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# ILLINOIS COMMISSION ON EQUITABLE PUBLIC UNIVERSITY FUNDING

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## **Illinois Commission on Equitable Public University Funding**

June 29, 2023: 10:30am-1:00pm CT

Meeting #9 Notes

### ***Welcome & Agenda Overview***

Executive Director Ginger Ostro opened the meeting with a welcome and shared general announcements that the meeting was being conducted via videoconference pursuant to rules adopted by the Commission at the May 30, 2023 meeting. Notice of the meeting was posted in accordance with Open Meetings Act and the meeting would be recorded. Minutes of the meeting would be prepared and after approval, posted on the Funding Commission website. Executive Director Ostro gave instructions for any members of the public who would like to participate in Public Comment.

Co-Chair Deputy Governor Martin Torres offered words in response to the decision made by the Supreme Court prior to the start of the meeting. Torres offered the reminder that the students come first. Co-Chair Representative Carol Ammons shared that Illinois will be called upon and that policymakers need to be sure not to codify what affirmative action actually is. This decision calls on us to redefine what equity means and to put policies in place that produce actual equity and not allow continuation of a policy/procedure that has benefited the majority class. Representative Ammons shared her excitement about the Commission's work and that the data shows the work. Co-Chair Board Chair John Atkinson shared that as business leader in the state, he speaks with CEOs and other leaders, whom share their number one issue of talent and wanting to create more diverse environments within their organization; diverse teams produce better outcomes. Board Chair Atkinson shared a statement from the Illinois Board of Higher Education (IBHE). IBHE, the colleges and universities are committed to continue funding to close equity gaps for blacks, latinos, low-income, working adults and rural students and will continue to work to make college more affordable.

### ***Action: Approval of minutes from May 2023 Commission meeting***

Toya Barnes-Teamer called the roll to approve the minutes from the May 30, 2023 meeting. Representative Carol Ammons motioned to approve the minutes. Commissioner Simón Weffer seconded. The roll was called and nineteen commissioners approved.

Will Carroll provided an overview of the agenda.

### ***Commission Reflection: Charge & Objectives***

Will Carroll walked through a number of slides to help reground the Commission members in the work of the Commission, where it came from and why it is so vital. Carroll shared the goals and objectives of the Commission are anchored in establishing:

- a shared understanding of current funding structure in IL;
- learning from other states to understand various approaches to issues of post-secondary finance;
- and ultimately developing recommendations centered on increasing access and success for historically underrepresented students—Black, Latinx, low-income, rural, and working adults, among others who have been underrepresented and underserved;
- Approaches to state investments that address historical inequities and reflect adequate funding policies; and
- Supporting the varied missions of our universities.

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Will Carroll shared a consolidated version of the work plan for the Commission, which includes three phases. Phase one (meetings 1-4), where we established common understanding and context, has been completed. Phase two (meetings 5-8) is where we built out the analysis and discuss models. Phase three (meetings 9-10) is where we will finalize analysis and modeling and hone in on a set of recommendations. There will be obvious overlap and transition between phases to facilitate us towards conclusion.

To support Phase 2 and 3 of the work, the Commission established three workgroups. It was shared that the Technical Modeling workgroup has been meeting every two weeks and would provide an update report during the meeting.

## *Start with an Equity-Centered Adequacy Target*

Will Carroll walked through the conceptual model, similar to the K-12 EBF which was shared on the screen as a reminder. 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. Equity adjustments will be made based on variable student need to reflect the priority of increasing more equitable access and success for historically underserved student populations. Adequacy will also consider research, service, and artistry missions. Cost for facilities operations and maintenance included, as well.

## *Conceptual Model*

Identify Available Resources: include existing state funding as base, account for “expected tuition,” and other resources, like endowment. “Expected tuition” rather than actual tuition helps address more equitable affordability.

State Funds fill in Gap in Resources: model to be developed, but goal to distribute new state investments to institutions with the greatest gap between equity-centered adequacy target and current available resources (state, expected tuition and other).

## **Technical Modeling Workgroup Workgroup Update**

Will Carroll walked through the progress that has been made by the Technical Modeling workgroup members to date. The charge of the workgroup is to build upon the conceptual framework established by the Commission (informed by the Adequacy and Resource workgroups) and begin identifying metrics/data, modeling distribution mechanisms and various funding scenarios/implementation options based on spending considerations. There are twelve members, a mix of Commission members and designees that meet every two weeks.

- Ongoing work:
  - O&M proposal
  - High-cost programs
  - Small school and concentration adjustments
  - Data updates
  - Draft university targets

## **Equitable Student Share & Affordability**

- Framework
- Calculating Equitable Student Share Index
- Subsidy Levels
- Incentivizing Affordability

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## *Equitable Student Share: Framework*

Corey Bradford shared that the Equitable Student Share (ESS) represents a reasonable and affordable amount a university is expected to generate through tuition and fees based on the characteristics of its student body. The greater the share of high-subsidy student groups (e.g., low-income, underrepresented minority) a university enrolls, the lower its ESS.

- Currently, the state allocates funds to universities, and universities fill in the remaining gap to costs through tuition and fees, often unaffordable.
- The new model would calculate an “Equitable Student Share” (ESS) for each university based on its student body, recognizing the make-up of a student body affects a school’s ability to generate tuition.

## *Calculating Equitable Student Share Index*

Commissioner Ralph Martire walked through that the Equitable Student Share (ESS) would be calculated by applying subsidy rates - tied to characteristics of a university’s student body - to the adequacy target. The greater the share of a high-subsidy student groups (e.g., low-income, underrepresented minority) a university enrolls, the lower the ESS.

## *Proposed Approach*

- Set subsidies that indicate how much of the adequacy cost will be covered by sources other than tuition and fees in *aggregate* for different student characteristics.
- The subsidies would be additive for student groups with multiple characteristics (e.g., rural and low-income students, or adult and underrepresented minority), but wouldn’t exceed 100%.

## *Strawman Subsidy Levels*

Commissioner Ralph Martire walked through the strawman shared on screen and the original subsidy levels. The subsidy levels would be additive, such that the subsidy for universities enrolling rural (25%), resident undergrad students (25%) from EBF Tier 1 schools (25%) would be 75%.

## *Calculating Equitable Student Share*

The students’ share is the remaining percentage after accounting for all subsidies. A student share of 25% implies the tuition and fees will cover 25% of the adequacy target in *aggregate*. The formula would calculate the percent of a university’s student body that falls into different student share levels.

## *Equitable Student Share - ESS Index*

The “ESS Index” would be a weighted average of the student shares. The ESS Index represents the portion of the adequacy target that should be covered by the institution’s overall tuition and fee revenue, including that paid with financial aid. This does not represent any individual student’s tuition.

Commissioner Andover Tarhule suggested using a different term than “mandatory tuition waiver.” Commissioner Robin Steans noted that it would be good to think about the subsidy levels in a more fine grained way, beyond the broad increments presented. Deputy Governor Martin Torres shared his appreciation for Commissioner Steans’ comment and shared that it’s hard to justify 25% for rural students, on top of 50% low-income and another 25% for EBF tier 1 or 2. Commissioner Martire shared the rationale of trying to increase the enrollment of students from rural backgrounds and that the percentages were not meant to be final, but rather a guide to build from.

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Will Carroll walked through the updated strawman subsidy levels and shared information regarding the ESS Index.

## *Equitable Student Share - ESS Index*

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## *Revision of Subsidy Levels*

The subsidy levels were refined for a few reasons:

- Initial calculations generated too high of an Equitable Student Share
- Strawman subsidy levels suggested higher prices than what many students currently pay:
  - In-state undergraduate students paying full tuition and fees currently pay <50% of the adequacy target on average.
  - Out-of-state undergrads paying full price pay 87% of the adequacy target on average.
- Commission members suggested adding subsidies for adult students and increasing the subsidy for underrepresented minority students.

The Technical Modeling Workgroup also suggested:

- Prioritizing in-state students (higher base levels)
- Limited the maximum subsidy out-of-state students can receive (max of 25%, whether URM, low-income, or both)

Subsidies are additive but capped at 100%.

## *Subsidy Levels*

Next Steps:

- Get student-level data to estimate the number of students at each subsidy level.
- Evaluate possible changes based on those student counts.
  - Example: approximately two-thirds of all first-year undergraduates are from EBF Tiers 1 and 2 high schools, which may be too expansive for an additional 25% subsidy.
- Estimate total Equitable Student Share using new student counts and compare to actual tuition revenue.

## *Subsidy Levels Discussion*

- Are these the right characteristics to incentivize through ESS?
- Should the adult, rural, or EBF be conditional on a student also being low-income or URM status?
- Are the relative size of subsidies for the different student characteristics appropriate?
- Should the state provide additional incentive to enroll out-of-state students from priority populations (adults, rural, URM, low-income) with a subsidy for those characteristics?
- Currently, IBHE lacks the data to identify low-income graduate students for purposes of this model. Is that an important enough element to incorporate into these subsidies to consider new data collection options?

Representative Ammons shared her opinion that out-of-state students should not be subsidized as shared in previous slides. She also shared that the benchmark for Pell has a

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higher income eligibility and doesn't necessarily reach the same students that the state is providing MAP to, which is a different level of eligibility requirement. Representative Ammons would like to see strawman work around the area of hold harmless to help understand whether the percentages outlined will provide enough resources to start to adequately redress the dollars to institutions who are providing greater enrollment access to minority students. Another concern raised is that specialty enrollment has to be factored in as an incentive to get more black and brown residents into specialty colleges (engineering, doctoral).

Board Chair Atkinson echoed Representative Ammons' concern around subsidies for out-of-state students. He also questioned whether rural students' gap is a function of where the students live or of their socioeconomic status and that there needs to be more information around what is driving the gap.

Commissioner Simón Weffer flagged that the narrative needs work and gave an example of underrepresented students from neighboring states who may view Illinois as a safe haven and that equity shouldn't be tweaked to "equity for some" and not "equity for all." Commissioner Weffer reminded the Commission that there needs to be intellectual consistency when ideas are raised. Deputy Governor Torres shared that out-of-state students are certainly important and wanted/needed but the question remains around subsidizing. Commissioner Weffer also raised that there is a larger conversation that needs to happen on the ground at each campus regarding financial aid and how it's being used to incentivize students' enrollment (local policy and practice).

Commissioner Lisa Castillo-Richmond raised that relative weights are very important. She raised her concern around the overall pricetag and a conceptual model without real numbers. Given the substantial enrollment declines, how would out-of-state students be further prioritized? The priority must be, first, how do we ensure that in-state students who want to attend postsecondary institutions are able to afford to do so? Commissioner Castillo-Richmond shared that yes, the Commission should strongly consider that adult, rural, or EBF should be conditional on a student also being low-income or URM status.

Commissioner Robin Steans continues to wrestle with the EBF and that it may be worth a more fine-tuned analysis to uncover the intersectionality with low-income or underrepresented or rural labels. State dollars will only stretch so far; where does the Commission want to laser in to first?

Commissioner Ralph Martire reminded the Commissioners that the 25 percent increments are truly strawman numbers and that it makes sense to become more fine grained on these numbers. Martire raised a number of facts regarding the EBF model and how the historical underfunding of the K12 system leads students to be unprepared for postsecondary studies. This then pushes the cost to universities to put programs and supports in place to make up for the lack of education and Martire expressed that the state should have a significant role in subsidizing the cost that universities have to incur to implement the services.

Commissioner Lisa Freeman echoed what has already been shared. Perfect cannot be the enemy of what the state has now and there needs to be an honest conversation of what the state can afford. Illinois is providing social equity to out-of-state students by making the state a place where students of all backgrounds and practices are welcome. Commissioner Freeman agreed that tax dollars and state resources can only go so far and it makes the most sense to prioritize in-state students who have been most impacted by segregation and

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underfunding of school districts. Graduate and Professional students are very highly impacted by excess debt, some of which is due to a lack of education for students on what it means to borrow. She shared that something needs to be done for Graduate students but not to rush in an area where great data isn't available.

Commissioner Dan Mahony shared his concern that the work has been overly focused on undergraduate students and not as focused on graduate students.

### *Options for Addressing Affordability*

ESS incentivizes universities to enroll low-income, URM, and other priority populations. It helps them to lower tuition if they choose by shifting more responsibility to the state but does not directly incentivize that.

To influence affordability, the formula could incorporate one or both of the following options:

1. Comparison of ESS vs actual external tuition revenue
2. Affordability Measure (e.g. net price, percent of T&F paid)

#### Comparison of ESS vs actual external tuition revenue

What it is: Comparison of an institution's ESS with "external tuition revenue," all revenue from tuition and fees paid for from sources other than the institution itself.

How it would work: Universities would be expected to bring their actual external tuition revenue to the ESS level, over time and dependent on the state fulfilling its obligation to funding the adequacy gap. The formula adjusts a university's ESS or allocation based on progress towards that goal.

Pros:

- Reflects actual resources available to the university.

Cons:

- Topline number inhibits an assessment of equity; universities could reduce costs for out-of-state or higher-income students.
- Requires a change in data reporting.

#### Affordability Measure

What it is: A benchmark of affordability, using metrics such as the net price or the percent of tuition and fees paid. The benchmark could be for all-students and/or low-income students.

How it would work: Example: Universities that keep their net price below \$X or reduce it by Y% a year would have their ESS decreased by Z%.

Pros:

- Ability to look at affordability for specific populations (residents, low-income).

Cons:

- Some drawbacks to both net price and percent of T&F paid as metrics.
- Does not address the scenario of a university bringing in more tuition revenue than its ESS.



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A university's ESS could be lowered for meeting the threshold or making progress towards it, whether using Option 1 or 2.

### *Equitable Student Share - Options for Affordability Discussion Questions*

- What do you like or dislike about these options?
- Do these create the right incentives for universities and the state?
- Does it help to pair them together, or do you prefer one over the other?
- Is it important for the formula to have an incentive on affordability, or can it be addressed through transparency or other state policies?

Commissioner Martire asked if the converse to what was just showed would work? It could be designed as a scale (reducing/increasing ESS). He shared that the adjustments for affordability have to reward the universities that hold tuition flat or decline and "ding" universities that increase.

Commissioner Freeman shared her concern over the complexity of the model as shared, which could make the model very untransparent.

Deputy Governor Torres shared the importance that the Workgroup puts together a reasonable and actionable framework and level-set that once the idea goes to the General Assembly, there will need to be meaningful consideration and will be subject to many long and difficult conversations.

Representative Ammons shared that there is uncertainty of the factors in the funding model. She raised the need for accountability and transparency in that there has not been significant reinvestment of additional dollars earmarked for substantial minority recruitment and retention, while keeping the cost down.

Commissioner Steans echoed the need for real numbers and time to absorb. There are multiple areas to think about and the hope for a state commitment for years to come. If the state makes a commitment of X amount over Y years, how does that translate into the degree in which tuition and other costs change?

Representative Ammons asked the Technical Modeling Workgroup to consider the income inequality gap that exists on the continuum of ethnic differences. What you might think are "affordable options" across the board, may not actually be affordable across the board for everyone.

### **Break**

The Commission took a ten minute break before reconvening.

### **Auxiliaries**

#### *Description*

Auxiliary enterprises can both be non-academic supports for students and also generate revenue. They can be revenue positive, neutral, or require supplementing

- Residence halls
- Food services
- Student unions
- College stores
- Bowling alleys
- Vending machines

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## *Issues*

Auxiliaries can be essential for some students to be able to enroll/persist, or they can be ancillary additions to the college experience.

- 35% of student respondents experienced food insecurity
- Fees, revenues, expenditures are hard to parse
- Current spending may reflect ability of students to pay, not adequacy
- Equitable access to adequate services that are designed to address student needs related to enrollment, retention, and graduation

Ketra Roselieb walked through a slide that outlines the total annual fees. On average, 32% of all institutions' fees are directly tied to auxiliary operations. These mandatory fees are not inclusive of all auxiliary operation revenues (i.e., housing).

## *Summary, Questions and Recommendations*

- Auxiliary operations at each university vary greatly
- Auxiliary operations are designed to be self-sustaining, but may not be in reality
- The need to identify which auxiliary services are essential to support students' educational experience
- How to incorporate students' ability to pay for auxiliary services as part of the formula ("cost of attendance")
- Balancing the dynamic of *encouraging* use of campus auxiliaries towards ERG goals and additional investments into these services

Recommendation: Properly account for the attendance costs that students incur

- Option 1: Cover essential auxiliary costs as part of the expected student share to address the affordability and access to such resources
- Option 2: Add auxiliary costs to the base formula per student and/or proportional based on students' ability to pay
  - Similar to institutional research costs

Representative Ammons asked whether auxiliaries costs were included in previous presentations from other states regarding their funding formulas. Martha Snyder shared that other states typically do not consider auxiliaries in their formulas. Representative Ammons raised the new program "Hunger Free Campus" and that the addition/funding of this program would make it difficult to add in the auxiliary cost.

Commissioner Steans asked how aid (MAP/Pell) would be factored in. When are these areas factored in and how are they preserved for auxiliaries that may/may not be able to be factored into the formula?

## **Other Resources**

Commissioner Dan Mahony gave an overview of what the subgroup has been looking into: grants revenue and fundraising revenue and how they factor into the model. Grants fall into a few different categories (research, public service, instructional). This is research that universities can use for multiple purposes. Many funding models in other states have helped to supplement the cost of being a research facility. Undergraduate research could be supported by the model and provide more equitable access for undergraduate students.

On the fundraising side, Commissioner Mahony shared that there is a more clear advantage. Endowment money is significantly more and it can be used (with the exception of restricted). There are advantages on the fundraising side. One option the subgroup has discussed includes not doing anything that would disincentivize fundraising (universities penalized or receive less because they're bringing in more money from fundraising).

Commissioner Steans added that the group has thoughts on both areas and there will be



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more to come in future meetings.

## **Overall Status and Summer/Fall Workplan**

### *Status of Work*

The Technical Modeling Workgroup has strong frameworks in place for most of the adequacy target and resource profile. Summer work will refine the concepts and calculations.

The workgroup is currently developing proposals for O&M, Other Resources, and Auxiliaries. Summer work will finalize these items.

### *Implementation Topics*

#### Accountability & Transparency

- Use of, or reporting on use of funds
- Accountability for or reporting on outcomes
- Other reporting requirements (e.g., institutional reports to IBHE; IBHE reports)

#### Allocation Formula

- Formula for allocating new funds based on adequacy gaps
- Path to full funding
- Hold harmless implementation

#### Formula Upkeep

- Review process (structure and timeline)
- Keeping components of the formula up to date (inflation, high-cost program list, etc)
- New data (low-income, first-gen, student parents)

#### Future Adequacy

- Should initial adequacy targets be based on a target/projected enrollment rather than current levels?
- Should the adequacy target include some amount for growth/innovation?

### *Draft Timeline*

#### July and August 2023

- Complete O&M, Other Resources, and Auxiliaries proposals
- Refine Adequacy Target calculation and Equitable Student Share proposal
- Create draft institutional Adequacy Targets and Resource Profiles
- Develop proposals for implementation topics

#### September 2023

- Present first draft of complete model and implementation recommendations to Commission for feedback

#### October 2023

- Incorporate Commission feedback
- Present revised model and final recommendations

#### November 2023

- TBD depending on feedback

## **Public Comment**

Dr. Toya Barnes-Teamer reminded members of the public that they have up to three minutes to provide public comment.

- Khushbu Patel, recent graduate from University of Illinois at Chicago (IUC) and alum of Young Advocate Program (Young Invincibles). Ms. Patel urged the Commission to ensure equity is prioritized towards public funding to transform higher education. During her time at UIC, she has observed financial and structural barriers that stop students from accessing the advantages of public education. These include textbook costs, tuition fees and living expenses. The lack of sufficient mental health resources, academic counseling and inadequate faculty diversity exacerbate these barriers. Ms.

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Patel shared that equitable and adequate funding would ensure every student has access to necessary programs and services which leads to success and strengthening of the community. Based on her experience, students not only learn but thrive where financial barriers are minimized, mental health is prioritized, academic advising is robust and where the faculty reflects the diverse identity of the student body. It's crucial that the vision to foster an inclusive environment is actualized, and that academic excellence is promoted. How do public higher education institutions plan to use additional funds? How will they be held accountable? Ms. Patel recommends that institutions who receive additional funding should invest it towards areas that benefit students. Such as, expanding mental health resources, academic advising and support services and financial aid programs that would make higher education more affordable. The Commission's work holds the potential to transform the lives of many students by focusing on equity and ensuring every student, regardless of their background or financial capabilities, has the opportunity to access quality higher education. Ms. Patel urged the Commission to adopt a student-centered adequacy lens that considers every aspect of higher education funding with an equity focus. She urged the Commission to center equity in all of the decisions and actions and by doing so, students will be uplifted and also able to contribute to the future prosperity of Illinois as a whole.

- Adella Bais, Alum of Young Invincibles. Ms. Bais shared that she has been a low-income resident her entire life and is working towards attending college. She asked the Commission to create a program for students like her that want to attend college and further their education. Ms. Bais asked that an equity program be created with equity funding for higher education, distribution and more state funds to institutions that need more assistance. If an institution has a higher graduation rate and only receives funding for those colleges, people like Ms. Bais would not be able to experience this. She asked for more funding to universities that allow institutions that have lower graduation rates to receive the same funding as all the other institutions, which will help minorities and low-income students raise their graduation rates.
- Melanie Agaton, student at a public university in Illinois. Ms. Agaton urged the Commission to prioritize equity and ensure universities are given the resources to create equity. Ms. Agaton shared that she is a child of migrants and that education was always viewed as a gift. Education was a gift that her parents were willing to wash dishes at \$4 per hour and leave their countries and families with no promise of returning, to work 60 hour weeks for 40 years, just to give their children this gift. Education is more than an abundance of knowledge for kids of marginalized communities and it is, at times, the only mechanism they have to remove themselves from poverty to avoid violence and gang life. It is often the only chance they have at changing a system that has placed all odds of the world against them. However, universities such as Chicago State University with higher populations of students of color tend to receive significantly less funding. Less funding means less resources, counseling, tutoring, financial aid for students who are already dealing with the consequences of systemic racism, generational poverty and other forms of systemic oppression. Students need the resources and support necessary to stand a fighting chance. Students need a university that can provide them with the support to get through their journey financially, that values their identity and culture and that does not place additional barriers in their journey. This should be standard across every university. Ms. Agaton shared that this cannot become a reality with the current state of how finances are handled and distributed amongst the universities in the state of Illinois. She urged the Commission to understand the value of education

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for the children of migrants, or the children of any marginalized community. Implementing systems that will provide the necessary funding to ensure equity ensures that students have the support and guidance they need to get into school and finish.

- Yarimah, speaking on behalf of students with disabilities. Yarimah shared that many students with disabilities are not encouraged to apply for college. This is most likely due to the notion that people with disabilities cannot and should not be able to learn or work as adults. The lack of acknowledgement for disabled adults is a form of discrimination. If academic equity is the primary goal for today's students, why are students with disabilities omitted from these policies and assistance programs in higher education and employment? What types of policies can be used to enroll students with disabilities into higher education? Under the Illinois Department of Human Services, the Department of REhabilitation Services offers several employment and enrollment programs for adults with disabilities. More equitable grants and funding is needed to assist the population under the program. Enrollment and employment of this demographic to legally practice anti discrimination laws and protect minority people who may suffer from discrimination. These social groups are based on racial or ethnic background, sex, gender, orientation, religion, veteran status and disability status, among others.
- Pam Johnson Davis, works in College Student Support and a member of the Coalition for Transforming Higher Education Funding in Illinois. Ms. Davis encouraged the Commission to continue to center student affordability needs across lines of difference when considering equitable, stable, public institutional funding. She noted evidence of the Commission's commitment to tackle affordability for underrepresented minority students and economically disadvantaged students. In her work, she has met with many students who think attending an Illinois institution isn't an option due to the cost. These students look into institutions outside the state that will offer more scholarships, grants and institutional funding. After these students leave the state, they often encounter a new kind of inequity: loneliness, isolation. Many return to Illinois, but not to college, feeling uncertain about their future and their place in higher education. Ms. Davis asked what if, as a state, Illinois was committed to ensuring that scaling up funding for public universities, requiring that money is spent towards equitably, sustainably enrolling and serving students. What if equity was centered on ensuring that Illinois students could afford to attend an Illinois college without undue burden on themselves or their families? What if equity honed in on decreasing tuition and housing fees and factored in other costs like transportation, food and childcare? What if Illinois public universities are made to be so inclusive and equitable that they are the first and the best option when students fill out their secondary plans. Ms. Davis urged the Commission to continue to consider the student potential and the future prosperity of the communities.

### ***Next Steps, Closing Announcements and Adjournment***

Will Carroll shared the upcoming Workgroup Meetings: July 6, July 20, August 3, August 17, August 31. The next Commission meeting would be held in September 2023.

Deputy Governor Torres noted that Dr. Javier Reyes would be leaving UIC and headed to a new position at another institution. In addition, Dr. David Glassman would be retiring and as a result, leaving the work of the Commission. Board Chair John Atkinson echoed the appreciation of the two Commission members that are departing the work. He noted the

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good conversation and discussion that happened during the meeting and the fact that members are still processing the recent Supreme Court decision.

Toya Barnes-Teamer reminded the Commissioners that a post-meeting survey would be sent following the close of the meeting.

### *Commission Members in attendance*

Deputy Governor for Education Martin Torres, Co-Chair  
John Atkinson, Co-Chair  
Representative Carol Ammons, Co-Chair  
Representative Dan Swanson  
Dr. Bill Bernhard  
Lisa Castillo-Richmond  
Cherita Ellens  
Lisa Freeman  
David Glassman  
Cheryl Green  
Warren Richards  
Guiyou Huang  
Aondover Tarhule  
Dan Mahony  
Ralph Martire  
Javier Reyes  
Zaldwaynaka "Z" Scott  
Robin Steans  
Respicio Vazquez  
Simón Weffer

### *Commission Members not in attendance*

Senate Majority Leader Kimberly Lightford, Co-Chair  
Senator Mike Halpin  
Senator Dale Fowler  
Representative Mike Marron  
Senator Terri Bryant  
Representative Katie Stuart  
Sheila Caldwell  
Dr. Wendi Wills El-Amin  
Gloria Gibson  
Brandon Kyle  
Dennis Papini  
Jack Wuest  
Eric Zarnikow

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*Support Team Members in attendance*

Ginger Ostro

David Antonacci

Jaimee Ray

Jerry Lazzara

Toya Barnes-Teamer

Martha Snyder

Will Carroll

Nate Johnson

Brenae Smith