
ILLINOIS COMMISSION ON EQUITABLE PUBLIC UNIVERSITY FUNDING

Adequacy Workgroup Meeting #4 - August 25, 2022 (9am-12pm CT)
Meeting Notes

MEETING OBJECTIVES

1. Discuss considerations for how to reflect effective practices in student-centered adequacy components
2. Prep for report out at the September Commission meeting

Welcome & Agenda Overview

Senior Associate Director Jaimee Ray opened the meeting with general announcements regarding Open Meetings Act, that the meeting will be recorded and instructions for any members of the public who would like to participate in Public Comment. Martha Snyder provided an overview of the agenda.

Action: Approval of minutes from August 4 Workgroup Meetings

Commissioner Freeman made a motion to approve the minutes from the August 4, 2022 workgroup meeting. Commissioner Vazquez seconded the motion. All were in favor.

Introductions

Martha Snyder started a round of introductions and asked each workgroup member to introduce themselves and share the best/most exciting thing they did over the summer.

Workgroup Overview

Martha Snyder provided an overview of the Adequacy Workgroup to level set. It was noted that the Resource Workgroup is working in parallel and that there will be a total of three Workgroups over the time of the Commission's work.

The Adequacy, Resources and Technical Workgroups (workgroups) for the Illinois Commission on Equitable University Finance (Commission) will inform the analytical, data and technical modeling of the Commission's work. The workgroups are composed of a subset of Commission members or other assigned representatives. The workgroups, supported by IBHE and HCM, will expand the capacity of the Commission's work between full Commission meetings, providing opportunities to dig deeper around concepts and considerations advanced by the Commission.

The adequacy workgroup will focus on evaluating and understanding various issues and concepts of adequacy in postsecondary finance. The workgroup will support the Commission's work in identifying the components that comprise an adequate and equitable finance structure for universities in context of the legislative charge and definitional concepts developed by the Commission.

The outcome of this review will be to analyze the components of adequacy and institutional "adequacy profiles" that help inform the cost of achieving adequacy for each institution. Directed by the Commission, this effort may include evaluating various components of adequacy such as:

- Student-Centered Adequacy Components
- Program/degree type components
- Cost-based components

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- Mission-Centered Components.

Representatives were selected by the co-chairs with ~10 members for each workgroup. Membership will reflect groups and organizations on the Commission with regional, mission and other attributes represented.

- Adequacy: Conceptual, Policy and Analytical skills
- Resource: Conceptual, Analytical skills
- Technical Modeling: Policy, Data Analytics and Modeling skills

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The Commission's definition of "adequate funding" was shared as a reminder: The amount of funding necessary to equitably support all students to enroll and complete a degree without placing undue financial burden on students/families and for each university to carry out its mission. The cost of adequacy will vary across institutions based on the different needs of students being served, different degree types offered and the different mission components across institutions. Achieving adequacy requires directing new state investments to institutions with the greatest gap after accounting for other revenue sources.

Effective Practices for Student-Centered Adequacy Components

What does the research tell us about effective practices, supports and interventions that foster student access, retention and success?

Are there differential benefits across different student groups?

What are the gaps in the field's knowledge?

What are considerations the technical workgroup should consider as it begins its work of measuring and incorporating these aspects?

Summary of Discussions

The workgroup, to date, has looked at research on postsecondary funding/implications for adequate postsecondary funding; built a framework of components of adequacy; looked at analytical considerations for instructional, academic and student support components.

Martha Snyder offered a reminder of how the adequacy and resource workgroups interrelate. Each institution will have an adequacy target, built from the components of what it costs for students to succeed and will vary based on student need. The adequacy workgroup is developing these components. Each institution has resources available to it. The resources workgroup is determining which types of resources should be counted toward determining how close an institution is to adequacy.

Discussion on Considerations for Student-Centered Components

Student-Centered Access Components

Martha Snyder gave an overview, including the description, rationale, evidence-based practices (examples), potential measures to calculate costs and considerations.

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Commissioner Freeman asked about the institutional aid component (scholarships). Previous state programs required institutions to match funds, without looking at where the institution's baseline is. Mike Abrahamson shared that equitably lowering the price for students may be the most important factor, which could potentially fall into this area. Commissioner Green shared that another component that may fit would be the Summer Bridge program(s). Commissioner Ellens shared that a more robust recruitment program should be included; a program that helps align a school and program with the student's direct needs. Commissioner Caldwell shared that it may be helpful to spell out emergency aid and what is essential funding (laptops, textbooks, transportation). In addition, the study abroad program can help students be competitive in their field. Commissioner Martire added a global comment that walking through every area may not be the most efficient way to use the workgroup time. Commissioner Ellens shared that finding out "what the data is not telling us" is important; to find out what is missing. The discussion and dialogue amongst the group helps to prompt additional conversation to talk about these important areas.

Martha Snyder reminded the workgroup that their charge was to come up with the components of adequacy, what are the practices that fit within the components and what are the considerations to hand off to the technical modeling workgroup. The charge of the technical modeling workgroup includes costing out the components. Hearing reactions and perspectives from the workgroup members is an important part of the process.

Student-Centered Pathways: Academic Supports

Martha Snyder gave an overview, including the description, rationale, evidence-based practices (examples), potential measures to calculate costs and considerations.

Commissioner Ellens shared that the price tag will vary quite a bit. Commissioner Caldwell shared that data has shown that relationships with faculty are important and known to be a high-impact practice. Commissioner Freeman shared that time to do research competes with time to do work and reminded the workgroup that we don't want to be so descriptive that it causes problems for the campus to implement/use the funding. Ayesha Safdar asked what part of the ecosystem should be responsible for the cost for each of the areas that have been outlined (institution, outsourced). Martha Snyder agreed that this is a question that the workgroup needs to continue to think about. Nate Johnson shared a lesson from the CUNY system (ASAP). Commissioner Ellens shared an interest in continuing to think through how to decide what is selected as part of a funding model. Commissioner Freeman shared that the CUNY ASAP components are all components that help students succeed. Commissioner Martire shared that "professional development" is funded in the K12 EBF model, but is not prescriptive.

Student-Centered Pathways: Non-Academic Supports

Martha Snyder gave an overview, including the description, rationale, evidence-based practices (examples), potential measures to calculate costs and considerations.

Commissioner Caldwell shared that many campuses don't have mental health counselors that are diverse. A non-academic support system could include families, which are not typically included in the formula.

Adjustments for Student Needs

Nate Johnson gave an overview, including the description, rationale, potential measures to calculate costs and considerations.

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Commissioner Freeman raised the question that if equity gaps are known, and we know we want to mitigate those equity gaps, what is the difference between value and statistics. Mike Abrahamson raised the same concern. Executive Director Ostro raised the underlying question: are the factors discussed are the “right things?” Commissioner Caldwell asked whether geographic location should be added/considered: urban vs. rural, low income doesn’t always cover everything. Nick Yelverton raised the social challenges and external financial costs. Mike Abrahamson shared his initial reaction that an analysis of the data would be a good idea (statistical distribution). When referring to “low income” Executive Director Ostro asked for more detail as to what should be captured. Additional details were provided around academic preparedness, family income, income brackets, equity if placed in school districts other than their home district, and access to resources. Commissioner Freeman also elevated the resource of time and the social capital element. Commissioner Ellens asked to add student parents (parental status) to the list and break out “working adult” from age (two separate areas). Commissioner Green asked about documented/undocumented students and students with disabilities.

Academic/Instructional Core Costs

Martha Snyder gave an overview (“what does it cost to deliver instruction?”), including the description, rationale, potential postsecondary measures to calculate costs and considerations. Nate Johnson gave a mechanical overview of costs and the main drivers (the number of people and how much they are paid) of the cost of instructional programs. Commissioner Caldwell raised that there hasn’t been discussion about the pipeline and ensuring that there is diversity both in the front of and inside the classroom. President Freeman suggested adding competitive recruitment for faculty (hiring strategies/recruitment, diversity, retainment). Commissioner Green reminded the workgroup that it is everyone’s job to take a lead and role in institution-wide and statewide efforts.

Commissioner Green shared that the issue of cost and investment (what will move the numbers) for underrepresented and underserved students is not just a focus on hiring more representatives that look like the students. It needs to be a both/and, not an either/or. Commissioner Caldwell shared about results of their recent climate survey.

Break

The workgroup took a ten minute break before reconvening.

Next Steps

There was a desire to make sure there is opportunity for individuals to respond and provide direct feedback to what has been outlined (information in the slidedeck).

Martha Snyder asked if there was anything else the workgroup needed to help finalize the materials/information for the technical modeling workgroup. Additional next steps include incorporating commission feedback into student-centered component considerations; review other components of adequacy (mission, operations & maintenance); provide an update to the Commission at the December 2022 meeting; and finalize recommendations and considerations for the technical modeling workgroup.

Prep for September Commission Meeting

HCM and IBHE would follow up directly with Commissioner Freeman and Commissioner Steans regarding prep for the Commission Meeting.

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Public Comment

There were no members of the public that requested to make public comment.

Next Steps and Adjournment

The fifth meeting was scheduled for September 22, 2022 (9am-12pm CT).

Workgroup Members in attendance

Mike Abrahamson, designee for Lisa Castillo-Richmond

Ayesha Safdar, designee for Robin Steans

Ralph Martire

Nick Yelverton, designee for Simón Weffer

Cheryl Green

Lisa Freeman

Cherita Ellens

Respicio Vazquez

Sheila Caldwell

Kristi Kuntz, designee for Bill Bernhard

Support Team Members in attendance

Ginger Ostro

Jose Garcia

Jaimee Ray

Jerry Lazzara

Martha Snyder

Jimmy Clarke

Nate Johnson

Katie Lynne Morton