm going to give it back to him to just sort of explain the retreat and the working groups just a little bit and then come back, you know, sort of, to do a little bit of commentary from the floor about whether or not we should be looking to Senators for some of that work, or to more general faculty and students, or somewhere in between. So, Dr. Tarhule, do you want to say a little bit about the retreat?

Provost Tarhule: Yes, I'm happy to. Thank you so much, Susan. There are two things that are motivating the retreat. Number one is, as most of you know, I'm relatively new. So, in my attempt to try to get an overall comprehensive picture of how Academic Affairs is run, so that we can develop a strategy, and it is a priority. I thought it would be useful to bring together, not just people from the Provost Office, but also across the university so we could take a look at some of

the things we're working on related to, for example, student success, faculty success, funding model, research, graduate students, diversity and inclusion, all of those types of things, and to see what already exists, what we have done, what the Strategic Plan says we should be doing, and what the opportunities are for going forward. So, part of that would be for me and for the staff in the Provost Office to essentially do an… and all of the people involved in the retreat, to take a look at where we are, where we want to go, and how we get there efficiently. So, to do that we want to make sure that we are as representative as possible of all of the stakeholders. So, we identified a number of themes within the Provost Office. I appointed people as leads within the Provost Office, and they are charged with putting together their teams, that they will assemble from the schools and colleges and across the university, and they are doing so, some are indeed complete. But to make sure that as many people across the university as possible have a voice, I approached the leadership of the Academic Senate, and the faculty, to tell them about what we're doing, and to essentially open the floor, if you will, to recruit additional members to join these groups, so that we're capturing… and not just the people that people in the Provost Office know, but having an open, transparent process where we're getting as many people as possible. So, the exact process of how you do that within the Academic Senate I'm not sure. I just want to make sure that we are as representative as possible, and that we create an opportunity for the entire faculty somehow to have some voice in this process.

Senator Kalter: Wonderful. And so, all of you will notice that there are 10 groups that are being set up from student success, faculty and staff success, to financial modeling, general education, internationalization, etc. We wanted to find out whether you think that we should be sending volunteers from the faculty and the students from the SGA, in other words, the Faculty Caucus and the SGA, or whether you wanted us to do (as Senators) you wanted us to do a more general call for volunteers into the general faculty, and into the general student body. So, if anybody has any opinions about that, please volunteer them during Q & A. And I'll also just open it up for Q & A for any of the administrators or for myself or Senator Harris.

Senator Horst: This question is for President Dietz. I've been hearing some reports about mandatory testing for students and possibly staff, and I was just wondering if you could give us more details on that.

President Dietz: I'm going to do that now, or do you want to continue to address Dr. Tarhule's…

Senator Kalter: That's a good point. Dr. Dietz. Let's see if we have people who want to comment on the sort of level of volunteership in the Senate for the retreat first. Does anybody have any views about that?

Senator Mainieri: Yes, in looking at the list of the working groups, there could be a need to look outside of the Senators, in terms of finding folks that have particular interest or expertise to be meaningful members. So, I would support opening the call up beyond just the Senators here.

Senator Kalter: Okay. And so, Senator Mainieri, to include any Senate volunteers, but to open it to the whole campus?

Senator Mainieri: Yes, indeed. Thank you.

Senator Kalter: Any other views about that?

Senator Cline: I would just second what Senator Mainieri just said. I think it's important to have a broader brush across the campus, and many of us Senators are involved in working groups because of our membership on the Senate as it is. So, I think it would be smart to have an open call for the entire faculty and staff.

Senator Kalter: Great. Thank you, Senator Cline, any other voices on that one? (Pause) All right, I think that a lot of people on the Executive Committee were of the same mind as what Senator Mainieri and Senator Cline just voiced. So, let's go back to Senator Horst's question to Dr. Dietz.

President Dietz: Sure, I'll try to answer this. There's been a lot of verbs to describe this, require, force, it was probably the most forceful verb that I've heard, but also, I have, I think Dr. Brent Patterson is on the Zoom tonight as well and I may turn to him here for a second because he's the Steering Committee Chair for COVID-19. I think there are populations that we would really strongly encourage to take tests. And obviously the students that are living with us in housing, students who are participating in face to face kind of instruction, students who may be working on the campus, I think that would be our first groups of individuals that we'll really want to have tested. And then we've got to figure out a strategy to strongly encourage other folks to come in. My sense is that we hit… we just haven't had the capacity with the current testing. Our goal is to really increase that pretty dramatically once we get the saliva-based testing system worked out with the University of Illinois. But realistically, that's going to be toward the end of this fall semester. So, we don't have the system that a lot of people have heard about the University of Illinois has, which is one of the enforcement pieces would be to that if you don't get tests that you can't get into particular buildings. There, frankly, has been some holes in that system, but we don't have that kind of stick, if you will, to… and I think, frankly, folks are going to respond more to strongly encourage wording versus forcing. But we have a particular population that I think we'll approach first to try to make sure that they get tested. Brent, I don't know if there's anything that you want to add to that. Are you on?

Senator Kalter: He was unmuted for a little while, and then he's just re-muted, so it looks like you might have covered it.

President Dietz: Okay.

Senator Kalter: All right. Any further questions for any of our administrators, or about the presentation that we heard on the Color of Money?

Senator Murphy: Hi. President Dietz, you just said that we don't have the same kind of stick that U of I does, in terms of the app that they're using to allow them to block access to buildings, if somebody is positive or hasn't tested. I know I have heard U of I wants to share that app. Have we spoken to them about sharing the app?

President Dietz: Absolutely, we've had conversations every week for months now, and they're not able to send that testing system (either the saliva base, that actual test, or that other system) up at any other institution in the state. It's not that they don't want to. And it's not the other institutions, including us, don't want that, but they're not ready to do that from a technology point of view. And they've told all of us, it will be toward the end of the fall semester before that'll happen. But Dr. Baur (John Baur), who is heading up our testing program and protocols now, is in regular contact with the individual at the University of Illinois who's running this, and they're working toward that end, but there's a lot of contractual issues that have to be worked out. There's a lot of technical issues, lab issues, we've got to have a certified lab to get to that point, and then the Shield program, which is the technology program that is a part of all that. But we are in constant contact, but we're probably not going to be able to pull all that together until the end of the semester.

Senator Robinson: Hi. My question is for Senator Johnson about the Bone Student Center. Are we having talks about how to have efficient polling this year in the Bone Student Center?

Senator Johnson: You know, I think the polling stations have been coordinated through our Dean of Students Office, as well as CESL, and I believe we have several different areas on campus where that's going to take place, including over at Watterson dining area space. There's also, I believe, going to be a polling place near the athletic facilities. In addition to, I believe, then the Bone Student Center. So, I think there's going to be several options for students and community members.

Senator Spranger: It's more of like a statement than a question, I guess. But, Provost Tarhule, how you're talking about how we should expect like a similar format to the spring semester, like for the online classes. I guess with registration coming up, I've been talking to a lot of friends in my residence, and we would really like to be able to know like which classes plan on being synchronous and asynchronous, like before we sign up to take them. I've been looking at the like the classes that say that they're happening in the spring, and I just don't see those details. So, is that something that we could try to pull off, like to have on the registration website? Because everybody has like different learning styles that work for them. I think it'd be helpful to have that on there.

Provost Tarhule: Absolutely, that's a really important point. The Associate Provost Ani Yazedjian, I think she's on this call, she can provide you much more details about that. But those are conversations we're having. This came up also in the last BoT, and we stated very clearly that we'll make sure by the time registration opens that students have a very clear idea, not just about

the modality of the course, but we're actually looking to increase the clarity of what this means. Because at the beginning of the fall semester, there seems to have been some confusion as to what was what. So, we would absolutely like to avoid a repeat of that by providing you very clear information in a timely manner.

Senator Spranger: Okay, cool. Thank you.

Senator Toth: Yes. My question is about Vice President Stephen's presentation, but it might be a President Dietz question, well it maybe a two parter as well. I know last semester we had assembled a lobbying team. I was a member of it just for the purposes of that appropriations inequity, if you will. Is there another one assembled, and by lobbying, I don't mean like lobbying consultants or anything like that, but made up of students and administrators and faculty?

President Dietz: Dr. Jonathan Lackland is the person that's responsible for coordinating all of that. Obviously, with a pandemic, there's limitations as to visits to the General Assembly in the Capital and so forth. So, there are always opportunities to talk to our local legislators. That issue about the inequity, I'm glad you brought that up, because there really is a terrific inequity in terms of the per student funding. It begs the question of, well, was there a funding formula at one time. And how did we get into this position in the first place? And the answer to that is that there really has never been a funding formula for higher education. What has really put us in this position is that during the timeframes where other institutions were having their enrollments decline, we've been strong and stable for a long period of time. The institutions that did have declining enrollments did not have a decline in their State Appropriation. That's been about the same amount per institution for a long period of time. So, when the enrollment declines, the amount per student goes up. So, we've been strong and stable with strong enrollments, but in my estimation, now we're really being served poorly, in terms of the amount of money per student that we have. We're being penalized for that, in my estimation. So, I've been talking with our local legislators about that. They understand that. The difficulty is that they view the budget (they, being legislators) view the budget for higher education as a finite amount of money. And in order to move that finite amount of money more to one institution means that it's got to come from another institution, that's the way they're looking at this. I look at a little bit differently in that we could either… we ought to be making the pie a little bit bigger so we're not necessarily taking money away from other places, I'm not advocating for that, But there's a political reality that if they're looking at that, that other institutions and legislators that are surrounding other universities are not going to want to give up any of the money for their institution. So, there's a political reality in all that, but I'll talk with Jonathan about that. I doubt there's going to be any visits to Springfield, but maybe there are some other ways virtually that we can have a similar impact.

Senator Toth: Yeah. I was hoping there would be some ways that we could organize somehow. And I think you did answer the second part of my question just by that, because I was going to ask for the state's rationale, if you will. It just seems like such an obvious difference when all of

the other universities are so close to each other, and we're so far behind, and it's the only one. So, I guess I was just looking for, like, why, like what the progress is on that? or why it's like that? what the rationale was? But I guess you did explain it. It's almost like we're being penalize for being steady.

President Dietz: I think we were getting a bit of the ear of the Governor before the pandemic hit. And, you know, hopefully, we'll still have an ear after the pandemic is dealt with. But that's going to be next spring, probably. So, we're going to continue to work on that. It continues to be a high priority.

Senator Toth: Great, thank you.

Senator Kalter: Thank you for bringing that up, Senator Toth, that's an opportunity, not just for ISU, but for students to learn about lobbying. So, hopefully not one more victim of the pandemic.

Senator Small: Yes, I just have one quick question. Just regarding spring planning, sort of going off of Senator Spranger's question. I know that, myself included, I have a few classes that are currently listed as hybrid or in person for the spring. And I was just wondering if we could expect those to stay that way, or if we should anticipate them moving to an online setting for the spring.

Provost Tarhule: Yeah, thank you so much. There may not be the same classes, right. Are you talking of classes that continue into the spring? If they're continuing to the spring, and if they can be delivered online, our preference would be that they continue to be delivered so. So, that only those classes that cannot, the learning outcomes cannot be met online, should be delivered in person. So, maybe Ani can answer the question better, but my understanding is a lot of classes don't begin in the fall and continuing to spring. If they are continuing, I would expect the modality to be the same. For all the new courses that will start in the spring, we're looking to have as many of them online as we do currently, with all the experiential clinical lab-based courses as face to face. Did that answer your question, I want to be sure I got it right, Senator Small?

Senator Small: Yes, they are classes that began in the spring semester, not ones that are continuing. But yeah, thank you.

Provost Tarhule: Thank you.

Senator Kalter: All right. Dr. Yazedjian, I believe that I've been told as a faculty member that those are not set in stone yet. Is that correct?

Dr. Yazedjian: Okay. So, I guess I would say that there is a possibility that some of those modalities may be refined up until October 1, and then even a few more changes up until the beginning of spring registration on October 19. But it is our goal that by October 19 those

modalities would be set for the spring. And then going back to the original question as well, we have been working with both faculty, direct messaging that the Provost has sent to faculty, and through chairs and directors regarding the importance of noting as much specificity as possible regarding how classes will be delivered in the notes section in Course Finder. So, when students are looking in Course Finder, they'll be able to see what faculty put, in terms of additional details regarding their courses.

Senator Kalter: All right, we're going to try to wrap up question and answer here because we've only got a little bit of time left. So, I wanted to ask Senator Stephens two very quick questions. Did I hear correctly that the lab schools are run with grants and contracts?

Senator Stephens: The way the state funds, the labs, it's actual an appropriation that comes through, and because it's coming through, in essence, a grant, an educational grant, we are not funded traditionally how K-12 is in property taxes and local, so it actually just gets reported through grants activities.

Senator Kalter: I see, okay. And also, the number that you had for student FTE for the U of I on that chart that one of the other Senators was referring to, am I understanding correctly that that's per student at U of I regardless of whether the student is in state, out of state, international? That that's their per student overall population.

Senator Stephens: I'm guessing you're probably right. They take, just like they would here, our FTE is all of our students. I don't think it's only those that are in state, but obviously the majority, I think, 97% -98% of our student population is in state. But they're getting an appropriation… we're dividing the appropriation level over all their students.

Senator Kalter: Gotcha. And the last thing I'm going to say, it's more of a comment than a question, just want to remind everybody that the Engineering Open Forums are happening, I believe the first one is this Friday. I think it's at either 1:00 p.m. or 2:00 p.m. Please make some time in your schedule to go to that. And there's also another one, I believe it's next Thursday at 2:00 p.m. And let us know after the meeting if you know that you're, you know, that you think that we might need to ask the Provost Office to open up more of those because we're just being able to announce this now, so it would be great to have a lot of people from across campus come and learn about the Engineering planning right now. Senator Johnson, you had your virtual and real hands up.

Senator Johnson: Okay. I did get a clarification on the polling site, the voting sites and so forth. We were not able to secure Horton, as I thought, but we do have, again, both the Bone Student Center, as well as the additional polling places at Watterson. I just want to make sure I clarify that.

Advisory Item:
08.19.20.01 Advisory Item Explanation (From Martha Horst and Tracy Mainieri)

08.28.20.02 1.2 Anti-Harassment and Non-Discrimination Policy (From Jeff Lange)
08.28.20.07 1.2.1 Anti-Harassment & Non-Discrimination Policy Complaint Procedure for Students and Employees (From Jeff Lange)
08.28.20.03 1.2.3 Hostile Educational Environment Sexual Harassment-Student Procedures – Final (From Jeff Lange)
08.28.20.05 1.2.4 Title IX Hostile Work Environment Complaint Procedures (From Jeff Lange)

Senator Kalter: Wonderful, thank you so much. Alright, so we're going to go a little bit rapidly here, because we don't have a lot of time left. First thing is you have now had several weeks, all of you to look at our Advisory Item on the Policy 1.2 and the changes to that policy and its procedures, due to the Title IX compliance issues. I'm just wondering if anyone has any additional comments that they want to give to our Office of Equal Opportunity and Access, in order for them to take those into consideration. Did anybody see anything else there? Otherwise we'll take that one off our future agenda. (Pause) Alright, I did the 10 second count. I don't see any. Also, please do remember to send these changes to your constituents. I do hope that we'll get some sort of email blast or something from the administration as well so that faculty and staff and students are all aware that those changes have happened. I may have already missed something. So, there's a lot of email to sift through these days, but to publicize those changes in both law and policy.

Action Item:
09.17.20.01 Senate Calendar Changes: Propose moving the Senate from 7:00 p.m. to 6:00 p.m., with Faculty Caucus immediately after. Internal Committees meet at times of their own choosing.

Senator Kalter: Next thing is the issue about the Senate Calendar. I'm going to do a little poll of all of the committee chairs about whether or not you were each able to find an alternate time going forward to meet.

Senator Nikolaou: Yes, we did.

Senator Marx: Yes. We talked about the possibility of meeting on Mondays at 6:00 p.m.

Senator Hollywood: Yes, we established that we could meet at an hour before Senate still, on Wednesdays.

Senator Avogo: We didn't get to it, but we'll talk about it over email within the week.

Senator Kalter: Okay, so are you asking us to sort of hold that vote until you're sure?

Senator Avogo: Yeah, I will email you on Monday as to the exact time we'd meet.

Senator Kalter: Okay, and Senator Horst for Rules.

Senator Horst: We failed. We tried different times and none of them worked.

Senator Kalter: Okay, alright, so we'll keep talking about that one. We said in Exec we would not start talking about the calendar changes unless we knew that the committees had found alternate times. So, we'll bring this back into Exec and talk a little bit more. And, Senator Avogo, if you folks can talk in Planning and Finance, see if you can find a time. And I know that I had started a conversation with Senator Horst about that as well. So, we'll see if we can do that. But for now, we'll leave it where it is.

Advisory Item:
Presentation of the Academic Plan by Associate Provost Dr. Ani Yazedjian
Senator Kalter: OK. So, ordinarily, we see the Academic Plan presentation at our annual May meeting. But of course, due to the pandemic, all kinds of things have happened. And in this case, there are meetings with the programs that have been undergoing program review during the previous year. The Academic Planning Committee for 2019-2020 moved those into the summer because of what was going on in the spring in converting the courses to online. So, those program review reports are not due to the Illinois Board of Higher Education until the fall, anyway. And so, we were able to move Dr. Yazedjian's presentation of the Academic Plan. And just to let you know we listen to this plan, and we are the last step before it goes to the Board of Trustees, and then off to the IBHE, I believe I've got that correct, if you want to give us your presentation, Dr. Yazedjian.

Dr. Yazedjian: Great. Thank you, Chairperson Kalter. Before I get into that, though, if you want to give me a sense of how many minutes, three or five, seven

Senator Kalter: We are at 8:10 p.m., and we said we'd have a hard stop between 8:15 and 8:30, so perhaps if you can go to about, you know, five to ten, if you're able to do that.

Dr. Yazedjian: I can do it in five and that way I'll leave it open for questions afterwards. So, thank you for having me this evening. Before I start, I just want to give a shout out to Assistant Vice President for Academic Planning, Dr. Cooper Cutting, who was the person who put together the Academic Plan, so I do want to recognize his efforts in that.

What I'm going to focus on is really beginning by just giving a brief overview of the Academic Plan, and then focusing in on the academic initiatives portion of that plan, for the sake of time.

So, the plan really serves several purposes, as Chairperson Kalter said. It will go to the Board of Trustees, and then subsequently goes to the Illinois Board of Higher Education. But it really outlines upcoming academic initiatives in academic affairs, and then also provide a review of any changes that have happened for academic programs or centers on campus in the prior fiscal year. It also provides the outcomes of any self-studies that were submitted by academic programs in the prior year, and that were reviewed by the Academic Planning Committee, which is an external committee of the Senate. And so those summaries and overviews are a reflection of the work of that committee, and are really meant as a formative process for units as they go through the self-study process, and then they get reviews from their peers regarding recommendations

and initiatives that they have planned in the future. So, I won't go into any more detail about that and we'll spend the rest of my minutes focusing on the academic initiatives portion, which will begin on page 35 of the Academic Plan, if you'd like to follow along.

The first thing that we really wanted to do in this year's plan is provide a sense of what was happening with COVID-19. And so we decided to focus on what the university's response was in Academic Affairs related to professional development, and really honoring all of the faculty and staff who participated in professional development through the summer to prepare their classes and be able to provide great experiences for our students in an online environment. And you can see the numbers of faculty, we had over 700 unique individuals who participated in professional development this past spring. And then we just wanted to give a heads up that we are planning to continue and are continuing that professional development through this semester for people who may be teaching in different modalities, or who wants to continue to hone their skills moving forward.

The next section focuses on new academic programs that are being developed. And these are really ones that are pretty far enough along to talk about. There are several other programs that are ongoing and in development. But we currently have a Master of Science in Low Vision and Blindness that is currently under review by IBHE. The Engineering programs, the work over the last year are also referenced in that plan, and I would, again, encourage (as Chairperson Kalter did) all of you to attend at least one of the forums either this week or next week. The information is posted on the Provost's website. And then finally, the other academic program that we have listed in there is the development of accelerated programs. These are also known as four plus one programs that would enable students to complete an undergraduate and graduate degree in five years instead of six. So, we have a lot of great undergraduate programs and a lot of great graduate programs, and this really brings those two together.

The next part is really focusing on the work that those of us in the Provost Office are doing this year, and really approaching it through the lens of diversity, equity, and inclusion and so that is set up in three different ways. The first is efforts related to supporting the success of all faculty through various initiatives. The one that I would highlight here is led by Dr. Yojanna Cuenca-Carlino in our office and really focuses on the development of the framework for inclusive teaching excellence. That is actually being implemented by the growth change team, which are representatives from all the colleges on campus who are focusing on professional development from an equity lens this year with faculty. The second part of that section is supporting success for all students. This is led by Dr. Amelia Noel-Elkins (also in our office) and focuses on several initiatives, one of which was already mentioned tonight, which is the additional money that we have to continue to provide laptops for those students who need it, and several other initiatives that are listed in the plan. The thing that I would point out here is that those plans are being developed to really integrate with the plans that we were talking about for faculty success, because we do believe that faculty success and student success or are integrally related to each other. And so, the plan talks about that a little bit. And then the final item in there is a graduation

requirement for a course in diversity that I believe has been delivered to the Academic Senate for review.

Two other things that I would just close with is that Dr. Amy Hurd has already started with a work group of folks who are going to be looking at general education and revising our general education program. And then ending with another project that has been ongoing but has been expanded this year, which really seeks to document the value of an ISU education by getting salary data. And as a result, at the end of this year, we'll have salary data for over 76,000 alumni who live in Illinois. And so, we can see the trajectory of really highlighting the value of an ISU education. So, I will stop there and stay open for any questions.

Senator Kalter: Wonderful, thank you so much. Do we have any questions for Dr. Yazedjian? (Pause) Alright. I see none. I'll just echo the thanks to Dr. Cooper Cutting for all of his work and to all of the people on this Senate who sat on the Academic Planning Committee last year Senator Nikolaou, obviously Dr. Yazedjian. And it is a lot of work. It's a lot of reading. It's very, very rewarding reading because you learn a lot about the different programs on campus and what great work they're doing for our students, and to improve each of our programs little by little Senator Harris, you have a question.

Senator Harris: Yeah, I was just wondering, and maybe I missed it. What is the process for a student to request the laptop? I know for CARES it's just an application. I haven't seen any application. So, I'm not sure where to direct a student if they need a laptop.

Dr. Yazedjian: Chairperson Kalter, if you wouldn't mind muting Dr. Amelia Noel-Elkins, she'll be able to provide that information.

Dr. Noel-Elkins: Thank you for the question, Senator Harris. The funding for most of the loaner laptops is coming through a grant from the State of Illinois. The GEER grant, which is part of the CARES Act, which has funding for students from underrepresented, low income, and first-generation populations. And so, most of the laptop funding is for students from those populations. If students need a laptop or a MiFi or have other technology issues that are preventing them from being successful in class, the first thing to do is to contact the Technology Support Center. The Technology Support Center will walk that student through any technology-based solutions that might be available to them. And if they can't solve it through technology-based solutions, they will pass the information on to me and the persistence committee, we will evaluate and have an answer back to the student and the Technology Support Center within, usually about a day, to then issue the laptop to the students. And we do have plenty of laptops available in stock should students need them for success in classes.

Senator Kalter: Wonderful, thank you so much. Any other questions about the Academic Plan or related? (Pause) Alright, I see none. We're going to move to finish up the meeting by skipping to committee reports and then communications and then we'll have an adjournment.

Academic Affairs Committee: Senator Nikolaou
Senator Nikolaou: So, we met tonight, and we continued our discussion about IDEAS. In particular, we focused on the learning objectives for the program.

Administrative Affairs and Budget Committee: Senator Marx
Senator Marx: Yes, the committee met this evening, and we were looking at some policies, including the policy 6.1.16 the Display of Flags on Campus, which we'll be sending to the Senate for the Senate to consider. We're also looking at the Sound Amplification policy, and I think we'll be sending that to the Senate probably after our next meeting in a month.

Faculty Affairs Committee: Senator Hollywood
Senator Hollywood: We met tonight, and we discussed sending the Non-Tenure Track Evaluation to the Senate for an editorial change just on the name of the Non-Tenure Track Association from NTTFA to ISUEA. So, that's an editorial, but then leaving that document in our issues pending because we have other things to look at on it. And then we decided that we were going to look at the 1.1.8 the Integrity documents for the work of the committee for the foreseeable future, I think.

Planning and Finance Committee: Senator Avogo
Senator Avogo: Yeah, we met, and then we talked about our Institutional Priorities Report unfinished business from last year on our Institutional Priority Reports. And then we consider that our new priority, which is how to increase the quality of online education or online courses that the university has to offer.

Rules Committee: Senator Horst
Senator Horst: Yes, the Rules Committee met. We passed the Library Committee changes to the Blue Book we'll be for adding that to the Academic Senate Office. And we were visited by Joan Schuitema, who's the chair of the Milner Library Council, and Dean Long, and we had a discussion of their bylaws, and we forwarded it back to them.

Communications
There are no communications.

Adjournment
Motion by Senator Jones, seconded by Senator Harris, to adjourn. The motion was unanimously approved.