



**SHEEO Community of Practice:  
*Improving Equity and Opportunity through Postsecondary Data***

**Workshop Materials:  
*Making the Case for Equity - Engaging State Boards & Leadership in  
Equity Work* created and facilitated by Dr. Felecia Commodore**

## **SLGB Characteristics: Large Underactive SLGB/ Conservative Leaning State Politic**

There have been discussions across the state's higher education stakeholders regarding investments in institutions. More specifically, conversations have been focused on what metrics will be used to guide budget allocation exercises as well as how the state-level governing board will advocate for investment in the system institutions. A number of the regional comprehensive and regional public institutions have felt stresses on their infrastructure as they work to widen access and continue to serve a large proportion of economically under-resourced students and families in the state. A team of representatives has been formed to meet with representatives from the SLGB to contribute to the conversation regarding budget allocation. It is important to note that it is a midterm election year, and a seemingly highly contested gubernatorial race is taking shape. Key issues appear to be the state's fiscal responsibility and accountability.

Consider how you would engage in this discussion with the SLGB and construct an argument to encourage an equity-centered approach to the budget allocation exercise.



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### **SLGB Characteristics: Medium-sized SLGB/ Liberal Leaning State Politic**

Over the past 5 -8 years the state-level governing board has become vocal about its commitment to diversity, equity, and inclusion goals. Though this has been there have been discussions of how previous years' initiatives seem to be heavily focused on the R1 institutions in the state, specifically the flagship. Some of the R2s in the state, particularly those in urban areas that have more racially, and economically diverse populations worry that the strategic planning goals and objectives are not conducive to these institutions receiving the support needed to continue their DEI efforts as they strive for R1 status. A strategic planning committee for the SLGB is meeting with various institutional stakeholders to get insight and input on what the committee should be considering regarding setting goals, objectives, and strategic initiatives.

Consider how you would engage in this discussion in ways that you can advocate for an equity-centered approach to strategic planning.



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### **SLGB Characteristics: Large Hyperactive/Moderate State Politic**

The state demographic has become increasingly racially diverse over the past 20 years. At this date, the state population is closer than it's ever been to being over 50% racially minoritized groups. Though this is the case, more than a majority of the state's racially minoritized student population attends the state's minority-serving institutions. The faculty's racial demographics are similarly reflected. A number of HSIs have also emerged in recent years, servicing a number of undocumented/DACA students.

There have been discussions regarding the projected enrollment decline for the state along with what seems to be students graduating from the state's institutions and leaving for job opportunities in other states. The state's MSIs, particularly the community colleges, believe they can play a role in not only the enrollment and workforce development issues, but also in aiding the economic infrastructure of the state to make it more attractive to graduates to stay. However, they have been consistently disinvested in over the past 30 years as well as often not given a voice in strategic planning conversations. A convening of state higher education stakeholders has been called including the SLGB.

Consider how you would engage in this discussion in ways that you can advocate for an equity-centered approach to addressing the state's concerns.



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## **SLGB: Medium Sized SLGB/ Conservative Leaning State Politic/ Appointed and Elected Members**

The state's institutions are located in suburban areas, urban areas, and rural. With the economic constraints present in a world affected by COVID-19, there have been conversations about institutional mergers and closures being a strategy employed to be most fiscally responsible to the state's taxpayers and students. Many of the state's SLGB members also feel this would be the most efficient and effective manner to use the money. Though all institutions have been mentioned in said discussions, many of the rural institutions feel most vulnerable to this strategy. Additionally, they are concerned about the impact this would not only have on their institutions but also on the local economies in which they play a large role. A task force has been formed to help inform this merger and closure discussion and report to the SLGB.

Consider how you would approach the task force and make recommendations to the SLGB regarding the closures and mergers conversation that centers and highlights issues of equity.