

WICHE

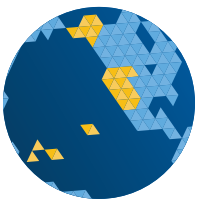


Western Interstate Commission
for Higher Education

November 10-11, 2022

COMMISSION MEETING

Portland, Oregon



ALASKA • ARIZONA • CALIFORNIA • COLORADO • HAWAII • IDAHO • MONTANA
NEVADA • NEW MEXICO • NORTH DAKOTA • OREGON • SOUTH DAKOTA • U.S. PACIFIC
TERRITORIES AND FREELY ASSOCIATED STATES • UTAH • WASHINGTON • WYOMING

WICHE COMMISSION MEETING AGENDA

Wednesday, November 9, 2022

NOON - 1:00 P.M.

Lunch for New Commissioners, Officers, and WICHE Senior Leadership

Lobby Level, The Palm Court Restaurant

1:00 – 4:00 P.M.

New Commissioner Orientation (break will be provided)

Second Floor, Cambridge/Oxford Meeting Room

- ▶ Welcome and Introductions
- ▶ What is WICHE?
- ▶ Role of the WICHE Commissioner
- ▶ WICHE's Role in the Region
- ▶ How to Get Involved
- ▶ Final Questions and Thoughts

6:00 P.M.

Dinner for New Commissioners

Jake's Famous Crawfish

New Commissioners, Officers, and WICHE Senior Leadership are invited to dinner at 6:00 p.m. **Please meet in the lobby at 5:45 p.m. for a short walk to the restaurant.**

Thursday, November 10, 2022

7:00 – 8:25 A.M.

Full Breakfast Available for Commissioners, Staff, and Guests

Lobby Level, Crystal Ballroom

8:00 – 8:15 A.M.

Executive Committee Meeting

Second Floor, Regency Boardroom

Agenda (Open)

Action Item:

 **ACTION ITEM** Approval of the September 14, 2022, Executive Committee Videoconference Minutes

1-2

Discussion Item:

- ▶ Overview of the November 2022 Strategy Session and Meeting Schedule

Other Business

Adjournment

8:30 – 9:00 A.M.

Call to Order

Mezzanine Level, Mayfair Ballroom

Call to Order: David Lassner, WICHE Chair

Land Acknowledgement

Welcome: Governor Kate Brown (invited)

Introduction of New Commissioners, Staff, and Guests

2-2

Action Item:



Approval of the May 16-17, 2022, Committee of the Whole Meeting Minutes

2-3

Report of the Nominating Committee: Susan Anderson, Immediate Past WICHE Chair

Report of the Chair: David Lassner

2-18

Report of the President: Demarée Michelau

2-19

Reminder to Caucus on the Selection of 2023 Committee Members

Recess until November 11, 2022, at 9:45 a.m.

9:00 – 9:30 A.M.

STRATEGY SESSION – Setting the Stage

3-1

Mezzanine Level, Mayfair Ballroom

Speakers:

David Lassner, WICHE Chair

Demi Michelau, WICHE President

Facilitators:

Allison Faeder, Project Manager and Senior Consultant, Arrow Performance Group

Renny Fagan, Senior Consultant, Arrow Performance Group

Stuart Thomas, Founder and Senior Consultant, Arrow Performance Group

Strategy Session Goals



1. Ensure a shared understanding of current WICHE priorities, programs, and activities.
2. Develop a shared understanding of the context for postsecondary education in the West, including state and regional priorities and future directions.
3. Build awareness and understanding of the president's vision and leadership goals for WICHE.
4. Leverage diverse expertise and perspectives of WICHE Commissioners to co-develop forward-looking strategic priorities for WICHE.
5. Foster enthusiasm and personal engagement among WICHE Commissioners in WICHE's strategic direction.

9:30 – 10:45 A.M.

Strategy Session – Postsecondary Education in the West: Today and Tomorrow

3-1

Mezzanine Level, Mayfair Ballroom

Introduction:

Demi Michelau, President

Speaker:

Patrick Lane, Vice President, Policy Analysis and Research

10:45 – 11:00 A.M.

Break

11:00 A.M. – NOON

Creating a Vision for WICHE: WICHE’s Role in Postsecondary Education and the West

3-3

Mezzanine Level, Mayfair Ballroom

NOON – 1:00 P.M.

Lunch

Lobby Level, Crystal Ballroom

Enjoy time getting to know one another over lunch while testing your knowledge about Oregon trivia.

1:00 – 2:00 P.M.

Taking Steps Toward Success: Operationalizing the Vision

3-3

Mezzanine Level, Mayfair Ballroom

2:00 – 2:45 P.M.

Roadmap to Success: An Examination of WICHE’s Priorities

3-3

Mezzanine Level, Mayfair Ballroom

2:45 – 3:00 P.M.

Break

3:00 – 4:00 P.M.

Commissioners: WICHE’s Best Ambassadors

3-4

Mezzanine Level, Mayfair Ballroom

Speakers:

Joseph Garcia, Graphic Designer

Melanie Sidwell, Director of Communications

4:00 – 4:30 P.M.

What’s Next? Guiding WICHE Toward Future Success

Mezzanine Level, Mayfair Ballroom

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

4:30 – 5:30 P.M.

Time to Recharge

5:30 – 6:30 P.M.

Reception

Lobby Level, Crystal Ballroom

Please gather for a reception where you will have time to enjoy one another's company and wind down for the day.

6:30 P.M.

Dinner On Your Own

Enjoy dinner on your own in downtown Portland (see Tab 4 for reception information and nearby restaurants). Please stop by the Help Desk on the Mezzanine Level if you have any restaurant questions and to see reservation information and signups.

Friday, November 11, 2022

7:00 – 8:00 A.M.

Full Breakfast Available for Commissioners, Staff, and Guests

Lobby Level, Crystal Ballroom

8:00 – 9:30 A.M.

Programs and Services Committee Meeting

Second Floor, Cambridge/Oxford

Presiding:

Les Purce, Committee Chair

Staff:

Raymonda Burgman Gallegos, Vice President, Programs and Services

Sarah Leibrandt, Director of Strategy, Impact, and Academic Partnerships, Programs and Services

Action Items:



Approval of the May 2022 Programs and Services Committee Meeting Minutes

5-4

Information Items:

▶ Student Access Program Highlights

5-7

▶ Strategy, Impact, and Academic Partnerships Update

5-9

▶ Collaborative Cost-Savings Initiatives Update

5-12

Discussion Items:

▶ Online Course-Sharing Platform: What is the Future of WICHE's Online Course Exchange Program?

▶ Data and Information Needs

▶ Discussion of Priority Issues Pertaining to the Programs and Services Unit Workplan Activities for FY 2024 (for consideration in May 2023)

▶ Undergraduate Student Recruitment: How can we assist WUE colleges and universities with student recruitment?

Other Business

Adjournment

8:00 – 9:30 A.M.**Policy Analysis and Research Committee Meeting***Second Floor, Regency Boardroom*

Presiding:

Christopher Cabaldon (CA), Committee Chair

Staff:

Patrick Lane, Vice President, Policy Analysis and Research

Molly Hall-Martin, WICHE State Authorization Reciprocity Agreement, Policy Analysis and Research

Action Items:

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|  ACTION ITEM | Approval of the May 16, 2022, Policy Analysis and Research Committee Meeting Minutes | 6-3 |
|  ACTION ITEM | Recommendation to the Committee of the Whole to Approve Arizona's State Authorization Reciprocity Agreement State Renewal Application | 6-8 |
|  ACTION ITEM | Recommendation to the Committee of the Whole to Approve Oregon's State Authorization Reciprocity Agreement State Renewal Application | 6-24 |
|  ACTION ITEM | Recommendation to the Committee of the Whole to Approve South Dakota's State Authorization Reciprocity Agreement State Renewal Application | 6-81 |
|  ACTION ITEM | Recommendation to the Committee of the Whole to Approve a Project Titled "Strategic Planning for Idaho's Engineering and Computer Science Growth Initiative" and Add the Project to the FY 2023 Workplan | 6-97 |

Information Items:

- ▶ Legislative Advisory Committee Update
- ▶ *Tuition and Fees in Public Higher Education in the West, 2022-23*

Discussion Items:

- ▶ State Authorization Reciprocity Agreement Policy Revision Process **6-99**
- ▶ Discussion of Priority Issues Pertaining to the Policy Analysis and Research Unit Workplan Activities for FY 2024 (for consideration in May 2023)

Other Business

Adjournment

9:30 – 9:45 A.M.**Break****9:45 – 11:15 A.M.****Committee of the Whole – Business Session***Mezzanine Level, Mayfair Ballroom*

Reconvene Committee of the Whole: David Lassner, WICHE Chair


Report and Recommended Action of the Executive Committee: David Lassner


Review of Action Items of the Executive Committee between May 2022 and November 2022: David Lassner


- | | |
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|  ACTION ITEM | Report and Recommended Action of the Audit Committee: Susan Anderson, Immediate Past WICHE Chair |
|--|--|


Report and Recommended Action of the Programs and Services Committee: Les Purce, Committee Chair

Report and Recommended Action of the Policy Analysis and Research Committee: Christopher Cabaldon, Committee Chair


 Recommendation to the Committee of the Whole to Approve Arizona's State Authorization Reciprocity Agreement State Renewal Application **6-8**

 Recommendation to the Committee of the Whole to Approve Oregon's State Authorization Reciprocity Agreement State Renewal Application **6-24**

 Recommendation to the Committee of the Whole to Approve South Dakota's State Authorization Reciprocity Agreement State Renewal Application **6-81**

 Recommendation to the Committee of the Whole to Approve a Project Titled "Strategic Planning for Idaho's Engineering and Computer Science Growth Initiative" and Add the Project to the FY 2023 Workplan **6-97**

Report of the Legislative Advisory Committee: Commissioner Gerry Pollet

 Approval of Recommendation for Implementation of the Family and Medical Leave Insurance (FAMLI) Program **7-17**

 Approval of WICHE's Conflict of Interest Policy **7-18**

 Approval of External Evaluation of the President **7-23**

 Election of Chair and Vice Chair as Officers of the WICHE Commission for 2023

Discussion Item:

- Update on WICHE's FY 2023 Budget

Information Item:

- Non-General Fund Reserves for Fiscal Year 2023 **7-25**

Remarks by David Lassner, Outgoing Chair

Remarks by Incoming Chair

Reminder to submit selection of 2023 Committee Members

Meeting Evaluation: <https://www.surveymonkey.com/r/Nov2022CommMtg>

Other Business

Adjourn Committee of the Whole – Business Session

11:15 A.M.

Closing Remarks by David Lassner, WICHE Chair

Mezzanine Level, Mayfair Ballroom

11:30 A.M.

Adjourn November 2022 Commission Meeting

Executive Committee Meeting

Thursday, November 10, 2022
8:00 - 8:15 a.m.
SECOND FLOOR
REGENCY BOARDROOM

EXECUTIVE COMMITTEE MEETING

Thursday
November 10, 2022

8:00 - 8:15 a.m.

*Second Floor,
Regency Boardroom*

Committee Members

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

Kathleen Goeppinger (AZ)
Robert Shireman (CA)
Antwan Jefferson (CO)
Clayton Christian (MT)
Fred Lokken (NV)
Barbara Damron (NM)
Kyle Davison (ND)
Camille Preus (OR)
Larry Tidemann (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Ann Millner (UT)
Michael Meotti (WA)
Fred Baldwin (WY)

Agenda (Open)

Action Item



Approval of the September 14, 2022, Executive Committee
Videoconference minutes

1-2

Discussion Items

Overview of the November 2022 Strategy Session and Meeting Schedule

Other Business

Adjournment

ACTION ITEM:

Approval of the September 14, 2022, Executive Committee Videoconference Minutes

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

Kathleen Goeppinger (AZ)
Bob Shireman (CA)
Antwan Jefferson (CO)
Clayton Christian (MT)
Fred Lokken (NV)
Barbara Damron (NM)
Kyle Davison (ND)
Hilda Rosselli (OR) proxy
Larry Tidemann (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Ann Millner (UT)
Thomas L. (Les) Purce (WA)
Fred Baldwin (WY)

Committee Members Absent

Camille Preus (OR)

Other Commissioners Present

Pearl Brower (AK)
Rick Aman (ID)

WICHE Staff Present

Raymonda Burgman, Vice President, Programs and Services
Laura Ewing, Executive Assistant to the President and to the Commission
Patrick Lane, Vice President, Policy Analysis and Research
Demarée Michelau, President
Craig Milburn, Chief Financial Officer
Russ Poulin, Executive Director, WCET & Vice President for Technology-Enhanced Education
Dennis Mohatt, Vice President, Behavioral Health & Co-Director, MHTTC

Guest

Heather Hancz, Attorney, Employers Council

Call to Order

Chair David Lassner welcomed the attendees and called the meeting to order. He asked Laura Ewing to call the roll, and a quorum was established.

Action Item

APPROVAL OF THE AUGUST 17, 2022, EXECUTIVE COMMITTEE MINUTES

Chair Lassner asked for any corrections to the minutes, and there were none. He declared the August 17, 2022, minutes approved as submitted and reviewed.

Action Item

WICHE ENDORSEMENT OF NATIONAL POSTSECONDARY STUDENT AID STUDY (2024)

Patrick Lane, who presented the action item, said the U.S. Department of Education, through its National Center for Education Statistics, fields the National Postsecondary Student Aid Study (NPSAS), which occurs roughly every four years. The survey that staff proposes that WICHE endorse is the NPSAS 2024 survey, for which NPSAS is starting to field test questions this fall. The 2024 survey is an important source of data on affordability, student finances, and other issues that are crucial for understanding important postsecondary topics. In the survey, the federal government samples a large number of institutions

and students across the country. Participation in the survey is voluntary. WICHE has been asked by the Department of Education's data collection and analysis contractor to formally endorse the data collection effort, which is focused on financial aid, and how students use the aid; food and housing insecurity; and behavioral health.

Lane said the data collection in recent years has become useful to WICHE as it is now providing representative data for a great number of states. He explained that WICHE staff continue to participate in what are known as Technical Review Panels (TRPs) that help shape the contents of the survey. He said that the data collected are used by WICHE for its annual Tuition and Fees report and include information on student debt. He said this is the first time that NPSAS has asked WICHE to formally endorse the survey. MHEC, SREB and NEBHE have also been asked and they are moving forward with their endorsements. The data provided by NPSAS allow for improved access to restricted-use federal data and are an excellent resource for WICHE's future policymaking efforts and activity.

Commissioner Robert Shireman commented that NPSAS is an invaluable resource on financial aid for state sub-samples, and to have WICHE included in the list of endorsers would be beneficial to WICHE.

Commissioner Susan Anderson asked if the data collections are from only public institutions. Lane said that the national representative sample comes from public and private institutions, both two- and four-year. Commissioner Anderson asked if the Pacific Islands territories are included in the institutions surveyed, and Lane said that Pacific Islands schools, as well as Tribal Colleges and Universities, can volunteer to be included in the survey. WICHE wants to determine how to get NPSAS to include and invite more types of institutions operating in the West to increase the representation of the WICHE region for a more diverse data sample.

Commissioner Hilda Rosselli asked if participation rates for WICHE states and territories are comparable with other areas of the nation. Lane said that NPSAS does not share which institutions participate in the surveys.

Commissioner Shireman MOVED TO APPROVE WICHE's endorsement of the 2024 National Postsecondary Student Aid Study. Commissioner Kathleen Goepinger SECONDED the motion. The motion passed.

Information Item

UPDATE ON WICHE'S CYBERSECURITY POLICIES AND PRACTICES

President Michelau said she is periodically asked about WICHE's cybersecurity policies and practices. WICHE has a comprehensive cybersecurity document that summarizes the broad range of technical, procedural, and policy measures – covering everything from password policies to software inventory management – that have been implemented to help ensure the confidentiality and integrity of various WICHE assets. This document has been shared with the WICHE officers. She said it is not recommended to share this information widely but she wanted the Commission to have some level of understanding of the comprehensive and robust cybersecurity practices that WICHE has in place. She said that WICHE's chief of digital services holds a Certified Information Systems Security Professional or CISSP™ certification, which is a premier international security certification attesting to knowledge and experience across a wide range of physical and logistical security topics.

Chair Lassner reported that the officers did review the policy and they all agree that the cybersecurity policies and practices are in good order, and recommend that the policy and practices be reviewed on a regular basis.

Discussion Item

UPDATE ON THE WICHE BUDGET

President Michelau said the budget essentially appears as it did last month and the FY 2022 books are closed. She said that WICHE is nearing the end of the annual financial audit. She reported that only two states are left to pay dues and she has no concerns about these remaining states. She gave an update on the TAP grant, which was awarded to cover WICHE dues

for the Pacific Island jurisdictions and which is revenue to WICHE; but the Department of Interior (DOI) requires WICHE to report expenses associated and covered by the awarded grant. The auditors want a solution for how WICHE is managing and reporting the grant. She said two proposals were presented to the DOI and they did not accept either. Craig Milburn has broken down the expenses and had the auditors review his accounting work, and they are satisfied with this reporting solution moving forward. The TAP grant is not a part of the audit report this year, but will be next year.

There were no questions about the budget or the TAP grant.

Discussion Item

UPDATE ON THE COLORADO FAMILY AND MEDICAL LEAVE INSURANCE PROGRAM ACT (FAMLI)

Guest Heather Hancz, an attorney with the Employers Council, gave some additional insight on Colorado's FAMLI Act to further prepare the Executive Committee for a decision to be made at the November meeting on whether or not to participate in FAMLI in 2024. Hancz reviewed details of FAMLI to help the committee understand the program and the three options that a local government can consider. WICHE's status with the state is a statutory local government entity. The details she shared included:

- ▶ FAMLI is a partially paid Family Leave Program for Colorado employees that was approved by Colorado voters in 2020.
- ▶ WICHE must register their planned participation status with the state of Colorado in the fourth quarter of 2022. If WICHE participates, it must start collecting the tax for employee participation on January 1, 2023.
- ▶ The purpose of FAMLI is to give Colorado employees access to job-protected paid leave to care for themselves, family members, or significant others during a serious health event or to grow their family. This leave can be up to 12 weeks in a 12-month period.
- ▶ It is to be administered by the FAMLI Division of the Colorado Department of Labor and Employment.
- ▶ FAMLI will start providing benefits beginning January 1, 2024. Eligible employees participating in the program will receive up to 12 weeks of paid leave. Those who experience pregnancy or childbirth complications could receive an additional four weeks of paid leave.
- ▶ It is much easier for an employee to qualify for FAMLI than the Family Medical Leave Act (FMLA), and it is portable from employer to employer.
- ▶ Colorado plans to have FAMLI administered in the same way as the state-run unemployment system, but a platform has not yet been prepared by the state.
- ▶ Local government entity employers can opt out of FAMLI.
- ▶ Local government is a legal designation defined by statute and applies to any county, city, or town whether home-rule or statutory, or any school district, special district authority, or political subdivision of the state. WICHE is considered a statutory local government entity employer.
- ▶ There are three options that local governments have with FAMLI:
 1. Participate in the program and pay the required premiums for a minimum of three years. Premium payments can be shared by the employer and employee. The most a participating employer would pay is 0.9% of wages. FAMLI eligibility for employees with paid job protection requires at least 180 days of service with the employer. The state determines if the employee's event qualifies for the benefit.

2. Decline participation (must be done before January 1, 2023). Declining participation is not permanent. Declaring participation to opt in or opt out is required every eight years. If opting out of participation, opting in can be reconsidered annually.
 - To decline participation, the body of the local government entity must vote to decline all participation, and notify the FAMLI division by January 1, 2023, of the vote to decline—including the date of the declination.
 - This option allows for going with a private party, job-protected, paid leave program or for creating and implementing a self-funded job-protected, paid leave program.
3. Decline participation as an employer, and assist employees who wish to opt into the FAMLI state-run program. Hancz presented this option as being complex. It requires helping employees who want to participate in doing a payroll deduction, remitting their share of the premiums and the once-a-quarter wage data to the FAMLI division. This option requires the same steps of declining all participation and notifying the state. The employees who opt in to FAMLI after the local government employer opts out are covered by job protection and benefits of the FAMLI program—as long as the state deems the employee event as qualifying for the benefit.

After Hancz's presentation, President Michelau provided some additional insight into a few important factors that affect WICHE's ability to participate in Colorado's FAMLI program. WICHE has 17 remote staff residing outside of the state of Colorado, and they live in five different states. WICHE must provide the same FAMLI-type benefits to all employees regardless of whether or not they live in Colorado. Moving forward, when WICHE hires employees in other states, there may be more state laws to comply with in that state, in addition to providing the same benefits that the Colorado employees are receiving.

President Michelau's recommendation is to opt out and then pursue a private plan (which are not yet available) or create a self-funded plan that is equal to or better than Colorado's FAMLI plan. Her hopes are that by the May 2023 Commission Meeting, these options will be developed and the Commission can vote at that time on which plan to pursue and implement. She said that she does not intend on coming to the Commission in November and recommending opting out and doing nothing. She said that pursuing a private plan or self-funded plan will be better for staff. She reported that the City and County of Denver has opted out and is creating its own plan, which she finds encouraging, and that WICHE could follow suit.

Commissioner Kyle Davison asked Hancz for a greater understanding of why Option 3 is complicated. This option allows for the employee to participate while also having job protection under FMLA. Hancz replied that the FAMLI job protection is much broader than FMLA. FAMLI job protection occurs much sooner upon employment than FMLA. Option 3 is administratively burdensome for the employer in terms of not only setting up the wage deduction, but also preparing the wage reports for the state to administer the actual program. Many of the steps with this option would be covered under a private or self-funded/created plan.

Commissioner Goeppinger asked how well-known the FAMLI Act details are among WICHE staff and whether it will be an issue for staff to understand why the Commission would decline participation. President Michelau said that information and details are becoming more and more widespread and certainly by January 2023, this should be well-known by many Colorado residents. She said that FAMLI was discussed at the all-staff meeting in September and will be presented again at the October all-staff meeting. There is also an employee-driven committee that is working directly with her to make sure that staff continue to be well-informed and understand all the necessary details of FAMLI and the concepts of a paid-leave, job-protected plan.

Commissioner Matt Freeman asked President Michelau if there is any concern about recruitment and retention of staff if WICHE decides to opt out of FAMLI. She said as long as WICHE has a paid leave of absence plan that is equal to or better than FAMLI and the plan is implemented at the same time as FAMLI in 2024, WICHE should be okay.

Commissioner Shireman said that although he understands that WICHE qualifies as a local government entity and has the right to opt out, there is a possibility of public scrutiny of how WICHE is able to fall into the category of a local government, and could possibly be perceived as dodging the requirement. He said he agrees with President Michelau that it is important for WICHE to have an alternative plan that supports the concept of FAMLI, and that WICHE employees should have a paid-leave and job protection plan at the same time that the FAMLI benefits program, begins in 2024.

Discussion Item

WICHE COMMISSION MEETING AND STRATEGY SESSION UPDATE

President Michelau said that planning for the November 2022 Commission Meeting agenda and Strategy Session is continuing to go well. Participation in the pre-Strategy Session survey is encouraging, with 24 responses, as well as the commissioner interviews. She said there will be an orientation for new commissioners on Wednesday, November 9, and an Executive Committee meeting on November 10 prior to the Strategy Session. The Committee of the Whole will meet on Thursday morning in the Call to Order and on Friday, November 11, in the Business Meeting. President Michelau walked through the plans and agenda for the Strategy Session.

Commissioner Damron asked what President Michelau hopes the outcomes will be from the Strategy Session retreat. President Michelau said that the Commission clearly defining a vision statement for the region would indicate a successful and worthwhile retreat. Commissioner Damron said that if a clear vision is determined, it is equally important for the Commission to know what to do with that vision. She is hoping that the interviews done with the session facilitators in September will indeed foster the conversations needed to reach these goals during the Strategy Session. President Michelau agreed that framing the vision and then operationalizing it is a critical piece and is the reason for the lengthy wrap-up at the end of the retreat to culminate the day's work.

Commissioner Fred Lokken commented that the 2016 retreat was valuable and that he is looking forward to the discussions during the retreat that will not only help the Commission but also the staff. He said he appreciates President Michelau's leadership in creating this opportunity for Commission and staff collaboration that can reinvigorate the organization.

Other Business

Chair Lassner called for other business. There was no other business discussed.

Adjournment

The meeting adjourned at 4:01 p.m. MDT

Committee of the Whole: Call to Order

Thursday, November 10, 2022

8:30 - 9:00 a.m.

**MEZZANINE LEVEL
MAYFAIR BALLROOM**

Agenda

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

CALL TO ORDER

Thursday
November 10, 2022

8:30 - 9:00 a.m.

*Mezzanine Level,
Mayfair Ballroom*

Agenda

CALL TO ORDER

David Lassner, WICHE Chair

LAND ACKNOWLEDGEMENT

WELCOME

Governor Kate Brown (invited)

INTRODUCTION OF NEW COMMISSIONERS, STAFF, AND GUESTS

2-2



Approval of the May 16-17, 2022, Committee of the Whole Meeting Minutes

2-3

REPORT OF THE NOMINATING COMMITTEE

Susan Anderson, Immediate Past WICHE Chair

REPORT OF THE CHAIR

David Lassner

2-18

REPORT OF THE PRESIDENT

Demarée Michelau

2-19

REMINDER TO CAUCUS ON THE SELECTION OF 2023 COMMITTEE MEMBERS

RECESS UNTIL NOVEMBER 11, 2022, AT 9:45 A.M.

NEW COMMISSIONERS



Danita Bye (ND)

Danita Bye was appointed to the State Board of Higher Education in May 2020 to fill the remainder of an open term vacated by a previous member.

Danita has been a business consultant and leadership coach since 1997 for small- to medium-size businesses in science, technology, engineering, and manufacturing industries. She previously worked as an investor and sales manager for Micro-Tech, a medical device manufacturer, and in sales and sales management for Xerox Corp., a global company best known for innovative digital products and services.

She currently serves on the board for the North Dakota Petroleum Council, as well as the board for The Triple T, Inc., and TTT Minerals, LLC, both oil and gas companies. She also served on the North Dakota Economic Development Foundation. Bye obtained degrees in Biology and Psychology (1981) from the University of Sioux Falls (Sioux Falls, S.D.) and an M.A. in Transformational Leadership (2012) from Bethel University (St. Paul, Minn.).

Danita's been married for 36 years to Gordon Bye. They have three millennial children and five grandchildren. They currently live in Stanley, N.D.



Pearl Brower (AK)

Dr. Pearl K. Brower serves as the President/CEO of Ukpeagvik Iñupiat Corporation. Prior to this, she was at the University of Alaska, serving as the Senior Advisor for Alaska Native Success, Institutional Diversity, and Student Engagement. In October 2020, Dr. Brower left the Presidency of Iñisagvik College, Alaska's only Tribal College, where she had been in administration at the college for 13 years, with the last eight years serving as President.

Dr. Brower grew up in both Barrow, Alaska, and northern California, practicing a subsistence lifestyle in both areas. She and her husband, Jesse Darling, have two daughters, Isla and Sindri. Brower was named one of Alaska's Top 40 Under 40 in 2015, the First Alaskans Institute Young Alaska Native Leader in 2019, and received the 2019 YWCA Women of Achievement award. Brower is active around Alaska and beyond. She serves as the Alaska Native representative on the Alaska Postsecondary Access and Completion Network, serves on the Alaska Airlines Community Advisory Board, on the Foraker Group's Operations Board as Chair, and a board member on the National Museum of the American Indian (NMAI) Board of Directors.

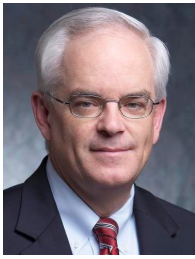
Dr. Brower's degrees include a B.A. in Anthropology and a B.A. in Alaska Native Studies from the University of Alaska Fairbanks, 2004. Master's in Alaska Native and Rural Development from the University of Alaska Fairbanks, 2010. And a Ph.D. in Indigenous Studies, with an emphasis in Indigenous Leadership, from the University of Alaska Fairbanks, May 2016.



Kalani Radford Kaneko (U.S. Pacific Territories & Freely Associated States, RMI)

Kalani Kaneko has served as a Senator in the Republic of the Marshall Islands Legislature since 2016 and represents the Capital City of Majuro Atoll. He currently serves as the Chairman of the Health, Education, and Social Affairs (HESA) committee and has been a member for two terms.

In addition, Senator Kaneko is currently a member of the Marshall Islands Scholarships, Grant, and Loan Board (MISGLB). The MISGLB serves as oversight for the nation's scholarship program for postsecondary education locally and overseas. Senator Kaneko is a graduate of Post University with degrees in Marketing and Business Management.



Michael Meotti (WA)

Michael Meotti was appointed Executive Director of the Washington Student Achievement Council (WSAC) by Governor Jay Inslee in December 2016. Mr. Meotti previously served as Commissioner of the Connecticut Department of Higher Education and Executive Vice President of the Connecticut Board of Regents for Higher Education.

WSAC is the state's higher education agency with the primary responsibility to facilitate the development of state policy on higher education, working with elected officials, colleges and universities, employers, nonprofits, and other organizations interested in increasing higher education attainment. The agency manages Washington's extensive student financial aid programs, college readiness programs, and the 529 programs, GET, and DreamAhead.

Mr. Meotti has extensive experience in higher education policy, finance, and innovation. Before joining WSAC, he consulted on several national higher education initiatives supported by foundations and worked on regional and state strategies to increase student access and success. He taught higher education policy at George Washington University.

Mr. Meotti served in leadership positions in both the nonprofit and corporate sectors. He was the President of the United Way of Connecticut and President of the Connecticut Policy and Economic Council. He also served in the Connecticut State Senate for four terms. He holds a bachelor's and a law degree from Georgetown University.



Kevin Carman (WY)

Kevin Carman was appointed as Provost & Executive Vice President of the University of Wyoming (UW) in June 2020. In this position, he oversees the University's 10 colleges and schools, Graduate Studies, Information Technology, Student Affairs, and the UW Casper campus. In his role as Executive Vice President, he serves as the university's chief executive officer when the president is away. He is charged with leading initiatives to move UW toward recognition as an R1 research university and a Community Engaged university by the Carnegie Foundation for the Advancement of Teaching.

Prior to coming to UW, Carman served as Executive Vice President & Provost at the University of Nevada, Reno, for eight years. Before his appointment at UNR, Carman was on Louisiana State University's Department of Biological Sciences faculty for 24 years. In the last nine years of his LSU appointment, he served as the Dean of the College of Science, which housed the departments of Biological Science, Chemistry, Computer Science, Geology & Geophysics, Mathematics, Physics & Astronomy, and the Museum of Natural History.

Carman received his bachelor's degree in biology from McPherson College and his M.S. and Ph.D. in biological oceanography from Florida State University. He has conducted research on invertebrate and microbial communities on the sea floor in habitats that range from coastal salt marshes to the deep sea. His last major research project examined the ecological impact of the Deepwater Horizon oil spill in the Gulf of Mexico. He has received over 10 million dollars in research funding from agencies such as the National Science Foundation, the Office of Naval Research, and the Department of Energy and has published 65 peer-reviewed scientific articles. Dr. Carman is a Fellow of the American Association for the Advancement of Science.

ACTION ITEM:

Approval of the May 16, 2022, Committee of the Whole — Call to Order Meeting Minutes

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

James Johnsen (AK)
John Arnold (AZ)
Ellen Junn (CA)
Robert Shireman (CA)
Jim Chavez (CO)
Antwan Jefferson (CO)
John Morton (HI)
Colleen Sathre (HI)
Rick Aman (ID)
Laurie Bishop (MT)
Clayton Christian (MT)
Sheila Stearns (MT)
Cathy Dinauer (NV)
Fred Lokken (NV)
Barbara Damron (NM)
Kyle Davison (ND)
Mark Hagerott (ND)
Camille Preus (OR)
Hilda Rosselli (OR)
Brian Maher (SD)
Larry Tidemann (SD)
Diana VanderWoude (SD)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
David Woolstenhulme (UT)
Don Bennett (WA)
Gerry Pollet (WA)
Fred Baldwin (WY)
Kimberly Dale (WY)
David Jones (WY)

Committee Members Absent

José Luis Cruz Rivera (AZ)
Kathleen Goeppinger (AZ)
Angie Paccione (CO)
Dave Lent (ID)
Melody Rose (NV)
Mark Moores (NM)
Patricia Sullivan (NM)
Jill Louters (ND)
Ben Cannon (OR)

Committee Members Absent (cont.)

Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Ann Millner (UT)
Thomas L. Purce (WA)

WICHE Staff Present

Raymonda (Ray) Burgman, Vice President, Programs and Services
Sherri Artz Gilbert, Senior Director, Operations and Membership, WCET
Margo Colalancia, Director, Student Access Programs
Deirdre Coulter, Director of Human Resources
Laura Ewing, Executive Assistant to the President and to the Commission
Joseph Garcia, Graphic Designer
Kay Hulstrom, Associate Director, Academic Leadership Initiatives, Programs and Services
Ann Jones, Director of Research and Evaluation, Behavioral Health Program
Patrick Lane, Vice President, Policy Analysis and Research
Sarah Leibrandt, Director, Academic Leadership Initiatives, Programs and Services
Demarée Michelau, President
Craig Milburn, Chief Financial Officer
Dennis Mohatt, Vice President, Behavioral Health Program
Shelley Plutto, Project Manager, W-SARA
Jeanette Porter, Senior Administrative Coordinator
Russell Poulin, Executive Director, WCET & Vice President of Technology-Enhanced Education
Melissa Sanders, Administrative Assistant III, Policy Analysis and Research
Melanie Sidwell, Director of Communications

Guests

T.J. Bliss, Chief Academic Officer, Office of the Idaho State Board of Education
Mildred Camacho, WICHE Certifying Officer, CNMI Scholarship Office
Jace DeCory, Professor Emeritus in American Indian Studies, Black Hills State University
Laurie Tobol, Montana Certifying Officer
Janice Minder, South Dakota WICHE Certifying Officer
Patty Porter, Nevada WICHE Certifying Officer
Cassidy Stortz, Utah WICHE Certifying Officer
Amy Unsworth, Montana Student Assistant Analyst

Chair David Lassner welcomed the attendees and called the meeting to order. Laura Ewing notified Chair Lassner that there was a quorum.

Land Acknowledgement

Jace DeCory of the Lakota/Oceti Sakowin/Cheyenne River Sioux Tribe, who is Assistant Professor Emerita of American Indian Studies at Black Hills State University (BHSU), presented an inspiring land acknowledgement. DeCory retired in June 2017 after teaching American Indian Studies classes at BHSU for 33 years in the College of Liberal Arts. DeCory continues to give cultural presentations, and her interests lie in Lakota history, art, philosophy, American Indian women, and cultural change.

Governor Welcome

In a video presentation, South Dakota Governor Kristi Noem welcomed the WICHE Commission and meeting attendees to Rapid City, and reviewed the state's emphasis on and support of effective higher education programs in South Dakota.

New Commissioners

Chair Lassner welcomed José Luis Cruz Rivera (AZ) and Senator Kyle Davison (ND), who have been appointed to the commission in the past year, and recognized several commissioners attending their first in-person Commission Meeting: Cathy Dinauer (NV), John Morton (HI), Robert Shireman (CA), Ellen Junn (CA), Brian Maher (SD), and Diana VanderWoude (SD).

Retiring Commissioner Don Bennett

Chair Lassner recognized the upcoming departure of Commissioner Don Bennett, who is retiring in June 2022 after 35 years of uninterrupted service to the state of Washington. He has served as Deputy Director of the Washington Student Achievement Council, as a WICHE Commissioner since October 2010, and as a member of WCET's Executive Council. Commissioner Bennett was also recognized for his distinguished career in the military, which included deployment to Iraq in support of Operation Iraqi Freedom (2004-05) and service as a staff judge advocate for the 81st Brigade Combat Team. He was commissioned as a judge advocate officer in 1989 after 14 years of enlisted service. Since his promotion to colonel in 2008, Bennett has served as a staff judge advocate for the Joint Force Headquarters of the Washington Army National Guard. Chair Lassner thanked Commissioner Bennett for his service on the WICHE Commission.

ACTION ITEM

APPROVAL OF THE NOVEMBER 4, 2021, COMMITTEE OF THE WHOLE MEETING MINUTES.

Chair Lassner asked for any corrections to the minutes. There were no corrections requested. Chair Lassner declared the minutes approved as submitted and reviewed.

Report of Chair Lassner

Chair Lassner's report began by noting the many impacts of the COVID-19 pandemic across the WICHE region over the past two years.

He went on to provide a recap of the WICHE officers' meeting with President Demarée Michelau in February. Among the topics discussed were: WICHE's budget, including the impacts of inflation; future Commission meetings; the WICHE Workplan; and broader issues facing the region such as demographic changes, the impact of the pandemic on student preparation for higher education, and workforce shortages. Informal discussions such as these help shape planning for formal actions by

the Executive Committee and Commission in accordance with WICHE bylaws. During the meeting, the officers, and President Michelau planned the first in-person WICHE Commission Meeting in two years.

In his report, Chair Lassner said he is pleased that WICHE recently welcomed the Republic of the Marshall Islands and the Federated States of Micronesia into membership.

His report also mentioned the importance of reciprocity of state authorization of distance education. The West has long been a leader on state authorization issues through the work of WICHE and WCET, he said, and continued collaboration among WICHE and the other regional compacts is crucial to ensuring that states' voices are preserved, and that students are well served. The Commission's guidance on these complicated issues with complex political dynamics is invaluable.

Chair Lassner concluded by reporting that the Hawai'i Senate Higher Education Committee in March 2022 voted to support his gubernatorial reappointment to the Commission, and the full Senate voted to confirm him. He also said that, following up on a recommendation made by the Executive Committee, the WICHE officers will be convening all commissioners for a strategic planning session at the November 2022 Commission Meeting in Portland, Ore.

Report of the President

President Demarée Michelau's report briefed the Commission on four key areas: regional engagement, new and expanding initiatives, talent recruitment and retention, and the budget. Her report included the following:

REGIONAL ENGAGEMENT

President Michelau's report included her visits to Hawai'i, Idaho, Montana, and South Dakota. She also met with leaders in Colorado and traveled to New Orleans to meet with the W-SARA Regional Steering Committee. She attended two national meetings in Washington, D.C. – the State Higher Education Executive Officers (SHEEO) Policy Conference and the National Association of System Heads' "Big ReThink" meeting.

NEW AND EXPANDING INITIATIVES

President Michelau said that WICHE is engaged in several new and expanding initiatives that advance its mission to effectively serve the region.

- ▶ **Increasing Access, Affordability, and Equity Using OER – A National Consortium:** The Policy unit and WCET received funding to create a national consortium with the three other regional higher education compacts – the Midwest Higher Education Compact, the Southern Regional Education Board, and the New England Board of Higher Education – focused on scaling the successful adoption of high-quality Open Educational Resources to improve student outcomes, increase equity, and improve affordability.
- ▶ **The WICHE Academy for Leaders in the Humanities:** While not yet funded, WICHE proposes an academy offering leadership development for tenured humanities faculty members. WICHE staff would work with the Andrew W. Mellon Foundation and other stakeholders to develop a two-year immersive experience for faculty leaders, including joining upper-level academic administration to learn more about day-to-day operations, receiving internal and external mentoring, and developing a new network with fellows appointed at other institutions.
- ▶ **Wyoming Innovation Partnership:** WICHE has been contracted by the Wyoming Community College Commission to provide project management for this broad initiative that will seek to modernize and focus Wyoming's efforts to develop a resilient workforce and economy.
- ▶ **Guam Psychology Internship Consortium:** The WICHE Behavioral Health Program is partnering with the U.S. Territory of Guam to develop an accreditable psychology internship consortium to serve Guam and the Commonwealth of the Northern Marianas. WICHE is guiding all phases of developing a psychology internship consortium to attract and retain qualified and highly trained behavioral health professionals in the territories.

- ▶ Together with Veterans: WICHE collaborates with the Denver-based federal Veterans Administration, Mental Illness Research, Education, and Clinical Center (MIRECC) to develop and implement Together With Veterans, a veteran suicide-prevention program for rural communities. The program has grown to 26 fully operational sites in FY 2022. When fully implemented, the program anticipates more than 30 sites throughout the country, stretching from as far east as New Hampshire and as far west as the Territory of Guam.

TALENT RECRUITMENT AND RETENTION

President Michelau reported that during the height of the pandemic, WICHE staff remained stable with few resignations. More recently, WICHE has been experiencing some turnover, and hiring in the current environment can be challenging. Despite this, WICHE has hired several experienced and talented staff members, and in the last year has established an entirely new Communications team. WICHE has also hired staff in Every Learner Everywhere, Behavioral Health, and Programs and Services, including a new Member Services Coordinator.

WICHE BUDGET

President Michelau reported that the WICHE budget is stable. She said that next year the general fund will be tighter, but project development on the non-general fund side is going well as WICHE's work to meet state and territory needs aligns with Funder priorities. She gave a reminder about the Commission's vote to hold dues flat for fiscal years 2022 and 2023. Fundraising is strong, and WICHE is engaged in conversations with new partners and strengthening its collaboration with current partners. She reported that the self-funded units, WCET and Behavioral Health, are sound financially, thanks to the solid leadership in those areas and the excellent work of the staff.

LOOKING AHEAD

President Michelau reported that over the next six months, she will be focused on planning the Commission strategy session in November, continuing engagement in the region, and planning how to best support students in the post-pandemic world.

Discussion

Commissioner Susan Anderson acknowledged and thanked the WICHE staff for its hard work during and throughout the pandemic.

Recess

Chair Lassner called to move the Committee of the Whole to recess until May 17 at 8:30 a.m.

ACTION ITEM:

Approval of the May 17, 2022, Committee of the Whole — Business Session Meeting Minutes

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

James Johnsen (AK)
John Arnold (AZ)
Kathleen Goeppinger (AZ)
Ellen Junn (CA)
Robert Shireman (CA)
Jim Chavez (CO)
Antwan Jefferson (CO)
John Morton (HI)
Colleen Sathre (HI)
Rick Aman (ID)
Laurie Bishop (MT)
Fred Lokken (NV)
Barbara Damron (NM)
Kyle Davison (ND)
Mark Hagerott (ND)
Camille Preus (OR)
Hilda Rosselli (OR)
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Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
David Woolstenhulme (UT)
Don Bennett (WA)
Gerry Pollet (WA)
Fred Baldwin (WY)
Kimberly Dale (WY)
David Jones (WY)

Committee Members Absent

José Luis Cruz Rivera (AZ)
Angie Paccione (CO)
Dave Lent (ID)
Sheila Stearns (MT)
Clayton Christian (MT)
Patricia Sullivan (NM)
Mark Moores (NM)
Cathy Dinauer (NV)
Melody Rose (NV)

Committee Members Absent (cont.)

Jill Louters (ND)
Ben Cannon (OR)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Brian Maher (SD)
Ann Millner (UT)
Thomas L. Purce (WA)

WICHE Staff Present

Raymonda (Ray) Burgman, Vice President, Programs and Services
Sherri Artz Gilbert, Senior Director, Operations and Membership Administration, WCET
Margo Colalancia, Director, Student Access Programs
Laura Ewing, Executive Assistant to the President and to the Commission
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Kay Hulstrom, Associate Director, Academic Leadership Initiatives, Programs and Services
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Patrick Lane, Vice President, Policy Analysis and Research
Sarah Leibrandt, Director, Academic Leadership Initiatives, Programs and Services
Demarée Michelau, WICHE President
Craig Milburn, Chief Financial Officer
Dennis Mohatt, Vice President, Behavioral Health Program
Shelley Plutto, Project Manager, W-SARA
Jeanette Porter, Senior Administrative Coordinator
Russell Poulin, Executive Director, WCET & Vice President of Technology-Enhanced Education
Melissa Sanders, Administrative Assistant III, Policy Analysis and Research
Melanie Sidwell, Director of Communications

Guests

Amy Ellen Duke-Benfield, Senior Director, Policy and Advocacy, Hope Center for College, Community and Justice, Temple University
Elizabeth Guzman Arroyo, Statewide Director of Pathways to Opportunity, Portland Community College

Chair David Lassner reconvened the Committee of the Whole and called the meeting to order. Laura Ewing notified Chair Lassner that there was a quorum.

Report and Recommended Action of the Executive Committee

Chair Lassner presented a report of the business conducted by the Executive Committee. He said that in its meetings since November 2021, the Executive Committee had approved several projects, including:

- ▶ No Holding Back, a project focused on examining administrative hold policies
- ▶ Project management of the Wyoming Innovation Partnership
- ▶ WICHE Academy for Leaders in the Humanities, a fellowship focused on developing a cadre of diverse campus leaders with humanities backgrounds.

In addition, the Executive Committee approved six states for SARA renewal – Alaska, Colorado, Hawai'i, Idaho, Nevada, and Washington.

He said the action items slated for approval on the day's Business Session agenda have been reviewed and discussed in advance of the meeting.

Chair Lassner gave a report on President Demarée Michelau's performance review, which included a survey of all commissioners and a separate survey of all staff. During the closed session of the Executive Committee on May 16, 2022, members discussed the surveys and President Michelau's goals and objectives for FY 2023. He said the survey results were highly favorable about her work, and that the Executive Committee is also satisfied with President Michelau's performance. Her goals for FY 2023 were approved, as was her renewal as President of WICHE (renewal period was not specified in his report).

Report and Recommended Action of the Programs and Services Committee

Commissioner Matt Freeman reported on the Programs and Services Committee meeting held on May 16, 2022. He said the committee had a robust conversation about the programs and services WICHE offers to students, colleges and universities and their leaders, and residents of Western states. The committee discussed the Professional Student Exchange Program (PSEP) support fee, the FY 2023 Workplan, and the Interstate Passport® program. The committee also discussed several themes and potential conversations for the November 2022 Commission Meeting and work for WICHE staff to consider and undertake, including:

Access and Affordability: WICHE's student access programs have been transformational and impactful for many students. Yet some students still struggle to afford a college education.

Serving as Ambassadors: Commissioners can serve as ambassadors to help promote awareness among campus leaders and students of Interstate Passport, the Academy, and other valuable programs and services that WICHE manages.

Workforce Development: Committee members noted ongoing efforts to ensure better alignment between degree options, academic program capacity, and workforce needs. In some instances, there are not enough people to fill positions. He said one example, which came up during the PSEP support fees conversation, was the field of nursing. The committee learned about adding fields to the PSEP program list. If two states agree to invest in a medical field, WICHE will add the field to its list.

Interstate Passport®: Commissioner Freeman said that WICHE has developed and managed the Interstate Passport program, a nationwide transfer program that allows students at participating institutions to transfer their lower-division general education as a block between member institutions. He reported that at the end of the fifth year of implementation, 74,000 students had earned a Passport, and 72 institutions in 21 states are members. Interstate Passport has funding through October 2022 from ECMC Foundation and through November 2022 from WICHE's reserve dollars. The committee brainstormed ideas about the next phase of Interstate Passport's growth, and the committee provided recommendations for the WICHE staff to explore.

ACTION ITEM COMMITTEE RECOMMENDATIONS

- ▶ **PSEP fee increase:** Commissioner Freeman reported that the committee voted to recommend approval of a 2.2% increase in support fees for all 10 PSEP fields each year of the next biennium, 2023 and 2024. The increase requested was based on SHEEO's Higher Education Cost Adjustment (HECA). Between 2019 and 2021, the HECA increased an average of 2.2% each academic year.
- ▶ **Programs and Services Workplan:** He reported that the committee voted to recommend approval of the FY 2023 Workplan section for Programs and Services, with an amendment published in the agenda book. The committee requested that a PSEP field review be added to the New Directions section of the Workplan. This would entail reviewing the inventory of programs that PSEP currently has, assessing the extent to which they meet workforce demands and needs, and determining if any programs should be added or removed.

At the conclusion of Commissioner Freeman's report, he MOVED TO APPROVE the Programs and Services Committee recommendation to increase PSEP fees 2.2% for the next biennium, 2023 and 2024, and approve the Programs and Services FY 2023 Workplan. Commissioner Fred Lokken SECONDED the motion. The action item was approved.

Report and Recommended Action of the Policy Analysis and Research Committee

Commissioner Barbara Damron gave a report on the Policy Analysis and Research (PAR) Committee meeting, which included the following action items:

Seek funding for "Health Workers in the West: Meeting Short – and Long-Term Workforce Challenges": Commissioner Damron said that WICHE staff is proposing a new project to focus on helping meet health workforce challenges in the region, building on and expanding an existing monthly call of state and system staff working on health workforce issues. The proposed project would develop communities of practice, share solutions across the region, improve research and evaluation to support policymaking, and possibly expand existing WICHE projections on high school graduates to cover health workforce postsecondary pathways. The committee directed staff to consider including accreditation of specific health fields, disparities by race/ethnicity and socioeconomic status, and broader issues that impact attraction and retention in health fields.

The committee recommended that the Committee of the Whole approve PAR staff's recommendation that WICHE seek funding to support the proposed work, and also voted to add an amendment to the motion that staff develop formal proposals for funding portions of this work through reserve allocations, given the importance of this issue to the region.

Commissioner Damron MOVED TO APPROVE that staff move forward with seeking funding for the Health Workers in the West project. Chair Lassner did not require a SECOND, given that the motion came from the conglomerate of the PAR committee.

During the discussion, Commissioner Freeman asked for clarification that the motion is to seek external funding and use reserve allocation funding. Commissioner Damron confirmed that the committee recommends approval of the external funding; as the scope of the project work expands, staff should come back to request additional funding from reserves, the amount to be determined at the time of the request. Chair Lassner clarified that the request for reserve allocation could be presented to the Executive Committee for consideration and approval. The motion carried and was approved.

Adopt new guidelines related to Legislative Advisory Committee (LAC) membership for the U.S. Pacific Territories and Freely Associated States: Commissioner Damron reported that currently, each WICHE member may appoint up to four members to the LAC Committee. For WICHE's Pacific Islands members, each of the four jurisdictions is eligible to appoint one member. She said this format becomes more complicated if and when the Republic of Palau or American Samoa become members of WICHE. She reported that staff recommended that each jurisdiction still be allowed to appoint one member to the LAC. This is a similar approach to that used for WICHE Commission appointments, with each jurisdiction being invited to send a representative to Commission meetings, even though the formal role of commissioner rotates among them. The LAC does not have voting responsibilities, so there is no need to distinguish between roles. While this does have some fiscal impact, the proposed PAR budget accounts for a slight increase in the LAC budget. Commissioner Damron MOVED TO APPROVE that each jurisdiction be allowed to appoint one member to the LAC Committee and can attend the LAC meeting, and that attendance be covered by the LAC budget. The motion carried and was approved.

ADDITIONAL PAR REPORT DETAILS

- ▶ Commissioner Damron reported that the PAR Committee reviewed and voted to approve the PAR FY 2023 Workplan.
- ▶ The committee discussed WICHE's work on the State Authorization Reciprocity Agreement, known as SARA, focused on governance of the broad enterprise involving WICHE, the three other regional education compacts, and NC-SARA. There are still ongoing discussions about the role and voice of states, with the regional compacts continuing to advocate for a strong state voice in governance and decision-making. The committee heard updates on a proposed process for how policies governing the implementation of reciprocity would embed a strong state voice. She said a proposal for implementing the process was not approved at a recent NC-SARA board meeting but will be discussed further, and WICHE staff is hopeful that it will be approved at the fall board meeting. The staff has pledged to provide additional information as it develops.
- ▶ Staff gave a brief update on planned research on how college-going behavior may have been changed by the pandemic, and PAR will be soliciting ideas for future research work useful to commissioners in this area.

Report of the Legislative Advisory Committee (LAC)

Commissioner Gerry Pollet reported on the LAC, which typically meets in person once a year. Due to COVID-19, the committee met virtually on November 17-18, 2021. The theme was "Adjusting & Adapting: Crafting Postsecondary Policy in the COVID-19 Era," and the two-day meeting covered three main topics, which were identified in partnership with LAC members themselves at the suggestion of WICHE commissioners. The topics were:

COVID-19's Impact on Higher Education. This session featured data presentations from WICHE research staff on how higher education trends have been impacted by the pandemic as well as a discussion about which changes were temporary and which may be here to stay. The second portion of the session focused on legislative responses to the pandemic, including a presentation from Colorado followed by small-group discussions on each state's approach.

The Interaction of State and Federal Policy. This session included a presentation and discussion on federal legislative and regulatory activity with an impact on state higher education policy.

Critical Race Theory (CRT). During the session, WICHE staff provided a summary of current legislation in the West on the topic, shared data that demonstrated the diverse population of young people in the West, and gave an overview of critical race theory itself. This was followed by a group conversation on how CRT and related discussions are playing out in different state legislatures across the West.

Commissioner Pollet reported that over the course of the two days, 24 legislators from 12 states and territories participated, representing Alaska, Guam, Hawai'i, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

The meeting evaluation received a 30% response rate with the following feedback:

- ▶ 100% of respondents felt the meeting was worth their time and effort to attend.
- ▶ 75% of respondents anticipated using information they learned in their legislative work (25% were unsure).

The staff hopes to hold LAC's 2022's meeting in person on September 21-22, 2022, in Sacramento, CA. The hotel initially booked for the 2020 meeting has allowed WICHE to shift its contract to this date at no cost. He reported that WICHE staff plans to solicit agenda topics directly from LAC members since this strategy seemed to work well for the 2021 meeting program agenda.

ACTION ITEMS

Chair Lassner transitioned the meeting to consideration of action items slated for a vote. He said that the Executive Committee reviewed the action items in advance. President Michelau noted that a summary of each action item is contained in the Commission Meeting agenda book.

ACTION ITEM

APPROVAL OF THE FY 2023 SALARY AND BENEFIT RECOMMENDATIONS

President Michelau recommended staff salary increases. She said all standard salary increases at WICHE are based on performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. Occasional exceptions to the “merit-only” policy are made if salary surveys indicate a position is out of alignment with other positions within the organization or, within reason, to retain a valued individual who has been offered a more lucrative job elsewhere.

As reflected in the proposed budget agenda item, President Michelau recommended a 4.0% FY 2023 performance-based increase to staff members who have performed at exceptionally high levels over the past year.

Throughout discussions during the Officers’ Retreat in February and several Executive Committee meetings, rising inflation has been a concern for staff. As a result of these discussions, President Michelau proposes an additional one-time, scaled flat-rate increase for staff to mitigate the effects of inflation. This flat-rate increase is aimed at staff below an annual salary of \$100,000. She said inflation has disproportionately impacted WICHE staff on the lower salary scale, especially those in administrative support positions. This proposal would mitigate some of those impacts by adding a higher salary increase for those on the lower end of the scale that gradually decreases until the \$100,000 threshold:

- ▶ \$60,000 and below (\$2,000 increase)
- ▶ \$60,001 to \$70,000 (\$1,500 increase)
- ▶ \$70,001 to \$80,000 (\$1,000 increase)
- ▶ \$80,001 to \$99,999 (\$500 increase)
- ▶ \$100,000 and over (zero increase)

Commissioner Freeman MOVED TO APPROVE a 4.0% increase and a scaled flat-rate increase to mitigate the effects of inflation. Commissioner Lokken SECONDED the motion. During the discussion of the motion, Chair Lassner said that a lot of thought and consideration went into the salary increase, and that there is strong support for the scaled flat-rate increase. Commissioner Mark Hagerott also expressed support for the action item, especially the flat-rate increase. The motion carried and was approved.

ACTION ITEM

APPROVAL OF THE FY 2023 ANNUAL OPERATING BUDGET – GENERAL AND NON-GENERAL FUND BUDGETS

Craig Milburn presented details for this action item, noting that the general fund budget and unit budgets for FY 2023 are contained in the agenda book. Among the highlights he mentioned were:

General Fund Budget

- ▶ President Michelau is presenting an overall balanced budget with no deficits.
- ▶ The individual unit budgets are balanced with no deficit.
- ▶ The FY 2022 budget shows budgeted revenue of \$3,570,000.

- ▶ The projection is to finish a little lower than budgeted (\$3,438,000, per the agenda book).
- ▶ The FY 2023 budget is 3,594,000, slightly higher primarily because of increased indirects.
- ▶ The expenditures for the general fund for FY 2022 were \$3,565,000
- ▶ The projected FY 2023 general fund expenditures are \$3,593,000, a modest increase because there is not much increase in revenue either, and the budget is balanced.
- ▶ FY 2022 is expected to have excess revenue of \$18,000, which will be added to the reserves.
- ▶ At the beginning of FY 2022, the reserves were at \$3,516,000, and the expectation is to end FY 2022 at \$3,520,000.
- ▶ The expected contribution to the reserves in FY 2023 is \$248. This is primarily due to no increase in dues and modest increases across the budget. A slight increase in interest is expected.
- ▶ There were no questions from the Committee of the Whole regarding the general fund.

Unit Budgets

- ▶ Each unit budget has excess revenue.

President Michelau said that the non-general fund/self-funded unit budgets are solid. Funding from the Veterans Administration for the Together with Veterans program is expanding. The Psychology Internship Consortium is expanding into South Dakota, North Dakota, and Guam. For WCET, funding for Every Learner Everywhere will decline (per the grant agreement), but the Every Learner bottom line should not be affected much. The Every Learner team works closely with the Bill and Melinda Gates Foundation to align with its vision as the project progresses into the next phase.

Chair Lassner called for discussion of the budget. Commissioner Damron asked for an explanation of the State Authorization Network line item for \$610,000 in the WCET budget. President Michelau clarified that the State Authorization Network membership organization is separate from W-SARA.

Commissioner Lokken MOVED TO APPROVE the FY 2023 Annual Operating Budget – General and Non-General Fund Budgets, and Commissioner Susan Anderson SECONDED. The motion carried and was approved.

ACTION ITEM

APPROVAL OF DEDICATED RESERVE LEVELS FOR NON-GENERAL FUND

President Michelau presented this action item, beginning with a reminder of the adoption in 2018 of a policy stating that dedicated reserves for non-general fund activities, categorized into minimum reserve, reserve for the unexpected shortfall, and program development, shall be approved by the Commission for the upcoming fiscal year as part of the WICHE annual budget at the spring meeting. The Commission approves the levels of reserves allowed/requested, and in November, the outcome of actual reserves is reported. The agenda book contains the following reserve levels for Commission approval:

Behavioral Health Program:

- ▶ FY 2023 Budget to be approved, \$7,500,414
- ▶ 20% Minimum Reserve, \$1,500,083
- ▶ 20% Unanticipated Expenses, \$1,500,083
- ▶ 10% Program Development, \$750,041
- ▶ FY 2023 Target Reserve, \$3,750,207

WCET:

- ▶ FY 2023 Budget to be approved, \$3,563,567
- ▶ 20% Minimum Reserve, \$712,713
- ▶ 20% Unanticipated Expenses, \$712,713
- ▶ 10% Program Development, \$356,357
- ▶ FY 2023 Target Reserve, \$1,781,784

State Authorization Network (SAN):

- ▶ FY 2023 Budget to be approved, \$553,466
- ▶ 20% Minimum Reserve, \$110,693
- ▶ 50% Unanticipated Expenses, \$276,733
- ▶ 30% Program Development, \$166,040
- ▶ FY 2023 Target Reserve, \$533,466

Policy Analysis and Research:

- ▶ FY 2023 Budget to be approved, \$524,624
- ▶ 0% Minimum Reserve, \$0
- ▶ N/A Unanticipated Expenses, \$100,00
- ▶ 25% Program Development, \$131,156
- ▶ FY 2023 Target Reserve, \$231,156

W-SARA:

- ▶ FY 2023 Budget to be approved, \$494,532
- ▶ 100% Minimum Reserve, \$494,532
- ▶ 0% Unanticipated Expenses, \$0
- ▶ 0% Program Development, \$0
- ▶ FY 2023 Target Reserve, \$494,532

Programs and Services:

- ▶ FY 2023 Budget to be approved, \$1,232,760
- ▶ 0% Minimum Reserve, \$0
- ▶ N/A Unanticipated Expenses, \$100,000
- ▶ 25% Program Development, \$308,190
- ▶ FY 2023 Target Reserve, \$408,190

Joint Purchasing Collaboratives:

- ▶ FY 2023 Budget to be approved, \$180,739
- ▶ 20% Minimum Reserve, \$36,148
- ▶ N/A Unanticipated Expenses, \$90,370
- ▶ 25% Program Development, \$54,222
- ▶ FY 2023 Target Reserve, \$180,739

Academic Leadership Initiatives:

- ▶ FY 2023 Budget to be approved, \$364,257
- ▶ 20% Minimum Reserve, \$72,851
- ▶ 50% Unanticipated Expenses, \$182,129
- ▶ 30% Program Development, \$109,277
- ▶ FY 2023 Target Reserve, \$364,257

Commissioner Damron MOVED TO APPROVE the Dedicated Reserve Levels for Non-General Fund, and Commissioner Lokken SECONDED. Chair Lassner asked for discussion, which began with Commissioner Rodney Jacob asking where in the financial statements the reserves appear. Craig Milburn said in the financial statements at the end of the year in the Capital line item, within the fund balance. President Michelau said that she reports this information to the Committee of the Whole at the November Commission Meeting each year. Milburn pointed out that the reserve buckets are a mathematical calculation of the approved budget. Commissioner Jacob had a follow-up question, asking if concerns about potential encumbrances could impact the WICHE reserve. Both Milburn and President Michelau said there are no concerns. Commissioner John Arnold asked if the reserves are restricted in their fund category or if they are fungible. Milburn said the reserve amounts up for approval are unrestricted. Commissioner Arnold asked if the reserve money could be used for any circumstance outside the categories listed, such as emergencies in other categories. President Michelau confirmed that the funds could be used. The motion carried and was approved.

ACTION ITEM

APPROVAL OF DUES FOR THE FY 2024 AND FY 2025 BIENNIUM

Chair Lassner introduced the action item by saying that the proposed dues are not reflected in the budget approved during the current Commission Meeting. President Michelau reported that the Commission sets the dues two years in advance so that states that operate on biennial budgets can include WICHE dues in their budget planning. Action is required at this meeting because states, territories, and freely associated states will begin budget planning for future years before the Commission meets next in November. She said the Commission has adhered to a philosophy that it was best to have a steady, modest increase in dues each year to avoid significant fluctuations that require substantial increases in some years to make up for ground lost by holding dues stable in other years. This has served the organization well and allowed WICHE to cover natural inflationary increases in costs of service delivery, salaries, health insurance, and goods and services purchased by WICHE. She noted that there had not been a dues increase in three years. She said the proposal is a \$5,000-a-year increase, which comes to 3.05% in FY 2024 and 2.96% in FY 2025.

Commissioner Lokken MOVED TO APPROVE the proposed increase for FY 2024 and FY 2025 dues, and Commissioner Sheila Stearns SECONDED. There was no discussion. The motion carried and was approved.

ACTION ITEM

APPROVAL OF WICHE PRESIDENT EVALUATION AND PROCESS

President Michelau presented the action item. She said that in 2012, the WICHE Commission approved a process for evaluating the WICHE president. Since then, the organization has been operating under that policy, which is provided below. In February 2018, the WICHE Executive Committee considered a revised policy with an amendment, and passed a motion to bring the revised policy before the full Commission at the May 2018 meeting. This proposed action was never placed on the agenda of the full Commission, however. Since that vote did not occur, the organization is currently bound by the 2012 policy. To act in good faith with the previous Executive Committee's wishes, staff connected with the current Executive Committee and is now bringing the revised proposed policy back to the full Commission for consideration.

Chair Anderson MOVED TO APPROVE the revised WICHE president evaluation process, and Commissioner Antwan Jefferson SECONDED. Chair Lassner said that the FY 2023 presidential evaluation would include an external review, which will be the first time for President Michelau. There was no discussion. The motion carried and was approved.

ACTION ITEM

APPROVAL OF RECOMMENDED FUTURE COMMISSION MEETING DATES AND LOCATIONS

President Michelau presented the action item. She said that COVID-19 disrupted the approved meeting locations for face-to-face meetings. During the pandemic, four virtual meetings replaced the slated meeting locations for May 2020, November 2020, May 2021, and November 2021. This has resulted in the need to reschedule meeting locations that were skipped to accommodate the virtual meeting schedule.

The proposed meeting locations and dates to approve:

- ▶ May 8-9, 2023, Arizona
- ▶ May 6-7, 2024, Nevada
- ▶ November 14-15, 2024, Hawai'i
- ▶ May 5-6, 2025, Utah

(Meeting locations previously approved: November 9-10, 2023, in California, and November 13-14, 2025, in Colorado)

Commissioner Lokken MOVED TO APPROVE the proposed meeting locations and dates, and Commissioner Robert Shireman SECONDED. Chair Lassner asked for discussion. Chair Anderson said that Alaska would like to host a meeting sometime in the near future. Commissioner Arnold noted that the state of Arizona is excited to host the proposed May 2023 meeting. The motion carried and was approved.

ACTION ITEM

APPROVAL OF MISSION STATEMENT MODIFICATION

President Michelau presented the action item. A slight modification to the WICHE mission statement must be made to accommodate WICHE's Pacific Island members. She said the mission statement refers to "citizens" of the West, which is problematic with the recent addition of the Pacific Island members. Residents of the Republic of the Marshall Islands, Federated States of Micronesia, and the Republic of Palau are not citizens of the United States. Unlike residents of other territories who are U.S. citizens, American Samoans are U.S. nationals. To be more descriptive of the intent of the mission statement as it relates to the Pacific Island partners and the WICHE mission, WICHE staff proposes changing the word "citizens" to "residents." Commissioner Jacob MOVED TO APPROVE the mission statement modification, and Commissioner Jefferson SECONDED. There was no discussion. The motion carried and was approved.

ACTION ITEM

AFFIRMATION OF CODE OF ETHICS FOR THE WICHE COMMISSION

President Michelau presented the action item. She said there are no changes to the code of ethics for the WICHE Commission. WICHE policy requires the Commission to affirm the code of ethics, and the last time this was done was May 2019. She also noted that the code of ethics is posted on the WICHE website. Commissioner Anderson MOVED TO APPROVE the code of ethics affirmation, and Commissioner Kathleen Goeppinger SECONDED the motion. There was no discussion. The motion carried and was approved.

ACTION ITEM

APPROVAL OF FY 2023 WORKPLAN

Chair Lassner presented the action item for the FY 2023 Workplan approval. He said the Workplan draft is reviewed by the WICHE officers, the Executive Committee, and each committee that oversees the WICHE unit within the Workplan. He commented that the layout and design of the Workplan make the document much easier to navigate and review. President Michelau said the PSEP review would be added to the Programs and Services section of the Workplan, and the Health Workers in the West project to Policy Analysis and Research's section. Commissioner Jefferson MOVED TO APPROVE the FY 2023 Workplan, and Commissioner Anderson SECONDED. There was no discussion. The motion carried and was approved.

Other Business

Commissioner Don Bennett of Washington gave the following farewell at his final Commission meeting serving as a Commissioner for the state of Washington. He said, *"It has been my privilege in my career to serve, meet, and work with the members of this Commission. You have become dear friends and colleagues. Our mission and mission-focused work with WICHE to serve students and create opportunities for all, no matter where they are from, how they got where they are, or their ability to afford their opportunities, is the most important work we cover. There are many implications that we have to consider with our national security, with economic vitality, and the personal dignity of each person. This is a value-space organization as we do our business with our diversity of opinion, our diverse backgrounds, and how we come together with respect, civility, and cooperation to do our work — which is at the heart of WICHE. I have been very blessed to be among you for 12 years, and I will miss you, and at this time, I bid you a fond farewell."*

There was no other business.

Adjournment

The meeting adjourned at 9:35 a.m.

REPORT OF THE CHAIR

David Lassner, President, University of Hawai'i

Aloha, Commissioners. My tenure as WICHE Chair is coming to a close, and I want to express my appreciation to all of you, my fellow Commissioners, for your thoughtful contributions and insights this past year. I have been part of WICHE and WCET for decades. I especially enjoyed my time as Chair, leading a strong organization and learning even more about WICHE's positive impact throughout our region.

This year has been both busy and rewarding. Returning to in-person meetings was incredibly valuable for us as a Commission. The May meeting was especially meaningful to me as we focused on the strategic importance of the Pacific region to our nation. Living and working in our westernmost state, Hawai'i, has given me a unique perspective. I have been pleased to have had a hand in increasing awareness of the importance of the Pacific and why WICHE should play such an important role in advancing higher education in this region. Welcoming the Republic of Palau into WICHE this past June is a great accomplishment for all those involved, and we look forward to a productive partnership for years to come.

The State Authorization Reciprocity Agreement (SARA) is important for our students and institutions as we work together to serve students well and meet workforce needs. WICHE has been a leader in reciprocity from the beginning, and we work hard to continue to ensure that SARA is implemented true to the spirit in which it was established. Over this past past year, we demonstrated that leadership by passing a resolution affirming that the Unified State Authorization Reciprocity Agreement, as signed on behalf of the states by the four Regional Compacts and by NC-SARA, is the legal basis for the interregional state authorization reciprocity agreement and its coordinating governance. Our action enables President Michelau to firmly and confidently represent the WICHE states in some sensitive and challenging situations. WICHE also formalized the process that ensures the Western region's "voice" is considered in approving or rejecting SARA policy proposals. Our input on reciprocity among states working to serve students is essential, and the Commission once again rose to the occasion on these matters.

We also formalized our process for regular evaluation of the WICHE president. Having clear policy and practice in place supports strong responsive leadership. Having overseen the WICHE president's last evaluation and planning for the next one, I am confident that the process adopted by the Commission will serve us well.

I am pleased to report that WICHE is on solid ground organizationally, financially, and advancing our mission. As WICHE is approaching our 70th anniversary, this positions us superbly to utilize the full-day Strategy Session at our November meeting to collectively identify how we can help our region plan for our shared post-pandemic successes and guide WICHE's long-term success – for many more anniversaries to come.

Aloha,

David Lassner

REPORT OF THE PRESIDENT

Demarée Michelau

As I reflected over the past six months and thought about what to include in this Report of the President, I realized that this is the first report since May 2020 that I will not be focused on the challenges of COVID-19. With the end of the pandemic in sight, I feel a renewed energy as we look toward the future. Since our last Commission meeting, many exciting things have happened at WICHE, and I am pleased to share some notable accomplishments in this report.

COMMISSION

One of WICHE's core principles is regional collaboration, and that is best accomplished when we can come together as colleagues to tackle important issues facing the West. In May 2022, our team worked hard to plan and execute the first in-person Commission meeting since November 2019. The Commission gathered in Rapid City, S.D., and the feedback from commissioners and staff alike was that everyone was pleased to return to in-person meetings.

In June, WICHE was pleased to welcome the Republic of Palau into membership. We look forward to serving students in their region and learning about their country, culture, and needs so we can best serve them. Building on that momentum, the officers and I selected a partner to facilitate the upcoming strategy session that is being held at the November 2022 Commission Meeting. The consultants surveyed commissioners and interviewed a group of them as well as the Senior Leadership Team to inform the development of the agenda. Relying on this important information, the team has been hard at work planning what we hope will be a productive and worthwhile session.

The Commission experienced some transition in membership over the last few months. I extend my gratitude to James Johnsen (Alaska), Donn Liston (Alaska), Melody Rose (Nevada), Jill Louters (North Dakota), and David Jones (Wyoming) for their service, and I ask that you all join me in welcoming our new commissioners:

- ▶ Pearl Brower, President and CEO, Ukpeagvik Iñupiat Corporation
- ▶ Danita Bye, Commissioner, North Dakota State Board of Education
- ▶ Senator Kalani Kaneko, Republic of the Marshall Islands
- ▶ Michael Meotti, Executive Director, Washington Student Achievement Council

Onboarding new commissioners is vitally important, especially in the wake of COVID. The process begins with me reaching out to all new commissioners to schedule a short call to learn about their background and interests while also informing them about WICHE. Then we issue a media release, establish committee appointments, and ensure that all internal logistical tasks are accomplished. Each receives a Commissioner Handbook that provides key information about WICHE and the role of the commissioner, and the onboarding process culminates with a New Commissioner Orientation that takes place the day before the Commission meeting.

REGIONAL ENGAGEMENT

Regional engagement is essential to the success of the organization. During the last few months, the WICHE staff and I have had the opportunity to engage with higher education colleagues from several WICHE states and territories, including:

Colorado

- ▶ WICHE's senior staff met with senior staff from the Colorado Department of Higher Education to discuss priorities and areas of mutual interest (May 9, 2022).
- ▶ President Michelau visited Colorado Mountain College-Edwards Campus (August 15, 2022).
- ▶ President Michelau spoke to Colorado Mountain College's LIFT program, an internal leadership development program at the Dillon campus about "leading a public college in 2022" (October 14, 2022).

PORTLAND, OREGON

- ▶ President Michelau visited the University of Colorado Boulder and met with the Assistant Vice Chancellor for Local Government and Community Relations (October 5, 2022).

Nevada

- ▶ President Michelau and Patrick Lane, Vice President, Policy Analysis and Research, provided technical assistance about higher education governance to the Nevada System of Higher Education and presented to the Nevada Board of Regents Ad Hoc Committee to Review the Roles and Responsibilities of the Chancellor (July-September 2022).

California

- ▶ President Michelau and Vice President Patrick Lane visited WICHE Commissioner Bob Shireman in Berkeley and WICHE Commissioner Christopher Cabaldon in West Sacramento (September 20, 2022).

Guam

- ▶ The WICHE team is working with Guam Community College to establish an office that will administer its newly adopted PSEP participation.

WICHE CONVENINGS

The following is a list of selected WICHE (and WCET) convenings that have taken place since the last Commission meeting. These meetings are an opportunity for colleagues to learn from one another and for staff to engage with key partners throughout the region.

- ▶ Certifying Officers Meeting (May 15, 2022)
- ▶ Veterinary Medicine Advisory Council Meeting (June 7-9, 2022)
- ▶ Legislative Advisory Committee (September 21-22, 2022)
- ▶ WCET 34th Annual Meeting (October 19-21, 2022)
- ▶ Western Alliance of Community College Academic Leaders (October 26-28, 2022)
- ▶ Behavioral Health Oversight Committee Meeting (November 2-4, 2022).

FUNDRAISING

I am pleased to report that WICHE has secured several grants and contracts over the last six months, including some from funders with whom we have not had a previous partnership. This demonstrates the talent and skill of our staff as well as the demand for the good work that we do. Below are some of the key initiatives for which we have received support:

- ▶ WICHE and New Mexico State University (NMSU), in collaboration with its branch community colleges, are partnering on an important effort to bring more undergraduate transfer students in Science, Technology, Engineering, and Math (STEM) majors to graduation and, ultimately, the job market. WICHE and NMSU will use a \$300,000 grant from the National Science Foundation's Improving Undergraduate STEM Education: Education and Human Resources (IUSE:EHR) Program to test the feasibility of using sets of lower-division student learning outcomes (SLOs) as the basis of block transfer into undergraduate engineering programs. Instead of accepting only specific courses when a student transfers as most institutions currently do, students would be able to transfer lower-division courses mapped to the SLOs as a block into engineering programs.
- ▶ The Mellon Foundation has generously awarded a \$1.5 million grant to WICHE to develop a leadership program for senior humanities faculty members who want to explore higher education administration with a focus on three key competencies: career planning and development, project management, and organizational design and agility.

- ▶ Lumina Foundation and Ascendium Education Group have jointly awarded \$452,500 in grants to WICHE and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to help institutions better understand the impact that the practice and policies of administrative holds can have on student success.
- ▶ WICHE received a grant from the William and Flora Hewlett Foundation for \$399,571 over two years to expand the OERWest Network, which is open to the participation of all WICHE members, and to support scaling of OER throughout the region. WICHE will support state, system, and institutional efforts to equitably scale the usage of OER, improve the research base on student outcomes, enhance communication support for OER leaders in diverse settings, and work closely with our colleagues in other Regional Compacts to share and disseminate key findings and lessons through the National Consortium for Open Education Resources (NCOER).
- ▶ The WICHE Behavioral Health Program (BHP) was selected for the Substance Abuse and Mental Health Services Administration (SAMHSA) Rural Opioid Technical Assistance Region 8 Center of Excellence grant, which is a \$1.3 million award over two years. WICHE will partner with Utah State University (USU) to create the Region 8 Regional Opioid Technical Assistance-Rural (ROTA-R) Center of Excellence. Through this partnership, WICHE BHP will enhance access to rural communities through USU's Cooperative Extension networks and will collaborate on resources developed by USU's Health Extension: Advocacy, Research, and Teaching (HEART) Initiative. USU will work with WICHE BHP to partner with other state Cooperative Extension systems in Region 8.
- ▶ WCET's Every Learner Everywhere Network (ELE) was awarded a grant from the Bill and Melinda Gates Foundation for a reinvestment of \$6,648,884 from November 2022 through December 2025 to deliver equity-first digital learning implementation support to the institutions selected by the Intermediaries for Scale.

PARTNERSHIPS

Partnerships with key higher education organizations help to support WICHE members and also ensure that the West's voice is represented in important conversations. WICHE staff rely on partnerships every day, but below is a recent snapshot of some notable activities in which I personally participated.

NC-SARA

- ▶ Board Retreat (June 2022)
- ▶ NC-SARA president search committee (ongoing)

Western Association of College and University Business Officers (WACUBO)

- ▶ General Session Presentation, "Preparing for the Unexpected: A Look at Higher Education Trends in the West" (May 4, 2022)

State Higher Education Executive Officers

- ▶ State Higher Education Executive Officers Annual Meeting (July 12-14, 2022)

Lumina Foundation

- ▶ State Policy Retreat (September 28-30, 2022)

INSIDE WICHE

WICHE's financial picture continues to be strong, and the staff composition is relatively stable. The organization has been fortunate in that we continue to attract and retain a talented staff. WICHE can expect a change to its employee benefits in 2024, given Colorado Proposition 118 that allows for 12 weeks of paid family and medical leave funded through a payroll tax paid by employers and employees in a 50/50 split. This will have both administrative and budgetary impacts on the organization, but there are still many unknown factors, so more specific estimates will be provided to the Commission once staff knows more about options and their implications.

Great things are happening at WICHE and across the West! Over the next six months, I look forward to engagement during legislative sessions, campus visits, and other ways of connecting with our partners throughout the region. Finally, I want to express my sincere gratitude to the Commission for supporting this organization with your time, insights, and service. The Commission always has been and always will be key to the success of WICHE.

Strategy Session

Thursday, November 10, 2022
9:00 a.m. - 4:30 p.m.
MEZZANINE LEVEL
MAYFAIR BALLROOM

Agenda

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

STRATEGY SESSION

Thursday
November 10, 2022

9:00 - 9:30 a.m.

*Mezzanine Level,
Mayfair Ballroom*

9:30 - 10:45 a.m.

*Mezzanine Level,
Mayfair Ballroom*

Setting the Stage

Welcome to the 2022 WICHE Strategy Session! This first session will lay a foundation for the work that will take place throughout the day. Enjoy a brief walk down memory lane about WICHE's long history of impact on students in the West as well as progress made since the last retreat. This time together reflecting on our shared history is designed to inform strategy development and priorities for the organization as we look to the future. Commissioners will also have an opportunity to introduce themselves to one another as we begin the day.

SPEAKERS

David Lassner, WICHE Chair
Demi Michelau, WICHE President

FACILITATORS

Allison Faeder, Project Manager and Senior Consultant, Arrow Performance Group
Renny Fagan, Senior Consultant, Arrow Performance Group
Stuart Thomas, Founder and Senior Consultant, Arrow Performance Group



Strategy Session Goals

1. Ensure a shared understanding of current WICHE priorities, programs, and activities.
2. Develop a shared understanding of the context for postsecondary education in the West, including state and regional priorities and future directions.
3. Build awareness and understanding of the president's vision and leadership goals for WICHE.
4. Leverage diverse expertise and perspectives of WICHE Commissioners to co-develop forward-looking strategic priorities for WICHE.
5. Foster enthusiasm and personal engagement among WICHE Commissioners in WICHE's strategic direction.

Postsecondary Education in the West: Today and Tomorrow

Every region in the country rightly proclaims its uniqueness. The West is no different, shaped by geography, sheer size, demographics, diverse economies, and much more. The WICHE region has incredibly diverse states, territories, and Freely Associated States and is home to jurisdictions with both the largest and smallest populations in the country (California and the Northern Mariana Islands, respectively). For land area, the West features nine of the top 10 largest states, as well as three of the four smallest in the country. Higher education and workforce development in the West feature similarly telling and unique characteristics, with a much higher reliance on public institutions than other regions and unique challenges and difficulties in serving the students of the region.

When the COVID-19 pandemic struck in 2020, the changes in higher education were immediate. While in many ways, higher education's ability to respond and continue to serve students was astounding, there was no clear guidance for how to handle a worldwide pandemic of this magnitude, so much of the response was scattershot. Courses that were intended to be delivered face-to-face were forced to rapidly switch to remote learning, and in some cases by faculty who had never taught distance education. Campus closures resulted in faculty and staff suddenly working from their homes, impacting everything from financial aid to academic affairs to student services and everything in between. Some courses and programs, especially those in two-year institutions that required hands-on elements, faced unique challenges. And, most distressing, students from historically underserved backgrounds were disproportionately and negatively affected, and continue to be.

These types of rapid changes were not unique to higher education and combined with shifts in the nature of the workplace and what has been termed the "Great Reshuffle," many questions remain about the future of higher education and its place in society. And many of these questions are compounding concerns around the access, affordability, and the value of postsecondary education that existed well before the onset of COVID-19.

To launch this session, WICHE staff will provide background and context on higher education in the West, showcasing the diversity of Western institutions as well as their similarities, how our students fare compared to other regions on numerous key indicators of success, and how the unique Western geographies influence our education systems. Aiming to capture the "Westernness" of higher education, a short data presentation will set the stage as commissioners help set WICHE's strategic direction. This exercise is an opportunity for commissioners to look forward and contemplate the future of postsecondary education in the West, and as we consider how to best position higher education to lead in the future. Have fun writing your own headline about your vision for postsecondary education in the West.

INTRODUCTION

Demarée Michelau, President

SPEAKER

Patrick Lane, Vice President, Policy Analysis and Research

FACILITATORS

Allison Faeder, Project Manager and Senior Consultant, Arrow Performance Group

Renny Fagan, Senior Consultant, Arrow Performance Group

Stuart Thomas, Founder and Senior Consultant, Arrow Performance Group

Break

10:45 - 11:00 a.m.

11:00 a.m. - Noon

*Mezzanine Level,
Mayfair Ballroom*

Creating a Vision for WICHE: WICHE's Role in Postsecondary Education and the West

One of the desired outcomes during today's strategy session is to create the foundation of a vision statement for WICHE. WICHE has not previously adopted a vision statement, but the time is right to develop one. As we emerge from the pandemic, a declaration of what we want the organization to be and accomplish will clarify WICHE's direction and inspire us to collectively aim toward our goals. President Michelau has reviewed and digested the results of the Commission survey and interviews, while also taking time to contribute her own thoughts to a draft vision statement, which will be presented for reaction and feedback during the rest of the afternoon.

The Commission will then take some time to imagine the future. Considering the headlines that were created from the earlier session as well as the president's vision statement, this is an opportunity to brainstorm about your vision of how WICHE can continue to enhance its role as a thought leader, add value, stay relevant, and lead higher education into the future. Commissioners will break into small groups to engage in a conversation about what role WICHE can play five, 10, or 15 years from now.

Noon - 1:00 p.m.

*Lobby Level,
Crystal Ballroom*

Lunch

Enjoy time getting to know one another over lunch while testing your knowledge about Oregon trivia.

1:00 - 2:00 p.m.

*Mezzanine Level,
Mayfair Ballroom*

Taking Steps Toward Success: Operationalizing the Vision

This morning, commissioners reflected on the WICHE President's draft vision statement and contributed their own thoughts. This time together will begin with considering areas of alignment and divergence. As the Commission moves toward a shared vision for the future of WICHE, commissioners will take time to consider how we can achieve our goals and identify barriers to success.

2:00 - 2:45 p.m.

*Mezzanine Level,
Mayfair Ballroom*

Roadmap to Success: An Examination of WICHE's Priorities

In 2016, the Commission affirmed the organization's five focus areas:

- ▶ **Finance & Affordability:** supporting the alignment of appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels to increase postsecondary affordability
- ▶ **Access & Success:** improving students' access to and success in higher education, especially those who are traditionally underserved
- ▶ **Workforce & Society:** collaborating across sectors to meet the region's workforce and societal needs
- ▶ **Technology & Innovation:** developing and supporting innovations in technology and, beyond that, improving the quality of postsecondary education and reducing costs
- ▶ **Accountability:** striving to ensure that students receive an education that is valuable to them, and that government is receiving a strong return on its investment.

These focus areas guide the organization's work and communicate priorities both internally and externally. Based on the discussions from earlier in the day and the vision for WICHE in the future, commissioners will have an opportunity to review the current focus areas and contemplate whether they are still relevant, need to be modified, or should be updated to reflect current and future challenges and opportunities.

Break

Commissioners: WICHE's Best Ambassadors

Being an ambassador for any organization means you must have passion for and a deep understanding of its goals and role in society. In this working session, commissioners will discuss different ways that you as a commissioner can be effective ambassadors for WICHE's mission and work in the West. Together, the group will also explore tools to help you tell the WICHE story – from its history, branding, operations, and more – for a variety of audiences both in-person and online.

SPEAKERS

Joseph Garcia, Graphic Designer
Melanie Sidwell, Director of Communications

What's Next? Guiding WICHE Toward Future Success

In this final session, commissioners will share their key takeaways from the day and join in a group discussion about specific next steps that WICHE should consider taking. The goal is to identify clear actions that will guide WICHE toward future success, and measures for knowing if they have been accomplished.

2:45 - 3:00 p.m.

3:00 - 4:00 p.m.

*Mezzanine Level,
Mayfair Ballroom*

4:00 - 4:30 p.m.

*Mezzanine Level,
Mayfair Ballroom*

BIOGRAPHICAL INFORMATION



Allison Faeder, Project Manager & Senior Consultant

Allison Faeder is a senior consultant with Arrow Performance Group whose specialties include facilitation, collaboration, training, and organizational assessment. As an organization development consultant, she has managed a variety of projects such as developing business continuity plans, managing stakeholder engagement projects, and community development projects to form county-wide collaboratives. Activities have included conducting interviews and focus groups to understand current challenges and future aspirations, designing and facilitating workshops to improve team performance, creating alternatives, and developing action plans to move organizations forward. Outcomes have included improved team communications, stronger emotional intelligence, more positive interactions, and increased overall productivity and efficiency. Faeder holds a master's in conflict resolution from the University of Denver and a bachelor's in communication and political science from the University of Colorado.



Renny Fagan, Senior Consultant

Renny Fagan has 35 years of experience as an elected official, government executive director, and nonprofit CEO, during which he led large and small teams to achieve innovative organizational solutions improving business practices and customer satisfaction. Motivated to make a difference, he works to inspire new ideas, lead by example, and build consensus through respect, listening, and empathy.

Fagan holds a bachelor's degree in political science from the University of Chicago and a J.D. from Northwestern University. After practicing law in his hometown of Colorado Springs, he served as a member of the Colorado House of Representatives, executive director of the Department of Revenue, deputy attorney general, and state director for U.S. Senator Ken Salazar. He was president and CEO of the Colorado Nonprofit Association, with 1,600 nonprofit, business and individual members providing professional development resources and public policy advocacy for Colorado's nonprofits. Fagan also has a background in higher education governance, having served on the Colorado Commission on Higher Education, including one year as vice-chair.

Fagan has negotiated agreements in complex commercial transactions, difficult litigation settlements, multi-interest group legislation, and state-tribal intergovernmental compacts. These situations involved building trust, establishing guiding principles, and respecting differences while seeking compromise. He has facilitated community-based discussions to identify common barriers, opportunities, and goals. He initiated and coached self-directed employee teams to design new business processes and change customer-service culture. He is a frequent trainer and public speaker.



Joseph Garcia, Graphic Designer

Joseph Garcia is the graphic designer for WICHE, where he is reworking the organization's visual brand to reflect a more updated aesthetic. Inspired by the clean, neutral minimalism of Neoplasticism, Garcia is employing this style when creating WICHE's annual publications and other projects to help ensure our message is at the forefront when communicating with our key audiences. He has design experience working in the fields of marketing, publishing, instructional design, educational technology, and journalism. Garcia attended Metropolitan State University of Denver on a full scholarship award from the now-defunct *Rocky Mountain News* where he got his start as a reporter before switching gears into graphic design. He hosts an award-winning film review podcast with his twin brother.



Chair David Lassner, University of Hawai'i President

David Lassner is the 15th president of the University of Hawai'i. In that capacity he leads the University of Hawai'i (UH) 10-campus system as well as the flagship research university, UH Mānoa. Lassner's current agenda includes a focus on helping more Hawai'i residents earn college credentials and developing an innovation sector to strengthen the state's economy while creating high-quality jobs. He is also advancing UH's commitments to sustainability and becoming a model Indigenous-serving university.

Lassner began working at UH in information technology in 1977, eventually becoming UH's first chief information officer and vice president for IT. He was appointed interim president in September 2013 and the interim was removed in June 2014. Lassner is also a member of the university's cooperating graduate faculty and has taught both online and in-person classes in computer science, communications, business, and education.

Lassner is currently a commissioner and the Chair of the Western Interstate Commission for Higher Education (WICHE), a board member for the National Association of System Heads, and a member of the Board of Governors of the East-West Center. He also serves on the boards of Aloha United Way and the Blood Bank of Hawai'i.

In his prior positions, Lassner played an active leadership role in a variety of local, national, and international information and communications technology organizations. He served on the boards of Hawai'i's High Technology Development Corporation and Public Broadcasting Service affiliate and he chaired the state's Broadband Task Force. Lassner also served on the board of Internet2 and was a co-founder and board member of the Kualii Foundation, a founding steering committee member and past-chair of WICHE's Cooperative for Educational Technologies (WCET) and past-chair of the boards of the Pacific Telecommunications Council and of EDUCAUSE, the major professional association for information technology in higher education.

An active principal investigator, Lassner led Hawai'i's major statewide project funded by the U.S. Department of Commerce that interconnected all public schools, libraries and campuses on six islands with fiber optics. He has had support from the National Science Foundation over 20 years focused on research and education networking and cyberinfrastructure. He is principal investigator for the Maui High Performance Computing Center and for the Pacific Disaster Center, major U.S. Department of Defense programs on Maui. In all, Lassner has served as a principal investigator for more than \$400 million in extramural funding.

Lassner earned a bachelor's degree in economics summa cum laude and Phi Beta Kappa followed by a master's in computer science with a University Fellowship from the University of Illinois at Urbana-Champaign (UIUC). He earned his Ph.D. in communication and information sciences from the University of Hawai'i.

Lassner has been recognized with Internet2's Richard Rose Award, WCET's Richard Jonsen Award, the Corporation for Education Network Initiatives in California's inaugural Christine Haska Distinguished Service Award, as a Distinguished Alumni Educator by the UIUC Department of Computer Science, and as a Distinguished Alumnus of the University of Hawai'i.



Patrick Lane, Vice President, Policy Analysis and Research

Patrick Lane is the vice president of WICHE's Policy Analysis and Research unit. He previously was its director of data initiatives, a role that has included managing the Multistate Longitudinal Data Exchange, which seeks to improve linkages between state data systems to provide better information to students and their families while also improving education, workforce, and economic development policy. He previously coordinated WICHE's Adult College Completion Network and has worked extensively on the Non-Traditional No More: Policy Solutions for Adult Learners project. Both projects focused on identifying policy and practice solutions to help adults with prior college credit return to postsecondary education to complete their degrees. Lane also coordinated WICHE's College Access Regional Network, which focused on increasing the number of low-income students prepared to enter and succeed in postsecondary education. He came to WICHE having spent several years working in education policy in the Republic of the Marshall Islands. Lane received a master's degree from the Heller School for Social Policy and Management at Brandeis University in 2007 and completed a Ph.D. in public administration at the University of Colorado Denver in 2015.



Nathaniel Longmore, Digital Communications Coordinator

Nathaniel Longmore is the digital communications coordinator at WICHE. He maintains WICHE's social media presence, assists with the management of wiche.edu, compiles content for WICHE's e-newsletter, and supports the overall communications strategy. Longmore holds a bachelor's degree in communication and media arts from Montclair State University.



Demarée Michelau, President

Demarée Michelau is president of the Western Interstate Commission for Higher Education (WICHE), an interstate compact that partners with states, Insular areas, and postsecondary institutions to share knowledge, create resources, and develop innovative solutions that address some of society's most pressing needs. From promoting high-quality, affordable postsecondary education to helping states leverage their technology investments and addressing behavioral health challenges, WICHE improves lives across the West through innovation, cooperation, resource sharing, and sound public policy. Michelau previously was WICHE's vice president of policy analysis and research and was responsible for data and research and externally-funded projects. She has experience in higher education policy issues, including closing attainment gaps, adult learners, affordability, and workforce. Previously, she held positions with the National Conference of State Legislatures and former Colorado Congressman David Skaggs. Michelau earned her B.S. from Northern Illinois University and her M.A. and Ph.D. from the University of Colorado at Boulder.



Melanie Sidwell, Director of Communications

Melanie Sidwell is the director of communications at WICHE, where she supports our mission through strategic communications, media relations, and content services. Prior to joining WICHE, she served in marketing and communications, alumni relations, and advancement roles at the University of Colorado, and she worked as a journalist for newspapers in Nebraska, Florida, and Colorado. A first-generation college graduate, Sidwell holds a bachelor's degree in journalism from the University of Nebraska-Lincoln and a master's degree in media studies from the University of Colorado Boulder. She is the proud parent of a first-year college student.



Stuart Thomas, Founder & Senior Consultant

The founder of Arrow Performance Group, Stuart Thomas has 40 years of experience helping organizations achieve performance excellence through strategic planning, organizational performance reviews, and design and implementation of plans to achieve desired results. He worked at Accenture/ Andersen Consulting for 20 years and then founded Arrow Performance Group in 1999. He has helped improve performance for more than 400 organizations in over 15 industries.

Thomas has an MBA from Colorado State University, a master's in information technology from the University of Denver, and an undergraduate degree in chemistry from Miami University. He has the following certifications: Project Management Professional (PMP), Senior Professional in Human Resources (SPHR), and SHRM Senior Certified Professional (SCP). Thomas has served as a Rocky Mountain Performance Excellence (RMPEX) examiner, which is the state-level award prelude to the Malcolm Baldrige National Quality Award.

STRATEGY SESSION BACKGROUND INFORMATION

In preparation for the WICHE Strategy Session, Arrow Performance Group reviewed background materials; administered a survey of commissioners; and conducted a series of interviews with WICHE officers, commissioners, and the Senior Leadership Team. This pre-strategy session discovery was key to assessing the current environment and needs, identifying themes and gaps, and planning the day's agenda.

Data Collection

Below is a summary of the types of discovery conducted, individuals reached, and information about the survey.

OFFICER & SENIOR LEADERSHIP TEAM INTERVIEWS

- ▶ David Lassner (HI)
- ▶ Susan Anderson (AK)
- ▶ Matt Freeman (ID)
- ▶ Senior Leadership Team

COMMISSIONER DISCOVERY SESSIONS

- ▶ Jim Johnsen (AK), Antwan Jefferson (CO)
- ▶ Kathleen Goepfinger (AZ), Les Purce (WA)
- ▶ Robert Shireman (CA), Rodney Jacob (Guam), Diana VanderWoude (SD)
- ▶ Rick Aman (ID), Fred Lokken (NV), Kim Dale (WY)
- ▶ Clayton Christian (MT), Ben Cannon (OR)
- ▶ Kyle Davison (ND), Ann Millner (UT)
- ▶ Barbara Damron (NM), Patricia Sullivan (NM)

COMMISSIONER SURVEY

- ▶ 43 invitations to participate distributed
- ▶ 22 participants (~50%) representing 15 states/areas

In both, the survey and the series of interviews, a wide variety of questions were asked to gain perspectives on higher education, WICHE's role in the region, interaction with the Commission, and what constitutes a successful strategy session. Key themes from qualitative and quantitative data collected are summarized below.

Higher Education

KEY ISSUES FOR HIGHER EDUCATION IN THE WEST IN THE NEXT FIVE YEARS

1. Equitable access to opportunity
2. Affordability
3. Workforce changes
4. Value proposition of higher education
5. Enrollment
6. Other issues
 - a. Behavioral Health
 - b. Funding
 - c. Student Success

HIGHEST RISKS AND OPPORTUNITIES FOR HIGHER EDUCATION IN THE WEST

1. **Value proposition/relevance.** The value proposition for higher education includes both economic and non-economic benefits for both individuals and the public. Better communicating the value of postsecondary education and demonstrating its potential are important to increasing both public and legislative support for higher education.
2. **Workforce.** With changing workforce demands and demographic pressures across the West, higher education will need to position itself to meet the needs of a varied and evolving workforce that includes everything from the trades through professional positions.
3. **Politics.** In some contexts, higher education can become politicized, distracting from its primary goals of preparing the nation's workforce and educating the populace. Politicization of the enterprise or of WICHE may negatively impact financial support for postsecondary education or membership in the compact.

WICHE

TRENDS THAT WICHE NEEDS TO KNOW ABOUT/ADDRESS IN THE NEXT FIVE TO 10 YEARS

1. Affordability and enrollment
2. Relevancy
3. Public opinion
4. Engagement
5. Communication
6. Migration/demographic changes
7. Remote learning
8. Economy

HIGHEST RISKS AND OPPORTUNITIES FOR WICHE

1. As a respected interstate compact, WICHE is positioned to gather and model data and lead conversations about the future value proposition of higher education in a changing environment.
2. WICHE's core functions (like WUE) remain valuable and relevant, while other programs should be evaluated for effectiveness and success (WICHE can't be everything to everybody). WICHE should resist chasing "shiny new objects" while at the same time not being afraid to push the envelope.
3. WICHE risks support and funding in some states if it becomes political in its programs or positions. At the same time, WICHE risks missing opportunities by rejecting ideas too early or being too conservative.
4. WICHE should engage and leverage commissioners more effectively in commission activities and their home states. One constant challenge is engaging new commissioners given the amount of turnover that occurs.

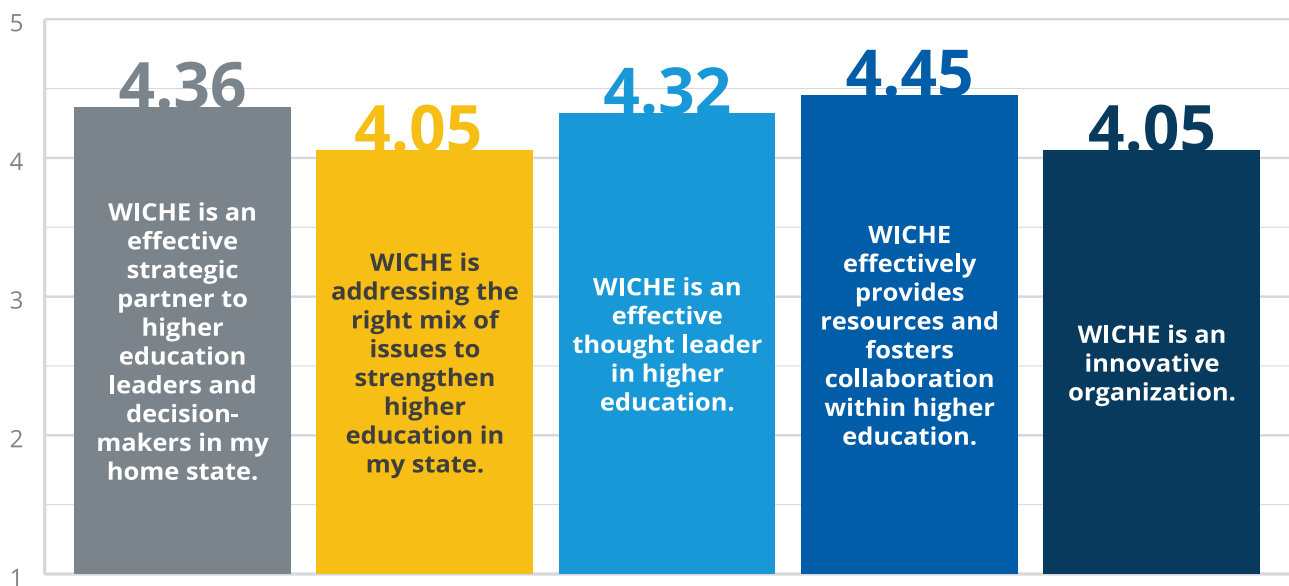
WHAT IS YOUR VISION FOR WICHE FIVE TO 10 YEARS FROM NOW?

1. Be a leader in anticipating what higher education can become in the West. Planting the seed for innovative and creative ways of thinking without getting distracted by the higher education bureaucracy.
2. There is so much power in WICHE, plus a legislative component. Speak as one voice for higher education. Address the West's true needs and gaps as a regional organization. Convene discussions as a thought leader.
3. Identify best practices (especially distance learning/technology) that increase access to education.
4. Focus and continue successful core functions while simplifying overall programs and activities. Communicate value and purpose of WICHE to become more well-known.
5. Focus and simplify programs.

COMMISSIONER VIEWS OF WICHE

Please Share Your Perspectives on WICHE

SUMMARY OF AVERAGES WHERE 1 = STRONGLY DISAGREE AND 5 = STRONGLY AGREE.



Reception and Restaurant Information

Thursday, November 10, 2022
5:30 - 6:30 p.m.
LOBBY LEVEL
CRYSTAL BALLROOM

RECEPTION AND RESTAURANT INFORMATION

Thursday
November 10, 2022

5:30 - 6:30 p.m.

Lobby Level,
Crystal Ballroom

Reception

After the Strategy Session and the break to recharge, please join the one-hour reception that begins at 5:30 p.m. in the Crystal Ballroom. Enjoy a touch of Oregon-influenced appetizers and beverages and time to socialize after a productive day. The Crystal Ballroom is located on the lobby level.

Dinner On Your Own

A list of restaurants has been compiled to help with choosing a meal location within close proximity to the hotel. Taking an Uber or Lyft may be preferred over walking. If you have questions about walking to some of these restaurants, ask Laura Ewing or Jeanette Porter for details. Some advance reservations have been made to accommodate group interests. Stop by the Help Desk to put your name on a list to be included with one of the prearranged reservations. (See * indicator for restaurants that may need a reservation).

BULLARD TAVERN AT THE WOODLARK HOUSE HOTEL

Tex-Mex-inspired fare & classic cocktails in a cozy space with booth seating, fit for large parties.

813 SW Alder Street

Phone: 503.222.1670

<https://www.bullardpdx.com/>

***EL GAUCHO**

Steak House and fine dining. Located right next door (and attached) to The Benson—access to the restaurant is just past the elevators.

Phone: 206.728.1337

<https://elgaucho.com/elgauchoportland/>

GRASSA ITALIAN RESTAURANT (OLD TOWN)

Contemporary Italian. Uber, Lyft or taxi is advised.

1205 SW Washington Street

Phone: 503.241.1133

<https://www.grassapdx.com/>

***HIGGINS RESTAURANT**

Longtime classy spot for local & sustainable NW fare, with a lively bar, many beers & Oregon wine. Uber, Lyft or taxi is advised.

1239 SW Broadway

Phone: 503.222.9070

<https://higginsportland.com/>

HIGH HORSE AT THE BIDWELL HOTEL (2ND FLOOR)

"Elevated" comfort food that is seasonal and specific to the Pacific Northwest. Very close to The Benson, a five-minute walk.

520 SW Broadway

Phone: 503.552.2218

<https://www.highhorsepdx.com/>

INDEPENDENT SPORTS BAR AND GRILL

A fun bar and grill with many screens for sporting events. One-minute walk from The Benson.

225 SW Broadway

Phone: 503.206.6745

<https://www.independentpdx.com/>

***JAKES FAMOUS CRAWFISH**

Landmark spot for seafood with fish flown in daily, served in clubby digs with a busy happy hour. Near Powell's Bookstore. Walkable, but keep track of surroundings and go by way of SW Harvey Milk Street or Uber, Lyft or taxi.

401 SW 12th Avenue

Phone: 503.226.1419

<https://www.jakesfamous.com/>

PALM COURT / THE BENSON LOBBY RESTAURANT

In the lobby of The Benson. Reservations may be needed.

<https://www.hilton.com/en/hotels/pdxbeqq-the-benson-portland/dining/>

***PORTLAND CITY GRILL**

New American dishes with an Asian touch, plus a happy hour, served with a 30th-floor skyline view. Beautiful views of down Portland! This restaurant is in an office building. Laura Ewing can help with directions for locating the restaurant. Less than 10 minute's walk from The Benson.

111 SW 5th Avenue, 30th Floor

Phone: 503.450.0030

<https://www.portlandcitygrill.com/>

***SOUTHPARK SEAFOOD** *(not available Thursday, November 10)*

Contemporary spot for sustainable seafood & wine in an upbeat, stylish setting. Uber, Lyft or taxi is advised.

901 SW Salmon Street

Phone: 503.326.1300

<https://southparkseafood.com/>

Coffee Shops

ST. HONORÉ BAKERY

2 minute walk from The Benson.

501 SW Broadway

<https://www.sainthonorebakery.com>

STARBUCKS

Less than 10 minute walk from The Benson. Across from the Courtyard-Portland City Center and same building as Portland City Grill.

550 SW Oak Street

JAVA MAN COFFEE

5 minute walk from The Benson.

508 SW Broadway

OAK STREET COFFEE

Directly across the street from The Benson in the parking garage booth.

322 SW Broadway

Programs and Services Committee Meeting

Friday, November 11, 2022

8:00 - 9:30 a.m.

**SECOND FLOOR
CAMBRIDGE / OXFORD**

Agenda

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

PROGRAMS AND SERVICES COMMITTEE MEETING

Friday
November 11, 2022

8:00 - 9:30 a.m.

*Second Floor,
Cambridge/Oxford*

Committee Members

Les Purce (WA), Committee Chair
Angie Paccione (CO), Committee Vice Chair

Pearl Brower (AK)
José Luis Cruz Rivera (AZ)
Ellen Junn (CA)
John Morton (HI)
Matt Freeman (ID)
Laurie Bishop (MT)
VACANT (NV)
Patricia Sullivan (NM)
Danita Bye (ND)
Hilda Rosselli (OR)
Diana VanderWoude (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Dave Woolstenhulme (UT)
Kimberly Dale (WY)

Agenda


PRESIDING

Les Purce, Committee Chair

STAFF

Raymonda Burgman Gallegos, Vice President, Programs and Services
Sarah Leibrandt, Director of Strategy, Impact, and Academic Partnerships, Programs and Services

Action Item

 Approval of the May 16, 2022, Programs and Services Committee Meeting Minutes **5-4**

Information Items

Student Access Program Highlights **5-7**

Strategy, Impact, and Academic Partnerships Update **5-9**

Collaborative Cost-Savings Initiatives Update **5-12**

Discussion Items

Online Course-Sharing Platform: What is the future of WICHE's Online Course Exchange program?

The [Online Course Exchange](#) (WICHE OCE), developed by the Western Interstate Commission for Higher Education, is a robust administrative tool designed to support collaboration among institutions offering online courses. As members of a consortium using OCE, institutions expand their students' access to high-quality online courses and programs taught by other institutions participating in a consortium.

One group, NEXus, a collaborative of nursing programs, is using OCE through December 2022. NEXus pays \$7,500 annually to list shared courses on OCE. In January 2021, Allan Mesina, the programmer who developed the proprietary technology for WICHE, stated that we could update OCE "at a rate of \$125.00/hour ... an estimate of at least \$37,500.00." OCE requires significant security updates to ensure hackers do not infiltrate the database. It is currently "vulnerable to SQL Injection." There are several companies (such as Acadeum and Quottly) operating in this space. Some states have created online course-sharing systems with these companies.

QUESTIONS:

1. What are your thoughts on updating and maintaining OCE in its current format?
2. What are your thoughts on drafting an RFP to contract with one of the industry vendors to develop a system like OCE?
3. What are your thoughts on negotiating a joint purchasing agreement with an online course-sharing vendor that would offer cost savings to WICHE member states, and the Pacific Territories and Freely Associated States?

Data: What are your data and information needs?

Within the Programs and Services unit, we have primary responsibility for two annual reports. The Student Access Programs team collects and summarizes the data WICHE publishes in [By the Numbers](#) (BTN). The Strategy, Impact, and Academic Partnerships team drafts the [Interstate Passport Annual Report](#). Some of the information we gather and disseminate in these reports is reported on the state, freely associated state, and territory pages accessible online: <https://www.wiche.edu/our-region/>.

QUESTIONS:

1. How does your state or territory use the information we currently provide?
2. What postsecondary education data do you most need?
3. Is there a certain time of the year when the information is most useful?

Discussion of Priority Issues Pertaining to the Programs and Services Unit Workplan Activities for FY 2024 (for consideration in May 2023)

Undergraduate Student Recruitment: How can we assist WUE colleges and universities with student recruitment?

During the pandemic, conducting in-person college fairs was impossible in many locations. We have noted a return to in-person fairs and a continuation of virtual college fairs. A virtual college fair is only one way we could assist.

QUESTIONS:

1. How can we support WUE colleges and universities with student recruitment?
2. Is the college fair space a place where we need to offer support?

Other Business

Adjournment

ACTION ITEM:

Approval of the May 16, 2022, Programs and Services Committee Minutes

Committee Members Present

Matt Freeman (ID), Acting Committee Chair

Ellen Junn (CA)

John Morton (HI)

Laurie Bishop (MT)

Kyle Davison (ND)

Hilda Rosselli (OR)

Diana VanderWoude (SD)

Dave Woolstenhulme (UT)

Kimberly Dale (WY)

Committee Members Absent

Les Purce (WA), Committee Chair

Angie Paccione (CO), Committee Vice Chair

José L. Cruz Rivera (AZ)

Melody Rose (NV)

Patricia Sullivan (NM)

Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)

Other Commissioners Present

Susan Anderson (AK)

Kathleen Goepfinger (AZ)

Fred Lokken (NV)

Rodney Jacob (Guam)

Staff Present

Demarée Michelau, President, WICHE

Raymonda Burgman, Vice President, Programs and Services

Margo Colalancia, Director, Student Access Programs

Kay Hulstrom, Associate Director, Academic Leadership Initiatives

Sarah Leibrandt, Director, Academic Leadership Initiatives

Committee Chair Les Purce and Committee Vice Chair Angie Paccione were not able to attend the meeting. Acting Committee Chair Matt Freeman called the Programs and Services Committee meeting to order.

Action Items

APPROVAL OF THE PROGRAMS AND SERVICES COMMITTEE MINUTES OF NOVEMBER 4, 2021

Acting Committee Chair Freeman asked for any corrections to the November 4, 2021, minutes. There were none. Commissioner Hilda Rosselli MOVED TO APPROVE the minutes and Commissioner Dave Woolstenhulme SECONDED. The motion was approved.

APPROVAL OF PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP) SUPPORT FEES

Margo Colalancia reported that support fees are set for AY 2022 and asked the committee to approve the recommended support fees for AY 2023 and AY 2024. She reported 10 states plus the CNMI territory are participating in the PSEP program which provides \$14.5 million to support 586 students. She said Guam will be participating soon.

She reviewed the disbursement of PSEP support fees and said that both public and private institutions are eligible to enroll PSEP students. If the support fee covers the differential between the resident and nonresident tuition amounts for participating public institutions, the student pays resident tuition. If the support fee covers more than the differential, the institution can keep up to 20% of that overage. Any additional amount is then credited to the student to further reduce their resident tuition. With regard to private institutions, the support fee is credited to the student's full private tuition.

She said the support fee analysis includes the use of the SHEEO-HECA inflation index, which reflects higher education costs and institutions' tuition increases. The resulting suggested increases are sent to deans and certifying officers for their feedback. She reported that last year, the average tuition increase of the cooperating institutions was 2.19%. The HECA increase was 2.2%. WICHE staff recommended a 2.2% PSEP support fee increase across all of the fields for AY 2023 and AY 2024.

Commissioner Rosselli asked about any state programs that assist with loan forgiveness for fields experiencing shortages outside of the current requirement of students returning to their home state to practice. Colalancia highlighted Montana's Montana Rural Physician Incentive Program (MRPIP) program in which students pay into a trust. This trust will pay up to \$150,000 of a student's loans if they return to Montana to practice medicine in a rural area. Commissioner Kimberly Dale raised the issue of fewer students attending college due to rising tuition costs. She said educators need to be strategic with increasing fees to the point that they impede access. Commissioner Ellen Junn raised the concern of equity for medical school applicants and enticing students to return to rural areas. She gave an example of USC Keck School of Medicine's master's degree program in community health that provides a pathway into medical school. She also suggested looking at adding allied health programs such as nursing (DNP) and mental health to the PSEP program.

Commissioner Kyle Davison MOVED TO APPROVE the recommended 2.2% increase in PSEP support fees for AY 2023 and AY 2024. Commissioner Dale SECONDED the motion. The motion was approved.

FY 2023 PROGRAMS AND SERVICES WORKPLAN

Raymonda (Ray) Burgman provided an overview of the FY 2023 Workplan. She said the current programs included in the Workplan are the Academic Leaders Toolkit, Master Property Program, MHEC Cyber Insurance, MHEC Care, MHEC Tech, Online Course Exchange (OCE), Professional Student Exchange Program (PSEP), Western Academic Leadership Academy (Academy), Western Academic Leadership Forum (Forum), Western Alliance of Community College Academic Leaders (Alliance), Western Regional Graduate Program (WRGP), and Western Undergraduate Exchange (WUE).

She reported that new and ongoing activities include Interstate Passport; No Holding Back, in conjunction with AACRAO, which researches policies regarding administrative holds at institutions; and the WICHE Academy for Leaders in the Humanities, for which funding is anticipated to be approved soon by the Mellon Foundation.

Committee members expressed a desire to become better advocates for the work WICHE does. President Michelau said that a strategy session will be added to the Commission Meeting in November that will address this issue. Burgman told the committee that Programs and Services is addressing the need to remove unit-wide the silos of Student Access Programs (SAP), Academic Leadership Initiatives (ALI), and so on, and promote all of the resources offered throughout the unit.

Committee members suggested continued discussions regarding tuition affordability and access, rising student fees, higher education business models, educating students regarding debt, workforce needs, return on investment regarding degrees obtained, and educating legislatures on how to address workforce shortages. WICHE data should be used more to inform state legislatures about higher education in their states.

The committee would like to include in the Workplan a survey of states to ascertain what fields should be added to the PSEP program. The possible use of data from EMSI/Lightcast was mentioned.

Commissioner Woolstenhulme MOVED TO APPROVE the FY 2023 Workplan with the addition of reviewing the PSEP offerings. Commissioner Rosselli SECONDED the motion. The motion was approved.

INTERSTATE PASSPORT UPDATE

Sarah Leibbrandt provided background information on Interstate Passport, a program that allows students to transfer their lower-division general education requirements as a block to other member institutions. The National Student Clearinghouse (NSC) houses student academic progress data, which shows that students who obtain a Passport do better than those without a Passport. Passport member institutions have grown from 20 institutions to 72 in 21 states during the last five years. The current ECMC grant has allowed 19 additional institutions, half of which are Minority-Serving Institutions (MSI's), to join the network. WICHE staff has created a list of 125 potential member institutions that have transfer rates of 15% or above. According to NSC data, 74,000 have earned a Passport, although not all institutions report their numbers every year. At this point, \$8 million has been invested in Interstate Passport, including WICHE money approved by the Commission.

Leibbrandt asked for committee member input regarding how to use the knowledge gained from this project and continue to grow the Interstate Passport Network membership. The business plan that was developed a few years back stated that 225 paying institutions would need to be acquired to allow the network to be self-sustaining. Currently, none of the current 72 members are

paying institutions due to the grant funding. At the current rate of growth, the Passport program will not be sustainable in the near future. Institutions are reluctant to join due to the amount of work required to set up and maintain the program on their campus. Therefore, WICHE staff is looking at simplifying the process. Currently, program funding will run out in November 2022.

Committee member discussion included the following observations:

- ▶ Students are not aware of the benefit of having a Passport. Advertisements are not reaching students.
- ▶ Streamlining the process will probably help.
- ▶ Sustainability is a concern. Leibrandt reported that some institutions are coming to the end of their free membership period so discussions are taking place. One of the first adopters of the programs has declined continuing its membership due to the low return on investment.
- ▶ Commissioner Rosselli suggested contacting Education Innovation and Research (EIR), which is part of the U.S. Department of Education. It assists programs with proof-of-concept, sustainability, and scaling up. Once the program is added to What Works, there may be increased interest in the Passport program.
- ▶ Commissioner Fred Lokken suggested getting the regional accrediting agencies to agree on the value of the program, or involving state legislatures or the Department of Education in requiring the program for students. High school counselors need to be involved to see the value of recommending institutions that offer the Passport program.

Adjournment

Acting Committee Chair Freeman adjourned the meeting.

STUDENT ACCESS PROGRAM HIGHLIGHTS

Western Undergraduate Exchange (WUE)

In AY 2021-22, a total of 46,170 Western Undergraduate Exchange (WUE) students and their families saved \$503 million by paying 150% of the enrolling institutions' resident tuition, or less. The average student saved \$10,896. A total of 162 two- and four-year institutions participate in WUE.

Despite the challenges higher education faced during the COVID-19 pandemic, when undergraduate enrollment decreased by 3.1%, WUE enrollment bucked the national trend and increased by 8.7% from fall 2020 to fall 2021. Compared to pre-pandemic AY 2019-20, WUE four-year enrollments were up 12%. Meanwhile, WUE two-year enrollments were down 17% compared to AY 2019-20, similar to community college enrollments nationwide. Final WUE enrollment numbers and savings estimates for 2022-23 will be available in late November.

Lake Tahoe Community College will begin participating in WUE in January 2023; the College of Eastern Idaho will join in fall 2023. Central New Mexico Community College is interested in joining. Spokane Community College and Spokane Falls Community College withdrew from WUE, effective fall 2022.

Western Regional Graduate Program (WRGP)

The Western Regional Graduate Program (WRGP) allows graduate certificate, master's, and doctoral students who are residents of WICHE states and territories to affordably enroll in hundreds of graduate programs at 65 public institutions in the West. In AY 2021-22, 2,947 students saved almost \$43.8 million in tuition through WRGP. The addition of 500+ students marked a 21% enrollment increase from the year prior. Nationally, graduate/professional enrollment at public four-year institutions saw an increase of only 1%. Final WRGP enrollment numbers and savings estimates for 2022-23 will be available in late November.

WRGP institutions recognize the value of WRGP as a tool to attract talent by offering affordable graduate options. Evergreen State College, Minot State University, and Nevada State College are WRGP's newest members. Southern Utah University recently resumed its participation in WRGP, effective fall 2022. California State University Sacramento is interested in joining WRGP.

Professional Student Exchange Program (PSEP)

PSEP provides affordable access to some 130 healthcare professional programs at approximately 60 institutions and in 10 healthcare fields ranging from optometry to dentistry to veterinary medicine for students in the Western region. In AY 2021-22, 586 students received \$14.5 million (reflecting investment by their home legislatures) in tuition benefit through PSEP. Since its 1953 inception, PSEP has supported some 15,700 students, many of whom return home to fill key healthcare positions. PSEP enrollment numbers and state/territory investment costs for 2022-23 will be available in late October.

Thanks to PSEP, a student can save between \$34,100 and \$133,600 on tuition over the lifespan of a professional health degree program depending on the field of study—reducing financial pressures and possibly enabling them to afford to work in rural areas that typically have lower salaries compared to urban areas, or to pursue professional options that are less lucrative but sorely needed.

Western states and territories benefit by inspiring and, in most participating states, requiring professionals to return home to practice and strengthen their communities' professional healthcare workforce. Guam passed its "Birada" or "Return" Act in April 2022 and is in the process of establishing a scholarship office to administer Guam's participation in PSEP for its residents. We anticipate that the first students will enroll in the program as early as fall 2023.

WICHE Certifying Officers May 2022 Meeting

Certifying officers play an important role in their state/territory's participation in WICHE's Student Access Programs. Typically, they are staff members of state higher education agencies or institutional systems in states/territories that do not have a state-level higher education agency. In states/territories that fund students through PSEP, certifying officers review the prospective students' applications for "certification" to determine whether the individual meets residency criteria and is eligible to be considered for support. Certifying officers administer all aspects of PSEP for their residents and serve as state/territory liaisons for the WUE and WRGP programs.

Certifying officers met on May 15, 2022, just before the WICHE Commission Meeting in Rapid City, S.D. It was their first in-person meeting since May 2019. Discussions included state/territory reports from each certifying officer present, discussion of the proposed PSEP support fee increases, options for selection of applicants for PSEP awards when rankings are inconclusive, and a demonstration of Montana's new Salesforce portal that facilitates administration of all of its student assistance and loan repayment programs. The group ended with a brief update from WICHE's Vice President of Policy Analysis and Research, Patrick Lane, on how WICHE states and territories are convening to explore best practices to grow the West's healthcare workforce.

WICHE Veterinary Medicine Advisory Council June 2022 Meeting

WICHE's Veterinary Medicine Advisory Council provides a forum for communication and a liaison between WICHE staff, member states, and the region's schools of veterinary medicine so that the workforce needs of the region can be met. Each WICHE member state may appoint two members to the council. Candidates are nominated by the respective state's Executive Committee member on the WICHE Commission (the Commission) in consultation with the state higher education agencies and the state veterinary association. Members of the council may include legislators with expertise in the profession, state veterinarians, and practicing veterinarians who are members of state veterinary associations. Deans of the colleges of veterinary medicine and the director of WICHE's Student Access Programs are ex officio, nonvoting members.

On June 7-9, 2022, the council met in Sedona, Ariz., hosted by Midwestern University's College of Veterinary Medicine. It was the group's first in-person meeting since June 2019. In addition to members' sharing of state and school roundtable reports, discussion topics included: a presentation of the University of Arizona's College of Veterinary Medicine and its accelerated three-year program; DVM applicant attitudes toward virtual admissions interviews spurred by COVID-19; the changing demographics of DVM applicants; changes in CVM admissions (elimination of the GRE, pivot to virtual or no interviews, etc.); the ethics and options of live-animal surgeries and synthetic cadavers in training for DVM surgical competencies. Members also learned about a grassroots, peer-led stress management program founded by a Midwestern DVM student. Members also debated the pros and cons of a mid-level, veterinary professional associate (VPA) position, analogous to a physician assistant or nurse practitioner in human medicine, and an extender of services amid the DVM workforce shortage, and discussed the top skills that clinics and veterinary hospitals need for their new DVM hires to operate efficiently and help clinics expand access to services. The meeting ended with a tour of Midwestern's College of Veterinary Medicine in Glendale.

STRATEGY, IMPACT, AND ACADEMIC PARTNERSHIPS UPDATE

The Western Academic Leadership Forum and the Western Alliance of Community College Academic Leaders

WICHE brings together senior academic leaders, providing direct dialogue on current issues facing individual institutions through two membership networks: the Western Academic Leadership Forum (Forum) and the Western Alliance of Community College Academic Leaders (Alliance). The Forum serves WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards. In 2021-22, the Forum consisted of 62 members (52 institutions and 10 systems). The Alliance serves academic leaders from two-year institutions and systems. In 2021-22, the Alliance consisted of 77 members (69 institutions and eight systems).

For more information on the Forum: <https://www.wiche.edu/collaboration-leadership/western-academic-leadership-forum/>

For more information on the Alliance: <https://www.wiche.edu/collaboration-leadership/western-alliance-of-community-college-academic-leaders/>

WICHE facilitates a highly rated in-person annual meeting, a virtual meeting series, and online forums for members of the Alliance and Forum. This programming lends itself to constant idea generation around pressing issues while also facilitating professional development. More than 75 individuals representing institutions, systems, and other entities focused on higher education and workforce development gathered for the Forum Annual Meeting in Portland, Ore., April 22-24, 2022. The 2022 Alliance Annual Meeting was postponed from March 2022 to October 2022. Over 55 participants gathered in Boulder, Colo., October 26-28, 2022.

Each year, an outstanding submission to the [Academic Leaders Toolkit](#) is recognized. The toolkit, a joint project of the Forum and Alliance, is a peer-reviewed repository of programs and practices that have been successfully deployed in postsecondary institutions around the West. Forum and Alliance members are able to access the toolkit throughout the year.

The University of North Dakota was the recipient of the 2022 Colleagues Choice Innovation Award. UND was honored for its innovative use of Open Educational Resources, classroom materials that improve access and affordability for students, at the Forum Annual Meeting. More than 90 faculty members from every school and college at UND have adapted, adopted, or created OERs to replace costly texts, saving students \$11 million since 2015. The Alliance Executive Committee will select and announce the winner of the Bernice Joseph Leadership Award at the 2022 Annual Meeting.

Western Academic Leadership Academy (Academy)

The Academy program is designed to expand the pipeline of qualified chief academic leaders for two- and four-year institutions in the West. Participants are nominated by members of the Forum and Alliance. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. The Academy's faculty consists of WICHE-region provosts and chief academic officers who are active in the Forum and Alliance.

WICHE kicked off the 7th Academy by hosting an intensive, two-and-a-half-day professional development seminar at WICHE's offices in July 2022. Cohort participants had the opportunity to network with each other and Academy faculty through sessions such as:

- ▶ Promoting Justice, Equity, Diversity, and Inclusion in Higher Education Today
- ▶ Managing Personnel and Legal Issues in the COVID Environment and Beyond
- ▶ Understanding Governance and Unions in Successful Faculty Relations and Policy Development
- ▶ The Provost's Role in Finance: Policy, Budget, and Funding Formulas
- ▶ The Importance of Building Coalitions: Presidential and Cabinet Relations.

The 2022 cohort will continue to meet virtually throughout the year as a group and in small mentoring circles and will have the opportunity to connect in person at the Alliance and Forum annual meetings.

For more information: <https://www.wiche.edu/collaboration-leadership/western-academic-leadership-forum/western-academic-leadership-academy/>

WICHE Academy for Leaders in the Humanities

WICHE received a three-year \$1.5 million dollar grant in June 2022 from the Mellon Foundation to develop a leadership program for senior humanities faculty members who want to explore higher education administration with a focus on three key competencies: career planning and development, project management, and organizational design and agility.

Equity centeredness, justice, and intercultural communication will be core to the program design. Funded by the grant, the WICHE Academy for Leaders in the Humanities will allow institutions in the West to grow and diversify their academic administration by preparing humanities faculty to take on leadership roles effectively and confidently. The WICHE Academy will provide campus-based and external mentoring and professional development to fellows selected from institutions in the WICHE region.

Starting in AY 2022-23, WICHE will select and collaborate with eight institutions in the West to help co-create the WICHE Academy's fellowship program. In the following two academic years, 2023-24 and 2024-25, fellows from those inaugural institutions will be chosen as part of a year-long cohort to attend the WICHE Academy for Leaders in the Humanities, webinars, and lectures with guest speakers. For more information: <https://www.wiche.edu/collaboration-leadership/wiche-academy-for-leaders-in-the-humanities/>

Interstate Passport®

Interstate Passport is a national network of institutions that enables block transfer of students' lower-division general education attainment based on learning outcomes. Its primary purpose is to benefit students by simplifying transfer and reducing repetition of learning already achieved, thus saving them time and money and fostering their successful degree completion. Currently in its sixth year of operation, the network consists of 72 institutions spanning 21 states, including all of the public two- and four-year institutions in four of those states. To date, roughly 85,000 students have earned a Passport. Students who earn a Passport and transfer to another network-member institution need not repeat courses to meet that institution's lower-division general education requirements. Multiple quality-assurance measures are embedded in the Interstate Passport program. Students must earn a grade of C or better in every course counted toward a Passport that encompasses nine knowledge and skill areas. The academic progress of students who transfer with a Passport to other network member institutions is tracked through the National Student Clearinghouse and reported to students' sending institutions for use in continuous improvement and sustainability efforts. For more information: <http://interstatepassport.wiche.edu/>

In 2021-22, WICHE has continued to grow the Interstate Passport program with support from two grants. ECMC Foundation, as part of its Catalyzing Transfer Initiative, provided a two-year, \$500,000 grant to enable WICHE staff to recruit and enroll 20 additional member institutions in the Interstate Passport program – including at least 10 Minority Serving Institutions (MSIs) – by offering a two-year waiver of membership fees. The National Science Foundation (NSF) awarded WICHE and New Mexico State University, in collaboration with its branch community colleges, a one-year, \$300,000 grant aimed at bringing more undergraduate transfer students majoring in science, technology, engineering, and math (STEM) to graduation and, ultimately, the job market. WICHE and NMSU are testing the feasibility of using sets of lower-division student learning outcomes as the basis of block transfer into undergraduate engineering programs.

No Holding Back

No Holding Back uses data to review administrative and/or student success hold policies among public postsecondary institutions in the western region. [Lumina Foundation](#) and [Ascendium Education Group](#) jointly awarded \$452,500 in grants to WICHE and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to help institutions better understand the impact that the practice and policies of administrative and/or student success holds can have on student success.

The 18-month project will collaboratively build upon [existing work](#) by AACRAO and will take place from May 2022 to October 2023. Earlier this summer, 12 members of the Alliance and Forum were selected to participate in the No Holding Back community of practice. Over 30 attendees from these 12 institutions participated in a two-day kick-off training at WICHE's Boulder offices in early August. Attendees included chief academic officers, campus registrars, student success staff, and directors of enrollment management, financial aid, institutional research, and IT. Participants had the opportunity to meet in small groups by institution and by functional role and receive technical guidance from AACRAO. The No Holding Back community of practice will meet virtually each quarter for the next year and will present their findings and experiences at the Forum and Alliance annual meetings in 2023. [Read the press release here.](#)

WICHE Online Course Exchange (OCE)

OCE continues to offer consortia the ability to seamlessly enroll students, through their home institutions, in online courses offered by other two- and four-year institutions. The Nursing Education Xchange (NEXus) consortia is contracted with WICHE through the end of 2022 for use of its OCE platform, designed to support the exchange of online course enrollments to provide more options for students and optimize use of institutional resources. For more information: <https://www.wiche.edu/tuition-savings/online-course-exchange/>.

COLLABORATIVE COST-SAVINGS INITIATIVE UPDATE

The Midwestern Higher Education Compact (MHEC) recently announced several new competitively awarded contracts as part of its MHECare, MHECTech, and cybersecurity cost-saving initiatives. WICHE partners with MHEC to leverage the benefits and potential volume of the region's purchasing power, while saving institutions and other entities time and money by simplifying the procurement process. All of the contracts are available to be utilized for the benefit of WICHE-region higher education institutions of all sizes, K-12 districts, and state and local governmental agencies as well as to those entities in the New England Board of Higher Education and the Southern Regional Education Board regions.

MHECare

MHECare provides campuses that offer a school-sponsored student health insurance plan the flexibility to tailor injury and sickness plans specifically for domestic and international students with national carrier UnitedHealthcare StudentResources (UHCSR). Emergency medical travel services, vision and dental plans and insurance for certain groups – like study abroad and special summer programs – also are available from UHCSR. MHEC utilized a competitive bid process to select UHCSR as the plan's carrier, which is Affordable Care Act-compliant and fully equipped to respond rapidly to changes in regulations.

A new offering under the MHECare umbrella provides mental health counseling services at a pre-negotiated, affordable rate to students enrolled at public and private not-for-profit postsecondary institutions in MHEC's, NEBHE's, SREB's, and WICHE's member states and territories. Through a competitive RFP process, MHEC awarded a sponsorship agreement to META Teletherapy that provides institutions and their students with access to a nationwide network of licensed mental health providers. Institutions that implement META augment their mental health services by improving their student-to-counselor ratio and expanding available times for counseling to include days, evenings, and weekends. Standard pricing and terms apply for all colleges and universities that subscribe and pay an annual fee based on the number of enrolled students.

Students may choose to connect with school counselors or select a META teletherapist from among the 600 providers through a mobile app for private, secure video, audio, and chat therapy sessions. The providers represent multiple ethnicities, faiths, and languages. Most META mental health providers hold multiple state licenses, allowing students more choices within a diverse marketplace of counselors. Through the app, students can filter counselors by gender, language, ethnicity, therapy style, and more. Students can see providers who are currently available for instant connection or leave a message to schedule sessions for a later time. META providers average a response time to initial messages from students in under six hours. The META Teletherapy approach also enables institutions to provide additional support to remote students taking courses online, regardless of location.

MHEC also has added TAO (Therapist Assistance Online) Connect Inc. under the MHECare umbrella. TAO Connect offers institutions of higher education access to more than 150 brief, effective, evidence-based educational sessions covering over 50 common topics and skills related to mental health, wellness, and substance use issues. TAO includes interactive sessions, mindfulness exercises, and practice tools all aimed at helping students, faculty, and staff achieve their goals. TAO is committed to reducing mental health disparities by bringing affordable, effective, and accessible treatment to people who have had limited access in the past.

The MHEC agreement with TAO affords institutions the ability to leverage TAO's services in multiple ways across campus. TAO is used across many departments including student affairs, academics, healthcare and counseling, and athletics. Undergraduate, graduate, and professional schools have found easy ways to use TAO. TAO includes many topics to use across campus including communication, relationships, anxiety, depression, well-being, performance enhancement, and more. TAO provides screening for common problems, progress measures, grade books, and administrative dashboards.

MHECTech

MHEC's Technologies Committee and staff follow extensive competitive procurement processes to select and negotiate favorable agreements with several vendors, reducing the duplication of procurement processes and helping eligible campuses and other entities save money and increase their range of purchasing options. The mhectech.org website provides details on vendors and eligible entities and links to vendor contracts.

MHEC recently announced a competitively awarded contract to Dell Technologies for innovative and cost-effective virtualization and data center modernization solutions to assist higher education institutions of all sizes, K-12 districts, and state and local governments throughout 47 states to transition their infrastructure to data center and networks across varied public and private cloud providers. This nationally available cooperative master agreement provides access to a wide range of tiered discounts for hardware, services, managed services, training, and financing solutions from Dell Financial Services. The contract offers comprehensive end-to-end solutions with the flexibility to choose from the full line of hardware, software, and as-a-service offerings related to networks, wireless, server, and storage options. The initial term of the Dell Technologies contract runs through February 2024 with options to renew for an additional four years.

Master Property Program

The [Master Property Program](#) (MPP) was developed by MHEC in 1994 to broaden property insurance coverage, reduce program costs, and encourage improved asset-protection strategies for two- and four-year and not-for-profit colleges and universities. The program's mission is to be the premier higher education-related property insurance program focused on strategic growth, program stability, and member value for the regional compacts. Institutions and systems in the West taking part in the program following the July 1, 2021, renewal process include Colorado School of Mines, University of Northern Colorado, the Nevada System of Higher Education's seven campuses and Desert Research Institute Centers, Lewis & Clark College (Oregon), Willamette University (Oregon), Seattle Pacific University (Washington), Whitman College (Washington), and the University of Wyoming. One of the many benefits of the MPP is the existence of the loss fund (captive) layer within the program structure that offers the potential for institutions and systems to receive a dividend when an institution's and the program's loss experience is favorable.

The MPP is governed by a committee consisting of risk management leaders from member institutions. WICHE-region member institutions currently are represented on the committee by Lisa Schaller, director of insurance and loss control, Nevada System of Higher Education.

Cyber Insurance

The MHEC Cyber Insurance initiative was established in 2018 to provide an option to institutions in the four regional compact regions to purchase cyber insurance coverage tailored to deliver the right mix of risk transfer and advisory solutions for institutions to assess, manage, and respond to their risk. Higher education institutions continue to face significant and increasing cyber threats due to the valuable information stored on their networks and challenges for administrators to effectively secure the networks because of the size of the networks and the need for multiple campus stakeholders to access the information.

Marsh USA Inc. serves as the program administrator for both the MPP and the MHEC Cyber Insurance program and now offers institutions the flexibility of insurance carrier choice, the broadest coverage possible, and access to policy limits that meet institutional coverage needs. The Marsh approach analyzes institutions' threat environments, assesses the significance of their vulnerabilities in security controls, determines how much financial exposure institutions face, and can also provide benchmarking on how much cyber coverage institutions of similar risk are buying.

WICHE ONLINE COURSE EXCHANGE

History and Benefits

The Online Course Exchange (OCE) was born out of the Northwest Academic Forum (now known as the Western Academic Leadership Forum, or Forum for short) in October 2004. WICHE received a grant for \$616,000 from the Fund for the Improvement of Postsecondary Education (FIPSE) to develop NEON (Northwest Educational Outreach Network), which evolved into what is now known as OCE.

While the original grant focused on sharing online academic programs across state lines, OCE is a way to serve students at institutions that cannot meet the demand for online courses or that are unable or unwilling to offer fully online academic programs or certificates. It is a robust administrative tool designed to support collaboration among institutions offering online courses. As members of a consortium using OCE, institutions expand their students' access to high-quality online courses and programs taught by other institutions participating in a consortium.

FLEXIBLE DESIGN FOR USE BY HIGHER EDUCATION CONSORTIA

The flexible OCE infrastructure is designed to support a wide range of consortia goals and business models—from those exchanging course enrollments across two- and four-year institutions statewide to discipline-specific exchanges across institutions in multiple states.

BENEFITS TO CONSORTIA MEMBERS

By balancing the supply and demand for courses across the consortium, students have access to more courses that can be pre-articulated to their programs, while institutions have an opportunity to sell excess capacity in courses that might otherwise go unfilled. Through OCE, institutions can make more efficient use of limited resources and may be able to keep low-enrollment courses in niche programs financially viable by aggregating student enrollments across the consortium. Additionally, faculty have the opportunity to develop and offer more courses in specialty subject areas because OCE can aggregate student demand for more advanced or additional courses.

HOW IT WORKS

Each consortium's member institutions decide which courses they want to offer on the consortium's exchange and how many seats they will make available in each. These institutions also decide which courses on their exchange they want to make available to their own students. Each consortium sets its own business rules, including how the cost for course enrollments will be set, how the student will be charged, and how the revenue will be split.

WICHE OCE CLIENT SERVICES

For each consortium client, WICHE provides a range of services. These include a dedicated web-based course catalog and student data exchange system; training on the use of the OCE platform; and access to a series of reports, financial transaction services, and more.

Current Situation

The OCE platform is currently used by one consortium, NEXus (The Nursing Education Xchange), which consists of 17 institutions offering doctoral-level nursing courses. It is coordinated by Anne Boerner at the Oregon Health and Science University. WICHE provides usage of the platform for NEXus, and NEXus does not require any other support from WICHE.

NEXus is concerned that the OCE platform will be eliminated, and their costs would increase substantially to move to a different platform. Some ideas offered by Anne Boerner were to remove the student data section or secure funding for an overhaul of OCE.

Issues and Future

OCE's programmer, Allan Messina, has expressed concerns about the age of this platform and database. In an email, he said, "The codes that are currently used on the OCE site are vulnerable to SQL Injection. Hackers can take advantage of these vulnerabilities to write data on the database. Currently, we are using an application firewall to protect the server from being hacked. But the underlying code needs to be fixed. The OCE (ICE) application database was developed back in 2005. When the codes were written, they were programmed to work very well with the old version of web browsers. New browsers still are backwards compatible, so they render the pages just fine, but ideally, it is recommended to rework the application to follow current browser requirements and take advantage of the new HTML5 framework." Messina has given us a rough estimate of \$37,500 to fix the database and come up to current coding standards.

WICHE has been in discussion with two companies, Quottly and Acadeum, that offer platforms like OCE but with enhanced capabilities, including the ability of students to register themselves for courses. Of course, the cost is substantially more than what we have been charging consortia (\$7,500/year base fee). Acadeum charges on a model that collects 25% of the cost of the course. Quottly charges a per-year flat cost to the institution and/or system. The cost is dependent on multiple factors including number of courses offered, the various Quottly modules chosen, etc. Quottly is currently being used by Idaho and Montana. Recently, Inside Higher Ed hosted a [webinar](#) that included systems that are using the Quottly platform. There was also an [article](#) in the publication featuring the California, Idaho, and Montana systems. Quottly is gaining name recognition and several chief academic officers in the Western region have been asking Montana and Idaho about their experiences.

Quottly is also sponsoring both the Alliance and Forum spring meetings.

Quottly has approached us with a possible collaboration using WICHE as the umbrella for a network of member institutions that would like to participate in a course-sharing consortium. These talks are in the very early stages and we have informed Quottly that there need to be discussions with the new Vice President of Programs and Services.

Policy Analysis and Research Committee Meeting

Friday, November 11, 2022
8:00 - 9:30 a.m.
SECOND FLOOR
REGENCY BOARDROOM

Agenda

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

POLICY ANALYSIS AND RESEARCH COMMITTEE MEETING

Friday
November 11, 2022

8:00 - 9:30 a.m.

*Second Floor,
Regency Boardroom*

Committee Members

Christopher Cabaldon (CA), Committee Chair
Barbara Damron (NM), Committee Vice Chair

Susan Anderson (AK)
John Arnold (AZ)
Jim Chavez (CO)
Colleen Sathre (HI)
Dave Lent (ID)
Sheila Stearns (MT)
Cathy Dinauer (NV)
Mark Hagerott (ND)
Ben Cannon (OR)
Brian Maher (SD)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
Gerry Pollet (WA)
VACANT (WY)

Agenda






PRESIDING

Barbara Damron (NM), Vice Chair

STAFF

Patrick Lane, Vice President, Policy Analysis and Research
Molly Hall-Martin, Director, WICHE State Authorization Reciprocity Agreement, Policy Analysis and Research

Action Items

- | | | |
|---|--|-------------|
|  | Approval of the May 16, 2022, Policy Analysis and Research Committee Meeting Minutes | 6-3 |
|  | Recommendation to the Committee of the Whole to Approve Arizona's State Authorization Reciprocity Agreement State Renewal Application | 6-8 |
|  | Recommendation to the Committee of the Whole to Approve Oregon's State Authorization Reciprocity Agreement State Renewal Application | 6-24 |
|  | Recommendation to the Committee of the Whole to Approve South Dakota's State Authorization Reciprocity Agreement State Renewal Application | 6-81 |
|  | Recommendation to the Committee of the Whole to Approve a Project Titled "Strategic Planning for Idaho's Engineering and Computer Science Growth Initiative" and Add the Project to the FY 2023 Workplan | 6-97 |

Information Items

Legislative Advisory Committee Update

Tuition and Fees in Public Higher Education in the West, 2022-23

Discussion Items

State Authorization Reciprocity Agreement Policy Revision Process

6-99

Discussion of Priority Issues Pertaining to the Policy Analysis and Research Unit Workplan Activities for FY 2024 (for consideration in May 2023)

Other Business

Adjournment

ACTION ITEM: Approval of the May 16, 2022, Policy Analysis and Research Committee Meeting Minutes

Committee Members Present

Barbara Damron (NM), Committee Vice Chair

James Johnsen (AK)
John Arnold (AZ)
Jim Chavez (CO)
Colleen Sathre (HI)
Sheila Stearns (MT)
Cathy Dinauer (NV)
Brian Maher (SD)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
Gerry Pollet (WA)
David Jones (WY)

Committee Members Absent

Dave Lent (ID)
Mark Hagerott (ND)
Ben Cannon (OR)

Staff Present

Demarée Michelau, WICHE President
Patrick Lane, Vice President, Policy Analysis and Research
Shelley Plutto, Project Manager, W-SARA, Policy Analysis and Research
Melissa Sanders, Administrative Assistant III, Policy Analysis and Research

Guests

TJ Bliss, Chief Academic Officer, Office of the Idaho State Board of Education

Committee Vice Chair Barbara Damron convened the Policy Analysis and Research Committee Meeting on May 16, 2022, at 10:15 a.m., and a quorum was established.

Action Items

APPROVAL OF NOVEMBER 4, 2021, POLICY ANALYSIS AND RESEARCH COMMITTEE MINUTES

Vice Chair Damron solicited feedback, questions, comments, and corrections to the meeting minutes from November 4, 2021. Vice Chair Damron declared the minutes approved as presented with no comments or questions from committee members.

APPROVAL OF PROJECT “HEALTH WORKERS IN THE WEST: MEETING SHORT- AND LONG-TERM WORKFORCE CHALLENGES”

Patrick Lane introduced the action item with background information. He said that WICHE’s Policy Unit has been convening virtual videoconference calls focused on workforce shortage and supply issues affecting the health sector. The key issues identified are limited supply of teaching faculty, caps on the number of clinical teaching placements and preceptorships, and high attrition, in addition to challenges related to geography and specialty. This comes as the country faces an aging population that increases the overall demand for many health occupations. Signs of worker shortages have become ubiquitous as the COVID-19 pandemic begins receding, with numerous sectors of the economy facing new employment markets where finding necessary staff has become a huge challenge. While the pandemic has exacerbated these challenges, many states and territories have reported long-running deficits. The production of new health workers falls below the levels necessary to replace workers leaving their positions. To fully address these shortcomings, the West will likely have to reduce attrition, which has grown substantially during the COVID-19 pandemic.

The staff has proposed a project to work collaboratively with states, territories, and other key stakeholders to identify and address key systemic barriers to increasing the supply of workers in key health occupations. The project has four major

components: 1) learning communities of key state, territorial, and system staff; 2) dissemination of new policy and practice approaches; 3) research and evaluation of state and territorial approaches, and 4) development of forecasting tools that can be adapted for specific workforce areas.

To assist states and territories in meeting their current and future workforce needs, staff proposed a series of activities:

- ▶ Communities of practice. WICHE will expand and formalize the current regular phone calls it hosts for state and territorial staff. These calls will develop into communities of practice focused on specific problems and potential solutions and rely on virtual and face-to-face convenings.
- ▶ Solution sharing. WICHE will regularly disseminate promising solutions through a series of webinars and short briefs designed to provide substantial detail about possible policy and practice solutions. These webinars and briefs will focus on potential pitfalls and challenges to implementation that will ideally allow states and territories to adopt new policies with a much smaller learning curve.
- ▶ Research and evaluation of state and territorial approaches. WICHE will convene a research subcommittee that identifies the specific research needs of state and territorial policymakers. If research already exists, WICHE will develop usable research summaries to help guide states and territories. If there are gaps in the field (particularly around the evaluation of state and territorial approaches), WICHE will develop and implement research projects to fill these gaps.
- ▶ Development of forecasting tools. WICHE has a long track record of producing projections of high school graduates through its Knocking at the College Door series. WICHE will explore developing a more targeted set of forecasting tools (relying on some of the same data) to help states and territories develop short-, medium-, and long-term forecasting tools to project the future supply of health workers.

Commissioner Sheila Stearns asked if the communities being set up and facilitated by Zoom are more widely accepted and used, which Patrick Lane confirmed to be true.

Commissioner John Arnold expressed support for this project and, after analyzing the four bullet points, wondered if accreditation should be included, considering that it is a significant roadblock. Vice Chair Damron responded that accreditation bodies are pivotal to the program's quality and are still building their reputation. She confirmed that it could be added to the action item.

Commissioner Patricia Jones requested a refresher on the issues they are currently trying to address. Vice Chair Damron said that due to the pandemic, there is a shortage of primary care in rural areas. Nationwide, there is a shortage of nurses, along with other healthcare professions. Many states put in funding for Graduate Medical Education (GME), and after this past year, there were several billion dollars left unspent. Nurse practitioners have no consistent federal funding and if there are billions of dollars left in GME funding, why are they not being used? There are also clinical placement problems. There is a shortage of sites for trade programs, a shortage of qualified faculty, and smaller pools of students equipped for healthcare work. Patrick Lane noted the five areas of work that the WICHE Commission (the Commission) wants staff to focus on: finance and affordability, access and success, the workforce and society, technology and innovation, and accountability. Direct COVID response was not an area that staff got into, whereas this issue is directly correlated to the development and assistance of higher education. There are not enough opportunities in rural communities, so large portions of rural populations are relocating for higher education.

Commissioner Patricia Jones inquired why nurses were available, but not working. Vice Chair Damron confirmed that there are multiple factors, including childcare, too many patients, work relationships, and compensation. Lane added that continual poor treatment of the health workforce is a vicious cycle. Commissioner David Jones of Wyoming said that in his state, they are having a hard time placing working students because they are fatigued and underpaid.

Commissioner Cathy Dinauer, executive director of the Nevada State Board of Nursing, reflected on her experience with people leaving the profession due to COVID-19 and the exhausting environment they are currently experiencing. Her board has been tasked with finding ways to address the problems.

Commissioner Brian Maher returned to the question of clinical placements and working with the industry on campuses and wondered whether WICHE has insight on what can be done. Lane replied that there is not one silver-bullet solution, but there

are tweaks around the margins that states are making, such as reducing percentages of clinicals required to take place in person versus completed by simulation. He mentioned an example from Oklahoma, where the state is proposing to use \$27 million in ARPA money for building clinical capacity, which is a key pinch point. There is a possibility for regional collaboration and some solutions that involve cooperation across state lines.

Commissioner Jim Chavez noted that he serves on the board of Denver Health, and this is the number-one city government staffing issue. He asked that the PAR Committee consider the disparities within lowest-paying jobs and higher-level jobs. The second thing, he said, is to focus on training in earlier stages and strengthening individuals' understanding of what it takes to pursue a healthcare career path. Thirdly, he wondered whether the WICHE budget reserves could be applied to this action item because the current budget will likely not meet the needs, which is worth investing in. Vice Chair Damron addressed the pathways point, saying that some students get specific certificates and degrees while still in high school only to find out that they don't transfer over to bachelor programs.

Commissioner Jim Johnsen suggested that Western Governors University be at the table for this discussion, as well as chief academic officers.

Commissioner Stearns wanted to confirm what the research shows, not just about the pipeline but other issues, such as who is helping families stay in these expensive careers. Commissioner David Jones said that communities face major challenges in recruiting healthcare workers to live and work in their area.

Commissioner Gerry Pollet mentioned that the Washington State Legislature's funding of schools and nurses is set to increase tenfold over the next few years. He suggested developing state-by-state and actual survey data on why nurses leave the profession. He also recommended breaking out the respective roles of Behavioral Health and the PAR unit in this collaborative effort. He said this would make the proposal more attractive to the funding community. He also requested that updates on this proposal be mentioned to the Legislative Advisory Committee (LAC).

Commissioner Chavez and Commissioner Arnold recommended increasing the budget for this project. Vice Chair Damron asked for a motion on the amendment. Commissioner Arnold MOVED TO AMEND the action item, and Commissioner Chavez SECONDED.

Vice Chair Damron asked for a final motion, so Commissioner Johnsen MOVED TO APPROVE the action item as amended, and Commissioner Sathre SECONDED. The action item was passed as amended, with the committee recommending to add the project to the unit's Workplan and directing staff to consider the use of WICHE reserves to jump-start the project work.

RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO ADOPT NEW GUIDELINES RELATED TO LEGISLATIVE ADVISORY COMMITTEE (LAC) MEMBERSHIP FROM THE U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

Patrick Lane provided a summary of the purpose of the LAC and outlined several changes that staff is proposing. With the addition of new jurisdictions to WICHE's Pacific Island membership, staff recommends updating guidelines regarding LAC appointments from the Pacific Territories and Freely Associated States. Staff recommend using a process for the Pacific Island members' representation on the LAC that complements the process for commissioner appointments, as outlined below.

Each Pacific jurisdiction that joins WICHE will receive one appointment to the LAC. This results in four appointments from the Pacific Territories and Freely Associated States – which is the same number of LAC appointments currently available to each WICHE member. However, the number of appointments could ultimately increase to six if the Republic of Palau and American Samoa were to join the membership. WICHE covers the travel costs associated with attending LAC meetings for all LAC members.

Currently, the WICHE Commissioner who sits on the Executive Committee for each member formally appoints LAC members in consultation with other commissioners from that member. While that process would continue, it is expected that for the Pacific Territories and Freely Associated States, the commissioner representing each jurisdiction, or the appointed non-voting representative in the case of jurisdictions who have rotated off of voting representation, will provide the Executive Committee member with the appointments from their jurisdiction.

Lane noted that these new guidelines have been discussed previously with the Executive Committee, and there was general agreement that it was an appropriate path forward.

Commissioner Colleen Sathre MOVED TO APPROVE the motion, and Commissioner Johnsen SECONDED. The action item was approved unanimously.

RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO APPROVE THE FY 2023 WORKPLAN SECTION PERTAINING TO THE POLICY ANALYSIS AND RESEARCH UNIT

Patrick Lane provided a summary of the FY 2023 policy unit Workplan as presented.

Commissioner Gerry Pollet asked if additional activities of the LAC are reflected in staffing changes in the Workplan, and Lane confirmed that they are included.

Commissioner Pollet MOVED TO APPROVE the FY 2023 Workplan, and Commissioner Dinauer SECONDED. The motion passed.

Discussion Item

STATE AUTHORIZATION RECIPROCITY AGREEMENT POLICY REVISION PROCESS

Patrick Lane began the discussion by explaining that states and territories have regulations about providing postsecondary education within their borders. Institutions providing distance education from other states to residents in a separate state are no exception and must be authorized by the state or territory in which the student resides, both to comply with state law and to meet federal regulations. While many states had such regulations in place, the ground shifted considerably when the federal government announced its intention to require institutions providing distance education to ensure they were authorized by the state in which students reside.

He said that WICHE and the other regional compacts led the development of a reciprocity agreement, which is allowed under federal regulations so that states where students reside accept the authorization of the institution's home state, provided the institution complies with that state's regulations and additional requirements agreed to by all states in forming this reciprocity agreement.

Lane continued by describing how the four regional higher education compacts originally each had their own reciprocity agreements that were similar, but then worked together to create a single Unified Agreement and established a national coordinating entity to ensure consistency across the compact agreements. This national coordinating entity, known as the National Council for State Authorization Reciprocity Agreements, or NC-SARA, has been the subject of extensive discussion in this committee. Initially, it was envisioned that there would essentially be five equal partners in carrying out the broad reciprocity work: NC-SARA and the four compacts. That relationship has become somewhat strained, with NC-SARA adopting more of a hierarchical approach and pushing policy changes that states and territories had not seen before or agreed to.

Lane then relayed how these actions resulted in the resolution that this committee developed and the Commission adopted last November. Staff has worked to live up to that resolution by insisting on a strong state and territorial role and voice in substantive SARA decisions. With extensive excellent support by Christina Sedney and Shelley Plutto, a proposal was developed for a new policy modification process in which state voice would be paramount. Although it was not adopted by the NC-SARA board after substantial discussion, WICHE is hopeful that the process proposal will move forward in October.

Lane went on to say that there are numerous small, technical fixes that are needed now, and several areas where states are in agreement that substantive improvements can be made to consumer protection requirements – such as limitations on the use of required arbitration agreements, required disclosure of investigations against institutions, and the ability to keep institutions on provisional status for more than two years – that have been advocated by attorneys general and groups that have shown interest in SARA.

The purpose of this discussion is to address two things. First, given that the resolution pauses policy changes until there is a process to revise SARA policy that respects the state voice, Lane asked if committee members are comfortable with WICHE

advancing policy changes following the process developed by states, requiring consensus among the regional compacts? It is important for SARA as a broad enterprise to show that it is capable of self-reflection and improvement.

Second, a related question is how this committee feels about WICHE, as one of the compacts, exercising its decision authority both in this informal process and in the more formal process if it is adopted. Most proposed policy revisions would go to WICHE's Regional Steering Committee (RSC) for votes by the states while bigger policy changes would come before the Commission, with the decision about whether to bring something to the RSC or the Commission being made by WICHE's president in consultation with the officers and the chair of this committee.

Vice Chair Damron added that everything SARA-related was in alignment initially, but the current situation has created risk of states withdrawing from SARA.

Commissioner Pollet asked several questions. Is the issue that NC-SARA is dominated by regulated institutions or is it the opposite? What is the problem with the existing process? Additionally, would each regional compact have a veto? Lane responded that there is not a clear strategic direction from NC-SARA; the board is struggling with coordinating policy rather than creating policy.

President Michelau mentioned that a policy proposal will come through and the board is surprised by what they see. At the same time, the RSC is looking for feedback on policy proposals from institutions, and board members would like to introduce policy proposals as well. Multiple motions have been tabled, Lane said, adding that all five SARA partners need to agree and cooperate with policy proposals. The various consumer protection proposals were discussed by the RSC and states are ready to move forward now, he said, but WICHE is not currently advancing them due to the current resolution.

Vice Chair Damron pointed out that this is not an action item, and asked committee members to sit on these questions for now and think about them. She also recommended reconvening the committee via Zoom to continue the discussion. Committee members agreed that an informal discussion outside of the regular Commission meetings would be useful in better understanding the underlying issues. Staff pledged to develop this virtual discussion.

Information Item

UPDATE ON POLICY ANALYSIS AND RESEARCH UNIT ACTIVITIES

Patrick Lane provided a brief update on the unit's recent activities. He said that the unit has focused on continuing to support states and territories as they emerge from the COVID-19 pandemic, and providing access to usable research and data to inform policy.

Key activities include peer-to-peer calls, projections of future high school graduates, completion of knowledge management consultancy, an extension of the Open Educational Resources grant, evaluation of Idaho's dual-credit model, and research on changes in college attendance.

Adjournment

Vice Chair Damron adjourned the meeting at 11:34 a.m.

ACTION ITEM:

Recommendation to the Committee of the Whole to Approve Arizona's State Authorization Reciprocity Agreement State Renewal Application

Summary

The Regional Compact evaluator (director of the WICHE State Authorization Reciprocity Agreement (director of W-SARA)) and the W-SARA Regional Steering Committee (RSC) have found that Arizona meets all of the requirements set forth in Criteria 1-16 of the State Authorization Reciprocity Agreement (SARA) State Membership Renewal Application, and the state has affirmed that it can and will operate under the SARA criteria for membership over the course of the renewal period. Staff asks the Policy Analysis and Research Committee to approve a recommendation to the Committee of the Whole that WICHE approve Arizona's Renewal Application for an additional two years of membership in the SARA.

Relationship to WICHE Mission

By providing a coordinated approach to the regulation of interstate distance education, W-SARA serves WICHE's mission in a number of ways, including sharing resources across the region and providing a forum for interstate collaboration. Considering WICHE members' applications to participate in SARA is a necessary part of this work.

Background

Every member state or territory participating in SARA must undergo a biennial review of its membership through the renewal process. The W-SARA director, in the role of the Regional Compact evaluator, reviews the state's [SARA State Membership Application](#). The evaluator determines whether the state has met the requirements described in the application over the preceding two-year period and reviews the state's affirmation that it can and will meet these requirements over the course of the upcoming two years. W-SARA also collects and reviews summary data on the state's SARA membership over the renewal period, including: institutions added, removed, or placed on provisional status; SARA-qualifying complaints; and any changes to the relevant statute, regulation, or other policy.

The application, review sheet, and supplementary materials provided by the state are shared with the W-SARA RSC for review in advance of the RSC scheduled meeting to vote on state renewal recommendations. At their scheduled meeting, the applicant state shares a summary of its renewal application with the RSC. The RSC has the opportunity to ask questions and request clarifications on any aspect of the state renewal. At the conclusion of discussion, the RSC votes on a recommendation of approval or denial of the application to be shared with the WICHE Commission (the Commission).

While reviews occur on the biennial cycle described above, W-SARA staff and the W-SARA RSC are available throughout the membership cycle to support states' continued compliance with SARA policies and to promote promising practices in effective regulation.

For background information, WICHE staff has also prepared a brief information snapshot related to enrollment numbers on the following page.

Project Description

Arizona's State Renewal Application (attached) was recommended for approval by the Regional Compact evaluator and considered by the W-SARA RSC at its October 19 meeting, which was held virtually. The W-SARA RSC voted to recommend the application for approval by the Commission. All RSC members present voted to recommend approval, with the exception of the Arizona RSC member, who abstained.

The attached application and supplementary materials include the state application and state review sheet.

Staff and Fiscal Impact

Staff time for W-SARA is supported by the allocation of dues paid by institutions to participate in SARA. The National Council for SARA collects institutional dues for SARA.

Action Requested

Recommendation to the Committee of the Whole to approve Arizona's State Renewal Application for continued membership in the State Authorization Reciprocity Agreement.

Enrollment Numbers

INSTITUTION TYPE	TOTAL ENROLLMENT	OUT-OF-STATE SARA ENROLLMENT	OUTGOING OOSLP (REPORTED OOSLP SENT FROM INSTITUTIONS IN STATE)
Private For-Profit	182,994	156,881	
Private Non-Profit	81,058	54,893	
Public	102,099	36,798	
Grand Total	366,151	248,572	21,986



**National Council for
State Authorization
Reciprocity Agreements**

MHEC • NEBHE • SREB • WICHE

State: Arizona

Regional Compact WICHE

Initial Application _____

Renewal Application X

Application and Approval Form for State Membership in SARA

A state that would like to apply for or renew membership in the State Authorization Reciprocity Agreements (SARA) must submit this form and required documentation to its **regional** education compact's SARA office.

A state may wish to include a cover letter and/or additional documentation to supplement the application and to strengthen the case for becoming a member or renewing membership in SARA.

To be accepted or renewed into SARA, a state must agree that it can and will operate under the principles set forth in the Unified Agreement, SARA's foundational document, and the criteria for state membership as established in the Unified Agreement and further outlined in the *SARA Policy Manual*. For purposes of SARA, the term "state" includes the District of Columbia and the organized U.S. Territories. The requirements for state membership are set forth below.

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
	Core Requirements		
1.	The state is a member of one of the four interstate higher education regional compacts that administers SARA, or has concluded an affiliation agreement with a regional compact covering SARA activity.	<i>N</i>	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
2.	The state entity responsible for joining SARA has the legal authority under state law to enter into an interstate agreement on behalf of the state and has provided a copy of the statutory or other legal authority documenting this authority.	<i>N</i>	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
3.	The state considers applications from degree-granting institutions of all sectors (public, private not-for-profit, private for-profit) on the same basis and approves institutions that meet SARA standards and agree to SARA policies without differentiating by sector.	<i>N</i>	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
4.	The state agrees to require each SARA applicant institution to apply for state approval using the standard SARA institutional application and agrees to operate under the <i>Interregional Guidelines for the Evaluation of Distance Education</i> developed by the Council of Regional Accrediting Commissions (C-RAC), as summarized in the <i>SARA Policy Manual</i> .	<i>N</i>	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
Consumer Protection			
5.	The state accepts institutional accreditation by an accrediting body recognized by the U.S. Secretary of Education — and whose scope of authority, as specified by the Department of Education includes distance education — as sufficient, initial evidence of academic quality for approving institutions for participation in SARA.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	For private institutions, the state accepts the U.S. Department of Education's institutional federal financial responsibility score of 1.5 or above (or 1.0-1.49 with additional justification satisfactory to the state) as indicating sufficient financial stability to qualify for participation in SARA.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.	The state has a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institution approval and on-going oversight, including the resolution of consumer complaints in all sectors, and has provided the regional compact a copy of the complaint investigation and resolution process to be used to handle all complaints resulting from institutional operations (public, private not-for-profit, private for-profit) under SARA.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.	The state agrees that it will work cooperatively with other SARA states, regional compacts and NC-SARA to enable successful collaboration. It will follow up on requests for information or investigations from SARA member states or any SARA regional or national office, providing required data and reports.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.	The state agrees that, if it has requirements, policies, standards, fees or procedures for the approval and authorization of non-domestic institutions of higher education providing distance education in the state, it will not apply those policies, fees, or procedures to any non-domestic institution that participates in SARA. Instead, the state will apply those policies, fees, or procedures specifically prescribed in or allowed by the <i>SARA Policy Manual</i> .	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	The state designates a "Portal Entity" as defined in the <i>SARA Policy Manual</i> , to coordinate SARA matters for the state and provide a principal point of contact for resolution of student complaints. Note: the designated entity need not itself be responsible for all oversight activities of SARA providers inside the state, but will be the SARA Portal Entity for that state.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
11.	The state agrees to serve as the point of contact for any SARA-related complaint filed against an institution approved by the state to participate in SARA. The state's SARA Portal Entity is responsible for coordinating complaint resolution and is empowered to investigate and resolve complaints that originate outside of the state. All other state entities and governing boards of SARA participant institutions shall assist as necessary in such investigations and report as needed to the Portal Entity. State remedies, including refunds or other corrective action, must be made available to resolve complaints involving residents of other SARA states.	N	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
12.	The state agrees to document: a) all formal complaints received; b) complaint notifications provided to institutions and accrediting bodies; c) actions taken that are commensurate with the severity of violations; and d) complaint resolutions	N	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
13	The state agrees that it will promptly report complaints and concerns to the institutions about which the complaint is lodged, the home state SARA Portal Entity responsible for any such institution, and if appropriate, the relevant accrediting bodies.	N	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
14.	The state has clear and well-documented policies and practices for addressing catastrophic events, as follows: a) The state may request assistance from the institution's accreditor as the accreditor applies its standards under 34 C.F.R. §602.24(c) and (d) of federal requirements for catastrophic events. b) The state has laws, regulations, policies and/or processes in place to deal with the unanticipated closure of an institution and will make every reasonable effort to assure that students receive the services for which they have paid or reasonable financial compensation for those not received. Such laws, regulations, policies and/or processes may include tuition assurance funds, surety bonds, teach-out provisions or other practices deemed sufficient to protect consumers. c) The state requires institutions to have adequate disaster recovery plans, particularly with respect to the protection of student records, or the state provides such a plan. d) A SARA member state agrees to apply its policies and practices for catastrophic events consistently and equally within each sector (public, private non-profit, and private for-profit) to residents of any state.	N	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
15	The state agrees that it has developed and implemented a means to hear and internally resolve appeals from institutions for which it denies initial participation or renewal of participation in SARA. During any such appeal, the institution's status as a SARA participating (or non-participating) institution remains unchanged.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Data		
16.	The State agrees that each quarter it will report to NC-SARA the number of appealed complaints it has received regarding each of the state's SARA-participating institutions and the resolution status of those complaints.	N	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 - SARA State Portal Entity Designation and Voluntary State Action and Information

Name of SARA State Portal Entity: Arizona SARA Council

Mailing address of SARA State Portal Entity: 2323 W. 14th Street. Tempe, AZ 85281
2323 W. 14th Street. Tempe, AZ 85281

Website of SARA Portal Entity (location of state's SARA information): https://azsara.arizona.edu

Name of Principal SARA State Portal Entity contact¹: Lanna Dueck

Title of SARA State Portal Entity contact: Executive Director

SARA State Portal Entity email: lanna.dueck@riosalado.edu

SARA State Portal Entity phone: 480-517-8226

Name of Secondary SARA State Portal Entity contact: Dr. Jennifer Lech

Title of Secondary SARA State Portal Entity contact: Vice Provost

Secondary SARA State Portal Entity email: jennifer.lech@gcu.edu

Secondary SARA State Portal Entity phone: 602-639-6389

I, the undersigned representative of the State of Arizona having the authority to commit the state to the State Authorization Reciprocity Agreements (SARA), agree that the state will abide by SARA requirements as established in the Unified Agreement and the *SARA Policy Manual*. The state has provided proof of those requirements needing documentation, and hereby applies for the state's admission/renewal to SARA.

Signature Dr. Jennifer Lech Date September 6, 2022

Typed name of Signatory Officer: Dr. Jennifer Lech

Title of Signatory State Officer: Vice Provost

Mailing address: 2323 W. 14th St. Tempe AZ 85281

Email address: jennifer.lech@gcu.edu

Phone: 602-639-6389

¹ The principal contact is the person with whom state entities and regional compacts should communicate about the state's membership in SARA. It is not necessarily the State Signatory Officer or the person(s) whom institutions and students should contact regarding institutional participation in SARA, student complaints, and other matters regarding the normal discharge of a state's responsibilities under SARA

Section 3 - Regional Compact Evaluator Recommendation

For a state to initiate or renew its SARA membership, the evaluator must find that the state meets all of the requirements set forth in sections 1-16. If the evaluator finds that the state meets all required standards, the Regional Compact SARA Director shall recommend approval of the state's membership to the Regional Steering Committee of the compact by signing below.

State Name: Arizona

The evaluator recommends approval of the application to the SARA Regional Steering Committee:

Yes No

Evaluator comments:

Please see attached Regional Compact Evaluation Summary.

Signature of Regional Compact Director: Molly Hall-Martin

Name of Regional Compact Director: Molly Hall-Martin

Date signed: September 7, 2022

Title of Regional Compact Director: Director, W-SARA

Signature of Regional Compact President: _____

Name of Regional Compact President: _____

Date signed: _____

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Section 4 - Regional Steering Committee Recommendation

For a state to initiate or renew its membership in SARA, the Regional Steering Committee of the appropriate regional compact must find that the state meets all of the requirements set forth in sections 1-16. If the Committee finds that the state meets all required standards, the Committee Chair shall recommend approval of the state's membership to the regional compact by signing below.

State Name: Arizona

The Regional Steering Committee recommends approval of the application to the regional compact for action under the process the compact has determined:

Yes No

Committee comments:

The W-SARA RSC reviewed & discussed Arizona's renewal application and voted unanimously to approve.

Signature of Regional Steering Committee Chair: Heather DeLange

Name of Regional Steering Committee Chair: Heather DeLange

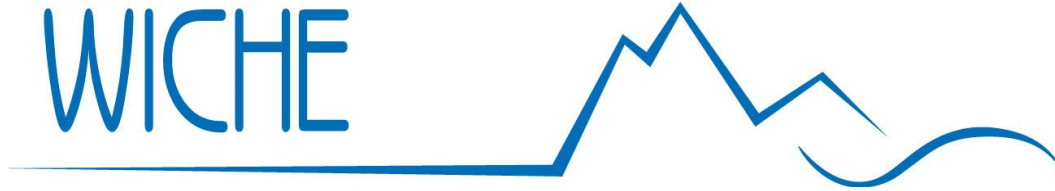
Date signed: October 19, 2022

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Regional Compact Evaluation Summary

The state of Arizona updated their policies in May 2020 to include an institutional appeals process. The authorizing statute has not changed. Over the course of the review period, the state has demonstrated compliance with all components of the SARA renewal application. Arizona has added six new institutions since the last renewal period – Motorcycle Mechanics Institute, Universal Technical Institute, Mesa Community College, Calvary Chapel University, Arizona College of Nursing, and Viridis Graduate Institute. The state currently has one institution on provisional status – Arizona College of Nursing, and no institutions on Heightened Cash Monitoring. One institution – Sonoran Desert Institute – was removed from SARA participation due to non-eligible financial composite score. No institutions underwent a change of ownership per SARA policies during the review period. Arizona has demonstrated a commitment to working with fellow SARA states, W-SARA, and NC-SARA in the investigation and resolution of any SARA-related issues that arise.

According to the most recent SARA data available (fall 2021), Arizona’s SARA institutions enrolled 248,572 distance education students through SARA and 28,259 students located in Arizona were enrolled in distance education from SARA institutions based in other SARA member states/territories.



W-SARA State Renewal Review Form

State: Arizona

Initial SARA Approval Date: 11.11.2014 State Renewal Date: 12.09.22

State Portal Entity: Arizona SARA Council

State Portal Entity Primary Contact: Lanna Dueck

All Additional State Portal Entity Staff: None.

Portal Entity Website: <https://azsara.arizona.edu>

State SARA Fee(s) (if applicable):

<https://azsara.arizona.edu/feebonds>

Profile of Institutions

Total SARA participants: 37

Public: 13

Private/nonprofit: 10

Independent for-profit: 14

New institutions since last renewal:

Motorcycle Mechanics Institute- 1/27/2021 and Universal Technical Institute- 1/27/2021

Mesa Community College- 2/19/2021

Calvary Chapel University- 5/26/2021

Arizona College of Nursing- 5/27/2021

Viridis Graduate Institute- 2/22/2022

Number of institutions denied renewal: 1

Name of institution/s and reason for denial:

Sonoran Desert Institute: Removed from SARA participation due to non-eligible financial score.

Was the institutional appeals process utilized? If so, what was the result?

The institution appealed the removal and the Council, through the appeal process, upheld the original decision to remove the institution from SARA participation. The institution may reapply when an eligible score is obtained.

Number of institutions on provisional status: 1

Name of institution/s and reason for provisional status and any monitoring or additional participation requirements:

NAME:

Arizona College of Nursing

POLICY REASON:

3.2 Provisional admission or renewal of an Institution

a. A state, at its discretion, may approve an institution applying for initial or renewal participation in SARA to participate on provisional status in any of the following circumstances:

9. The participating institution is in violation of, or noncompliance with SARA policies.

STATE EXPLANATORY NOTES ON POLICY REASON:

Arizona College of Nursing (SARA participating) and Arizona College (not SARA participating), which are two separate institutions, share a website with little and at times no distinction between the two. This causes a lack of clarity regarding which of the two institutions is SARA approved and therefore may function under SARA policy with its privileges and responsibilities. The institution was required to create separation on its website that clearly indicates the one website hosts two institutions, one of which is SARA approved.

Have any institutions had changes of ownership that resulted in action taken by the SPE? If yes, list institution/s and action/s taken:

No.

Does your state have any SARA institutions currently on heightened cash monitoring that resulted in actions taken by the SPE? If yes, list institution/s and action/s taken:

No

Complaints Appealed to Portal Entity

Complaints since last renewal:

Zero that resulted in an AZ SARA review. AZ SARA does receive complaint submissions and serves as a liaison to the student with the institution or other complaint oversight body. However, all received complaints have been resolved at this level and have not risen to be considered an AZ SARA complaint.

Complaints currently under consideration:

Zero.

Discussion Notes (for example, policy practice or regulatory changes that may affect SARA, recurring institutional issues, etc.)

What SARA related challenges, if any, did you encounter since your last renewal?

Initial Participation: SARA policy for initial participation of an institution is limited and currently does not allow a SPE to conduct a sufficient review to ensure consumer protections. Arizona encountered this situation this year and has had a difficult time ensuing students are protected when an initial applicant institution is displaying concerns (such as with the accreditor and or state) but we are limited to the eligibility criteria OR to conduct a review AFTER the institution is approved into SARA participation.

Provisional Status language: Criteria 4 indicates that an institution may be placed on provisional when there is a publicly announced investigation by a state agency. However, state agencies do not publicly announce investigations making the use of this policy for provisional status limited. Suggestion to remove the word 'publicly announced'.

Has your state made regulatory changes that impact SARA since your last renewal? If yes, please describe and explain how the SPE has addressed SARA impacts.

No.

Did you experience any major SARA related issues in your state since your last renewal? If yes, what were they and how were they handled?

See above regarding the policy for initial applicants and the limited available policy a state can use to ensure a proper review is conducted prior to an institution participating in SARA.

Do you have SARA policy concerns in your state that you would like to discuss with W-SARA leadership or during your review?

See above.

Additional Comments:

Thank you for the phenomenal team you all are. I am so appreciative of the dedication with which you pursue your SARA work. Glad to be a part of W-SARA. Lanna.

ACTION ITEM:

Recommendation to the Committee of the Whole to Approve Oregon's State Authorization Reciprocity Agreement State Renewal Application

Summary

The Regional Compact evaluator (director of the WICHE State Authorization Reciprocity Agreement (director of W-SARA)) and the W-SARA Regional Steering Committee (RSC) have found that Oregon meets all of the requirements set forth in Criteria 1-16 of the State Authorization Reciprocity Agreement (SARA) State Membership Renewal Application and the state has affirmed that it can and will operate under the SARA criteria for membership over the course of the renewal period. Staff asks the Policy Analysis and Research Committee to approve a recommendation to the Committee of the Whole that WICHE approve Oregon's Renewal Application for an additional two years of membership in the SARA.

Relationship to WICHE Mission

By providing a coordinated approach to the regulation of interstate distance education, W-SARA serves WICHE's mission in a number of ways, including sharing resources across the region and providing a forum for interstate collaboration. Considering WICHE members' applications to participate in SARA is a necessary part of this work.

Background

Every member state or territory participating in SARA must undergo a biennial review of its membership through the renewal process. The W-SARA director, in the role of the Regional Compact evaluator, reviews the state's [SARA State Membership Application](#). The evaluator determines whether the state has met the requirements described in the application over the preceding two-year period and reviews the state's affirmation that it can and will meet these requirements over the course of the upcoming two years. W-SARA also collects and reviews summary data on the state's SARA membership over the renewal period, including: institutions added, removed, or placed on provisional status; SARA-qualifying complaints; and any changes to the relevant statute, regulation, or other policy.

The application, review sheet, and supplementary materials provided by the state are shared with the W-SARA RSC for review in advance of the RSC scheduled meeting to vote on state renewal recommendations. At their scheduled meeting, the applicant state shares a summary of its renewal application with the RSC. The RSC has the opportunity to ask questions and request clarifications on any aspect of the state renewal. At the conclusion of discussion, the RSC votes on a recommendation of approval or denial of the application to be shared with the WICHE Commission (the Commission).

While reviews occur on the biennial cycle described above, W-SARA staff and the W-SARA RSC are available throughout the membership cycle to support states' continued compliance with SARA policies and to promote promising practices in effective regulation.

For background information, WICHE staff has also prepared a brief information snapshot related to enrollment numbers on the following page.

Project Description

Oregon's State Renewal Application (attached) was recommended for approval by the Regional Compact evaluator and considered by the W-SARA RSC at its October 19 meeting, which was held virtually. The W-SARA RSC voted to recommend the application for approval by the Commission. All RSC members present voted to recommend approval, with the exception of the Arizona RSC member, who abstained.

The attached application and supplementary materials include the state application and state review sheet.

Staff and Fiscal Impact

Staff time for W-SARA is supported by the allocation of dues paid by institutions to participate in SARA. The National Council for SARA collects institutional dues for SARA.

Action Requested

Recommendation to the Committee of the Whole to approve Oregon's State Renewal Application for continued membership in the State Authorization Reciprocity Agreement.

Enrollment Numbers

INSTITUTION TYPE	TOTAL ENROLLMENT	OUT-OF-STATE SARA ENROLLMENT	OUTGOING OOSLP (REPORTED OOSLP SENT FROM INSTITUTIONS IN STATE)
Private For-Profit	7	3	
Private Non-Profit	4,420	2,260	
Public	42,495	7,598	
Grand Total	47,417	9,861	2,157



State: OR
 Regional Compact WICHE
 Initial Application _____
 Renewal Application X

Application and Approval Form for State Membership in SARA

A state that would like to apply for or renew membership in the State Authorization Reciprocity Agreements (SARA) must submit this form and required documentation to its **regional** education compact's SARA office.

A state may wish to include a cover letter and/or additional documentation to supplement the application and to strengthen the case for becoming a member or renewing membership in SARA.

To be accepted or renewed into SARA, a state must agree that it can and will operate under the principles set forth in the Unified Agreement, SARA's foundational document, and the criteria for state membership as established in the Unified Agreement and further outlined in the *SARA Policy Manual*. For purposes of SARA, the term "state" includes the District of Columbia and the organized U.S. Territories. The requirements for state membership are set forth below.

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
	Core Requirements		
1.	The state is a member of one of the four interstate higher education regional compacts that administers SARA, or has concluded an affiliation agreement with a regional compact covering SARA activity.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
2.	The state entity responsible for joining SARA has the legal authority under state law to enter into an interstate agreement on behalf of the state and has provided a copy of the statutory or other legal authority documenting this authority.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/> Attach 1.
3.	The state considers applications from degree-granting institutions of all sectors (public, private not-for-profit, private for-profit) on the same basis and approves institutions that meet SARA standards and agree to SARA policies without differentiating by sector.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
4.	The state agrees to require each SARA applicant institution to apply for state approval using the standard SARA institutional application and agrees to operate under the <i>Interregional Guidelines for the Evaluation of Distance Education</i> developed by the Council of Regional Accrediting Commissions (C-RAC), as summarized in the <i>SARA Policy Manual</i> .	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
	Consumer Protection		
5.	The state accepts institutional accreditation by an accrediting body recognized by the U.S. Secretary of Education — and whose scope of authority, as specified by the Department of Education includes distance education — as sufficient, initial evidence of academic quality for approving institutions for participation in SARA.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	For private institutions, the state accepts the U.S. Department of Education's institutional federal financial responsibility score of 1.5 or above (or 1.0-1.49 with additional justification satisfactory to the state) as indicating sufficient financial stability to qualify for participation in SARA.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.	The state has a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institution approval and on-going oversight, including the resolution of consumer complaints in all sectors, and has provided the regional compact a copy of the complaint investigation and resolution process to be used to handle all complaints resulting from institutional operations (public, private not-for-profit, private for-profit) under SARA.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Attach 2.
8.	The state agrees that it will work cooperatively with other SARA states, regional compacts and NC-SARA to enable successful collaboration. It will follow up on requests for information or investigations from SARA member states or any SARA regional or national office, providing required data and reports.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.	The state agrees that, if it has requirements, policies, standards, fees or procedures for the approval and authorization of non-domestic institutions of higher education providing distance education in the state, it will not apply those policies, fees, or procedures to any non-domestic institution that participates in SARA. Instead, the state will apply those policies, fees, or procedures specifically prescribed in or allowed by the <i>SARA Policy Manual</i> .	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Attach 3, 4.
10.	The state designates a "Portal Entity" as defined in the <i>SARA Policy Manual</i> , to coordinate SARA matters for the state and provide a principal point of contact for resolution of student complaints. Note: the designated entity need not itself be responsible for all oversight activities of SARA providers inside the state, but will be the SARA Portal Entity for that state.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
11.	The state agrees to serve as the point of contact for any SARA-related complaint filed against an institution approved by the state to participate in SARA. The state's SARA Portal Entity is responsible for coordinating complaint resolution and is empowered to investigate and resolve complaints that originate outside of the state. All other state entities and governing boards of SARA participant institutions shall assist as necessary in such investigations and report as needed to the Portal Entity. State remedies, including refunds or other corrective action, must be made available to resolve complaints involving residents of other SARA states.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
12.	The state agrees to document: a) all formal complaints received; b) complaint notifications provided to institutions and accrediting bodies; c) actions taken that are commensurate with the severity of violations; and d) complaint resolutions	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
13	The state agrees that it will promptly report complaints and concerns to the institutions about which the complaint is lodged, the home state SARA Portal Entity responsible for any such institution, and if appropriate, the relevant accrediting bodies.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
14.	The state has clear and well-documented policies and practices for addressing catastrophic events, as follows: a) The state may request assistance from the institution's accreditor as the accreditor applies its standards under 34 C.F.R. §602.24(c) and (d) of federal requirements for catastrophic events. b) The state has laws, regulations, policies and/or processes in place to deal with the unanticipated closure of an institution and will make every reasonable effort to assure that students receive the services for which they have paid or reasonable financial compensation for those not received. Such laws, regulations, policies and/or processes may include tuition assurance funds, surety bonds, teach-out provisions or other practices deemed sufficient to protect consumers. c) The state requires institutions to have adequate disaster recovery plans, particularly with respect to the protection of student records, or the state provides such a plan. d) A SARA member state agrees to apply its policies and practices for catastrophic events consistently and equally within each sector (public, private non-profit, and private for-profit) to residents of any state.	VD	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/> Attach 5.

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
15	The state agrees that it has developed and implemented a means to hear and internally resolve appeals from institutions for which it denies initial participation or renewal of participation in SARA. During any such appeal, the institution's status as a SARA participating (or non-participating) institution remains unchanged.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Data		
16.	The State agrees that each quarter it will report to NC-SARA the number of appealed complaints it has received regarding each of the state's SARA-participating institutions and the resolution status of those complaints.	VD	Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 - SARA State Portal Entity Designation and Voluntary State Action and Information

Name of SARA State Portal Entity: Higher Education Coordinating Commission

Mailing address of SARA State Portal Entity: 3225 25th St. SE: Salem, OR 97302

Website of SARA Portal Entity (location of state's SARA information): <https://www.oregon.gov/highered/institutions-programs/private/Pages/distance-education.aspx>

Name of Principal SARA State Portal Entity contact¹: Veronica Dujon

Title of SARA State Portal Entity contact: Director, Office of APA

SARA State Portal Entity email: veronica.dujon@hecc.oregon.gov

SARA State Portal Entity phone: 503-947-5744

Name of Secondary SARA State Portal Entity contact: Rebecca Fuller

Title of Secondary SARA State Portal Entity contact: Operations & Policy Analyst

Secondary SARA State Portal Entity email: rebecca.fuller@hecc.oregon.gov

Secondary SARA State Portal Entity phone: 503-947-5751

I, the undersigned representative of the State of OR having the authority to commit the state to the State Authorization Reciprocity Agreements (SARA), agree that the state will abide by SARA requirements as established in the Unified Agreement and the *SARA Policy Manual*. The state has provided proof of those requirements needing documentation, and hereby applies for the state's admission/renewal to SARA.

Signature  Date 8/24/2022

Typed name of Signatory Officer: Veronica Dujon

Title of Signatory State Officer: Director, Office of Academic Policy and Authorization

Mailing address: 3225 25th St. SE; Salem, OR 97302

Email address: veronica.dujon@hecc.oregon.gov

Phone: 503-947-5744

¹ The principal contact is the person with whom state entities and regional compacts should communicate about the state's membership in SARA. It is not necessarily the State Signatory Officer or the person(s) whom institutions and students should contact regarding institutional participation in SARA, student complaints, and other matters regarding the normal discharge of a state's responsibilities under SARA

Section 3 - Regional Compact Evaluator Recommendation

For a state to initiate or renew its SARA membership, the evaluator must find that the state meets all of the requirements set forth in sections 1-16. If the evaluator finds that the state meets all required standards, the Regional Compact SARA Director shall recommend approval of the state's membership to the Regional Steering Committee of the compact by signing below.

State Name: Oregon

The evaluator recommends approval of the application to the SARA Regional Steering Committee:

Yes

No

Evaluator comments:

Please see attached Regional Compact Evaluation Summary.

Signature of Regional Compact Director: Molly Hall-Martin

Name of Regional Compact Director: Molly Hall-Martin

Date signed: September 7, 2022

Title of Regional Compact Director: Director, W-SARA

Signature of Regional Compact President: _____

Name of Regional Compact President: _____

Date signed: _____

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Section 4 - Regional Steering Committee Recommendation

For a state to initiate or renew its membership in SARA, the Regional Steering Committee of the appropriate regional compact must find that the state meets all of the requirements set forth in sections 1-16. If the Committee finds that the state meets all required standards, the Committee Chair shall recommend approval of the state's membership to the regional compact by signing below.

State Name: Oregon

The Regional Steering Committee recommends approval of the application to the regional compact for action under the process the compact has determined:

Yes No

Committee comments:

The W-SARA RSC reviewed and discussed Oregon's SARA renewal application and voted unanimously to approve it as a SARA member.

Signature of Regional Steering Committee Chair: Heather DeLange

Name of Regional Steering Committee Chair: Heather DeLange

Date signed: October 19, 2022

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Regional Compact Evaluation Summary

Since the last review period, Oregon has had legislative changes that impact the administration of SARA in the state. The Oregon Administrative rule 583-030-0005 was amended to establish physical presence as criterion for authorization of degree programs in post-secondary institutions in Oregon. The amended rule lists the triggers for physical presence, such as maintaining an office in the state. Additionally, a legislative Policy Option Package is currently being proposed to move the statutes from OSAC for student aid to the Office of Degree Authorization (ODA) and move the fees into administrative rules so they are more easily revised in the future. In 2021, Oregon finalized a structure for institutional appeals. Over the course of the review period, the state has demonstrated compliance with all components of the SARA renewal application. Oregon has not had any institutions undergo change of ownership or home state, no institutions placed on provisional status, and no institutions on the HCM list. Oregon is committed to working with fellow W-SARA states, W-SARA, and NC-SARA in the investigation and resolution of any SARA-related issues that arise.

According to the most recent SARA data available (fall 2021), Oregon's SARA institutions enrolled 9,861 distance education students through SARA and 18,700 students located in Oregon were enrolled in distance education from SARA institutions based in other SARA member states/territories.

Attachment 1.

350.075 Powers, duties and functions; rules. (1) As used in this section, “student access programs” means scholarship, loan, grant and access programs described in ORS chapter 348.

(2) The Higher Education Coordinating Commission shall be guided by the legislative findings in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth in ORS 350.009 and 350.014.

(3) The Higher Education Coordinating Commission shall:

(a) Develop state goals for the state post-secondary education system, including community colleges and public universities listed in ORS 352.002, and for student access programs.

(b) Determine strategic investments in the state’s community colleges, public universities and student access programs necessary to achieve state post-secondary education goals.

(c) Coordinate the post-secondary elements of data collection and structure, with the advice and recommendation of the state’s independent institutions, community colleges and public universities, as appropriate, in order to construct a state longitudinal data system.

(d) Adopt a strategic plan for achieving state post-secondary education goals, taking into consideration the contributions of this state’s independent institutions, philanthropic organizations and other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

(A) Increasing the educational attainment of the population;

(B) Increasing this state’s global economic competitiveness and the quality of life of its residents;

(C) Ensuring affordable access for qualified Oregon students at each college or public university;

(D) Removing barriers to on-time completion; and

(E) Tracking progress toward meeting the state’s post-secondary education goals established in the strategic plan described in this paragraph.

(e)(A) Each biennium, after receiving funding requests from the state’s community colleges and public universities as authorized by law, recommend to the Governor a consolidated higher education agency request budget aligned with the strategic plan described in paragraph (d) of this subsection, including appropriations for:

(i) Student access programs;

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(ii) Public universities listed in ORS 352.002, including but not limited to education and general operations, statewide public services and state-funded debt service;

(iii) Community colleges, including but not limited to education and general operations and state-funded debt service;

(iv) New facilities or programs;

(v) Capital improvements and deferred maintenance;

(vi) Special initiatives and investments; and

(vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized to undertake.

(B) In the development of the consolidated higher education agency request budget:

(i) Determine the costs necessary to provide quality post-secondary education;

(ii) Solicit input from educators, education policy experts, appropriate legislative committees, students and other persons interested in the development of the funding model; and

(iii) Solicit public input regarding educational priorities.

(f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to community colleges, public universities listed in ORS 352.002 and student access programs. These rules must be based on allocation formulas developed in consultation with the state's community colleges and public universities, as appropriate.

(g) Approve or disapprove any significant change to the academic program of a community college or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the commission shall consider the recommendation from the community college or public university seeking to make the change to an academic program that is issued pursuant to the obligation of the governing board of a community college or public university to review and approve academic programs. The commission shall ensure that approved programs:

(A) Are consistent with the mission statement of the community college or public university;

(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community colleges or public universities;

(C) Are not located in a geographic area that will cause undue hardship to Oregon's other community colleges or public universities; and

(D) Are allocated among Oregon's community colleges and public universities to maximize the achievement of statewide needs and requirements.

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(h) For public universities listed in ORS 352.002:

(A) Approve the mission statement adopted by a governing board of a public university.

(B) Review and determine whether a proposed annual increase of resident undergraduate enrollment fees of greater than five percent is appropriate.

(C) Advise the Governor and the Legislative Assembly on issues of university governance.

(D) Approve and authorize degrees.

(E) Perform the evaluation and certification required by ORS 350.095.

(i) Authorize degrees to be offered by independent post-secondary institutions in this state under ORS 348.594 to 348.615.

(j) Oversee the licensing of career schools under ORS 345.010 to 345.450.

(k) Have the authority to enter into and administer interstate agreements regarding the provision of post-secondary distance education. The participation by an educational institution that is not based in this state in distance learning courses or programs that are part of an interstate agreement entered into and administered under this paragraph does not constitute operating in this state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any educational institution that seeks to operate under or participate in such interstate agreements. The fee amount shall be established to recover designated expenses incurred by the commission in participating in such agreements.

(L) Coordinate and collaborate with the Chief Education Office as provided by section 1, chapter 519, Oregon Laws 2011.

(4)(a) The Higher Education Coordinating Commission shall implement a process to review and appropriately act on student complaints regarding any school operating in this state. As part of the process implemented under this subsection, the commission may:

(A) Receive student complaints from students regarding a school;

(B) Specify the type of information that must be included in a student complaint;

(C) Investigate and resolve student complaints that relate to state financial aid;

(D) Refer a student complaint to another entity for investigation and resolution as provided in paragraph (b) of this subsection;

(E) Adopt rules to implement the provisions of this subsection; and

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(F) Enter into agreements to implement the provisions of this subsection.

(b) The commission may refer the investigation and resolution of a student complaint to:

(A) An appropriate state agency if the complaint alleges that a school has violated a state law concerning consumer protection, civil rights, employment rights or environmental quality;

(B) A school's accrediting association if the complaint relates to the school's authorization to offer academic degree programs or to the quality of the school's academic degree programs; or

(C) The school at which the student is enrolled if the commission determines that the complaint should be resolved through the school's internal review process.

(c) As used in this subsection:

(A)(i) "School" means an independent institution of higher education that meets the requirements of ORS 348.597 (2)(a).

(ii) "School" does not mean a school that is exempt from ORS 348.594 to 348.615 under ORS 348.597 (2)(b) or (c).

(B) "Student" means a person who is enrolled at a school for the purpose of obtaining a degree, certificate or other recognized educational credential offered by that school.

(5) A student complaint that is received by the Higher Education Coordinating Commission, including but not limited to a student complaint filed under subsection (4) of this section, is not subject to disclosure under ORS 192.311 to 192.478.

(6) In addition to the duties described in subsections (2) to (4) of this section, the Higher Education Coordinating Commission shall advise the Legislative Assembly, the Governor, community colleges, public universities and other state boards and commissions on policies in order to:

(a) Ensure or improve access to higher education by diverse and underserved populations.

(b) Encourage student success and completion initiatives.

(c) Improve the coordination of the provision of educational services, including:

(A) Transfers and coenrollment throughout the higher education system;

(B) Accelerated college credit programs for high school students;

(C) Applied baccalaureate and other transfer degrees;

(D) Programs and grants that span multiple institutions; and

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(E) Reciprocity agreements with other states.

(d) In coordination with the State Board of Education, enhance the use and quality of dual credit, career and technical pathways and efforts to create a culture of college attendance in this state.

(e) In coordination with the State Workforce and Talent Development Board, local workforce development boards, the Oregon Health and Science University and independent institutions, ensure that the state's colleges and universities offer programs in high-demand occupations that meet Oregon's workforce needs.

(f) Improve economies of scale by encouraging and facilitating the use of the shared services among post-secondary institutions in this state.

(7) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter 183, may adopt administrative rules.

(8) With the exception of the rulemaking authority granted in subsection (7) of this section, the Higher Education Coordinating Commission may delegate any of its powers, duties or functions to a committee of the commission or to the executive director of the commission.

(9) The Higher Education Coordinating Commission may, subject to the Public Contracting Code, enter into contracts and agreements, including grant agreements, with public and private entities for those higher education and workforce development activities that are consistent with ORS 350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory policies related to career schools and public universities.

(10) The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions. [Formerly 351.735; 2016 c.30 §5; 2016 c.117 §55; 2017 c.66 §7; 2017 c.98 §1; 2017 c.185 §5; 2017 c.297 §21; 2017 c.440 §2a]

Note 1: The amendments to 350.075 (formerly 351.735) by section 61, chapter 774, Oregon Laws 2015, become operative June 30, 2019. See section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682, Oregon Laws 2015, section 20, chapter 763, Oregon Laws 2015, and section 27, chapter 639, Oregon Laws 2017. The text that is operative from June 30, 2019, until July 1, 2021, including amendments by section 6, chapter 30, Oregon Laws 2016, section 56, chapter 117, Oregon Laws 2016, section 8, chapter 66, Oregon Laws 2017, section 2, chapter 98, Oregon Laws 2017, section 6, chapter 185, Oregon Laws 2017, section 22, chapter 297, Oregon Laws 2017, and section 2b, chapter 440, Oregon Laws 2017, is set forth for the user's convenience.

350.075. (1) As used in this section, "student access programs" means scholarship, loan, grant and access programs described in ORS chapter 348.

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(2) The Higher Education Coordinating Commission shall be guided by the legislative findings in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth in ORS 350.009 and 350.014.

(3) The Higher Education Coordinating Commission shall:

(a) Develop state goals for the state post-secondary education system, including community colleges and public universities listed in ORS 352.002, and for student access programs.

(b) Determine strategic investments in the state's community colleges, public universities and student access programs necessary to achieve state post-secondary education goals.

(c) Coordinate the post-secondary elements of data collection and structure, with the advice and recommendation of the state's independent institutions, community colleges and public universities, as appropriate, in order to construct a state longitudinal data system.

(d) Adopt a strategic plan for achieving state post-secondary education goals, taking into consideration the contributions of this state's independent institutions, philanthropic organizations and other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

(A) Increasing the educational attainment of the population;

(B) Increasing this state's global economic competitiveness and the quality of life of its residents;

(C) Ensuring affordable access for qualified Oregon students at each college or public university;

(D) Removing barriers to on-time completion; and

(E) Tracking progress toward meeting the state's post-secondary education goals established in the strategic plan described in this paragraph.

(e)(A) Each biennium, after receiving funding requests from the state's community colleges and public universities as authorized by law, recommend to the Governor a consolidated higher education agency request budget aligned with the strategic plan described in paragraph (d) of this subsection, including appropriations for:

(i) Student access programs;

(ii) Public universities listed in ORS 352.002, including but not limited to education and general operations, statewide public services and state-funded debt service;

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(iii) Community colleges, including but not limited to education and general operations and state-funded debt service;

(iv) New facilities or programs;

(v) Capital improvements and deferred maintenance;

(vi) Special initiatives and investments; and

(vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized to undertake.

(B) In the development of the consolidated higher education agency request budget:

(i) Determine the costs necessary to provide quality post-secondary education;

(ii) Solicit input from educators, education policy experts, appropriate legislative committees, students and other persons interested in the development of the funding model; and

(iii) Solicit public input regarding educational priorities.

(f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to community colleges, public universities listed in ORS 352.002 and student access programs. These rules must be based on allocation formulas developed in consultation with the state's community colleges and public universities, as appropriate.

(g) Approve or disapprove any significant change to the academic program of a community college or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the commission shall consider the recommendation from the community college or public university seeking to make the change to an academic program that is issued pursuant to the obligation of the governing board of a community college or public university to review and approve academic programs. The commission shall ensure that approved programs:

(A) Are consistent with the mission statement of the community college or public university;

(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community colleges or public universities;

(C) Are not located in a geographic area that will cause undue hardship to Oregon's other community colleges or public universities; and

(D) Are allocated among Oregon's community colleges and public universities to maximize the achievement of statewide needs and requirements.

(h) For public universities listed in ORS 352.002:

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- (A) Approve the mission statement adopted by a governing board of a public university.
 - (B) Review and determine whether a proposed annual increase of resident undergraduate enrollment fees of greater than five percent is appropriate.
 - (C) Advise the Governor and the Legislative Assembly on issues of university governance.
 - (D) Approve and authorize degrees.
 - (E) Perform the evaluation and certification required by ORS 350.095.
 - (i) Authorize degrees to be offered by independent post-secondary institutions in this state under ORS 348.594 to 348.615.
 - (j) Oversee the licensing of career schools under ORS 345.010 to 345.450.
 - (k) Have the authority to enter into and administer interstate agreements regarding the provision of post-secondary distance education. The participation by an educational institution that is not based in this state in distance learning courses or programs that are part of an interstate agreement entered into and administered under this paragraph does not constitute operating in this state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any educational institution that seeks to operate under or participate in such interstate agreements. The fee amount shall be established to recover designated expenses incurred by the commission in participating in such agreements.
- (4)(a) The Higher Education Coordinating Commission shall implement a process to review and appropriately act on student complaints regarding any school operating in this state. As part of the process implemented under this subsection, the commission may:
- (A) Receive student complaints from students regarding a school;
 - (B) Specify the type of information that must be included in a student complaint;
 - (C) Investigate and resolve student complaints that relate to state financial aid;
 - (D) Refer a student complaint to another entity for investigation and resolution as provided in paragraph (b) of this subsection;
 - (E) Adopt rules to implement the provisions of this subsection; and
 - (F) Enter into agreements to implement the provisions of this subsection.
- (b) The commission may refer the investigation and resolution of a student complaint to:
- (A) An appropriate state agency if the complaint alleges that a school has violated a state law concerning consumer protection, civil rights, employment rights or environmental quality;

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(B) A school's accrediting association if the complaint relates to the school's authorization to offer academic degree programs or to the quality of the school's academic degree programs; or

(C) The school at which the student is enrolled if the commission determines that the complaint should be resolved through the school's internal review process.

(c) As used in this subsection:

(A)(i) "School" means an independent institution of higher education that meets the requirements of ORS 348.597 (2)(a).

(ii) "School" does not mean a school that is exempt from ORS 348.594 to 348.615 under ORS 348.597 (2)(b) or (c).

(B) "Student" means a person who is enrolled at a school for the purpose of obtaining a degree, certificate or other recognized educational credential offered by that school.

(5) A student complaint that is received by the Higher Education Coordinating Commission, including but not limited to a student complaint filed under subsection (4) of this section, is not subject to disclosure under ORS 192.311 to 192.478.

(6) In addition to the duties described in subsections (2) to (4) of this section, the Higher Education Coordinating Commission shall advise the Legislative Assembly, the Governor, community colleges, public universities and other state boards and commissions on policies in order to:

(a) Ensure or improve access to higher education by diverse and underserved populations.

(b) Encourage student success and completion initiatives.

(c) Improve the coordination of the provision of educational services, including:

(A) Transfers and coenrollment throughout the higher education system;

(B) Accelerated college credit programs for high school students;

(C) Applied baccalaureate and other transfer degrees;

(D) Programs and grants that span multiple institutions; and

(E) Reciprocity agreements with other states.

(d) In coordination with the State Board of Education, enhance the use and quality of dual credit, career and technical pathways and efforts to create a culture of college attendance in this state.

Attachment 1.

(e) In coordination with the State Workforce and Talent Development Board, local workforce development boards, the Oregon Health and Science University and independent institutions, ensure that the state's colleges and universities offer programs in high-demand occupations that meet Oregon's workforce needs.

(f) Improve economies of scale by encouraging and facilitating the use of the shared services among post-secondary institutions in this state.

(7) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter 183, may adopt administrative rules.

(8) With the exception of the rulemaking authority granted in subsection (7) of this section, the Higher Education Coordinating Commission may delegate any of its powers, duties or functions to a committee of the commission or to the executive director of the commission.

(9) The Higher Education Coordinating Commission may, subject to the Public Contracting Code, enter into contracts and agreements, including grant agreements, with public and private entities for those higher education and workforce development activities that are consistent with ORS 350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory policies related to career schools and public universities.

(10) The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions.

Note 2: The amendments to 350.075 by section 3, chapter 98, Oregon Laws 2017, become operative July 1, 2021. See section 4, chapter 98, Oregon Laws 2017. The text that is operative on and after July 1, 2021, including amendments by section 6, chapter 30, Oregon Laws 2016, section 56, chapter 117, Oregon Laws 2016, section 8, chapter 66, Oregon Laws 2017, section 2, chapter 98, Oregon Laws 2017, section 6, chapter 185, Oregon Laws 2017, section 22, chapter 297, Oregon Laws 2017, and section 2b, chapter 440, Oregon Laws 2017, is set forth for the user's convenience.

350.075. (1) As used in this section, "student access programs" means scholarship, loan, grant and access programs described in ORS chapter 348.

(2) The Higher Education Coordinating Commission shall be guided by the legislative findings in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth in ORS 350.009 and 350.014.

(3) The Higher Education Coordinating Commission shall:

(a) Develop state goals for the state post-secondary education system, including community colleges and public universities listed in ORS 352.002, and for student access programs.

Attachment 1.

(b) Determine strategic investments in the state’s community colleges, public universities and student access programs necessary to achieve state post-secondary education goals.

(c) Coordinate the post-secondary elements of data collection and structure, with the advice and recommendation of the state’s independent institutions, community colleges and public universities, as appropriate, in order to construct a state longitudinal data system.

(d) Adopt a strategic plan for achieving state post-secondary education goals, taking into consideration the contributions of this state’s independent institutions, philanthropic organizations and other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

(A) Increasing the educational attainment of the population;

(B) Increasing this state’s global economic competitiveness and the quality of life of its residents;

(C) Ensuring affordable access for qualified Oregon students at each college or public university;

(D) Removing barriers to on-time completion; and

(E) Tracking progress toward meeting the state’s post-secondary education goals established in the strategic plan described in this paragraph.

(e)(A) Each biennium, after receiving funding requests from the state’s community colleges and public universities as authorized by law, recommend to the Governor a consolidated higher education agency request budget aligned with the strategic plan described in paragraph (d) of this subsection, including appropriations for:

(i) Student access programs;

(ii) Public universities listed in ORS 352.002, including but not limited to education and general operations, statewide public services and state-funded debt service;

(iii) Community colleges, including but not limited to education and general operations and state-funded debt service;

(iv) New facilities or programs;

(v) Capital improvements and deferred maintenance;

(vi) Special initiatives and investments; and

Attachment 1.

(vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized to undertake.

(B) In the development of the consolidated higher education agency request budget:

(i) Determine the costs necessary to provide quality post-secondary education;

(ii) Solicit input from educators, education policy experts, appropriate legislative committees, students and other persons interested in the development of the funding model; and

(iii) Solicit public input regarding educational priorities.

(f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to community colleges, public universities listed in ORS 352.002 and student access programs. These rules must be based on allocation formulas developed in consultation with the state's community colleges and public universities, as appropriate.

(g) Approve or disapprove any significant change to the academic program of a community college or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the commission shall consider the recommendation from the community college or public university seeking to make the change to an academic program that is issued pursuant to the obligation of the governing board of a community college or public university to review and approve academic programs. The commission shall ensure that approved programs:

(A) Are consistent with the mission statement of the community college or public university;

(B) Do not unnecessarily duplicate academic programs offered by Oregon's other community colleges or public universities;

(C) Are not located in a geographic area that will cause undue hardship to Oregon's other community colleges or public universities; and

(D) Are allocated among Oregon's community colleges and public universities to maximize the achievement of statewide needs and requirements.

(h) For public universities listed in ORS 352.002:

(A) Approve the mission statement adopted by a governing board of a public university.

(B) Review and determine whether a proposed annual increase of resident undergraduate enrollment fees of greater than five percent is appropriate.

(C) Advise the Governor and the Legislative Assembly on issues of university governance.

(D) Approve and authorize degrees.

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(E) Perform the evaluation and certification required by ORS 350.095.

(i) Authorize degrees to be offered by independent post-secondary institutions in this state under ORS 348.594 to 348.615.

(j) Oversee the licensing of career schools under ORS 345.010 to 345.450.

(k) Have the authority to enter into and administer interstate agreements regarding the provision of post-secondary distance education. The participation by an educational institution that is not based in this state in distance learning courses or programs that are part of an interstate agreement entered into and administered under this paragraph does not constitute operating in this state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any educational institution that seeks to operate under or participate in such interstate agreements. The fee amount shall be established to recover designated expenses incurred by the commission in participating in such agreements.

(4) In addition to the duties described in subsections (2) and (3) of this section, the Higher Education Coordinating Commission shall advise the Legislative Assembly, the Governor, community colleges, public universities and other state boards and commissions on policies in order to:

(a) Ensure or improve access to higher education by diverse and underserved populations.

(b) Encourage student success and completion initiatives.

(c) Improve the coordination of the provision of educational services, including:

(A) Transfers and coenrollment throughout the higher education system;

(B) Accelerated college credit programs for high school students;

(C) Applied baccalaureate and other transfer degrees;

(D) Programs and grants that span multiple institutions; and

(E) Reciprocity agreements with other states.

(d) In coordination with the State Board of Education, enhance the use and quality of dual credit, career and technical pathways and efforts to create a culture of college attendance in this state.

(e) In coordination with the State Workforce and Talent Development Board, local workforce development boards, the Oregon Health and Science University and independent institutions, ensure that the state's colleges and universities offer programs in high-demand occupations that meet Oregon's workforce needs.

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(f) Improve economies of scale by encouraging and facilitating the use of the shared services among post-secondary institutions in this state.

(5) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter 183, may adopt administrative rules.

(6) With the exception of the rulemaking authority granted in subsection (5) of this section, the Higher Education Coordinating Commission may delegate any of its powers, duties or functions to a committee of the commission or to the executive director of the commission.

(7) The Higher Education Coordinating Commission may, subject to the Public Contracting Code, enter into contracts and agreements, including grant agreements, with public and private entities for those higher education and workforce development activities that are consistent with ORS 350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory policies related to career schools and public universities.

(8) The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions.

Note 3: Sections 5 and 6, chapter 98, Oregon Laws 2017, provide:

Sec. 5. The amendments to ORS 350.075 by sections 1 and 2 of this 2017 Act apply to any student complaint regarding a school that is submitted to the Higher Education Coordinating Commission on or after July 1, 2017, and before July 1, 2021. [2017 c.98 §5]

Sec. 6. No later than September 1, 2020, the Higher Education Coordinating Commission shall provide a written report to the Governor describing the number, type and disposition of student complaints that the commission receives under ORS 350.075 on or after July 1, 2017, and before March 31, 2020. [2017 c.98 §6]

Note 4: Section 4, chapter 98, Oregon Laws 2017, provides:

Sec. 4. (1) The amendments to ORS 350.075 by section 3 of this 2017 Act become operative on July 1, 2021.

(2) The Higher Education Coordinating Commission shall adopt rules to ensure that any student complaint that is submitted to the commission before July 1, 2021, is reviewed and appropriately acted on in accordance with ORS 350.075 (4) as in effect before July 1, 2021. [2017 c.98 §4]

https://www.oregonlegislature.gov/bills_laws/ors/ors350.html

Attachment 2

**Higher Education Coordinating Commission-Office of Degree Authorization
Complaint Process**

**Higher Education Coordinating Commission
Oregon Complaint Process
Revised 10/7/2014**

Section 1 – Purpose

The Higher Education Coordinating Commission (HECC) Complaint Process described herein provides for consumer protection and the resolution of complaints by students attending Oregon-based postsecondary institutions. This complaint process seeks to give students a means to resolve complaints after exhausting available institutional appeals.

Section 2 – Scope

Participation in the HECC Complaint Process is mandatory for any Oregon-based postsecondary institution that wishes to participate in the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement (W-SARA). The HECC Complaint Process is not intended to supersede any other applicable administrative or legal processes or remedies available to a student under state or federal law.

The kinds of complaints that the HECC Complaint Process may address include:

- Failure of an institution to comply with their published policies and procedures.
- Violation of applicable SARA standards.
- Failure of an institution to comply with the Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education.¹

Issues that may be resolved through the HECC Complaint Process include:

- Veracity of recruitment and marketing materials;
- Accuracy of job placement data;
- Accuracy of information about tuition, fees, and financial aid;
- Complete and accurate admission requirements for courses and programs;
- Accuracy of information about the institution's accreditation or any programmatic or specialized accreditation held by the institution's programs;
- Accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting bodies;
- Accuracy of information about whether the institution's course work will transfer to other institutions; or
- Operation of distance learning programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic or specialized accreditors) or C-RAC Guidelines for distance education.

¹ Interregional Guidelines for the Evaluation of Distance Education: <http://www.nc-sara.org/files/docs/C-RAC%20Guidelines.pdf>

Higher Education Coordinating Commission-Office of Degree Authorization Complaint Process

Issues that may fall inside the HECC complaint process if the school is in violation of SARA standards:

- Academic integrity issues;
- Curriculum or program issues;
- Complaints against faculty.

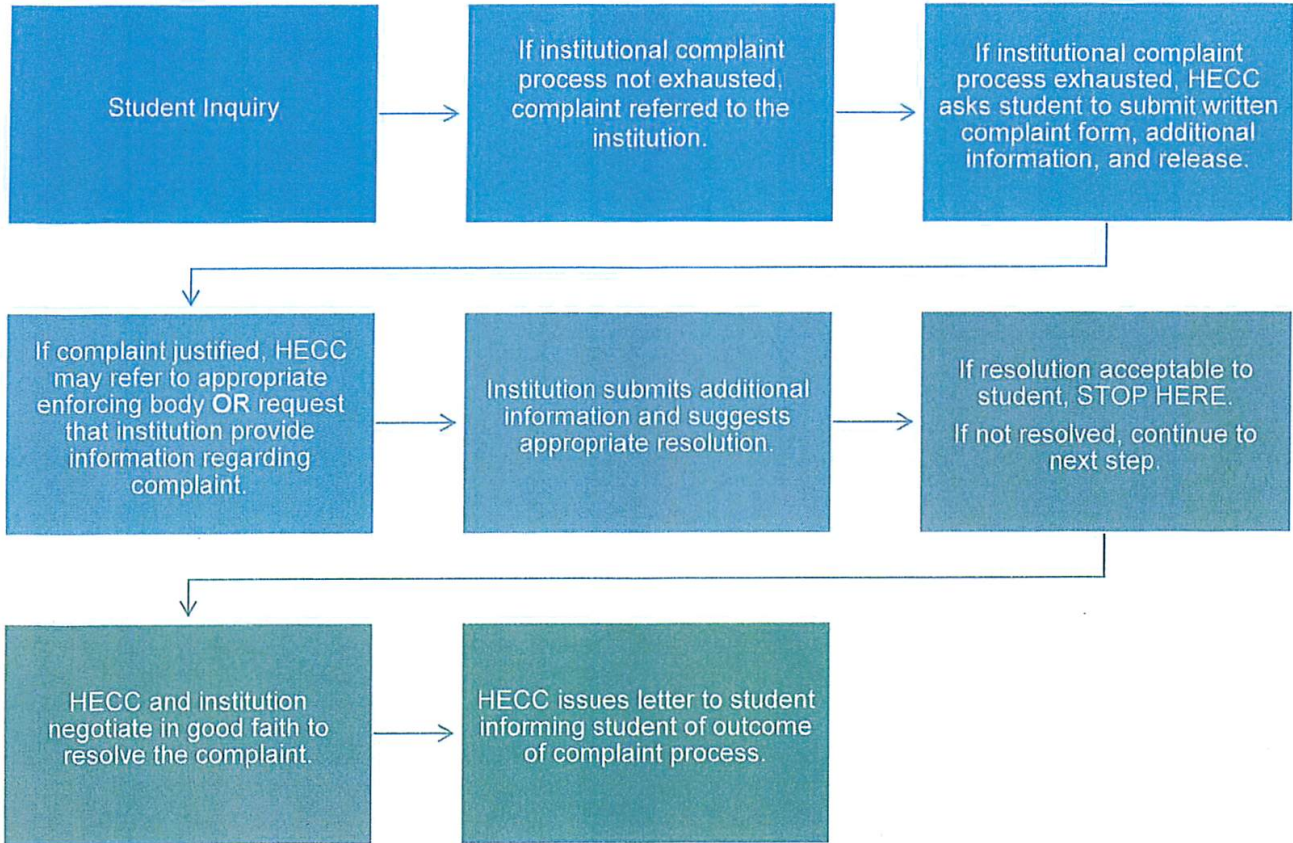
Section 3 – Complaint Process

1. The HECC receives an initial complaint from a student.
2. The HECC provides the student with a complaint form, which also asks if the student has completed the institutional complaint process.
3. If the student indicates the institutional complaint process has not been exhausted, the complainant is referred back to the institution.
4. If the student indicates the institutional complaint process has been completed and provides documentation to that effect, the HECC accepts the complaint.
5. The HECC reviews the complaint to determine if the complaint raises any potential consumer protection issues and may refer the complaint to an appropriate regulatory or enforcing body.
6. The HECC contacts the institution regarding the student complaint and requests appropriate information and documentation relating to the specific area(s) of the complaint.
7. The institution may submit the requested information or documentation and a recommended resolution to the complaint.
8. If a recommended resolution is acceptable to the complainant, the process is complete.
9. If there is no recommended resolution or a student is not satisfied with a recommended resolution, the institution agrees to negotiate with the HECC in good faith to find an appropriate resolution.
10. HECC sends letter to student and institution documenting outcome of negotiations.

A complainant is not bound by the outcome of the HECC complaint process and may pursue any other available legal remedy.

Higher Education Coordinating Commission-Office of Degree Authorization
Complaint Process

Appendix A - Higher Education Coordinating Commission (HECC) Complaint Process



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Informational Cover Page - Agreement

[This page is not part of the agreement]

Agreement No. 21-024__

AGREEMENT INFORMATION	
Title:	SARA Agreement 2021
Effective date:	Upon Execution
Expiration date:	Last day of the month after three years from the date of execution
Agreement Amount:	Income to HECC not exceeding \$150,000
VENDOR INFORMATION	
Institution:	Institution's name
Address:	Street Address City, State, Zip
Contact:	Contact Name
Phone:	Phone Number
Email:	E-mail
Fiscal contact:	Fiscal Contact
Phone:	Phone Number
Email:	E-mail
HECC INFORMATION	
Agreement Administrator:	Veronica Dujon
Phone:	503-947-5744
Email:	Veronica.Dujon@hecc.oregon.gov
Procurement contact:	Derek Dizney
Phone:	503-947-2405
Email:	Derek.Dizney@hecc.oregon.gov

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SARA AGREEMENT

This Agreement is between the State of Oregon ("State") acting through its Higher Education Coordinating Commission ("HECC"), and Institution's name ("Institution") to facilitate institutional participation in the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement ("W-SARA").

1. AUTHORITY.

This Agreement is authorized by ORS 350.075.

2. BACKGROUND; PURPOSES.

2.1. Background. A State Authorization Reciprocity Agreement ("SARA") is an agreement among its member states, districts, and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. W-SARA is the reciprocity agreement among the member states of the Western Interstate Commission for Higher Education.

2.2. Purposes. The purpose of this Agreement is to:

- Ensure consistent consumer protection in interstate distance delivery of higher education;
- Provide a process to review and appropriately act on complaints concerning the Institution, including enforcement of applicable state laws; and
- Identify the roles and responsibilities of the Institution and the HECC.

3. EFFECTIVE DATE; TERM; EFFECT OF EXECUTION OF AGREEMENT.

3.1. Effective Date. The "Effective Date" of this Agreement is the date this Agreement has been fully executed by each party and, approved as required by applicable law.

3.2. Term. Unless extended or terminated earlier in accordance with its terms, this Agreement terminates on the last day of the month after three years from the Effective Date. The termination of this Agreement will not extinguish or prejudice HECC's right to enforce this Agreement with respect to any default by Institution that has not been cured.

3.3. Effect of Execution of Agreement. The parties agree any existing SARA agreement between the parties is terminated as of the date of execution of this Agreement.

4. AGREEMENT ADMINISTRATORS.

4.1. Institution's Agreement Administrator is:

Institution Contract Administrator
Street Address
City, State Zip
Phone: Phone Number
Email: E-mail

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4.2. HECC's Agreement Administrator is:

Veronica Dujon
3225 25th Street SE
Salem, OR 97302
Phone: 503-947-5744
Email: veronica.dujon@hecc.oregon.gov

4.3. Either party may change its Agreement Administrator by providing the other notice in compliance with Section 16.6 of this Agreement.

5. INSTITUTION'S OBLIGATIONS.

Institution agrees to perform the following obligations:

- Consent to such provisions as may be necessary for purposes of participation in W-SARA, even if otherwise exempt from state laws governing degree-granting institutions;
- Complete the Application for Institutional Participation in SARA and abide by all representations and agreements required on the application;
- Adhere to the SARA Complaint Process to resolve complaints pertaining to the Institution's distance education courses and programs offered under SARA; and
- Pay a biennial fee upon application approval as outlined in the HECC Fee Schedule found at OAR 715-010-0015(3)(c), to recover designated expenses incurred by the HECC in administering this Agreement, state participation in W-SARA, and the SARA Complaint Process.

6. HECC'S OBLIGATIONS.

HECC agrees to perform the following obligations:

- To the extent authorized by applicable law, do all things reasonably necessary to enter into and maintain participation in W-SARA, to include serving as the SARA portal agency responsible for contact with W-SARA, other states, and students; and
- Fairly and expeditiously review, investigate, and resolve SARA-related complaints according to the SARA Complaint Process and within the extent of the HECC's authority.

7. AGREEMENT DOCUMENTS.

The following documents are attached and incorporated by reference as part of this Agreement:

- This contract less all exhibits;
- Exhibit A – Required Insurance
- Exhibit B – Sample Application for Institutional Participation in SARA
- Exhibit C – Sample SARA Complaint Process

8. SUCCESSORS AND ASSIGNMENTS.

8.1. Successors and Assigns. The provisions of this Agreement are binding upon and inure to the benefit of the parties to this Agreement, their respective successors, and permitted assigns, if any.

8.2. No Assignment. Institution shall not assign or transfer any of its rights or delegate its obligations under this Agreement without HECC's prior written consent.

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9. REPRESENTATIONS AND WARRANTIES.

9.1. **Institution's General Representations and Warranties.** Institution represents and warrants to HECC that:

- 9.1.1. Institution has the power and authority to enter into and perform this Agreement;
- 9.1.2. This Agreement, when executed and delivered, is a valid and binding obligation of Institution enforceable in accordance with its terms; and
- 9.1.3. Institution (to the best of Institution's knowledge, after due inquiry), for a period of no fewer than six calendar years preceding the Effective Date, faithfully has complied with:
 - 9.1.3.1. All tax laws of this state, including but not limited to ORS 305.620 and ORS chapters 316, 317, and 318;
 - 9.1.3.2. Any tax provisions imposed by a political subdivision of this state that applied to Institution, to Institution's property, operations, receipts, or income, or to Institution's performance of or compensation for any work performed by Institution;
 - 9.1.3.3. Any tax provisions imposed by a political subdivision of this State that applied to Institution, or to goods, services, or property, whether tangible or intangible, provided by Institution;
 - 9.1.3.4. Any rules, regulations, charter provisions, or ordinances that implemented or enforced any of the foregoing tax laws or provisions; and
- 9.1.4. Institution has no undisclosed liquidated and delinquent debt owed to the State or any department or agency of the State.

10. INDEMNITY BY INSTITUTION.

- 10.1. **Claims.** Institution shall defend, save, hold harmless, and indemnify the State of Oregon and HECC and their officers, employees and agents from and against all third party claims, suits, actions, losses, damages, liabilities, costs (including attorneys' fees) and expenses (collectively, "Claims") of any nature whatsoever resulting from, arising out of, or relating to the activities of Institution or its officers, employees, subcontractors, or agents under this Agreement, including but not limited to, unauthorized disclosure of Confidential Information, professional malfeasance, infringement of intellectual property rights, intentional, willful, or wanton wrongful acts, and acts outside the scope of its obligations set forth in this Agreement. If applicable to Institution, the indemnity provided under this section is subject to the conditions and limitations of the Oregon Tort Claims Act, ORS 30.260-30.300 and the Oregon Constitution Article XI, Section 7.
- 10.2. **Legal Counsel.** If Institution is required to defend the State of Oregon or HECC or their officers, employees or agents under Section 10.1, then Institution shall select legal counsel reasonably acceptable to the Oregon Attorney General to act in the name of, or represent the interests of, the State of Oregon, HECC or their officers, employees and agents. Such legal counsel must accept appointment as a special assistant attorney general under ORS chapter 180 before such action or representation. Further, the State of Oregon, acting by and through its Department of Justice, may assume its own defense, including that of its officers, employees and agents, at any time when in the State of Oregon's sole discretion it determines that (i) proposed counsel is prohibited from the particular representation contemplated; (ii) counsel is not adequately defending the interests of the State of Oregon or its officers, employees and agents; (iii) important governmental interests are at stake; or (iv) the best interests of the State of Oregon are

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served thereby. Institution's obligation to pay for all costs and expenses includes those incurred by the State of Oregon in assuming its own defense or that of its officers, employees, and agents under (i) and (ii) above.

10.3. Damages to State Property and Employees. Institution is liable for all Claims for personal injury, including death, damage to real property and damage to tangible and intangible personal property of the State of Oregon or any of its employees, subcontractors or agents resulting from, arising out of, or relating to the intentional, reckless or negligent acts or omissions of Institution or its officers, employees, subcontractors, or agents under this Agreement.

10.4. CONTRACTOR IS NOT AUTHORIZED TO SETTLE OR COMPROMISE ANY CLAIM REFERENCED IN THIS SECTION WITHOUT THE EXPRESS WRITTEN CONSENT OF HECC.

11. LIMITATION OF LIABILITY.

EXCEPT FOR LIABILITY TO THIRD PERSONS ARISING OUT OF OR RELATED TO SECTION 10, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY LOST PROFITS, LOST SAVINGS, OR PUNITIVE, INDIRECT, EXEMPLARY, CONSEQUENTIAL, OR INCIDENTAL DAMAGES.

12. INSURANCE.

Institution shall maintain insurance as set forth in Exhibit A.

13. TERMINATION.

13.1. Termination Rights.

13.1.1. **Termination by Mutual Agreement.** The Agreement may be terminated at any time, in whole or in part, by mutual written consent of both parties.

13.1.2. **HECC's Right to Terminate at its Discretion.** HECC may terminate this Agreement:

13.1.2.1. Upon 10 calendar days' prior written notice by HECC to Institution;

13.1.2.2. Immediately upon written notice by HECC to Institution if HECC fails to receive funding, appropriations, limitations, allotments, or other expenditure authority as contemplated by the HECC's budget or spending plan and the HECC determines, in its assessment and ranking of the policy objectives explicit or implicit in its budget or spending plan, that it is necessary to terminate this Agreement; or

13.1.2.3. Immediately upon written notice by HECC to Institution if any applicable laws, regulations, or guidelines are modified or interpreted in such a way that either the obligations under the Agreement are prohibited or the HECC is prohibited from enforcing the Agreement.

13.1.3. **Termination for Cause.** If either party fails to comply with any term or condition of this Agreement, the other party may terminate this Agreement upon prior written notice to the non-complying party if the non-compliance is not cured within 14 calendar days after the notice is provided, or such longer period as the notice may specify.

13.2. Effect of Termination. If the Agreement is terminated, regardless of the reason or party terminating, the Institution shall make provisions for students enrolled at the time of the termination to complete a comparable program at a HECC-approved institution and at no additional cost beyond the original enrollment agreement with the Institution.

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14. COMPLIANCE WITH LAW.

14.1. Compliance with Law Generally. Institution shall comply with all federal, state and local laws, regulations, executive orders and ordinances applicable to Institution and the Agreement. HECC's performance under the Agreement is conditioned upon Institution's compliance with the obligations of contractors under ORS 279B.045, 279B.220, 279B.230 and 279B.235, which are incorporated by reference herein.

14.2. Compliance with Oregon Tax Laws.

14.2.1. Institution shall, throughout the duration of this Agreement, comply with all tax laws of this state and all applicable tax laws of any political subdivision of this state. For the purposes of this section, "tax laws" includes the tax laws described in Section 9.1.3.1 through 9.1.3.4.

14.2.2. Any violation of Section 14.2.1 constitutes a material breach of this Agreement. Further, any violation of Institution's warranty in Section 9.1.3 of this Agreement that Institution has complied with the tax laws of this state and the applicable tax laws of any political subdivision of this state also constitutes a material breach of this Agreement. Any violation entitles HECC to terminate this Agreement, to pursue and recover any and all damages that arise from the breach and the termination of this Agreement, and to pursue any or all of the remedies available under this Agreement, at law, or in equity, including but not limited to:

14.2.2.1. Termination of this Agreement, in whole or in part;

14.2.2.2. Exercise of the right of setoff, or garnishment if applicable, and withholding of amounts otherwise due and owing to Institution without penalty; and

14.2.2.3. Initiation of an action or proceeding for damages, specific performance, declaratory or injunctive relief. HECC is entitled to recover any and all damages suffered as the result of Institution's breach of this Agreement, including but not limited to direct, indirect, incidental and consequential damages, costs of cure, and costs incurred in securing replacement Services.

14.2.3. These remedies are cumulative to the extent the remedies are not inconsistent, and HECC may pursue any remedy or remedies singly, collectively, successively, or in any order whatsoever.

14.3. Compliance with Federal Law. Institution shall comply with all applicable federal laws.

14.4. Pay Equity Compliance. As required by ORS 279B.235 Institution shall comply with ORS 652.220 and shall not discriminate against any of Institution's employees in the payment of wages or other compensation for work of comparable character, the performance of which requires comparable skills, or pay any employee at a rate less than another for comparable work, based on an employee's membership in a protected class. "Protected class" means a group of persons distinguished by race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability or age. Institution's compliance with this section constitutes a material element of this Agreement and a failure to comply constitutes a breach that entitles HECC to terminate this Agreement for cause.

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Institution may not prohibit any of Institution's employees from discussing the employee's rate of wage, salary, benefits, or other compensation with another employee or another person. Institution may not retaliate against an employee who discusses the employee's rate of wage, salary, benefits, or other compensation with another employee or another person.

15. GOVERNING LAW; VENUE AND JURISDICTION.

- 15.1. Governing Law.** This Agreement is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law.
- 15.2. Venue and Jurisdiction.** Any claim, action, suit or proceeding between HECC (or any other agency or department of the State of Oregon) and Institution that arises from or relates to this Agreement must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon. INSTITUTION, BY EXECUTION OF THIS CONTRACT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS. In no event may this section be construed as (i) a waiver by the State of Oregon of any form of defense or immunity, whether it is sovereign immunity, governmental immunity, immunity based on the Eleventh Amendment to the Constitution of the United States or otherwise, from any claim, action, suit or proceeding, or (ii) consent by the State of Oregon to the jurisdiction of any court.

16. MISCELLANEOUS PROVISIONS.

- 16.1. Records Maintenance; Access.** Institution shall maintain all financial records relating to this Agreement in accordance with generally accepted accounting principles. In addition, Institution shall maintain any other records, books, documents, papers, plans, records of shipments and payments and writings of Institution, whether in paper, electronic or other form, that are pertinent to this Agreement ("Records") in such a manner as to clearly document Institution's performance. Institution acknowledges and agrees that HECC and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to such financial records and other Records that are pertinent to this Agreement, whether in paper, electronic or other form, to perform examinations and audits and make excerpts and transcripts. Institution shall retain and keep accessible all such financial records and other Records for a minimum of 6 years, or such longer period as may be required by applicable law, following final payment and termination of this Agreement, or until the conclusion of any audit, controversy or litigation arising out of or related to this Agreement, whichever date is later.
- 16.2. Foreign Institution.** If Institution is not domiciled in or registered to do business in the State of Oregon, Institution shall promptly provide to the Oregon Department of Revenue and the Secretary of State Corporation Division all information required by those agencies relative to this Agreement. Institution shall demonstrate its legal capacity to perform the Services under this Agreement in the State of Oregon prior to entering into this Agreement.
- 16.3. Force Majeure.** Neither HECC nor Institution may be held responsible for delay or default caused by fire, riot, epidemic, natural disaster, acts of God, terrorist acts, or other acts of political sabotage, or war where such cause was beyond the reasonable control

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of HECC or Institution, respectively. Institution shall, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and shall, upon the cessation of the cause, diligently pursue performance of its obligations under this Agreement.

- 16.4. Survival.** All rights and obligations cease upon termination or expiration of this Agreement, except for the rights and obligations and declarations which expressly or by their nature survive termination of this Agreement, including without limitation this Section 16.4, and provisions regarding Agreement definitions, warranties and liabilities, independent Institution status and taxes and withholding, maximum compensation, Institution's duties of confidentiality, ownership and license of intellectual property and Deliverables, confidentiality and non-disclosure, Institution's representations and warranties, control of defense and settlement, remedies, return of HECC property, dispute resolution, order of precedence, maintenance and access to records, notices, severability, successors and assigns, third party beneficiaries, waiver, headings, and integration.
- 16.5. Time is of the Essence.** Institution agrees that time is of the essence under this Agreement.
- 16.6. Notice.** Except as otherwise expressly provided in this Agreement, any communications between the parties hereto or notices to be given hereunder must be given in writing by email, personal delivery, or mailing the same, postage prepaid, to Institution or HECC at the email address, postal address or telephone number set forth in this Agreement, or to such other addresses or numbers as either party may indicate pursuant to this Section 16.6. Any communication or notice so addressed and mailed is effective five business days after mailing. Any communication or notice given by personal delivery is effective when actually delivered. Any notice given by email is effective when the sender receives confirmation of delivery, either by return email, or by demonstrating through other technological means that the email has been delivered to the intended email address.
- 16.7. No Third Party Beneficiaries.** HECC and Institution are the only parties to this Agreement and are the only parties entitled to enforce the terms of this Agreement. Nothing in this Agreement gives, is intended to give, or may be construed to give or provide any benefit or right not held by or made generally available to the public, whether directly, indirectly or otherwise, to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of the terms of this Agreement.
- 16.8. Severability.** The parties agree that if any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or otherwise invalid, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the parties will be construed and enforced as if the Agreement did not contain the particular term or provision held to be invalid.
- 16.9. Merger Clause; Waiver.** This Agreement and attached exhibits constitute the entire agreement between the parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Agreement. No waiver, consent, modification or change of terms of this Agreement will bind the parties unless in writing and signed by both parties and all necessary State approvals have been obtained. Such waiver, consent, modification or

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change, if made, will be effective only in the specific instance and for the specific purpose given. The failure of HECC to enforce any provision of this Agreement in one instance will not constitute a waiver by HECC of its right to enforce that or any other provision.

16.10. Amendments. HECC may amend this Agreement to the extent permitted by applicable statutes and administrative rules. No amendment to this Agreement is effective unless it is in writing signed by the parties and has been approved as required by applicable law, unless explicitly stated in other sections of this Agreement.

16.11. Counterparts. This Agreement may be executed in several counterparts, all of which when taken together constitute one agreement binding on all parties, notwithstanding that all parties are not signatories to the same counterpart. Each copy of the Agreement so executed constitutes an original.

16.12. Oregon False Claims Act. Institution acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any action by Institution pertaining to this Agreement that constitutes a "claim" (as defined by ORS 180.750(1)). By its execution of this Agreement, Institution certifies the truthfulness, completeness, and accuracy of any statement or claim it has made, it makes, it may make, or causes to be made that pertains to this Agreement. In addition to other penalties that may be applicable, Institution further acknowledges that if it makes, or causes to be made, a false claim or performs a prohibited act under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against Institution. Institution understands and agrees that any remedy that may be available under the Oregon False Claims Act is in addition to any other remedy available to the State or HECC under this Agreement or any other provision of law.

16.13. Certifications. The individual signing on behalf of Institution hereby:

16.13.1. Certifies and swears under penalty of perjury to the best of the individual's knowledge that: (a) Institution is not subject to backup withholding because (i) Institution is exempt from backup withholding, (ii) Institution has not been notified by the IRS that Institution is subject to backup withholding as a result of a failure to report all interest or dividends, or (iii) the IRS has notified Institution that Institution is no longer subject to backup withholding; (b) s/he is authorized to act on behalf of Institution, s/he has authority and knowledge regarding Institution's payment of taxes, and to the best of her/his knowledge, Institution is not in violation of any Oregon tax laws, including, without limitation, those tax laws listed in ORS 305.380(4), namely ORS Chapters 118, 314, 316, 317, 318, 320, 321 and 323 and Sections 10 to 20, Chapter 533, Oregon Laws 1981, as amended by Chapter 16, Oregon Laws 1982 (first special session); the elderly rental assistance program under ORS 310.657; and any local taxes administered by the Oregon Department of Revenue under ORS 305.620; (c) Institution is an independent contractor as defined in ORS 670.600; and (d) the supplied Institution tax identification numbers are true and accurate;

16.13.2. Certifies that, to the best of the undersigned's knowledge, Institution has not discriminated against and will not discriminate against any disadvantaged business enterprise, minority-owned business, woman-owned business, business that service-disabled veteran owns or emerging small business certified under ORS 200.055 in obtaining any required subcontracts;

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16.13.3. Certifies that Institution has a written policy and practice that meets the requirements, described in ORS 279A.112, of preventing sexual harassment, sexual assault, and discrimination against employees who are members of a protected class. Institution agrees, as a material term of the Agreement, to maintain the policy and practice in force during the entire Agreement term; and

16.13.4. Certifies that Institution and Institution’s employees and agents are not included on the list titled “Specially Designated Nationals and Blocked Persons” maintained by the Office of Foreign Assets Control of the United States Department of the Treasury and currently found at <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below.

Institution

By: _____ Date _____
Authorized Representative, Title

HIGHER EDUCATION COORDINATING COMMISSION

By: _____ Date _____
Veronica Dujon, Director, Office of APA

HECC – Review for procurement sufficiency

Reviewed by: _____ Date _____
Tom Riel, Procurement Manager
Derek Dizney

DOJ – Review for legal sufficiency – Not required.

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**EXHIBIT A
REQUIRED INSURANCE**

INSURANCE REQUIREMENTS

Institution shall obtain at Institution’s expense the insurance specified in this Exhibit A prior to performing under this Agreement and shall maintain it in full force and at its own expense throughout the duration of this Agreement, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Institution shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon (“State”) and that are acceptable to HECC. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers’ Compensation. Institution shall pay for all deductibles, self-insured retention and self-insurance, if any.

WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY

All employers, including Institution, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Institution shall require and ensure that each of its subcontractors complies with these requirements. If Institution is a subject employer, as defined in ORS 656.023, Institution shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If Institution is an employer subject to any other state’s workers’ compensation law, Contactor shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY:

Required Not required

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$1,000,000.

AUTOMOBILE LIABILITY INSURANCE:

Required Not required

Automobile Liability Insurance covering Institution’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

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PROFESSIONAL LIABILITY:

Required Not required

Professional Liability Insurance covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Agreement by the Institution and Institution's subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$2,000,000. If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability Insurance coverage, or the Institution shall provide Tail Coverage as stated below.

EXCESS/UMBRELLA INSURANCE:

A combination of primary and excess/ umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED:

The Commercial General Liability insurance and Automobile liability insurance required under this Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Institution's activities to be performed under this Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

TAIL COVERAGE:

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Institution shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Agreement, for a minimum of 24 months following the later of (i) Institution's completion and HECC's acceptance of all Services required under this Agreement, or, (ii) HECC or Institution termination of this Agreement, or, (iii) The expiration of all warranty periods provided under this Agreement.

CERTIFICATE(S) AND PROOF OF INSURANCE:

Institution shall provide to HECC Certificate(s) of Insurance for all required insurance upon request by HECC. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. If excess/ umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/ umbrella insurance. As proof of insurance HECC has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Agreement.

NOTICE OF CHANGE OR CANCELLATION:

The Institution or its insurer must provide at least 30 days' written notice to HECC before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW:

Institution agrees to periodic review of insurance requirements by HECC under this Agreement and to provide updated requirements as mutually agreed upon by Institution and HECC.

STATE ACCEPTANCE:

All insurance providers are subject to HECC acceptance. If requested by HECC, Institution shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to HECC's representatives responsible for verification of the insurance coverages required under this Exhibit A.

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EXHIBIT B SAMPLE APPLICATION FOR INSTITUTIONAL PARTICIPATION IN SARA



Institution Name _____

Institution State _____

Initial Application _____

Renewal Application _____

Application and Approval Form for Institution Participation in SARA¹

An institution applying to operate under the State Authorization Reciprocity Agreements (SARA) must submit **this form to its Home State's SARA Portal Entity.**

The chief executive officer (CEO) or chief academic officer (CAO) of the institution affirms each section, completes and submits the application including any State fees and commits to any special requirements of the SARA State Portal Entity permitted by SARA.

When the State Portal Entity enters “yes” on this form, the State affirms that the applicant institution has followed proper procedures and provided necessary documents to operate under SARA.

To review the application process, visit the [Application and Process](#) page on the NC-SARA website.

An institution seeking approval to operate under the policies of SARA must meet the following requirements:

	Requirements for Institution Participation in SARA	INSTITUTION CEO or CAO Initial each line	SARA State Portal Entity confirms the institution meets the requirement
	Core Requirements		
1.	In a SARA member state, the main campus or central administrative unit is domiciled in a state, territory or district that has joined the State Authorization Reciprocity Agreement (SARA) initiative and is authorized to operate in that state ² . Only distance education content originating in the United States, a U.S. territory, or district and provided from within a SARA state is eligible to be offered under SARA. ³ (Attach documentation.)		Yes or No <input type="checkbox"/> <input type="checkbox"/>
	Consumer Protection		
2.	Accreditation The institution is a U.S. degree-granting institution that is accredited by an accrediting body recognized by the U.S. Secretary of Education and whose scope of authority, as specified by the Department, includes distance education. (Attach documentation of accreditation verification). Name of Accrediting Agency: _____		Yes or No <input type="checkbox"/> <input type="checkbox"/>

¹ "NC-SARA" refers to the organization, whereas "SARA" refers to the agreement.

² SARA considers the Home Campus to be where an institution has its legal domicile. Any disputes about which state is the home state will be resolved for SARA purposes by the affected regional compacts or the National Council (NC-SARA), as needed.

³ The fact that a foreign institution is owned by a U.S. entity does not qualify distance education originating from the non-U.S. institution to be offered under SARA. Only distance education under the oversight of the U.S. state, territory or district can be offered through SARA.

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	Requirements for Institution Participation in SARA	INSTITUTION CEO or CAO Initial each line	SARA State Portal Entity confirms the institution meets the requirement
3.	Accreditation status The institution agrees to notify its home state’s SARA Portal Entity of any negative changes to its accreditation status.		Yes or No <input type="checkbox"/> <input type="checkbox"/>
4.	Federal Financial Responsibility Composite Score For non-public institutions, the institution’s most recent financial responsibility composite score from the U.S. Department of Education is 1.5 or above, or, if the score is between 1.0 and 1.49, the State Portal Entity can affirm that documentation has been provided to demonstrate financial stability sufficient to justify institutional participation in SARA. If an institution is owned by a “corporate parent,” the federal financial responsibility composite score of its “parent” must meet these requirements. Note: Public institutions leave this blank. FFRCS _____ Year Reporting (most recent published) _____		Yes or No <input type="checkbox"/> <input type="checkbox"/>
5.	Abide by C-RAC Guidelines The institution agrees to abide by the Interregional Guidelines for the Evaluation of Distance Education and provisions of the SARA Policy Manual .		Yes or No <input type="checkbox"/> <input type="checkbox"/>
6.	Responsible for institution activities The institution agrees to be responsible for the actions of any third-party providers used by the institution to engage in operations under SARA.		Yes or No <input type="checkbox"/> <input type="checkbox"/>
7.	Will resolve complaints The institution agrees to work with its Home State’s SARA Portal Entity to resolve any complaints arising in SARA states, and to abide by the decisions of that entity regarding resolution of such complaints. ⁴		Yes or No <input type="checkbox"/> <input type="checkbox"/>
8.	Application signed by CEO or CAO The institution agrees to apply to its Home State’s Portal Entity. The application will be submitted with the signature of the institution’s chief executive officer or chief academic officer.		Yes or No <input type="checkbox"/> <input type="checkbox"/>
9.	Agree to professional licensure disclosures The institution agrees to provide notifications to students related to professional licensure. Any institution approved to participate in SARA that offers courses or programs designed to lead to Professional Licensure or certification or advertised as leading to Licensure must satisfy all federal requirements for disclosures regarding such Professional Licensure programs under 34 §C.F.R. 668.43. For SARA purposes, these requirements will also apply to non-Title IV institutions. For SARA purposes, institutions that are unable, <i>after all reasonable efforts</i> , to determine whether a program will meet state professional licensure requirements shall provide the student or applicant with current contact information for any applicable licensing boards, and advise the student or applicant to determine whether the program meets requirements for Licensure in the State where the student is located.		Yes or No <input type="checkbox"/> <input type="checkbox"/>

⁴ Complaints must follow the institution’s customary resolution procedure before being referred to the state under SARA policy. Grade appeals and student conduct appeals are not allowed under SARA.

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	Requirements for Institution Participation in SARA	INSTITUTION CEO or CAO Initial each line	SARA State Portal Entity confirms the institution meets the requirement
	An email dedicated solely to this purpose and sent to the student's best-known email address meets this requirement. The institution should use other additional means to notify the student, if needed.		
10.	<p>Instruction</p> <p>The institution agrees that in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive. This may include tuition assurance funds, surety bonds, irrevocable letter of credit, assistance with transfer, teach-out provisions or other practices deemed sufficient to protect consumers.</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>
11	<p>Catastrophic events</p> <p>The institution agrees that it has well-documented policies and practices for addressing catastrophic events. The institution agrees to provide the catastrophic event policy and disaster recovery procedures to the State Portal Entity, if/when requested. Impacted students will receive the services for which they have paid or reasonable financial compensation for those not received. This may include tuition assurance funds, surety bonds, irrevocable letter of credit, assistance with transfer, teach-out provisions or other practices deemed sufficient to protect consumers. The institution agrees that it and/or its home state has adequate measures to protect student records in the event of closure.</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>
12.	<p>Agree to Provisional status</p> <p>The institution agrees to abide by conditions of provisional approval, if necessary.</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>
	Fees		
13.	<p>Agree to pay State fees</p> <p>The institution agrees to pay to its Home State any State fees for SARA participation required by the Home State for administering SARA.</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>
14.	<p>Agree to pay SARA fees</p> <p>The institution agrees to pay its annual SARA participation fee to the National Council for State Authorization Reciprocity Agreements (NC-SARA).</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>
	Data		
15.	<p>Agrees to share data</p> <p>The institution agrees to provide data necessary to monitor SARA activities, including annual reporting of distance education enrollments and out-of-state learning placements by state, in accordance with the NC-SARA Data Sharing Agreement and relevant reporting handbooks.</p>		Yes or No <input type="checkbox"/> <input type="checkbox"/>

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Section 2 - Institutional Designation and Action and Information

I, the undersigned representative of (institution name) _____
having the authority to commit the institution to operate under the SARA interstate agreement, hereby certify that
this institution meets all of the policies stated herein required for operation by the *SARA Policy Manual*.

Mailing address of the institution: _____

City, State, Zip: _____

Institution OPEID number: _____

Type of Institution

Public institution

Tribal institution

Independent not-for-profit institution

Other _____

Independent for-profit institution

Is the institution owned by another entity? Yes No

If yes, list official name of parent company: _____

If yes, official address of parent company: _____

Does the institution participate in Title IV? Yes _____ No _____

Institution link to SARA student complaint process: _____

Optional additional link for website if necessary: _____

Institution link to Professional Licensure disclosures: _____

Name of [institution's accrediting body](#): _____

IPEDS Related Information

Institution IPEDS identification number: _____

Institution FTE (latest IPEDS): _____ Year reporting _____

Check one of the boxes below:

Institution with fewer than 2,500 FTE students: _____

Institution with between 2,500 and 9,999 FTE students: _____

Institution with 10,000 or more FTE students: _____

Institution Contact Information

Primary Contact

Name: _____

Title: _____

Email: _____

Phone: _____

Secondary Contact

Name: _____

Title: _____

Email: _____

Phone: _____

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Billing Contact

Name: _____
Title: _____
Email: _____
Phone: _____

Additional campus information:

List all campuses with distance education activity covered by SARA policies. Use additional paper if necessary.

Institution Name: _____
Address: _____
City, State Zip: _____

Institution Name: _____
Address: _____
City, State Zip: _____

Institution Name: _____
Address: _____
City, State Zip: _____

Institution Name: _____
Address: _____
City, State Zip: _____

Institution Name: _____
Address: _____
City, State Zip: _____

Typed name of institutional signatory officer: _____
Email: _____
Phone: _____

Title of signatory institutional officer: _____
The chief executive officer (CEO) or chief academic officer (CAO) of the institution completes and submits the application.

Signature: _____ Date: _____

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Section 3 - SARA State Supplemental Sheet for Institutions

SARA provides a degree of flexibility for States as they implement policy. Information about State-specific provisions may be added on this page for items such as [fees](#) (if any) to be charged to in-state institutions, criteria for consideration of appeals of institutions having financial responsibility composite scores between 1.0 and 1.49, etc. **Institutions are reminded to check with their SARA State Portal Entity for additional Home State requirements and State Fees.**

State fee (if any):

State bonding requirement of institution (if any):

Financial responsibility criteria for federal financial composite score ratings 1.0-1.49:

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Section 4 - SARA State Portal Entity Action and Information

Institution application

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Provisionally Approved
<input type="checkbox"/>	Returned for Additional Data or Information
<input type="checkbox"/>	Denied

Conditions related to Provisional Approval:
 Include submission of SARA Institution Provisional Participation Form

Typed name of SARA State Portal Entity: Higher Education Coordinating Commission

Typed name of Primary SARA State Portal Entity contact: Veronica Dujon

Signature _____ Date _____

Title of SARA State Portal Entity contact: Director, Office of Academic Policy and Authorization

SARA State Portal Entity email: veronica.dujon@hecc.oregon.gov

SARA State Portal Entity phone: 503-947-5744

Typed name of Secondary SARA State Portal Entity contact: ~~Sean Pollack~~ Rebecca Fuller

Title of Secondary SARA State Portal Entity contact: ~~Deputy Director, Office of APA~~ Operations & Policy Analyst

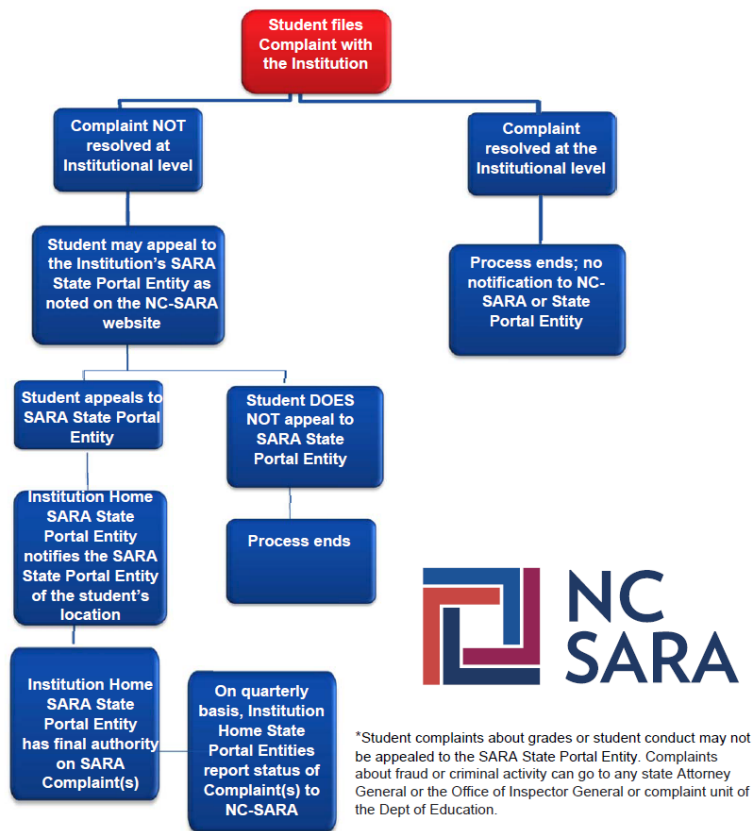
Secondary SARA State Portal Entity email: ~~sean.pollack@hecc.oregon.gov~~ rebecca.fuller@hecc.oregon.gov

Secondary SARA State Portal Entity phone: ~~503-947-5925~~ 503-947-5751

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EXHIBIT C SAMPLE SARA HECC COMPLAINT PROCESS

SARA Student Complaint Process



7/31/2020



Oregon

Kate Brown, Governor

Higher Education Coordinating Commission

Office of Degree Authorization

255 Capitol Street NE

Salem, OR 97310

www.oregon.gov/HigherEd

Fee Schedule for SARA Membership *State of Oregon*

HECC Fee Schedule

Oregon will charge a biennial fee to in-state institutions that want to participate in SARA through the portal agency, the Higher Education Coordinating Commission (HECC). This biennial fee is based on an institution's total full-time equivalent (FTE) enrollment as shown in the Integrated Postsecondary Education Data System (IPEDS) and is assessed as follows:

- **\$3,000/biennial** for institutions with fewer than 2,500 FTE students
- **\$5,000/biennial** for institutions with between 2,500-9,999 FTE students
- **\$7,000/biennial** for institutions with 10,000 or more FTE students

NC-SARA Fee Schedule

Institutions are also required to pay a fee to participate in SARA. This is a required SARA fee paid to the National Council for SARA. This annual fee is based on an institution's total full-time equivalent (FTE) enrollment as shown in the Integrated Postsecondary Education Data System (IPEDS) and is assessed as follows:

- **\$2,000/year** for institutions with fewer than 2,500 FTE students
- **\$4,000/year** for institutions with between 2,500-9,999 FTE students
- **\$6,000/year** for institutions with 10,000 or more FTE students

Attachment 5.

Policies and Procedures for Addressing Catastrophic Events Affecting Oregon Institutions Participating in SARA

The State Authorization Reciprocity Agreement (SARA) requires all member states to have in place a plan to deal with catastrophic events that may result in closure or other significant interruption in the educational activities offered under SARA. Oregon has applied for membership in SARA and has agreed to abide by the SARA requirement for such a plan. All Oregon institutions participating in SARA are therefore subject to this plan governing catastrophic events affecting SARA institutions. The Higher Education Coordinating Commission (hereinafter “Commission”) shall collaborate with institutional associations and boards to support and enhance the implementation of contingency plans and rapid response support structures.

1. Student Records.

(a) Records Required. Oregon recognizes that the U.S. Department of Education has promulgated 34 CFR § 602.24(c) to cover the disposition of student records in the event of a catastrophic event at an institution accepting Title IV funds. The Commission therefore accepts plans developed to comply with 34 CFR § 602.24(c) for purposes of SARA. If an Oregon institution operating under SARA has not otherwise established a contingency plan subject to the requirements of 34 CFR § 602.24(c), the institution’s records shall be transferred upon closure of the institution or catastrophic event to the Commission or to another institution acceptable to the Commission.

(c) Content of Records. Student records should be gathered in dossiers which can be transmitted promptly to receiving institutions.

(d) Notice to Students. Notification should be sent to every current and former student for whom an address is available indicating where the records are being stored and the process for access to those records.

2. Teach-outs and Refunds.

(a) Teach-outs. If an institution operating under SARA cannot complete teaching a course or program, the HECC will assist in the coordination and implementation of a teach-out agreement.

(b) Refunds. An institution that does not complete teaching a course for which a fee was charged shall refund any charges for that course, including refunds due to the student and any refunds of state or federal financial aid required by law.

(c) Exception: A course for which credit has been transcribed is considered completed and no teach-out or refund is needed.

Attachment 5.

3. Transfer of Students to Receiving Institution. In the event that an Oregon institution closes, the HECC will assist students in arranging transfer to other institutions.

(a) Form of Agreement. Agreements made with other institutions to receive transferring students and to accept their records shall be in writing.

(b) Financial Aid. Where financial aid is concerned, particularly federal or state grants, arrangements should be made with the appropriate agencies to transfer the aid to the receiving institutions.

(c) Notice. Where such arrangements cannot be completed, students should be fully informed.

4. Institutions authorized by the Office of Degree Authorization. Oregon institutions authorized by the Oregon Office of Degree Authorization and operating under SARA must also comply with any requirements under OAR 583-030-0044 with respect to school closures.



W-SARA State Renewal Review Form

State: Oregon

Initial SARA Approval Date: 3/31/2015 State Renewal Date: 12/09/2022

State Portal Entity: Higher Education Coordinating Commission

State Portal Entity Primary Contact: Veronica Dujon

All Additional State Portal Entity Staff: Rebecca Fuller

Portal Entity Website: <https://www.oregon.gov/highered/institutions-programs/private/Pages/distance-education.aspx>

State SARA Fee(s) (if applicable):

- \$3,000/biennial for institutions with fewer than 2,500 FTE students
- \$5,000/biennial for institutions with between 2,500-9,999 FTE students
- \$7,000/biennial for institutions with 10,000 or more FTE students

Profile of Institutions

Total SARA participants:	<u>31</u>
Public:	<u>17</u>
Private/nonprofit:	<u>13</u>
Independent for-profit:	<u>1</u>

New institutions since last renewal:

A denturist college is pending approval for participation in SARA

Number of institutions denied renewal: 0 _____

Name of institution/s and reason for denial: n/a

Was the institutional appeals process utilized? If so, what was the result? n/a

Number of institutions on provisional status: 0 _____

Name of institution/s and reason for provisional status and any monitoring or additional participation requirements: n/a

Have any institutions had changes of ownership that resulted in action taken by the SPE? If yes, list institution/s and action/s taken:

n/a

Does your state have any SARA institutions currently on heightened cash monitoring that resulted in actions taken by the SPE? If yes, list institution/s and action/s taken:

No Oregon schools are on HCM status as of June 1, 2022, the most current report

Complaints Appealed to Portal Entity

Complaints since last renewal:

The HECC filled a new position to handle all complaints about postsecondary schools. No formal SARA complaints have been received.

Complaints currently under consideration:

None

Discussion Notes (for example, policy practice or regulatory changes that may affect SARA, recurring institutional issues, etc.)

What SARA related challenges, if any, did you encounter since your last renewal?

- 1) It has been the policy of the HECC to not require a surety bond because schools are required to have the financial stability to preclude abrupt closure. However, the closures of two schools in Utah and Marylhurst in Oregon has led the HECC to consider proposing a new rule requiring schools to take out a surety bond. This has yet to be vetted with the SARA Advisory Council and with the Commission through the public hearing process.
- 2) Some schools are still struggling with their professional licensure disclosures; an enforcement tool by SARA would be helpful to encourage more progress.

Has your state made regulatory changes that impact SARA since your last renewal? If yes, please describe and explain how the SPE has addressed SARA impacts.

1) SARA has established its own uniform standards for physical presence vs. distance education, an institution has physical presence and therefore must meet the state's current non-SARA requirements if it does any of these things in a state. In response to numerous requests for clarifications regarding placements and hybrid programs, Oregon Administrative rule 583-030-0005 was amended to establish physical presence as criterion for authorization of degree programs in post-secondary institutions in Oregon. The amended rule lists the triggers for physical presence, such as maintaining an office in the state.

2) The Office of Student Access and Completion (OSAC) housed the statutes for NC-SARA in Oregon before the regulatory duties migrated to the HECC in 2013. A legislative Policy Option Package is currently being proposed to move the statutes from OSAC for student aid to the Office of Degree Authorization (ODA) and move the fees into administrative rules so they are more easily revised in the future.

Did you experience any major SARA related issues in your state since your last renewal? If yes, what were they and how were they handled?

No issues since the last renewal.

Do you have SARA policy concerns in your state that you would like to discuss with W-SARA leadership or during your review?

The State of Oregon HECC supports the approval of the Policy Modification Process that includes SPE and RSC feedback with the SARA board that will improve SARA policy revisions now and in the future.

Additional Comments: n/a

ACTION ITEM:

Recommendation to the Committee of the Whole to Approve South Dakota's State Authorization Reciprocity Agreement State Renewal Application

Summary

The Regional Compact evaluator (director of the WICHE State Authorization Reciprocity Agreement (director of W-SARA)) and the W-SARA Regional Steering Committee (RSC) have found that South Dakota meets all of the requirements set forth in Criteria 1-16 of the State Authorization Reciprocity Agreement (SARA) State Membership Renewal Application, and the state has affirmed that it can and will operate under the SARA criteria for membership over the course of the renewal period. Staff asks the Policy Analysis and Research Committee to approve a recommendation to the Committee of the Whole that WICHE approve South Dakota's Renewal Application for an additional two years of membership in the SARA.

Relationship to WICHE Mission

By providing a coordinated approach to the regulation of interstate distance education, W-SARA serves WICHE's mission in a number of ways, including sharing resources across the region and providing a forum for interstate collaboration. Considering WICHE members' applications to participate in SARA is a necessary part of this work.

Background

Every member state or territory participating in SARA must undergo a biennial review of its membership through the renewal process. The W-SARA director, in the role of the Regional Compact evaluator, reviews the state's [SARA State Membership Application](#). The evaluator determines whether the state has met the requirements described in the application over the preceding two-year period and reviews the state's affirmation that it can and will meet these requirements over the course of the upcoming two years. W-SARA also collects and reviews summary data on the state's SARA membership over the renewal period, including: institutions added, removed, or placed on provisional status; SARA-qualifying complaints; and any changes to the relevant statute, regulation, or other policy.

The application, review sheet, and supplementary materials provided by the state are shared with the W-SARA RSC for review in advance of the RSC scheduled meeting to vote on state renewal recommendations. At their scheduled meeting, the applicant state shares a summary of its renewal application with the RSC. The RSC has the opportunity to ask questions and request clarifications on any aspect of the state renewal. At the conclusion of discussion, the RSC votes on a recommendation of approval or denial of the application to be shared with the WICHE Commission (the Commission).

While reviews occur on the biennial cycle described above, W-SARA staff and the W-SARA RSC are available throughout the membership cycle to support states' continued compliance with SARA policies and to promote promising practices in effective regulation.

For background information, WICHE staff has also prepared a brief information snapshot related to enrollment numbers on the following page.

Project Description

South Dakota's State Renewal Application (attached) was recommended for approval by the Regional Compact evaluator and considered by the W-SARA RSC at its October 19 meeting, which was held virtually. The W-SARA RSC voted to recommend the application for approval by the Commission. All RSC members present voted to recommend approval, with the exception of the Arizona RSC member, who abstained.

The attached application and supplementary materials include the state application and state review sheet.

Staff and Fiscal Impact

Staff time for W-SARA is supported by the allocation of dues paid by institutions to participate in SARA. The National Council for SARA collects institutional dues for SARA.

Action Requested

Recommendation to the Committee of the Whole to approve South Dakota's State Renewal Application for continued membership in the State Authorization Reciprocity Agreement.

Enrollment Numbers

INSTITUTION TYPE	TOTAL ENROLLMENT	OUT-OF-STATE SARA ENROLLMENT	OUTGOING OOSLP (REPORTED OOSLP SENT FROM INSTITUTIONS IN STATE)
Private Non-Profit	1,587	1,016	
Public	9,241	2,418	
Grand Total	10,828	3,434	1,722



**National Council for
State Authorization
Reciprocity Agreements**

MHEC • NEBHE • SREB • WICHE

State: South Dakota

Regional Compact WICHE

Initial Application _____

Renewal Application X

Application and Approval Form for State Membership in SARA

A state that would like to apply for or renew membership in the State Authorization Reciprocity Agreements (SARA) must submit this form and required documentation to its **regional** education compact's SARA office.

A state may wish to include a cover letter and/or additional documentation to supplement the application and to strengthen the case for becoming a member or renewing membership in SARA.

To be accepted or renewed into SARA, a state must agree that it can and will operate under the principles set forth in the Unified Agreement, SARA's foundational document, and the criteria for state membership as established in the Unified Agreement and further outlined in the *SARA Policy Manual*. For purposes of SARA, the term "state" includes the District of Columbia and the organized U.S. Territories. The requirements for state membership are set forth below.

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
	Core Requirements		
1.	The state is a member of one of the four interstate higher education regional compacts that administers SARA, or has concluded an affiliation agreement with a regional compact covering SARA activity.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
2.	The state entity responsible for joining SARA has the legal authority under state law to enter into an interstate agreement on behalf of the state and has provided a copy of the statutory or other legal authority documenting this authority.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
3.	The state considers applications from degree-granting institutions of all sectors (public, private not-for-profit, private for-profit) on the same basis and approves institutions that meet SARA standards and agree to SARA policies without differentiating by sector.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
4.	The state agrees to require each SARA applicant institution to apply for state approval using the standard SARA institutional application and agrees to operate under the <i>Interregional Guidelines for the Evaluation of Distance Education</i> developed by the Council of Regional Accrediting Commissions (C-RAC), as summarized in the <i>SARA Policy Manual</i> .	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
	Consumer Protection		
5.	The state accepts institutional accreditation by an accrediting body recognized by the U.S. Secretary of Education — and whose scope of authority, as specified by the Department of Education includes distance education — as sufficient, initial evidence of academic quality for approving institutions for participation in SARA.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
6.	For private institutions, the state accepts the U.S. Department of Education's institutional federal financial responsibility score of 1.5 or above (or 1.0-1.49 with additional justification satisfactory to the state) as indicating sufficient financial stability to qualify for participation in SARA.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
7.	The state has a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institution approval and on-going oversight, including the resolution of consumer complaints in all sectors, and has provided the regional compact a copy of the complaint investigation and resolution process to be used to handle all complaints resulting from institutional operations (public, private not-for-profit, private for-profit) under SARA.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
8.	The state agrees that it will work cooperatively with other SARA states, regional compacts and NC-SARA to enable successful collaboration. It will follow up on requests for information or investigations from SARA member states or any SARA regional or national office, providing required data and reports.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
9.	The state agrees that, if it has requirements, policies, standards, fees or procedures for the approval and authorization of non-domestic institutions of higher education providing distance education in the state, it will not apply those policies, fees, or procedures to any non-domestic institution that participates in SARA. Instead, the state will apply those policies, fees, or procedures specifically prescribed in or allowed by the <i>SARA Policy Manual</i> .	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
10.	The state designates a "Portal Entity" as defined in the <i>SARA Policy Manual</i> , to coordinate SARA matters for the state and provide a principal point of contact for resolution of student complaints. Note: the designated entity need not itself be responsible for all oversight activities of SARA providers inside the state, but will be the SARA Portal Entity for that state.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
11.	The state agrees to serve as the point of contact for any SARA-related complaint filed against an institution approved by the state to participate in SARA. The state's SARA Portal Entity is responsible for coordinating complaint resolution and is empowered to investigate and resolve complaints that originate outside of the state. All other state entities and governing boards of SARA participant institutions shall assist as necessary in such investigations and report as needed to the Portal Entity. State remedies, including refunds or other corrective action, must be made available to resolve complaints involving residents of other SARA states.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
12.	The state agrees to document: a) all formal complaints received; b) complaint notifications provided to institutions and accrediting bodies; c) actions taken that are commensurate with the severity of violations; and d) complaint resolutions	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
13	The state agrees that it will promptly report complaints and concerns to the institutions about which the complaint is lodged, the home state SARA Portal Entity responsible for any such institution, and if appropriate, the relevant accrediting bodies.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
14.	The state has clear and well-documented policies and practices for addressing catastrophic events, as follows: a) The state may request assistance from the institution's accreditor as the accreditor applies its standards under 34 C.F.R. §602.24(c) and (d) of federal requirements for catastrophic events. b) The state has laws, regulations, policies and/or processes in place to deal with the unanticipated closure of an institution and will make every reasonable effort to assure that students receive the services for which they have paid or reasonable financial compensation for those not received. Such laws, regulations, policies and/or processes may include tuition assurance funds, surety bonds, teach-out provisions or other practices deemed sufficient to protect consumers. c) The state requires institutions to have adequate disaster recovery plans, particularly with respect to the protection of student records, or the state provides such a plan. d) A SARA member state agrees to apply its policies and practices for catastrophic events consistently and equally within each sector (public, private non-profit, and private for-profit) to residents of any state.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

	Requirements for State Membership in SARA	State affirms meeting the requirements (Initial here)	Regional Compact affirms state meets the requirement
15	The state agrees that it has developed and implemented a means to hear and internally resolve appeals from institutions for which it denies initial participation or renewal of participation in SARA. During any such appeal, the institution's status as a SARA participating (or non-participating) institution remains unchanged.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>
	Data		
16.	The State agrees that each quarter it will report to NC-SARA the number of appealed complaints it has received regarding each of the state's SARA-participating institutions and the resolution status of those complaints.	BM	Yes or No <input checked="" type="checkbox"/> <input type="checkbox"/>

Section 2 - SARA State Portal Entity Designation and Voluntary State Action and Information

Name of SARA State Portal Entity: South Dakota Board of Regents

Mailing address of SARA State Portal Entity: 306 E. Capitol Avenue, Suite 200, Pierre, SD 57501

Website of SARA Portal Entity (location of state's SARA information): https://www.sdbor.edu/administrative-offices/academics/S

Name of Principal SARA State Portal Entity contact: Katie Hubbart

Title of SARA State Portal Entity contact: SD-SARA Coordinator

SARA State Portal Entity email: katie.hubbart@sdbor.edu

SARA State Portal Entity phone: 605-773-3455

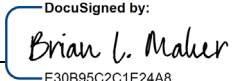
Name of Secondary SARA State Portal Entity contact: Nathan Lukkes

Title of Secondary SARA State Portal Entity contact: Chief of Staff & General Counsel

Secondary SARA State Portal Entity email: nathan.lukkes@sdbor.edu

Secondary SARA State Portal Entity phone: 605-773-3455

I, the undersigned representative of the State of South having the authority to commit the state to the State Authorization Reciprocity Agreements (SARA), agree that the state will abide by SARA requirements as established in the Unified Agreement and the *SARA Policy Manual*. The state has provided proof of those requirements needing documentation, and hereby applies for the state's admission/renewal to SARA.

Signature:  Brian L. Maher Date 8/2/2022

Typed name of Signatory Officer: Dr. Brian Maher

Title of Signatory State Officer: Executive Director & CEO

Mailing address: 306 E. Capitol Avenue, Suite 200, Pierre, SD 57501

Email address: brian.maher@sdbor.edu

Phone: 605-773-3455

¹ The principal contact is the person with whom state entities and regional compacts should communicate about the state's membership in SARA. It is not necessarily the State Signatory Officer or the person(s) whom institutions and students should contact regarding institutional participation in SARA, student complaints, and other matters regarding the normal discharge of a state's responsibilities under SARA

Section 3 - Regional Compact Evaluator Recommendation

For a state to initiate or renew its SARA membership, the evaluator must find that the state meets all of the requirements set forth in sections 1-16. If the evaluator finds that the state meets all required standards, the Regional Compact SARA Director shall recommend approval of the state's membership to the Regional Steering Committee of the compact by signing below.

State Name: South Dakota

The evaluator recommends approval of the application to the SARA Regional Steering Committee:

Yes

No

Evaluator comments:

Please see attached Regional Compact Evaluation Summary.

Signature of Regional Compact Director: Molly Hall-Martin

Name of Regional Compact Director: Molly Hall-Martin

Date signed: September 7, 2022

Title of Regional Compact Director: Director, W-SARA

Signature of Regional Compact President: _____

Name of Regional Compact President: _____

Date signed: _____

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Section 4 - Regional Steering Committee Recommendation

For a state to initiate or renew its membership in SARA, the Regional Steering Committee of the appropriate regional compact must find that the state meets all of the requirements set forth in sections 1-16. If the Committee finds that the state meets all required standards, the Committee Chair shall recommend approval of the state's membership to the regional compact by signing below.

State Name: South Dakota

The Regional Steering Committee recommends approval of the application to the regional compact for action under the process the compact has determined:

Yes No

Committee comments:

The W-SARA RSC reviewed South Dakota's renewal application and voted unanimously to approve.

Signature of Regional Steering Committee Chair: Heather DeLange

Name of Regional Steering Committee Chair: Heather DeLange

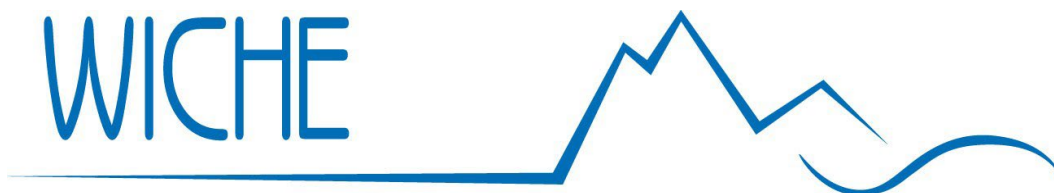
Date signed: October 19, 2022

If SARA membership is denied by the regional compact, the Regional SARA Director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the Regional Compact.

Regional Compact Evaluation Summary

The state of South Dakota updated the Board of Regents SARA policies ([Policy Manual Section 1:29](#)) in December of 2019 to include an institutional appeals process and to ensure alignment with current SARA policies. The authorizing statutes have not changed. Over the course of the review period, the state has demonstrated compliance with all components of the SARA renewal application. South Dakota has not had any institutions undergo change of ownership or home state, no institutions on the HCM list, and currently has no institutions placed on provisional status. One institution was on provisional status for a composite score below 1.5 and ultimately removed from SARA participation when it failed to improve. The state has one institution—Sinte Gleska – that is in the process of completing an initial SARA participation form. South Dakota has demonstrated a commitment to working with fellow SARA states, W-SARA, and NC-SARA in the investigation and resolution of any SARA-related issues that arise.

According to the most recent SARA data available (fall 2021), South Dakota’s SARA institutions enrolled 3,434 distance education students through SARA and 6,611 students located in South Dakota were enrolled in distance education from SARA institutions based in other SARA member states/territories.

W-SARA State Renewal Review Form

State: South Dakota

Initial SARA Approval Date: 11/12/2014 State Renewal Date: 12/9/2022

State Portal Entity: South Dakota Board of Regents

State Portal Entity Primary Contact: Katie Hubbard

All Additional State Portal Entity Staff: n/a

Portal Entity Website: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

State SARA Fee(s) (if applicable):

\$4,000/year

Profile of Institutions

Total SARA participants:	<u>17</u>
Public:	<u>10</u>
Private/nonprofit:	<u>7</u>
Independent for-profit:	<u>0</u>

New institutions since last renewal:

n/a. However, Sinte Gleska University, a tribal university in South Dakota, is in the process of completing an initial participation form. I would anticipate the receipt of that form prior the final approval of state renewal.

Number of institutions denied renewal: 0

Name of institution/s and reason for denial:

n/a

Was the institutional appeals process utilized? If so, what was the result?

n/a

Number of institutions on provisional status: 0

Name of institution/s and reason for provisional status and any monitoring or additional participation requirements:

n/a

Have any institutions had changes of ownership that resulted in action taken by the SPE? If yes, list institution/s and action/s taken:

No institutions have changed ownership.

Does your state have any SARA institutions currently on heightened cash monitoring that resulted in actions taken by the SPE? If yes, list institution/s and action/s taken:

No SARA institutions in South Dakota are currently on heightened cash monitoring.

Complaints Appealed to Portal Entity

Complaints since last renewal:

0

Complaints currently under consideration:

0

Discussion Notes (for example, policy practice or regulatory changes that may affect SARA, recurring institutional issues, etc.)

What SARA related challenges, if any, did you encounter since your last renewal?

The biggest challenge since our last renewal, was making sure that institutions were in compliance with the professional licensure regulations that went into place in July 2020, and are therefore required by SARA. Educating institutions on what is necessary often required additional one-on-one meetings with the SARA contacts from institutions at the time of their renewal.

Has your state made regulatory changes that impact SARA since your last renewal? If yes, please describe and explain how the SPE has addressed SARA impacts.

South Dakota has not made any regulatory changes in the last two years.

Did you experience any major SARA related issues in your state since your last renewal? If yes, what were they and how were they handled?

There have been no major SARA related issues in South Dakota in the last two years.

Do you have SARA policy concerns in your state that you would like to discuss with W-SARA leadership or during your review?

We have no specific concerns at this time, beyond policy recommendations already being discussed with the RSC as a whole following the approval of the NC-SARA policy approval process.

Additional Comments:

South Dakota greatly appreciates the opportunity to be part of SARA, and this SPE is grateful for the support provided by W-SARA's staff, specifically. Additionally, the hard work of the RSC (particularly from its leadership) and the results of that hard work have paid off to improve SARA for member states. South Dakota looks forward to continuing our collaborative partnership as a member state within W-SARA.

ACTION ITEM: Recommendation to the Committee of the Whole to Approve a Project Titled “Strategic Planning for Idaho’s Engineering and Computer Science Growth Initiative” and Add the Project to the FY 2023 Workplan

Summary

The Idaho State Board of Education has requested the assistance of WICHE’s Policy Analysis and Research Unit to carry out a high-level strategic planning process to support potential growth in the production of degrees in key engineering and computer science fields. This work will include data analysis to estimate how current levels of production are forecast to change in the future, and how those future levels may (or may not) meet expected levels of workforce demand.

WICHE’s scope of work includes five key components:

1. Project preparation and background
2. Demand Assessment
3. Pipeline Analysis
4. Gap Analysis
5. Strategic Plan

The work is expected to be completed within five months of initiation and costs \$100,000. WICHE believes that this work will be strongly beneficial for Idaho by strategically leveraging higher education to help meet future workforce demand and grow important sectors of its economy. It will also provide a blueprint for other states undertaking similar efforts in these or other economic sectors.

Relationship to WICHE’s Mission

This work fits squarely within WICHE’s mission by addressing all five of the organization’s focus areas and using data and research to help ensure that students can access and succeed in postsecondary education.

Background

Industry leaders in Idaho are concerned that the state’s current capacity to produce graduates with degrees in computer science and engineering may not be sufficient to meet workforce demand. This demand may exceed current projections in light of a recent announcement by a major chip manufacturer indicating that it will invest \$15 billion in a new production facility in Boise and the potential growth of other major employers in these fields.¹

The State Board of Education has requested WICHE’s assistance in thinking through the possible scope of workforce demand, assessing existing production from the state’s higher education institutions, identifying the capacity to increase that production, and providing recommendations to do so.

To carry out this work, WICHE will engage in robust qualitative and quantitative analyses. This will include extensive interviews and focus groups with industry experts and state staff; the creation of demand scenarios that project a high, medium, and low demand for these workers; a detailed pipeline analysis to assess where policy and practice may be impactful in increasing the number of graduates; and high-level recommendations for policy and practice to increase the number of graduates in these fields.

¹ Jane Lanhee Lee, “Micron breaks ground on \$15 billion U.S. chip plant, says more to come soon,” September 12, 2022, Reuters, accessed October 8, 2022 at <https://www.reuters.com/technology/micron-breaks-ground-15-bln-us-chip-plant-says-more-come-soon-2022-09-12/>.

Project Description

The project includes numerous deliverables, with the major ones as follows:

- 1. Workforce Demand Scenarios.** WICHE will complete three workforce demand scenarios (high, medium, and low). Based on a combination of existing projections, WICHE's review of existing research, and qualitative information gathered from industry experts, WICHE will seek to identify the most likely estimates of the lower and upper bounds of projected demand, as well as identifying a realistic "middle ground."
- 2. Pipeline Model.** WICHE will develop and provide a projection model for degree production in fields of interest. This work will also show key leakage points and identify important metrics for future monitoring and evaluating efforts to increase production.
- 3. Pipeline Growth Model.** This model will explore the potential for growth in the pipeline of students earning credentials of interest by showing how improvements in intermediate metrics will have downstream results on degree production.
- 4. Gap Analysis Report.** This report will rely on the previously produced models and projections to highlight the key discrepancies between the supply of graduates and employer demand in the fields of interest.
- 5. Capacity Assessment Rubric.** This tool will help determine institutions' available capacity for educating additional students in these fields and identify barriers to growth.
- 6. Strategic Plan.** This document will be an industry-informed, data-driven plan for growing the number of engineering and computer science graduates in Idaho.

Action Requested

Staff request that the Policy Analysis and Research Committee approve this project and recommend that the Committee of the Whole add this project to the Workplan for FY 2023.

Staff and Fiscal Impact

Should this work go forward, Idaho is expected to provide \$100,000 in funding to cover the costs of this project, which would support approximately 1.0 FTE over the five-month project (spread over multiple staff) and necessary consultants to accomplish the work.

DISCUSSION ITEM:

State Authorization Reciprocity Agreement Policy Revision Process

Summary

At the November 2021 WICHE Commission Meeting, the Policy Analysis and Research Committee drafted and recommended for approval a strong resolution in support of the state role and voice in the State Authorization Reciprocity Agreement (SARA). Staff had expressed serious concerns that state views were being sidelined in the development of SARA policy.

With substantial expert input from members of the WICHE State Authorization Reciprocity Agreement (W-SARA) Regional Steering Committee (RSC) and a concerted effort by board members with similar views (including the four regional higher education compacts), the NC-SARA board adopted a revised policy revision process that makes clear that states will have a central role in setting SARA policy.

As a reminder, the governance of SARA was originally conceived of as a partnership among the four regional higher education compacts, which administer reciprocity agreements in their regions. The partnership is meant to be coordinated by the National Council for State Authorization Reciprocity Agreements (NC-SARA). The presidents of the regional compacts are ex officio members of the NC-SARA board.

The revised policy revision process and flowchart are presented on the following pages.

In addition to making the state voice central in policymaking, staff believes that the new process substantially improves transparency and accountability. A summary of key points related to the new process are as follows:

- ▶ **Unanimous Compact Approval Required.** The process requires that for any policy change to advance, it must first be approved by all four regional compacts prior to being voted on by the NC-SARA board (with limited exceptions for exigent circumstances).
- ▶ **WICHE Approval Process.** WICHE's Executive Committee approved a process for WICHE to exercise its decisional authority that relies on the W-SARA Regional Steering Committee for most proposals, with especially controversial or impactful proposals being sent to the full Commission for decisions, following WICHE's established process.
- ▶ **Western Policy Proposals.** WICHE expects to be heavily engaged in proposing policy revisions, additions, and deletions. WICHE staff is working closely with state staff to prepare an initial set of policy proposals that are priorities for states. This work is taking place through the W-SARA Regional Steering Committee.
- ▶ **Public Engagement.** The process allows policy proposals from the general public in addition to key SARA partners, which will likely lead to a large number of diverse proposals.
- ▶ **Public Comment.** The process allows for robust opportunities for public comment on rules proposals, mimicking formal rulemaking processes. The process also allows submitters who propose similar policies to collaborate and work together to combine efforts into single proposals.

Committee of the Whole: Business Session

Friday, November 11, 2022

9:45 - 11:15 a.m.

**MEZZANINE LEVEL
MAYFAIR BALLROOM**

Agenda

1 Executive

2 Call to Order

3 Strategy Session

4 Reception

5 Programs

6 Policy

7 Business Session

8 References

COMMITTEE OF THE WHOLE — BUSINESS SESSION

Friday
November 11, 2022

9:45 - 11:15 a.m.

Mezzanine Level,
Mayfair Ballroom

Business Session Agenda

RECONVENE COMMITTEE OF THE WHOLE

David Lassner, WICHE Chair

REPORT AND RECOMMENDED ACTION OF THE EXECUTIVE COMMITTEE

David Lassner, WICHE Chair

REVIEW OF ACTION ITEMS OF THE EXECUTIVE COMMITTEE BETWEEN MAY 2022 AND NOVEMBER 2022

David Lassner, WICHE Chair


 **ACTION ITEM** Report and Recommended Action of the Audit Committee: Susan Anderson, Immediate Past WICHE Chair

REPORT AND RECOMMENDED ACTION OF THE PROGRAMS AND SERVICES COMMITTEE

Les Purce, Committee Chair


REPORT AND RECOMMENDED ACTION OF THE POLICY ANALYSIS AND RESEARCH COMMITTEE

Christopher Cabaldon, Committee Chair

 **ACTION ITEM** Approval of the May 16, 2022, Policy Analysis and Research Committee Meeting Minutes **6-3**

 **ACTION ITEM** Recommendation to the Committee of the Whole to Approve Arizona's State Authorization Reciprocity Agreement State Renewal Application **6-8**

 **ACTION ITEM** Recommendation to the Committee of the Whole to Approve Oregon's State Authorization Reciprocity Agreement State Renewal Application **6-24**

 **ACTION ITEM** Recommendation to the Committee of the Whole to Approve South Dakota's State Authorization Reciprocity Agreement State Renewal Application **6-81**

 **ACTION ITEM** Recommendation to the Committee of the Whole to Approve a Project Titled "Strategic Planning for Idaho's Engineering and Computer Science Growth Initiative" and Add the Project to the FY 2023 Workplan **6-97**

REPORT OF THE LEGISLATIVE ADVISORY COMMITTEE


Commissioner Gerry Pollet

Action Items

 **ACTION ITEM** Approval of Recommendation for Implementation of the Family and Medical Leave Insurance (FAMLI) Program **7-17**

 **ACTION ITEM** Approval of WICHE's Conflict of Interest Policy **7-18**

 **ACTION ITEM** Approval of External Evaluation of the President **7-23**

 **ACTION ITEM** Election of Chair and Vice Chair as Officers of the WICHE Commission for 2023

Discussion Item

Update on WICHE's FY 2023 Budget

Information Item

Non-General Fund Reserves for Fiscal Year 2023

7-25

REMARKS BY DAVID LASSNER, OUTGOING CHAIR

REMARKS BY INCOMING CHAIR

REMINDER TO SUBMIT SELECTION OF 2023 COMMITTEE MEMBERS

MEETING EVALUATION

<https://www.surveymonkey.com/r/Nov2022CommMtg>

Other Business

Adjourn Committee of the Whole — Business Session

APPROVED WICHE EXECUTIVE COMMITTEE MEETING MINUTES: May 16, 2022, 8:00 a.m. MDT

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

John Arnold (AZ), *proxy for Kathleen Goepfing*
Bob Shireman (CA)
Antwan Jefferson (CO)
Clayton Christian (MT)
Fred Lokken (NV)
Barbara Damron (NM)
Camille Preus (OR)
Larry Tidemann (SD)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam), *proxy for Frankie Eliptico*
Dave Woolstenhulme (UT) *proxy for Ann Millner*
Don Bennett (WA)
Fred Baldwin (WY)

Committee Members Absent

Kathleen Goepfing (AZ)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Jill Louters (ND)
Ann Millner (UT)

Staff Present

Deirdre Coulter, Director of Human Resources
Laura Ewing, Executive Assistant to the President and to the Commission
Patrick Lane, Vice President, Policy Analysis and Research
Demarée Michelau, President

Call to Order

Chair David Lassner called the meeting to order. He explained the WICHE president's performance evaluation process during the meeting, stating that once the meeting moves to President Demarée Michelau's evaluation, the meeting will go to closed session and everyone except Executive Committee members, President Michelau, and Deirdre Coulter will remain in the meeting room while all other meeting attendees will depart the room. President Michelau will be called on to give any additional information requested that might not be included in her evaluation documents in the May 2022 agenda book and answer any questions from the committee members regarding the documents provided. He said President Michelau will be asked to leave the meeting room when the committee privately discusses her annual performance evaluation. Chair Lassner said that Deirdre Coulter will be available to the Executive Committee members as needed throughout the evaluation.

ACTION ITEM

APPROVE THE APRIL 12, 2022, VIDEOCONFERENCE MEETING OF THE EXECUTIVE COMMITTEE

Chair Lassner asked for corrections to the April 12, 2022, Executive Committee meeting minutes. There were no comments or corrections. Chair Lassner declared the minutes approved as submitted and reviewed.

DISCUSSION ITEM

MAY 2022 MEETING SCHEDULE

Chair Lassner asked the committee if there were any questions about the Commission Meeting agenda. The chuckwagon dinner was discussed briefly, and Commissioner Larry Tidemann explained the dinner concept and South Dakota background information pertaining to the social activity.

ACTION ITEM

REVIEW OF THE WICHE PRESIDENT'S PERFORMANCE AND ADOPTION OF THE FY 2023 WICHE PRESIDENT PERFORMANCE OBJECTIVES

Chair Lassner called for other business to be discussed before moving the meeting to a closed session. Hearing none, all attendees except for the Executive Committee, President Michelau, and Deirdre Coulter were dismissed, and the committee went into closed session to conduct the formal review of President Michelau. During the review, President Michelau provided a summary of her self-evaluation and an overview of her proposed FY 2023 goals. President Michelau and Coulter were excused from a portion of the committee discussion during the closed session.

Adjournment

The Executive Committee adjourned at 9:05 a.m.

APPROVED WICHE EXECUTIVE COMMITTEE MEETING MINUTES: June 9, 2022, 4:00 p.m. MDT

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair

James Johnsen (AK) *proxy for Susan Anderson*
Kathleen Goepfing (AZ)
Bob Shireman (CA)
Antwan Jefferson (CO)
Clayton Christian (MT)
Patricia Sullivan (NM) *proxy for Barbara Damron*
Kyle Davison (ND)
Camille Preus (OR)
Larry Tidemann (SD)
Ann Millner (UT)
Les Purce (WA)
Fred Baldwin (WY)

Committee Members Absent

Susan Anderson (AK), Immediate Past Chair
Fred Lokken (NV)
Barbara Damron (NM)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)

Other Commissioners Present

Cathy Dinauer (NV)

Staff Present

Laura Ewing, Executive Assistant to the President and to the Commission
Molly Hall-Martin, Director, W-SARA, Policy Analysis and Research
Patrick Lane, Vice President, Policy Analysis and Research
Sarah Leibbrandt, Director, Academic Leadership Initiatives, Programs and Services
Demarée Michelau, President
Craig Milburn, Chief Financial Officer

Call to Order

Chair David Lassner welcomed the attendees and called the meeting to order. He asked Laura Ewing to call the roll, and quorum was established.

Action Item

APPROVAL OF THE MAY 16, 2022, EXECUTIVE COMMITTEE MINUTES

Chair Lassner asked for any corrections to the minutes. There were no corrections requested. He declared the minutes approved as submitted and reviewed.

Action Item

APPROVAL OF MONTANA'S SARA STATE RENEWAL APPLICATION

Patrick Lane introduced Dr. Molly Hall-Martin to the Executive Committee. Hall-Martin began her new role at WICHE as the W-SARA Director on June 9. Lane presented an overview of Montana's renewal of their SARA membership for another two years. The most recent enrollment data presented was for Fall 2020 distance education enrollments.

Joseph Thiel is the State Portal Entity (SPE) representative and Regional Steering Committee (RSC) representative for Montana and Director of Academic Policy and Research at the Montana University System. Montana has 14 SARA institutions, 10 public institutions, three private non-profit institutions, and one independent for-profit institution. The most recent enrollment data indicates that Montana institutions enrolled 1,632 distance education students through SARA. In Montana, 6,617 students are enrolled in distance education through SARA institutions from other states.

Lane said there had not been any significant changes to the entity that serves as the SPE. Montana's policies were updated to add an institution appeals process for institutions denied participation in SARA. This was a new SARA requirement as of 2020 and is reflected in regulations changes to the Montana Board of Regents of Higher Education Policy 221 - *Authorization to Operate Postsecondary Institution in the State of Montana, Section I*. Montana is also revising its application process to gather additional information from institutions. It is anticipated that additional evidence will be required as part of this process beginning in July. There have been no SARA-qualifying student complaints during the renewal period, no institutions placed on provisional status, no changes of ownership, and no institutions on the Heightened Cash Monitoring (HCM) list. W-SARA has found Montana to be in compliance with all aspects of the SARA state renewal policy.

Lane said that Montana denied renewal to Apollos University, an independent for-profit institution, based on its financial composite score (FRCS). The institution accepted this decision, and after the required waiting period and improvement to its FRCS, the institution successfully reapplied for SARA participation. Montana admitted two new institutions to SARA - Rocky Mountain College, a private non-profit, and Great Falls College at Montana State University, a public two-year institution - but this information regarding the two new admitted institutions was missing from the state's renewal materials submitted to the Executive Committee. The materials incorrectly indicated no new Montana institutions during the renewal period; both institutions joined after the last renewal of Montana in 2020. Moving forward with future renewals, a new verification element will be added to the standard checklist for state renewals to ensure accurate and current information is presented for approval.

Lane explained that Montana's application for state renewal was considered by the W-SARA Regional Steering Committee (RSC) at its May 25, 2022, RSC meeting, and all RSC members voted in favor of approval of recommendation for renewal, except Thiel, who abstained from the vote as Montana's representative. This vote was based on the missing information regarding the two new admitted institutions. All RSC members have been asked if this new information would change their vote. Except for one at-large member (we have not received their response), all the voting members of the RSC have responded that they would continue to support Montana's application for renewal.

While discussing the action item, Commissioner Bob Shireman noted he could not find the for-profit institution, Apollos University, in IPEDS through College Navigator. Lane will research why they are not in IPEDS. Lane also said the process by which non-Title IV institutions are required to provide an independently calculated financial composite score using the methodology provided by the U.S. Department of Education (ED) can be done internally by the institution or by an external accountant, that is agreed upon by the state. WICHE has an external accountant on retainer that the state can use to recalculate the score. Commissioner Shireman noted that non-title IV institutions have less oversight from ED, a broader concern for NC-SARA but is not an issue with Montana.

Commissioner Clayton Christian apologized for the reporting error and indicated there was confusion about the period that was reported. He said Montana will adjust its processes to prevent future reporting errors.

Commissioner Christian MOVED TO APPROVE Montana's renewal. Commissioner Fred Baldwin SECONDED the motion. The motion passed with two abstentions, one of whom was Montana Commissioner Christian.

Action Item

APPROVAL OF UTAH'S SARA STATE RENEWAL APPLICATION

Patrick Lane presented the details to consider Utah's SARA state renewal application. He explained the State Portal Entity for Utah sits in the Utah Board of Higher Education and is staffed by Cynthia "Cyd" Grua, Assistant Commissioner of Academic Affairs. Grua has been an important resource to state staff with her focused approach to working closely with institutions on various aspects of SARA processes and compliance.

Lane reported Utah has 18 SARA institutions, eight are public institutions, five are private non-profit institutions, and five are independent for-profit institutions. The most recent enrollment data indicates that Utah institutions enrolled 140,006 distance education students through SARA. In Utah, 16,596 students are enrolled in distance education through SARA institutions from other states.

Lane said Utah removed three institutions from SARA due to low FRCS: Broadview College, Eagle Gate College, and Provo College. Broadview College was initially renewed on provisional status in February 2022 due to a self-reported low FRCS of 1.0. The Utah SPE imposed the condition of a surety bond which the institution was unable to secure. Due to this, the institution was removed from SARA on March 22, 2022. The institution is not allowed to enroll additional students under SARA. Still, it has continued to operate for existing students, in accordance with SARA policy, through the end of the term on June 17, 2022. Provo College and Eagle Gate College were removed from SARA due to the recent FRCS scores, which they report are due to acquisitions by their owner. These institutions may reapply to SARA in the future.

Lane said Utah had an institution appeals process in place prior to the policy requirement and did not need to make any changes. There have been no SARA-qualifying student complaints during the renewal period. However, the SPE has spoken with nine students about issues they had with their institutions that needed to work through the institution complaint process first, according to SARA policy. Grua provided information to the students about the complaint process steps with the respective institutions and opportunities to contact her further once they had navigated those processes. She has not heard back from the students.

Lane said Stevens Henager College/Independence University, owned by the Center for Excellence in Higher Education (CEHE), closed during the renewal period. Utah worked closely with W-SARA and NC-SARA during this process and was able to secure transcripts for students and has allowed other states to obtain those records. Lane noted that this institution closure is a high-profile case and can inform ways to improve SARA. Independence University closed in August 2021, when it was on provisional status with the Utah SPE and probationary status with its accreditor, pending an appeal. It was also on the HCM list. The institution was in compliance with SARA policy. Due to the actions of its accreditor, Utah was able to place the institution on provisional status and impose a set of conditions.

There had been a discussion between SARA SPEs about the finding of a Colorado court case that held the founder and CEO of CEHE personally liable for fraud for their actions at College America (another institution owned by the same company) and if that finding could be used to remove them from SARA. Much of the SARA policy manual focuses on independent individual institutions, not the corporate owner. Lane said that Utah staff consulted with their representative in the Attorney General's office and were advised that action could not be taken based on the court case as it was related to a different institution. W-SARA believes that it was appropriate for the state to follow the guidance of its state legal advisors and that it was a reasonable conclusion, recognizing that other state attorneys general and other state legal counsel may have reached different conclusions. The Utah SPE elected to keep the institution on provisional status rather than moving ahead with full removal - SARA policy could have supported either action. The Utah SPE was able to use the leverage provided by placing the institution on provisional status to obtain student records for all current and historical students of Stevens Henager College/Independence University. Lane said this situation illustrates a gap not only in SARA policy but also throughout the accreditation, federal policy, and state regulatory landscape, as Utah could not obtain these transcripts through regular state authorization processes. W-SARA has determined that Utah acted appropriately, sought reasonable legal guidance, and followed that guidance. Lane also said gaps exist in SARA policy, and approaches to strengthening consumer protections in its policy should be considered. He said one of the first tasks that Molly Hall-Martin will have as the new W-SARA Director would be to develop case studies to identify gaps and shortcomings in policy and practice and ways that SARA can work best with the triad.

Lane reported that W-SARA has found Utah to be in compliance with all aspects of the SARA state renewal policy. The W-SARA Regional Steering Committee considered Utah's state renewal (RSC) application at its May 25, 2022, RSC meeting. All RSC members voted in favor of approval of recommendation for renewal, except for Grua, who abstained from the vote as Utah's representative.

During the discussion of the Utah renewal, Commissioner Antwan Jefferson expressed interest in receiving updates about future lessons learned about SARA policy improvement. He inquired about Utah's state renewal packet and the two sections on pages 30 and 33 of the meeting materials that have missing information. Upon review, Lane explained that the text (character limit) was longer than would fit in the pdf text box, and the complete text within the text box did not transfer with

the document; this was not realized until Commissioner Jefferson asked about the missing text. Lane did a Zoom screen share of the original document to present the missing text to the Executive Committee. He said a more detailed and updated state renewal packet with the missing text would be sent to members of the Executive Committee.

Commissioner Shireman said he appreciated the detailed explanation regarding the circumstances surrounding the closure of Independence University and that it should be used as a lesson to further determine ways to address and improve issues with SARA. He expressed interest in learning about arising problems and policy that prevents action against them. He also mentioned the nine students that had complaints that did not qualify as SARA complaints. He noted that he has long advocated that while it is okay for it to be a general practice to redirect students to the institutions for complaints, a SPE should be able to use its judgment in situations where the nature of the complaint or the history of fraud by a school owner might suggest they be allowed to bypass the school's complaint procedure due to the nature of the complaint. He is concerned that forcing the students to go through the institutions for the complaint process limits access to important information about student complaint reporting through SARA. He asked if SARA was discussing this concern. Lane said that this specific item has not been discussed but noted that some of the policy ideas and specific asks from groups like the state Attorneys General that wrote to NC-SARA had been discussed by the W-SARA RSC. Items the RSC determined should move forward will be able to go through the policy modification process if it passes. It is anticipated that the policy modification process will allow for a greater state voice and let external stakeholders bring their ideas and suggestions forward.

Commissioner Ann Millner made a MOTION TO APPROVE Utah's renewal. Commissioner Jefferson SECONDED the motion. The motion passed with two abstentions, one of whom was Commissioner Millner.

Action Item

APPROVAL TO APPLY AND SUBMIT A PROPOSAL FOR THE NATIONAL SCIENCE FOUNDATION REVOLUTIONIZING ENGINEERING DEPARTMENTS (RED) GRANT FOR ENTITLED ENGINEERING PATHWAYS FOR ACCESS, COMMUNITY, AND TRANSFER (EPACT): A COMMUNITY COLLEGE, UNIVERSITY, AND REGIONAL COMPACT PARTNERSHIP.

Sarah Leibrandt presented this action item. She said this is the first time that the National Science Foundation Revolutionizing Engineering Departments (RED) offers a grant specifically for two-year institutions. The Western Alliance of Community College and Academic Leaders (Alliance) have requested a collaborative effort with Nevada institutions to prepare a proposal and apply for the grant for \$2 million over five years. The proposal would be to develop course content collaboration between faculty at the University of Nevada Reno and their neighboring community colleges, and experts from the local tribal colleges and communities. She said the work would include developing new courses and redesigning the effect of engineering courses that already exist to include indigenous ways of knowing and being. These courses would be available to the participating institutions through an online course exchange. Quottly is one vendor that has been discussed to use in the program. Quottly provides a course discovery, registration, and equivalency solution platform, and it has been used in Montana and Idaho. It is also one of the sponsors of the Western Academic Leadership Forum (Forum).

Leibrandt said they would propose that Truckee Meadows Community College (TMCC) be the lead and provide the project manager role for the entire project. WICHE's Programs and Services team would manage the development of the online course-sharing platform. WCET would provide policy analysis expertise by analyzing best practices and policies for online course sharing across state lines. The grant proposal would also include an emphasis on systemic organizational change with a plan to include a contracted expert in this area.

Commissioner James Johnsen asked if the Nevada System of Higher Education (NSHE) would be involved with the project. Leibrandt said she supports NSHE having a role in the workshops and agreed their involvement would be very beneficial to the project work. She noted that NSHE could also assist the institutions in determining lessons learned from the project research throughout the region. Commissioner Johnsen commented that NSHE's role in the project expands possibilities for scaling within the Nevada system and organizational growth throughout the WICHE region and other systems. Commissioner Kathleen Goepfinger asked if there is a concern with staffing availability to manage the demands of this project along with current and other opportunities that may develop. Leibrandt said having TMCC in the project management role would take a lot of pressure off the Programs and Services team's needs for the project and the WCET team managing the policy needs of the project.

Commissioner Goeppinger MOVED TO APPROVE moving forward with the grant application and proposal for the National Science Foundation Revolutionizing Engineering Departments (RED) grant for the Entitled Engineering Pathways for Access, Community, and Transfer (EPACT) project. Commissioner Fred Baldwin SECONDED the motion. The motion passed.

Action Item

DEDICATED RESERVE ALLOCATION FOR SALESFORCE INVESTMENT

President Michelau presented an overview of WICHE's Salesforce. Over the last year, WICHE has been engaged in an architectural assessment of Salesforce, WICHE's Customer Relations Management (CRM) system. An outside firm was contracted in December 2021 to conduct an overall technical assessment of WICHE's Salesforce Org (the architectural structure and functionality of the database). The goal of the assessment was to 1) evaluate and recommend how to improve the user (staff) experience, 2) align processes for workflow efficiency, and 3) recommend best practices for staff work within the Salesforce environment. The assessment revealed that WICHE's Salesforce Org is solid from a technology standpoint. However, the following details were identified for work and improvement:

- ▶ The Salesforce environment needs to accommodate evolving business requirements with WICHE's needs to establish sustainable, internal processes related to the Salesforce organizational management.
- ▶ The Org requires utilization and functionality enhancements to be developed and implemented for units to have operational and change management processes constructed and transformed to provide a more efficient environment for staff to utilize and navigate their CRM business needs with optimal results.
- ▶ Technical debt needs to be reduced by implementing the following recommendations:
 - Reduce the complexity of automations for invoicing processing and contact and account record management.
 - Improve the technical documentation of the overall architectural workflow within the Org.
 - Determine how to navigate change control management.

President Michelau said a financial investment needs to be made to implement as much of the assessment recommendations as possible. She proposed this be done with a third-party vendor that will supply a Systems Analyst, Business Analyst, and Project Manager to collaborate with staff. She said the funding allocation requested from reserves is up to \$250,000.

Commissioner Shireman asked for a definition and meaning of technical debt. Chair Lassner said it is the equivalent of deferred maintenance and upkeep on facilities. In a Salesforce database environment, it would be upkeep maintenance on items such as old versions of software, updates of customizations and modifications, and anything that requires technical clean-up for efficient data processing to avoid interruptions, compromise functionality, and data loss. Commissioner Shireman also asked for a clarification of the term "investment." President Michelau said her use of the term investment relates to the financial support to fund the proper maintenance and upkeep, and updates to the system to allow the product to continue to maintain its value with the business needs and processes of WICHE, and avoid staff frustration and productivity loss "wrestling" with an out-of-date Salesforce system that is not keeping up with the evolving Salesforce business tool needs that WICHE has come to rely upon in daily operations. Chair Lassner asked how much the Salesforce technical support and maintenance costs on an annual basis. President Michelau said that before the assessment, the monthly service and maintenance cost \$75,000 a year with a single vendor. The single vendor that provides all the technical maintenance support has developed personnel capacity issues. WICHE's use of the product has dramatically increased and is more reliant upon the tool for daily operations. An additional vendor has been implemented to keep maintenance on track and bug-fix solutions completed. This has increased the annual support costs to around \$100,000. She said by following the recommendations of technical debt reduction and documentation of architectural work, the support and maintenance costs should resume to \$75,000 a year when the recommended work is completed.

Commissioner Antwan Jefferson asked President Michelau to restate the amount needed for the third-party work for one year. She said the work could start upon Commission approval of the requested reserve allocation and would be 800 hours of work (approximately \$120,000). This work could be completed by Fall 2022. He also asked what the return on investment (ROI)

would be for the work done. She said she could not quantify the ROI on the funds spent on the work needed. Commissioner Jefferson said he understood the difficulty of providing the ROI information and did not require an answer to the question. He commented that he appreciates using reserves to respond to the needs of WICHE's Salesforce operation. He asked how much time the third-party work would save WICHE staff. President Michelau gave an example of some current Salesforce bugs that cause WCET staff to be delayed from serving their customers in a timely way. Finding solid fixes for bugs would greatly improve staff time to work more efficiently and with higher productivity. He also asked when the 2022 Org will be considered outdated and need additional funding for technical debt improvement. This question was not answered.

Commissioner Patricia Sullivan asked for examples of how Salesforce is used by staff and how the assessment will streamline processes so the complexity of the WICHE business tasks done within Salesforce is fully functional, have fewer bugs and downtime, and stop causing staff frustration and productivity loss. President Michelau explained that Salesforce is the tool that WICHE uses for:

- ▶ invoicing
- ▶ membership management
- ▶ electronic marketing communication campaigns
- ▶ contact record management (people)
- ▶ account record management (institutions, organizations, businesses, legislative, etc.)

She said the assessment results provide the necessary plans to resolve the technical debt and develop enhancements for more efficient and automated processes to be adjusted to reduce staff frustration and lost time. This work is slated to be completed by the fall of 2022.

Commissioner Ann Millner MOVED TO APPROVE up to \$250,000 from reserve funds to support the Salesforce enhancements and enrich utilization, functionality, and change management processes required to meet WICHE's CRM business needs. Commissioner Shireman SECONDED the motion. The motion passed.

Discussion Item

WICHE STRATEGIC PLANNING RETREAT AT THE NOVEMBER 2022 COMMISSION MEETING

President Michelau gave an overview and update of the retreat planning during the November 2022 Commission Meeting in Portland, OR. The WICHE Officers and President Michelau began discussing the vision for the retreat during their meeting in February 2022. She said they want to hire an external facilitator for the retreat and get feedback from the Executive Committee on their current plan. President Michelau presented a PowerPoint slide with the following strategy session draft goals for the retreat:

1. Cultivate a shared understanding of WICHE priorities, activities, and the context for postsecondary education in the West.
2. Leverage diverse expertise and perspectives of WICHE Commissioners to co-develop strategic priorities for WICHE.
3. Foster enthusiasm and personal engagement among WICHE Commissioners in WICHE's strategic direction.
4. Build awareness and understanding of the President's vision and leadership goals for WICHE

She asked for feedback from the committee on the retreat goals and objectives. She also requested that the committee give recommendations for effective facilitators to be considered for the retreat. Commissioner Johnsen recommended considering the states' priorities in addition to WICHE's priorities for an outside-in approach to providing context. He suggested to accomplish this, consider data analysis, and surveying commissioners and the Legislative Advisory Committee members prior to the meeting. President Michelau suggested that the facilitator could help with planning and creating a detailed agenda that plots out the entire retreat, assisting the Officers in determining the objectives, and conducting the pre-meeting/retreat

research. The facilitator should understand the different contexts of the states, the key issues facing postsecondary and how the role of WICHE Commissioners fits into goals and strategies.

Commissioner Goeppinger asked if the retreat would be the main activity and theme of the fall 2022 Commission Meeting and if breakout sessions for commissioners would be incorporated to ensure full participation from all in attendance. President Michelau said that breakout sessions should be included and are effective for participation and dialogue. She said that during the one-day and a half Commission meeting, a business session would also need to occur to take care of Commission business.

Commissioner Jefferson said he agreed with Commissioner Johnsen's suggestions. He said for the context of postsecondary education; the facilitation should encourage the future shifting landscape of higher education in the West. He mentioned the futurist [Bryan Alexander] that spoke at the May 2019 meeting in Bismarck, ND. Having a futurist at the retreat could add valuable content for the Commission to think about and consider while discussing how the various things in higher education have changed and the futurist's current forecast of how the future of higher education may be. He said this perspective would be helpful information to have as the discussions form and progress throughout the strategy session and ultimately make their way back to the states for action and planning.

Chair Lassner summarized the discussion and said goal number one on the list should be further developed to ensure that the state perspective is included and determine which Commission activities and objectives can strategically shift and which cannot. In addition, how to bring together what the states are seeking support to do with postsecondary education challenges and determine how WICHE can play a role in meeting the postsecondary needs of the states within the WICHE region. He said the retreat should provide meaningful, worthwhile engagement for all commissioners attending which would include smaller group discussions in breakout rooms in addition to full Commission group discussion within the same meeting space.

Other Business

Commissioner Goeppinger said she attended the Veterinary Medical Advisory Council (VMAC) meeting in Sedona, AZ in early June. The WICHE staff in attendance, Margo Colalancia, Kate Springsteen, and Ray Burgman, did an excellent job with the meeting. The VMAC meeting attendees appreciate WICHE's efforts to continue to bring the participating PSEP Veterinary schools together to meet and collaborate to ensure quality Vet Med programming across the WICHE region.

Chair Lassner gave parting remarks regarding the SARA action items during the committee meeting. He said that he acknowledges and appreciates the focus on integrity that the W-SARA staff upholds for participating institutions for the sake of students and the continued attention, evaluation, assessment, and needed modifications of processes in place for holding institutions accountable to SARA policy.

There was no other business discussed.

Adjournment

The meeting adjourned at 5:19 p.m. MDT.

APPROVED WICHE EXECUTIVE COMMITTEE MEETING MINUTES: August 17, 2022, 4:00 p.m. MDT

Committee Members Present

David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
Susan Anderson (AK), Immediate Past Chair

Kathleen Goeppinger (AZ)
Bob Shireman (CA)
Antwan Jefferson (CO)
Sheila Stearns (MT) *-serving as proxy for Clayton Christian*
Fred Lokken (NV)
Barbara Damron (NM)
Kyle Davison (ND)
Camille Preus (OR)
Larry Tidemann (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Dave Woolstenhulme (UT) *-serving as proxy for Ann Millner*
Gerry Pollet (WA) *-serving as proxy for Thomas L. (Les) Purce*
Fred Baldwin (WY)

Committee Members Absent

Clayton Christian (MT)
Ann Millner (UT)
Thomas L. (Les) Purce (WA)

Other Commissioners Present

José Louis Cruz Rivera (AZ)
Rick Aman (ID)
Hilda Rosselli (OR)

Staff Present

Raymonda Burgman, Vice President, Programs and Services
Laura Ewing, Executive Assistant to the President and to the Commission
Molly Hall-Martin, Director, W-SARA, Policy Analysis and Research
Patrick Lane, Vice President, Policy Analysis and Research
Demarée Michelau, President
Craig Milburn, Chief Financial Officer

Call to Order

Chair David Lassner welcomed the attendees and called the meeting to order. He asked Laura Ewing to call the roll, and quorum was established.

ACTION ITEM

APPROVAL OF THE JUNE 9, 2022, EXECUTIVE COMMITTEE MINUTES

Chair Lassner asked for any corrections to the minutes, and there were none. He declared the June 9, 2022, minutes approved as submitted and reviewed.

ACTION ITEM

APPROVAL OF A PROCESS TO EXERCISE WICHE'S DECISIONAL AUTHORITY AS PART OF THE STATE AUTHORIZATION RECIPROCITY AGREEMENT POLICY REVISION PROCESS

Dr. Molly Hall-Martin, Director, WICHE State Authorization Reciprocity Agreement (SARA), requested approval of the process to exercise WICHE's decisional authority as part of the SARA policy revision process. Hall-Martin noted that the WICHE Commission played a large role in raising and addressing concerns about the inclusion and representation of state voice in SARA operations and policy development. She said that the NC-SARA board voted to adopt a new policy modification process at its June 2022 retreat.

Hall-Martin noted that a key feature of the new process is that every proposed policy modification must be approved by all four Regional Compacts and the NC-SARA board before adoption as SARA policy. WICHE and the other Compacts must document and articulate their processes for implementing their role and authority within the process.

This action item serves to formalize a process that has previously been shared with the Executive Committee and discussed with the Policy Analysis and Research Committee. Hall-Martin said most proposals would likely be suitable for consideration by the W-SARA RSC because they involve only technical changes or slight modifications, and RSC members bring a wealth of technical expertise. However, because the process allows for proposal submissions from any interested party, there may be proposals that could dramatically change SARA or have substantial impacts on students, institutions, and/or consumer protections.

In cases where a proposal would dramatically change SARA or is perceived as controversial, staff recommends placing a final decision before the WICHE Commission, which would be provided with background information and analysis provided by W-SARA staff and informed by the RSC. W-SARA's proposed internal process calls for the WICHE president, in consultation with WICHE officers and the Policy Analysis and Research Committee chair, to decide when proposals carry enough weight to be put before the Commission for approval.

President Michelau thanked Hall-Martin for the comprehensive description of the process and acknowledged the work of Sam Loftin, Director of Student Protection, at the Washington Student Achievement Council.

Chair Lassner asked about the timing of addressing urgent items. He expressed concern about sending items to the Commission, which meets only twice a year, instead of sending them to the Executive Committee. President Michelau noted that the WICHE bylaws provide the Executive Committee with the power of the full Commission. If there is an item that needs to be addressed before the full Commission can meet, it can go before the Executive Committee. She also explained that SARA emergencies are uncommon, and most items could wait for review by the Executive Committee or by the full Commission.

Commissioner Robert Shireman noted that he initially had questions as he began reading through the process, but his questions were answered in the document. He thanked W-SARA staff for the well-written and comprehensive document.

Chair Lassner called for a motion to recommend approval of the process to exercise WICHE's decisional authority as part of the State Authorization Reciprocity Agreement (SARA) policy revision process. Commissioner Antwan Jefferson made a MOTION TO APPROVE the process. Barbara Damron SECONDED the motion. There was no discussion. The motion was approved.

ACTION ITEM

APPROVAL OF A RESERVE REQUEST TO SUPPORT FACILITATION OF THE STRATEGY SESSION AT THE NOVEMBER 2022 WICHE COMMISSION MEETING

President Demi Michelau began her presentation of this action item with an update on plans for the strategy session during the November 2022 Commission Meeting. A consultant from the Arrow Performance Group (APG) from Denver, Colo., was selected based on its comprehensive proposal and reasonable price for facilitation services. She said the five goals for the strategy session include:

- ▶ Ensure a shared understanding of current WICHE priorities, programs, and activities.
- ▶ Develop a shared understanding of the context for postsecondary education in the West, including state and regional priorities and future directions.
- ▶ Build awareness and understanding of the President's vision and leadership goals for WICHE.
- ▶ Leverage diverse expertise and perspectives of WICHE Commissioners to co-develop forward-looking strategic priorities for WICHE.

- ▶ Foster enthusiasm and personal engagement among WICHE Commissioners in WICHE's strategic direction.

President Michelau said advance preparation for the strategy session will include:

- ▶ Focus group with the Senior Leadership Team and WICHE officers
- ▶ A survey for all WICHE commissioners to complete
- ▶ Interviews with a subset of commissioners, representing a combination of new commissioners, seasoned commissioners, large states, small states, etc.

President Michelau will send out emails to the WICHE Commission explaining the strategy session, its planning and process, and a request to complete the survey promptly.

She reviewed the preliminary agenda for the November 2022 meeting:

Day One

- ▶ Short Committee of the Whole session
- ▶ Strategy session
- ▶ Networking reception

Day Two

- ▶ Committee Meetings
- ▶ Committee of the Whole

She noted that a final deliverable after the November 2022 Commission Meeting will be a document summarizing:

- ▶ The priorities and outcomes of the strategy session
- ▶ Actionable next steps
- ▶ A clear vision statement resulting from the strategy session

The reserve allocation requested to cover the strategy session is \$30,000. This would cover the cost of preparing and executing the strategy session and travel-related costs for three facilitators from APG to attend the meeting in Portland, Ore.

President Michelau also mentioned that WICHE will be celebrating its 70th year in 2023 and plans are underway for the celebration in May 2023 at the Spring Commission Meeting.

Chair Lassner asked for discussion and any questions about the strategy session. Commissioner Antwan Jefferson suggested the motion should make clear that the request for the reserve allocation includes the knowledge-gathering and other preliminary work done prior to the Commission Meeting. Chair Lassner agreed. Commissioner Jefferson MOVED TO APPROVE the use of \$30,000 from the reserve funds for the discovery activities leading up to and including the facilitation of the strategy session retreat during the November 2022 Commission Meeting. Commissioner Susan Anderson SECONDED the motion. The motion was approved.

DISCUSSION ITEM

UPDATE ON THE WICHE BUDGET

President Michelau said the FY 2022 financials are closed and Craig Milburn is working with the RubinBrown audit team in preparation for the annual audit that begins on August 22, 2022. She said that WICHE ended the fiscal year in a solid

financial position. She noted that indirects exceeded what was expected due to new funding and there is still some residual underspending on travel due to COVID-19 and no in-person Commission meetings. FY 2023 will have more staff travel and the Commission will have two in-person meetings. She said that all dues have been collected except for three states, and there is no concern about those dues being collected.

President Michelau went on to report that the Audit Committee met in May 2022 and will meet again in October 2022. She said one item of note relates to the TAP grant from the U.S. Department of Interior–Office of Insular Affairs (OIA), which covers the dues for Pacific Island members. The entire grant is \$174,900, which covers the \$159,000 dues plus a modest amount for administration. WICHE and the Pacific Island members have received this grant twice for annual dues (once for FY 2022 and once for FY 2023). The auditors are requesting that WICHE report the associated expenses with the dues that the TAP grant covers. WICHE reports the dues as revenue, rather than as expenses.

She said the federal government is comfortable with how WICHE has reported this grant (as an expense), but the auditors are not. She said she is working through the auditor request with the grant's project officer and is proposing two solutions: 1) instead of awarding a grant, OIA could award a fixed-rate contract or 2) the OIA could send a letter saying WICHE is exempt from reporting requirements and that the current method of reporting meets the OIA requirements. She said that this situation will not result in a finding this year but could in future years if a resolution is not found before a possible FY 2024 award.

President Michelau said she and Milburn are diligently working with the auditors to find a solution that satisfies their requirements. Milburn said that there is not a single audit this year, so the auditors are not required to audit a particular grant. He did break out expenses for member dues and submitted the information to the auditors, but he is unsure if the report he created satisfies the auditors' inquiry as they did not select the TAP grant to audit. President Michelau said she hopes to connect with the project officer soon to get feedback on the solutions submitted for consideration.

Chair Lassner acknowledged the auditor request and the importance of the staff finding a workable solution with the financial documentation of the grant for both the auditor and the federal government's approval. Commissioner Frankie Eliptico thanked President Michelau for her work with the various entities, and for letting him know a few weeks earlier about the request. He said they have received the TAP grant for other programs in different capacities and have had to work with the federal government to address audit concerns. He offered to assist President Michelau and Milburn as needed and can share his knowledge with how they handled requests from auditors. He said he agrees with the options that she has proposed as good solutions.

DISCUSSION ITEM

UPDATE ON THE COLORADO FAMILY AND MEDICAL LEAVE INSURANCE PROGRAM (FAMLI)

President Michelau gave an update on the Family and Medical Leave Insurance Program (FAMLI), which affects every employer in the state of Colorado and is expected to be rolled out in January 2024. She reported the following information:

- ▶ In November 2020, Colorado voters approved Proposition 118, which paved the way for a state-run Paid Family and Medical Leave Insurance (FAMLI) program that is designed to run concurrently with the federal Family Medical Leave Act (FMLA). Employers administer FMLA but the state will administer FAMLI.
- ▶ As a Colorado employer, WICHE must comply, and given that the WICHE Commission approves staff benefits, proposed adjustments to the WICHE benefits package for staff will be presented during the November 2022 Commission Meeting.
- ▶ At this point, there are still a lot of unknowns about the employer requirements for FAMLI, which is still in the development stage; rules for the program have not yet been finalized. Staff is engaged in a systematic process internally aided by the Employers Council, an organization that offers counsel on human resources, legal issues, and compliance requirements. They are assisting staff to identify options and determine the best path forward to manage FAMLI for the organization. The context is somewhat complicated due to remote staff employed at WICHE.

President Michelau provided an overview of the program's requirements:

- ▶ WICHE must register with the state of Colorado in the fourth quarter of 2022. If WICHE participates, it must start collecting the tax for employee participation on January 1, 2023.
- ▶ FAMLI would start providing benefits beginning January 1, 2024. Eligible employees would receive up to 12 weeks of paid leave. Those who experience pregnancy or childbirth complications would receive an additional four weeks of paid leave.
- ▶ The applicability of the benefits is generous. It applies to a child of any age, including individuals with whom an employee has a "deep connection" and are being supported by the employee.
- ▶ The money collected by employers goes into a dedicated fund and is managed much the same way as unemployment insurance is administered by the Colorado Department of Labor and Employment.
- ▶ Employers and their employees are both responsible for funding the program and may split the cost 50-50. The premiums are set to 0.9% of the employee's wage, with 0.45% paid by the employer and 0.45% paid by the employee. Or employers can choose to cover the entire 0.9% contribution.
- ▶ This program will have impacts on the WICHE budget. At this point, there is no staff recommendation on how to proceed until more information is obtained from the state.
- ▶ WICHE qualifies as a local government entity for which there are some different rules. For instance, WICHE can decline participation in the FAMLI program, which would require a vote of approval by its governing body, the WICHE Commission. In that event, WICHE could assist employees who want to individually participate in the FAMLI program by facilitating voluntary payroll deductions. WICHE can vote to opt out anytime during 2022, but must give FAMLI notice of its decision by January 1, 2023.

President Michelau said she will provide a recommendation to the Commission on how to proceed with participation (or opt-out), but at this point there is a lot of work to be done by the state before she is prepared to make a recommendation. She will continue to provide all necessary information to the Commission as details are received. The program has a quick-paced timeline, and she will report back at the September Executive Committee meeting with any additional details received. She offered to have a representative from the Employers Council attend the September 2022 Executive Committee meeting.

Chair Lassner agreed with that suggestion to have the representative attend the September meeting. He also said it is important for the Executive Committee to understand as much as possible as the details continue to develop. President Michelau invited the committee members to contact her throughout the process with questions or comments.

Other Business

Chair Lassner called for other business. There was no other business discussed.

Adjournment

The meeting adjourned at 4:41 p.m. MDT.

ACTION ITEM: Approval of Recommendation for Implementation of the Family and Medical Leave Insurance (FAMLI) Program

Summary

In November 2020, Colorado voters approved Proposition 118 that paved the way for a state-run, paid Family and Medical Leave Insurance (FAMLI) program. As a Colorado employer, WICHE must comply with this new law. However, as an interstate compact, WICHE qualifies as a local government, and FAMLI affects Colorado local government employers differently than private businesses. Since WICHE has remote employees across several states, WICHE cannot participate in the state-run FAMLI program. Therefore, President Michelau recommends opting out (an option provided to WICHE as a local government) and exploring an alternative paid family leave plan.

Background

In November 2020, Colorado voters approved Proposition 118 for a state-run, paid Family and Medical Leave Insurance (FAMLI) program. FAMLI is designed so that both employers and employees will contribute premiums to the program, and it functions similarly to the Unemployment Insurance Program. Most Colorado employees will start to see a FAMLI premium deduction on their pay stubs beginning January 1, 2023, and FAMLI will start providing benefits to employees beginning January 1, 2024. Most eligible employees will receive up to 12 weeks of leave, and those who experience pregnancy or childbirth complications may receive an additional four weeks.

As a Colorado employer, WICHE must comply with this new law. However, as an interstate compact, WICHE qualifies as a local government, and FAMLI affects Colorado local government employers differently than private businesses. The law was written to give local governments options to participate. Specifically, most local government employers have three options when it comes to participating in FAMLI:

- ▶ Participate in FAMLI
- ▶ Decline ALL participation
- ▶ Decline EMPLOYER Participation

In most states, remote staff must pay taxes where they reside. As a result, participating in the state-run FAMLI is not an option, because as of September 14, 2022, WICHE has 17 employees across five states. WICHE's status as a local government provides important flexibility, however, WICHE may choose to 1) opt-out entirely and do nothing, 2) opt-out and participate in a private plan, or 3) opt-out and self-fund a plan. While WICHE can choose to opt-out completely and subsequently do nothing, President Michelau does not recommend doing so. Not only would it negatively impact our ability to attract and retain talent, but it is not consistent with the spirit of the law in the state in which the organization resides. Instead, she recommends opting-out and pursuing either a private plan or a self-funded option.

The private plan market will not open until either the second or third quarter of 2023, so President Michelau cannot yet make a recommendation as to whether WICHE should pursue participation in a private plan or to self-fund a plan. However, opting out of FAMLI allows the organization to determine its best course of action for implementing a paid family leave plan beginning in January 2024 (the same time frame as FAMLI). This new benefit will undoubtedly have budget and administrative impacts on the organization, but by taking this course of action, WICHE will be able to take the time it needs to thoroughly weigh the pros and cons of each option and continue to attract and retain top talent by offering a comparable paid family leave plan.

To decline participation in the FAMLI program, the local government's governing body must vote to do so. The local government must then notify the FAMLI Division of their vote to decline participation. The decision to decline is good for eight years from the date of the vote to decline participation.

Action Requested

President Michelau is recommending approval of the Commission to opt out of FAMLI and pursue an alternative paid family leave plan.

ACTION ITEM: Conflict of Interest Policy for the WICHE Commission

Background

As a 501(c)(3) organization, WICHE is required to complete Form 990 (Return of Organization Exempt Form Income Tax). On that form, Question 12a asks whether the organization had a “written conflict of interest policy” for the previous year. WICHE has a conflict of interest policy in its staff handbook, and the WICHE Commission recently approved three versions of the Code of Ethics – one for the Commission, one for the WICHE president, and one for WICHE staff. However, the organization does not currently have a written conflict of interest policy for the Commission. While not legally required, it is best practice for a nonprofit organization to do so. President Michelau worked with WICHE’s legal team to craft the proposed Conflict of Interest Policy for consideration by the Commission. If approved, current commissioners will be asked to sign this Conflict of Interest form, and new commissioners will be asked to sign the form during onboarding. The policy will be reviewed every other year.

Action Requested

President Michelau is recommending approval of the proposed Conflict of Interest Policy.

CONFLICT OF INTEREST POLICY OF WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

ARTICLE I Purpose

The purpose of this Conflict of Interest Policy (this “*Policy*”) is to protect the Western Interstate Commission for Higher Education, a public interstate agency (“*WICHE*”), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer of WICHE or a Commissioner of WICHE (referred to collectively herein as the “*Commission*”) or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit entities.

ARTICLE II Definitions

1. **Interested Person.** Any Commissioner, principal officer, or member of a committee designated by the Commission, who has a direct or indirect Financial Interest (as defined below) is an Interested Person.
2. **Financial Interest.** A person has a Financial Interest if the person has, directly or indirectly, through business, investment, or family:
 - a. an ownership or investment interest in any entity with which WICHE has a transaction or arrangement;
 - b. a compensation arrangement with WICHE or with any entity or individual with which WICHE has a transaction or arrangement; or

- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which WICHE is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the Commission decides that a conflict of interest exists.

ARTICLE III **Procedures**

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of a Financial Interest and be given the opportunity to disclose all material facts to the Commission.

2. Determining Whether a Conflict of Interest Exists. After disclosure of a Financial Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the meeting of the Commission while the determination of a conflict of interest is discussed and voted upon. The remaining Commissioners shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An Interested Person may make a presentation to the Commission, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Commission shall, if appropriate, appoint a disinterested person to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Commission shall determine whether WICHE can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Commission shall determine by a majority vote of the disinterested Commissioners whether the transaction or arrangement is in WICHE's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy.

a. If the Commission has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, the Commission shall inform such Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

b. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Commission determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV

Records of Proceedings

The minutes of the Commission shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Commission's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V **Compensation**

A Commissioner who receives compensation, directly or indirectly, from WICHE for services provided to WICHE in a capacity other than his or her capacity as a Commissioner is precluded from voting on matters pertaining to such person's compensation.

ARTICLE VI **Annual Statements**

Each Commissioner, principal officer, and member of a committee designated by the Commission shall annually sign a statement (substantially in the form of **Exhibit A** attached hereto) which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy;
- c. has agreed to comply with this Policy; and
- d. understands that in order to maintain WICHE's federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII **Periodic Reviews**

To ensure WICHE operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's-length bargaining.
- b. whether partnerships, joint ventures, and arrangements with management organizations conform to WICHE's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, WICHE may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Commissioners of their responsibility for ensuring periodic reviews are conducted

* * * * *

The foregoing Conflict of Interest Policy was adopted by WICHE’s Commission effective as of _____, 2022.

_____, Secretary

Exhibit A

Form of Conflict of Interest Statement

CONFLICT OF INTEREST STATEMENT

The undersigned Commissioner or officer of the Western Interstate Commission for Higher Education, a public interstate agency (“**WICHE**”), hereby acknowledges and agrees that he or she:

- A. has received a copy of the Conflict of Interest Policy (the “**Policy**”) of WICHE;
- B. has read and understands the Policy;
- C. has agreed to comply with the Policy; and
- D. understands that in order for WICHE to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

This Conflict of Interest Statement is effective as of _____, 2022.

Printed Name

Signature

ACTION ITEM: External Evaluation of the WICHE President

Background

In May 2022, the Commission adopted a revised process for evaluating the WICHE president. That process (outlined below) refers to securing an external consultant to review the president's performance approximately every five years or at the discretion of the Commission officers.

PROCESS FOR THE EVALUATION OF THE WICHE PRESIDENT – APPROVED MAY 17, 2022

The purposes of the annual evaluation are threefold: to determine the extent to which the president has fulfilled the responsibilities of her position over the previous year, and whether the president should be retained; to assist the president in understanding what portions of the job have been accomplished well and what needs to be improved upon; and to help the Commission consider the president's compensation for the coming year. The annual review of the president will include two elements.

1. The president's self-evaluation. Each year the president will prepare for the May Commission Meeting a self-evaluation of her performance, judged against the objectives that have been established and approved by the Commission at the previous May Commission Meeting. Such self-evaluation shall be delivered to the officers of the Commission at least 30 days prior to the date of the May Commission Meeting.
2. The Commission's evaluation of the president. Once a year, at the May Commission Meeting and during the closed portion of the Executive Committee meeting, the chair of the Commission, in concert with the Commission officers, will present, either in writing or orally, an evaluation of the president's performance, judged against the objectives that have been established and approved at the previous May Commission Meeting, and will invite input from all commissioners sitting in such closed Executive Committee meeting (except for those years when the Commission chooses to secure an external consultant to review the president's performance -- approximately every five years or at the discretion of the Commission officers).

From time to time and at their discretion, the officers of the Commission may choose to engage an external consultant to review the president's performance. In that case, the chair of the Commission, in concert with the Commission officers, will consider the external consultant's review and will make an independent judgment of the president's performance for presentation to and discussion with the entire Commission.

The president's self-evaluation will be shared with all commissioners in the May agenda book, but the discussion of the evaluation will occur only among the officers or in the closed session of the Executive Committee at the beginning of the May Commission Meeting.

Following the completion of the annual review of the president, the Commission officers, no later than the conclusion of the May meeting, shall make a recommendation for retaining or not retaining the president. If the recommendation is to retain, the officers shall determine whether to enter into a new contract or to modify the existing one, and will establish the salary and benefits for the president. That recommendation shall be discussed in a closed Executive Committee session and then submitted to the Committee of the Whole at an open session for ratification. Human Resources will be directed by the chair to implement such new salary and/or benefits at the commencement of the next fiscal year or such other date as the officers shall approve.

Scope of Work

In May 2022, the Executive Committee called for an external review to take place during the upcoming performance review cycle. The most recent two external reviews took place in 2013 and 2008. The WICHE president recommends entering into a contractor agreement with an external partner, not to exceed \$20,000 plus travel expenses to the May 2022 Commission Meeting and other related expenses, to assess the extent to which the president of WICHE has fulfilled the responsibilities of her position in recent years. This shall be evaluated from the perspective of three critically important constituencies: external partners of WICHE, the Commission, and the WICHE staff.

Working from the WICHE President's Performance Objectives for FY 2023, which were approved by the Executive Committee at its May 16, 2022, meeting, the consultant will do the following.

- ▶ Survey all WICHE commissioners, with interviews with all Commissioners who have served as an officer during the current president's tenure.
- ▶ Interview state higher education executive officers (SHEEOs) in Alaska, New Mexico, Nevada, Northern Marianas, and Wyoming, which are the four states and one territory in which there is a SHEEO who is not also a WICHE Commissioner.
- ▶ Interview the most significant external WICHE partners, including the two partners in the State Higher Education Policy Center (State Higher Education Executive Officers (SHEEO) and the National Center for Higher Education Management Systems (NCHEMS) and others with whom WICHE works extremely closely, including at least the three other regional higher education compacts, the National Conference of State Legislatures, NC-SARA, EDUCAUSE, and the Western Association of College and University Business Officers (WACUBO).
- ▶ Interview key associates in current philanthropies supporting WICHE, including the Bill & Melinda Gates Foundation, Lumina Foundation, and the Mellon Foundation.
- ▶ Survey confidentially all WICHE staff and conduct interviews in Boulder with all members of the senior leadership team and other individuals who report directly to the president.
- ▶ Work with WICHE's chief financial officer to ascertain the extent to which the president has achieved her financial objectives for fiscal year 2023.
- ▶ Work with the Commission's executive assistant, Laura Ewing, to gather evidence of the extent to which objectives regarding maintaining the organization and achieving the workplan have been achieved.

Based on the information secured in these processes, the consultant will prepare and present a report of findings to the chair and subsequently to the Executive Committee at the May 2023 meeting. This report will provide the basis for the chair's independent evaluation of the president.

The process for the selection of a consultant will begin following the November Commission Meeting and be done in concert with the WICHE officers. The costs associated with this process will be covered by the General Fund, but since it was not initially part of the budget approved in May 2022, the WICHE president is requesting approval of a reserve allocation if the General Fund is insufficient to support the work.

Action Requested

Commission approval of the proposed external evaluation process for the president of WICHE and if adequate funds are not available through the General Fund, a reserve allocation to cover the cost.

DISCUSSION ITEM: Update on WICHE's FY 2023 Budget

In May 2021, the Commission approved a balanced budget for the FY 2022 General Fund. In June, at the end of FY 2022, the actual revenues exceeded the expenditures, leaving a surplus of \$332,721. This surplus can be seen on the report titled General Fund Budget Comparing FY 2022 with FY 2023. Also, as seen on the second accompanying report titled Program Area Revenue and Expense Summary, all of the WICHE program areas experienced gains as well. Overall, WICHE had a very positive financial year.

All of the WICHE units had excess revenue in FY 2022 and so added to their reserves in FY 2023. As can be seen from the report titled Program Area Revenue and Expense Summary for FY 2021 each of the program areas ended with surplus revenue except for the PSEP and Communications areas which are fully funded by the General Fund. Those two General Fund areas have their expenses covered by General Fund Revenue.

The General Fund began the year with a Reserve of \$3,997,582. WICHE added to this reserve \$332,721 and now has a reserve of \$4,330,303. Of this total, the Commission has designated certain portions to be held for specific purposes.

These are \$431,265 as a minimum reserve, \$359,387 for unexpected shortfalls, \$850,000 for operating accounts receivable and \$150,000 for the President's Strategic Objectives. This leaves \$2,539,651 available for future designations by the Commission. These amounts can be seen on the report titled General Fund Budget Comparing FY 2022 with FY 2023.

Looking ahead to Fiscal Year 2023

The FY 2023 General Fund Budget, approved by the Commission at the May 2022 meeting, is also a balanced budget. As of the time of this report, we are only one quarter into the current year, but it appears that the General Fund is operating within budget. Over the next months, the program managers will each monitor progress of their programs and make adjustments as necessary in order to meet their budgets. WICHE staff will submit preliminary FY 2024 budgets to the Executive Committee in February and completed proposed FY 2024 budgets to the full Commission in May.

Western Interstate Commission for Higher Education
General Fund Budget

Comparing FY 2022 with FY 2023

Revenue and Expenditures

	FY 2022				FY 2023				
	FY 2022 Budget	FY 2022 Actual	Actual Higher or (Lower) than Budget		FY 2023 Budget	FY 2023 Budget Higher or (Lower) than FY 2022 Budget		FY 2023 Budget Higher or (Lower) than FY 2022 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$1,200,000	\$1,289,302	\$89,302	7.4%	\$1,200,000	\$0	0.0%	(\$89,302)	-6.9%
4104 Indirect Cost Sharing-WICHE	(\$360,000)	(\$493,818)	(\$133,818)	37.2%	(\$360,000)	\$0	0.0%	\$133,818	-27.1%
4201 Members/Fees States/Institutions a	\$2,544,000	\$2,544,000	\$0	0.0%	\$2,544,000	\$0	0.0%	\$0	0.0%
4300 Interest	\$30,000	\$36,321	\$6,321	21.1%	\$30,000	\$0	0.0%	(\$6,321)	-17.4%
4560 SHEPC excess rents	\$155,000	\$114,800	(\$40,200)	-25.9%	\$155,000	\$0	0.0%	\$40,200	35.0%
4600 Other Income	\$1,000	\$32,829	\$31,829	3182.9%	\$25,000	\$24,000	-4.0%	(\$7,829)	-23.8%
4850 Credit Card Transaction Rev. / Units	\$120	(\$40)	(\$160)	-133.7%	\$120	\$0	0.0%	\$160	-396.7%
Total Revenue	\$3,570,120	\$3,523,393	(\$46,727)	-1.3%	\$3,594,120	\$24,000	0.7%	\$70,727	2.0%
Expenditures									
0102 Student Access Program	\$433,786	\$466,388	\$32,603	7.5%	\$433,151	(\$635)	-0.1%	(\$33,238)	-7.1%
0104 Policy Analysis & Research	\$466,677	\$469,213	\$2,536	0.5%	\$466,677	\$0	0.0%	(\$2,536)	-0.5%
0105 Communications & Public Affairs	\$488,814	\$426,783	(\$62,031)	-12.7%	\$490,314	\$1,500	0.3%	\$63,531	14.9%
0106 Programs & Services	\$110,452	\$120,167	\$9,715	8.8%	\$114,729	\$4,277	3.9%	(\$5,437)	-4.5%
0110 President's Office	\$587,798	\$508,982	(\$78,816)	-13.4%	\$598,098	\$10,300	1.8%	\$89,116	17.5%
0111 Commission Meeting Expense	\$228,024	\$139,522	(\$88,502)	-38.8%	\$233,574	\$5,550	2.4%	\$94,052	67.4%
0112 Administrative Services	\$892,343	\$805,767	(\$86,576)	-9.7%	\$896,107	\$3,764	0.4%	\$90,340	11.2%
0115 Miscellaneous Gen. Fund	\$275,281	\$246,163	(\$29,118)	-10.6%	\$279,101	\$3,820	1.4%	\$32,938	13.4%
0116 Program Development	\$25,750	\$7,363	(\$18,387)	-71.4%	\$15,450	(\$10,300)	-40.0%	\$8,087	109.8%
0131 LAC Meeting	\$56,671	\$325	(\$56,346)	-99.4%	\$66,671	\$10,000	17.6%	\$66,346	#####
Total Expenditures	\$3,565,596	\$3,190,673	(\$374,923)	-10.5%	\$3,593,872	\$28,277	0.8%	\$403,199	12.6%
Surplus (Deficit) for the Fiscal Year	\$4,524	\$332,720	\$328,196		\$248	(\$4,277)			
Reserves at Beginning of Year									
1 Minimum Reserve b	\$427,872	\$427,872	\$0	0.0%	\$431,265	\$3,393	0.8%	\$3,393	0.8%
2 Reserve for Unexpected Shortfall	\$356,560	\$356,560	\$0	0.0%	\$359,387	\$2,827	0.8%	\$2,827	0.8%
3 Reserve to Operate Accounts Receivable c	\$850,000	\$850,000	\$0	0.0%	\$850,000	\$0	0.0%	\$0	0.0%
4 President's Strategic Objectives e	\$150,000	\$0	(\$150,000)	-100.0%	\$150,000	\$0	0.0%	\$150,000	
5 Reserve Available for Dedication	\$2,213,150	\$2,363,150	\$150,000	6.8%	\$2,539,651	\$326,501	14.8%	\$176,501	7.5%
Reserves at Beginning of Year	\$3,997,582	\$3,997,582	\$0	-93.2%	\$4,330,303	\$332,721		\$332,721	
Reserves Dedicated during Year									
6 Deficit (Surplus) for the Fiscal Year above	(\$4,524)	(\$332,721)	\$328,197		(\$248)	(\$4,277)	94.5%	(\$332,473)	99.9%
Reserves Dedicated during the Fiscal Year	(\$4,524)	(\$332,721)	\$328,197		(\$248)	(\$4,277)		(\$332,473)	
Reserves at End of Year	\$4,002,106	\$4,330,303	\$328,197		\$4,330,550	\$328,444			

- (a) At the August 2020 Executive Committee meeting the Commission decided to keep WICHE dues at the \$159K FY 2021 level for FY 2022 and FY 2023 due to the Covid pandemic. At the May 2022 meeting the Commission set the FY 2024 dues to \$164K and the FY 2025 dues to \$169K.
- (b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (c) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (d) Reserve amount needed to float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.
- (e) Authorization given to the President to dedicate up to \$150K each year for the President's Strategic Objectives.

Program Area Revenue and Expense Summary for FY 2022

	Programs & Services	Policy Analysis	PSEP	Mental Health	WCET	Communications & Public Affairs
Revenue						
Membership Dues and Fees	\$ 356,539	\$ 245,633		\$ 210,000	\$ 1,633,841	
Conference Registration Fees	\$ -					
Grants and Contracts	\$ 410,833	\$ 610,062		\$ 6,574,960	\$ 6,227,989	
Indirect Cost Sharing						
Interest					\$ 6,831	
Miscellaneous Income	\$ 9,107	\$ 30,250		\$ 7,468	\$ 112,535	
General Fund Allocation	\$ 120,167	\$ 469,213	\$ 466,388			\$ 426,783
Total Revenue	\$ 896,647	\$ 1,355,158	\$ 466,388	\$ 6,792,428	\$ 7,981,196	\$ 426,783
Expenses						
Salaries	\$ 337,230	\$ 579,734	\$ 268,389	\$ 2,101,022	\$ 1,551,124	\$ 191,868
Benefits	\$ 141,763	\$ 210,374	\$ 115,173	\$ 834,913	\$ 601,391	\$ 77,394
Audit, Legal & Consulting	\$ 75,639	\$ 113,572	\$ 6,750	\$ 1,845,440	\$ 826,162	\$ 95,908
Subcontracts	\$ 42,222	\$ -	\$ -	\$ -	\$ 3,986,691	\$ -
Travel	\$ 57,258	\$ 100,633	\$ 11,705	\$ 312,582	\$ 131,814	\$ 1,346
Printing and Copying	\$ 543	\$ 1,630	\$ 2,322	\$ 38,884	\$ 1,085	\$ 2,211
Rent	\$ 28,251	\$ 47,356	\$ 22,122	\$ 98,285	\$ 38,011	\$ 18,008
Computer/Network	\$ 33,465	\$ 51,405	\$ 32,952	\$ 138,291	\$ 128,733	\$ 19,810
Communications	\$ 4,661	\$ 6,704	\$ 2,337	\$ 27,862	\$ 17,871	\$ 2,903
Supplies and Expense	\$ 7,776	\$ 69,864	\$ 4,639	\$ 146,806	\$ 162,040	\$ 16,943
Marketing / Depreciation	\$ -	\$ -	\$ -	\$ -	\$ 5,236	\$ 393
Indirect Costs	\$ 80,240	\$ 106,769	\$ -	\$ 387,135	\$ 226,392	\$ -
Credits for other programs	\$ (39)	\$ 18	\$ -	\$ 107	\$ 18,575	\$ -
Total Expenses	\$ 809,008	\$ 1,288,058	\$ 466,388	\$ 5,931,328	\$ 7,695,125	\$ 426,783
Excess Revenue (Loss)	\$ 87,639	\$ 67,100	\$ (0)	\$ 861,100	\$ 286,071	\$ (0)

INFORMATION ITEM: Non-General Fund Reserves for Fiscal Year 2023

Background

Just as the General Fund requires and accumulates reserves, so too must Non-General Fund accounts require and accumulate reserves. The Commission in the past has recognized this in establishing policy that the self-funded units strive to achieve reserves of at least 25% of their annual operating funds. Similar to the General Fund, these reserves serve to cover three categories of unbudgeted expenditures:

1. Minimum reserves to cover the cost of closing the operation, if circumstances require that
2. Unanticipated shortfalls, such as contract or grant overruns, bridge funding between contracts or grants, unanticipated salary or service cost adjustments, etc.
3. A reasonable amount for one-time unbudgeted program development activities, such as proposal writing, unique software requirements, unique meeting opportunities, etc.

Therefore, WICHE Commission policy states that dedicated reserves for Non-General Fund activities, categorized into minimum reserve, reserve for unexpected shortfall, and program development, shall be reported to the Commission at the Fall Meeting upon official close of the fiscal year and approved by the Commission for the upcoming fiscal year as part of the WICHE annual budget at the Spring Meeting. Further, reserves in excess of this approved amount revert to the General Fund reserve. This past May, the WICHE Commission approved the FY 2023 budget, along with the formula for determining the FY 2023 target reserves for Non-General Fund accounts. The following pages provide a summary of the FY 2023 reserves for the Non-General Fund accounts

FY 23 WICHE Unit Reserves

	Actual	Calculated
WCET		
FY23 Budget approved May 2022 (Core Programs)	\$ 3,563,567	
20% Minimum Reserve		\$ 712,713
20% Unanticipated Expenses		\$ 712,713
10% Program Development		\$ 356,357
FY23 Allowed Reserve		\$ 1,781,784
FY23 Budget approved May 2022 (SAN)	\$ 553,466	
20% Minimum Reserve		\$ 110,693
50% Unanticipated Expenses		\$ 276,733
30% Program Development		\$ 166,040
FY23 Allowed Reserve		\$ 553,466
WCET FY22 Total Actual Reserve	\$ 1,389,140	
FY22 Reserve Designations		
<i>WCET Tech Enhancements</i>	\$ (80,000)	
FY22 Excess Revenue	\$ 286,071	
FY23 Total Actual Reserve	\$ 1,595,211	
<i>Additional Allowed Reserve</i>	\$ 740,039	
Policy		
FY23 Budget approved May 2022 (Core Programs)	\$ 524,625	
0% Minimum Reserve		\$ -
N/A Unanticipated Expenses		\$ 100,000
25% Program Development		\$ 131,156
FY23 Allowed Reserve		\$ 231,156
FY23 Budget approved May 2022 (W-SARA)	\$ 494,531	
100% Minimum Reserve		\$ 494,531
0% Unanticipated Expenses		\$ -
0% Program Development		\$ -
FY23 Allowed Reserve		\$ 494,531
Policy FY22 Total Actual Reserve	\$ 536,231	
FY22 Reserve Designations	\$ -	
FY22 Excess Revenue	\$ 67,100	
FY23 Total Actual Reserve	\$ 603,331	
<i>Additional Allowed Reserve</i>	\$ 122,356	

FY 23 WICHE Unit Reserves

	Actual	Calculated
Programs & Services		
FY23 Budget approved May 2022 (MHEC)	\$ 180,739	
20% Minimum Reserve		\$ 36,148
50% Unanticipated Expenses		\$ 90,370
30% Program Development		\$ 54,222
FY23 Allowed Reserve		\$ 180,739
FY23 Budget approved May 2022 (Academic Leadership)	\$ 464,257	
20% Minimum Reserve		\$ 92,851
50% Unanticipated Expenses		\$ 232,129
30% Program Development		\$ 139,277
FY23 Allowed Reserve		\$ 464,257
FY23 Budget approved May 2022 (Remaining Programs)	\$ 1,132,760	
0% Minimum Reserve		\$ -
N/A Unanticipated Expenses		\$ 100,000
25% Program Development		\$ 283,190
FY23 Allowed Reserve		\$ 383,190
Programs & Services	FY22 Total Actual Reserve	\$ 564,546
	FY22 Reserve Designations	\$ -
	FY22 Excess Revenue	\$ 87,639
	FY23 Total Actual Reserve	\$ 652,185
	<i>Additional Allowed Reserve</i>	\$ 376,001
Behavioral Mental Health		
FY23 Budget approved May 2022	\$ 7,500,414	
20% Minimum Reserve		\$ 1,500,083
20% Unanticipated Expenses		\$ 1,500,083
10% Program Development		\$ 750,041
FY23 Allowed Reserve		\$ 3,750,207
Behavioral Health	FY22 Total Actual Reserve	\$ 2,139,326
	FY22 Reserve Designations	\$ -
	FY22 Excess Revenue	\$ 861,100
	FY23 Total Actual Reserve	\$ 3,000,426
	<i>Additional Allowed Reserve</i>	\$ 749,781

References

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WICHE REGIONAL FACT SHEET

Since 1953, WICHE has been strengthening higher education, workforce development, and behavioral health throughout the West.

2021-22 ACADEMIC YEAR | WICHE.EDU/TUITION-SAVINGS

WICHE Student Access Programs Saved Students

\$560.6M

\$503
MILLION
SAVED THROUGH

WUE

\$43.8
MILLION
SAVED THROUGH

WRGP

\$13.7
MILLION
SAVED THROUGH

PSEP

WUE

Saves undergraduate students on out-of-state tuition. They pay no more than 150% of in-state tuition at partner institutions across the West.

WESTERN UNDERGRADUATE EXCHANGE

49,700

Students
chose WUE schools
in the West

\$10,896

Average savings
for undergraduate
students

WGRP

Saves students on out-of-state graduate certificate, master's, and doctoral programs. They pay no more than 150% of in-state tuition at partner institutions across the West.

WESTERN REGIONAL GRADUATE PROGRAM

2,947

Students
chose WGRP schools
in the West

\$14,872

Average savings
for graduate
students

PSEP

Helps students pursuing careers in 10 health fields. They can enroll in programs in the WICHE region and receive substantial tuition support from their home state/territory.

PROFESSIONAL STUDENT EXCHANGE PROGRAM

10 WICHE states and the Commonwealth of the Northern Mariana Islands invested **\$13.7 million to grow their healthcare workforce and reduced the educational costs** of 543 students.

More than 130 accredited programs are offered through PSEP at 60 institutions.

A student can save between \$34,000 and \$133,600 on tuition over the lifespan of a professional health degree program, depending on the field of study.

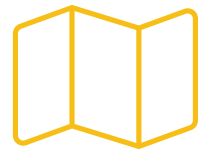
Resource sharing



Thanks to collaboration with the Midwestern Higher Education Compact (MHEC), one of four U.S. regional higher education compacts, WICHE-region educational institutions, nonprofits, and public education entities can benefit from:

- ▶ **THE MASTER PROPERTY PROGRAM**, a property insurance and asset protection program securing broad insurance coverage to meet member-institution needs, now jointly serves 165 campuses throughout the United States, including 30 in the WICHE region.
- ▶ **MHECARE STUDENT INSURANCE SOLUTIONS**, provides campuses that offer school-sponsored plans the flexibility to tailor the plans for student needs with national carrier UnitedHealthcare StudentResources.
- ▶ **MHECTECH**, enables more than 1,600 WICHE-region institutions and organizations (including K-12 districts, government entities, and education nonprofits) to buy hardware, software, and IT services through competitively bid master purchasing agreements.
- ▶ **CYBER INSURANCE**, provides institutions in the WICHE region with the right mix of risk transfer and advisory solutions for campuses to assess, manage, and respond to their risk.

Regional collaboration



WESTERN ALLIANCE OF COMMUNITY COLLEGE ACADEMIC LEADERS (ALLIANCE) – 2-YEAR INSTITUTIONS / WESTERN ACADEMIC LEADERSHIP FORUM (FORUM) – 4-YEAR INSTITUTIONS

WICHE provides two peer networks for academic leaders to connect and explore ways to better serve students and stakeholders.

STATE AUTHORIZATION RECIPROCITY AGREEMENTS (SARA)

A voluntary initiative designed to establish comparable standards for U.S. states and territories regulating postsecondary distance education. WICHE coordinates the membership of SARA states in the West to collaboratively address issues and develop promising practices related to state oversight of distance education.

INTERSTATE PASSPORT NETWORK®

Enables block transfer of lower-division general education courses, reducing the frustration and barriers of students who transfer across state lines.

Approximately
70,000
students have earned
a Passport

671 institutions in
21 states



Innovative solutions

WCET – THE WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES is the leader in the practice, policy, & advocacy of digital learning in higher education and supports advancing learner access and success through postsecondary digital learning for a more equitable world.

WCET houses **EVERY LEARNER EVERYWHERE**, a network centered on the transformation of digital learning in postsecondary institutions to advance equity in higher education and improve student outcomes for Black, Latinx, Indigenous students, low-income students, and first-generation students.

With the goal of reducing the cost of higher education using **OPEN EDUCATIONAL RESOURCES (OER)**, WCET works with the four regional higher education compacts, state agencies, and higher education systems to conduct research, design grant programs and initiatives, and provide guidance on OER policy and projects.

The **STATE AUTHORIZATION NETWORK (SAN)** provides its members access to experts, networking opportunities, and collaborative resources that ensure they understand the laws and regulations around compliance for interstate digital learning activities at their institutions.

The **BEHAVIORAL HEALTH PROGRAM (BHP)** partners with seven states and one territory to develop psychology internship programs to build their behavioral health workforces by providing training for advanced graduate students. On average, 60 percent of graduates from the internships continue their professional work in the states in which they completed their training.

The BHP co-administers the **MOUNTAIN PLAINS MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MHTTC)**, a collaborative network that provides free training, resources, and technical assistance to individuals serving persons with mental health disorders. Particular attention is given to serving providers with limited access to service delivery systems with attention paid to rural and agricultural communities.

To address the growing issue of veteran suicide, especially in rural areas, WICHE co-administers **TOGETHER WITH VETERANS (TWV)**, an evidence-based program that works with community partners to provide suicide prevention action plans.



Sound public policy

The **LEGISLATIVE ADVISORY COMMITTEE** improves state-level policymaking in the West by providing a forum for legislative leaders to share valuable insights on trends and promising practices and build partnerships throughout the region.

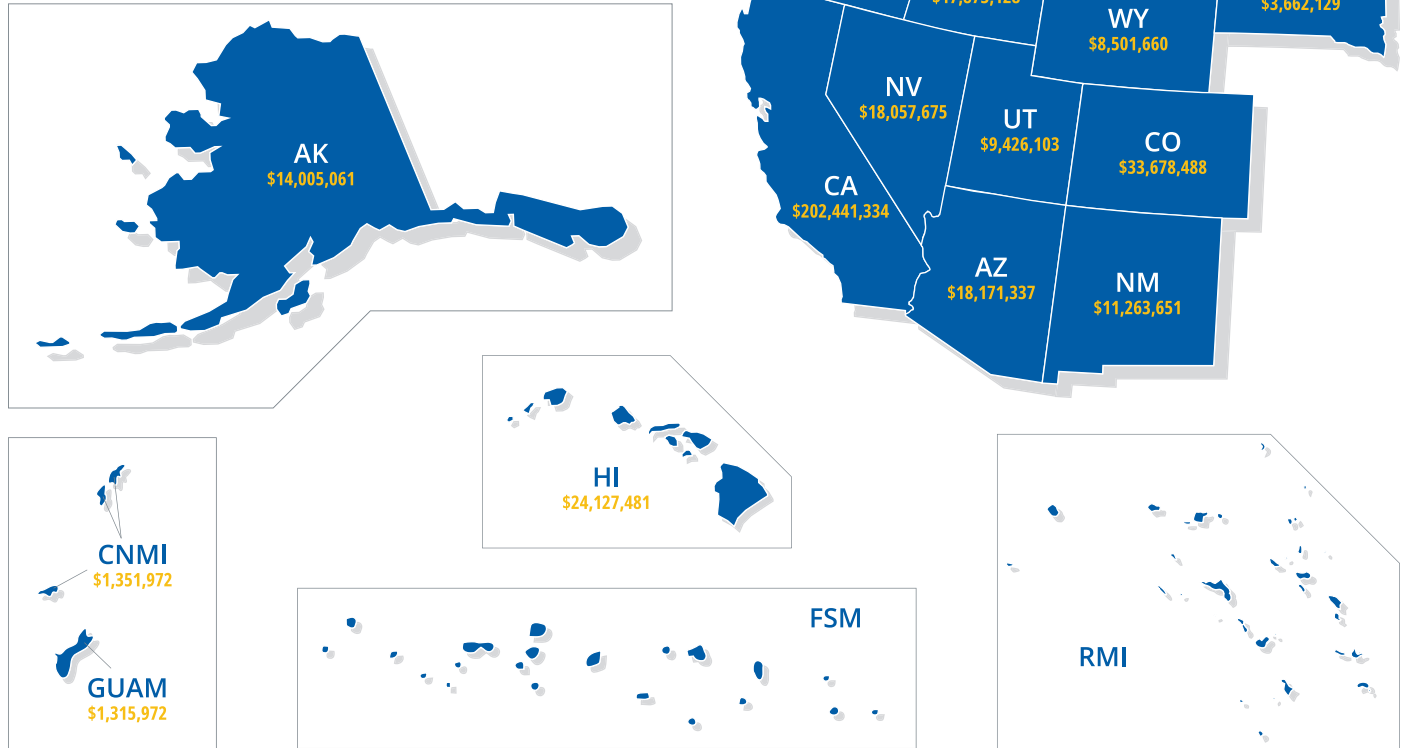
BENCHMARKS, an interactive online dashboard, features the most recent data available on the West's progress in improving access to, success in, and the financing of higher education.

TUITION AND FEES IN PUBLIC HIGHER EDUCATION IN THE WEST provides annual interactive and comprehensive data through online dashboards about the tuition and fees prices published by public higher education institutions in the West, including changes over one-, five-, and 10-year periods.

KNOCKING AT THE COLLEGE DOOR, WICHE's quadrennial report on public high school graduation projections, provides a profile and datasets on national, regional, and state trends.

WICHE Region

\$ = Total student savings through WICHE's Student Access Programs AY 2021-22



WICHE Commission September 2022

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(Immediate Past Chair)
Pearl Brower

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José L. Cruz Rivera
Kathleen Goepfinger

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Christopher Cabaldon
Ellen Junn
Robert Shireman

COLORADO

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WYOMING

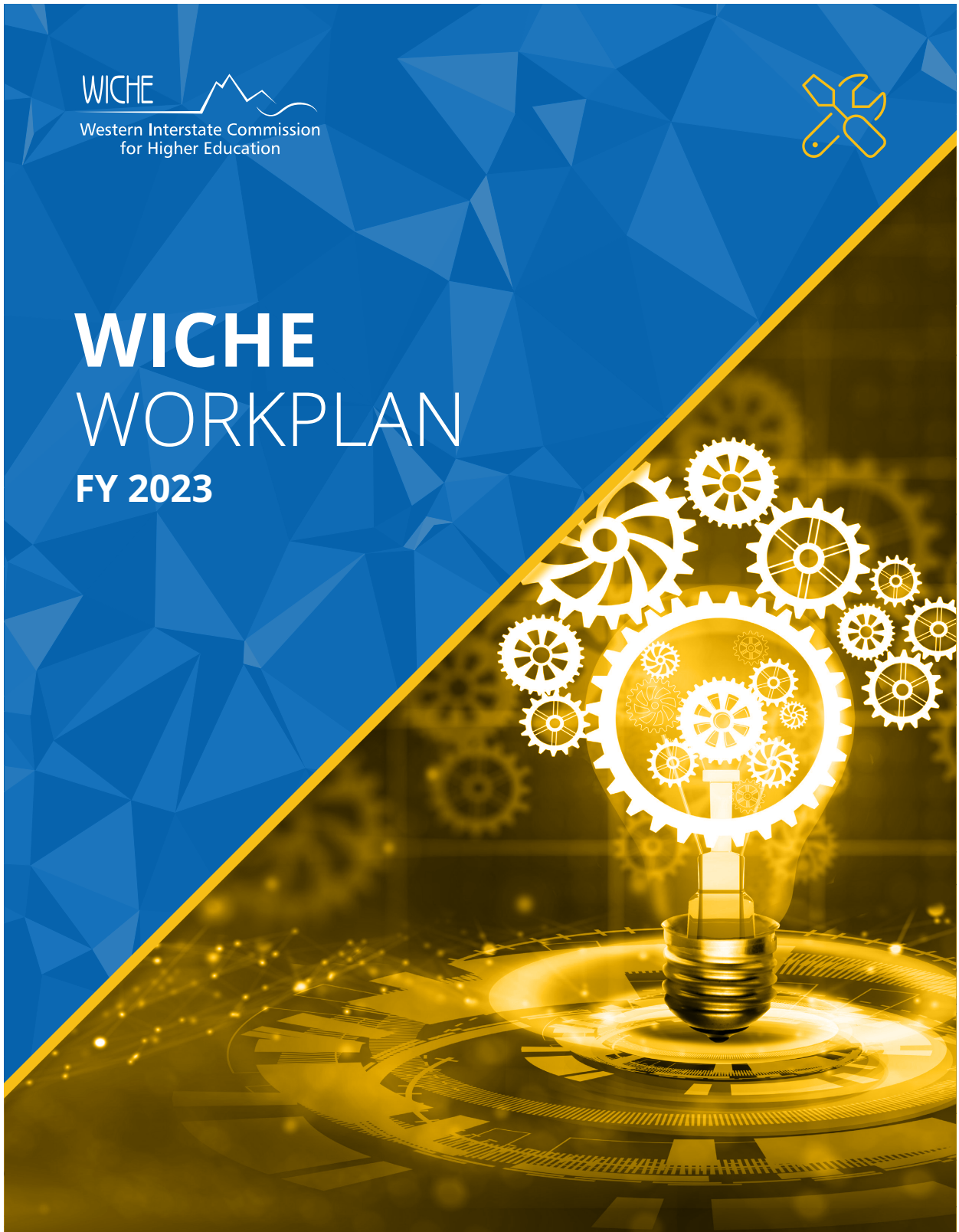
Fred Baldwin
Kevin Carman
Kimberly Dale

FY2023 WORKPLAN

WICHE
Western Interstate Commission
for Higher Education



WICHE WORKPLAN FY 2023



Introduction



WICHE'S MISSION

WICHE works collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

Each May, WICHE's 48-member commission develops and approves the organization's annual Workplan. The Workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission (Commission) has prioritized for the fiscal year beginning July 1, 2022, all of which are intended to advance WICHE's mission.

The Commission has identified five key focus areas to guide the work of the organization:

- **FINANCE & AFFORDABILITY (F/A):** supporting the alignment of appropriations, tuition, and financial aid policy and practices at the institutional, state, and federal levels to increase postsecondary affordability
- **ACCESS & SUCCESS (A/S):** improving students' access

to and success in higher education, especially those who are traditionally underserved

- **WORKFORCE & SOCIETY (W/S):** collaborating across sectors to meet the region's workforce and societal needs
- **TECHNOLOGY & INNOVATION (T/I):** developing and supporting innovations in technology and beyond that improve the quality of postsecondary education and reduce costs
- **ACCOUNTABILITY (A):** striving to ensure that students receive an education that is valuable to them, and that government is receiving a strong return on its investment.

WICHE implements the Workplan by conceptualizing and managing a vast array of programs, projects, and initiatives, and by developing valuable resources that address the needs of members through four operational units:

- **PROGRAMS AND SERVICES:** The primary goals of the Programs and Services unit are to broaden student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE's four Student Access Programs and other initiatives that help institutions and students – undergraduate, graduate, and health professional – save money and make good use of available resources. The unit also oversees initiatives that bring together the West's higher education leaders to address common goals and issues, streamline the student transfer process through a nationwide network of Interstate Passport® institutions, and develop a new cadre of academic administrative leaders. In addition, it helps institutions achieve cost savings through four programs in collaboration with the Midwestern Higher Education Compact (MHEC), which created and administers the programs.
- **POLICY ANALYSIS AND RESEARCH:** The Policy Analysis and Research unit supports better-informed decision-making by providing a variety of policy analysis and data resources and leveraging its convening power to foster regional collaboration. The unit leads research projects and collaborative initiatives that focus on open educational resources, the West's workforce challenges, and supporting postsecondary education and completion. WICHE staff provide expertise on higher education issues including demographic change, equity in higher education, adult learners, state and federal financial aid, finance, articulation and transfer, federal policy, and college completion initiatives. WICHE is responsible for implementing the State Authorization Reciprocity Agreement (SARA) for the western region. The unit's publication series WICHE Insights explores a wide range of significant policy issues. The unit also undertakes major long-term

grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

- **BEHAVIORAL HEALTH:** The WICHE Behavioral Health Program seeks to enhance the public systems of care and the workforce that serve people with behavioral health issues and their families. The program supports this mission through partnerships with state behavioral health agencies, federal agencies, advocacy and consumer groups, and higher education institutions. WICHE Behavioral Health activities focus on direct technical assistance to state and local agencies, policy analysis and research, support of state behavioral health agency data analysis, and higher education liaison activities to enhance workforce development.
- **WCET – WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES:** WCET was established in 1989 to promote collaboration and information sharing related to educational technologies in higher education. WCET's mission is to be the leader in the practice, policy, and advocacy of digital learning in higher education. Today, WCET supports more than 400 member colleges, universities, state higher education agencies, nonprofits and for-profit companies across the U.S. and Canada, with over 5,000 active users of WCET resources. Dues paid by WCET and WCET State Authorization Network, event income, sponsorships, and grants from strategic partners help enable WCET to be effectively a self-supporting unit. WCET's strategic plan focuses on practice, policy, equity, and community in fulfilling its vision of advancing learner access and success through postsecondary digital learning for a more equitable world.

Importantly, WICHE, an organization founded on the idea of collaboration, prides itself on working in partnership across units to better serve the region. The final section of this Workplan highlights collaborations across WICHE units. And when appropriate, some initiatives also extend beyond the WICHE region.

Each of the following sections is organized according to these categories:

CURRENT ACTIVITIES: WICHE’s current work, segmented into:

- Ongoing Services and Resources: continuing work supported by the general fund or fees
- Projects & Initiatives: continuing (or new) work supported by grants, contracts, or fees
- **NEW DIRECTIONS:** Commission-approved projects for which staff is seeking funding
- **POTENTIAL FUTURE PROJECTS:** work that staff is considering pursuing (and bringing to the Commission for approval); also listed are projects that staff previously considered pursuing but now propose to remove from the Workplan

- **COMPLETED PROJECTS:** work that staff finished in FY 2022.

To guide Commission consideration, projects in the New Directions category are prioritized by relevance to WICHE’s mission, opportunity, and staff competence. Current Activities are not given prioritization rankings, since they are initiatives WICHE staff already has committed to undertaking. Potential Future Projects also are not given prioritization rankings, because they are not approved and remain under consideration by the Commission.

PROGRAMS AND SERVICES WORKPLAN FY 2023

Current Activities – Ongoing Services and Resources

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	STAFF FTE	PARTNERS
Academic Leaders Toolkit	A/S	Western	(included in Forum and Alliance)	Forum and Alliance members
Master Property Program	F/A	WICHE/MHEC/ NEBHE/SREB states	.12	MHEC/Marsh carriers, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY), 27 campuses
MHEC Cyber Insurance	F/A; A	WICHE/MHEC/ NEBHE/SREB states	.05	All WICHE members are eligible
MHECare	F/A; A/S	WICHE/MHEC/ NEBHE states	.05	MHEC/United HealthCare Student Resources, META Teletherapy, 1 state (AK), 2 institutions
MHECtech	F/A	WICHE/MHEC/ NEBHE/SREB states	.15	All WICHE members
Online Course Exchange	A/S; T/I	National	0	1 consortium serving 16 institutions
Professional Student Exchange Program (PSEP)	A/S; W/S	Western	1.24	All WICHE members send and/or receive students except Guam, FSM, RMI; 130+ programs at 60+ participating institutions
PSEP Field Assessment and Review	A/S; W/S	Western	.3 FTE complete program review by end of FY 23	Western postsecondary institutions, workforce development agencies, certifying officers
Western Academic Leadership Academy (Academy)	W/S; A	Western	.19 and consultants	Forum and Alliance members

Current Activities – Ongoing Services and Resources (continued)

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	STAFF FTE	PARTNERS
Western Academic Leadership Forum (Forum) • Professional Development: 2023 Annual Meeting • Collaborative projects	A/S; A	Western	.62	All WICHE members; 52 institutions, 9 systems
Western Alliance of Community College Academic Leaders (Alliance) • Professional Development: 2022 Annual Meeting • Collaborative projects	A/S; A	Western	.52	All WICHE members; 68 institutions, 8 systems
Western Regional Graduate Program (WRGP)	A/S; W/S	Western	.88	All WICHE members; 1,700 programs at 63 institutions
Western Undergraduate Exchange (WUE)	A/S; W/S	Western	.88	All WICHE members; 164 participating institutions

The **ACADEMIC LEADERS TOOLKIT**, jointly funded by the Alliance and Forum, is a peer-reviewed, searchable online repository of decision-making tools contributed by college and university and system-level academic leaders. Tools in a range of categories – such as program evaluation, creation, and elimination; faculty recruitment and retention; and learning-outcomes assessment – help academic leaders address a variety of challenges.

The **MASTER PROPERTY PROGRAM**, a Midwestern Higher Education Compact (MHEC) partnership available to WICHE institutions, has saved institutions more than \$100 million on comprehensive property insurance coverage over the years. The insurance program now serves 180 two- and four-year campuses nationwide with total insured values of \$83 billion, including 27 campuses and centers in eight WICHE-member states. It enables public and nonprofit private institutions to receive coverage at rates below industry averages while improving their risk management and asset protection.

The **MHEC CYBER INSURANCE PROGRAM**, in conjunction with Marsh USA Inc., offers institutions access to services including analysis of the cyberthreat environment, the significance of vulnerabilities in security controls, and potential financial exposure should breaches occur. It can also help institutions benchmark how much cyber coverage similar institutions and systems are buying.

MHECARE, another MHEC partnership available in WICHE member states, offers institutions and systems a student health insurance plan underwritten by UnitedHealthcare StudentResources (UHCSR). UHCSR was selected through a competitive bid process, enabling member institutions to avoid a time- and resource-consuming request-for-proposal process. MHECare now includes META Teletherapy, which offers teletherapy services for students seeking counseling services.

MHECTECH, a fourth partnership, enables institutions to purchase off competitively bid master purchasing agreements for an array of hardware, software, and technology services. Several of the agreements are also available to K-12 districts; state, county, and local governments; and education-related nonprofits. More than 1,600 institutions and other entities in 13 WICHE states benefit from aggregated volume purchases that lowered product cost and saved institutions \$4.31 million in FY21 as well as institutional time.

The **ONLINE COURSE EXCHANGE (OCE)** enables students to seamlessly enroll, through their home institutions, in online courses offered by other two- and four-year institutions participating in a consortium. Consortia contract with WICHE for use of its robust OCE platform, designed to support the exchange of online course enrollments among multiple institutions to provide more options for students and optimize the use of institutional resources.

The **PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)** provides affordable access for students to 130+ healthcare professional programs at more than 60 institutions and in 10 healthcare fields. In 2021-22, 543 students from 10 WICHE states and the Commonwealth of the Northern Mariana Islands received \$13.7 million (reflecting investment by their home-state legislatures) in tuition benefits through PSEP. Since its 1953 inception, PSEP has helped more than 15,630 students, many of whom return to their home states to fill key healthcare positions.

The **PSEP FIELD ASSESSMENT AND REVIEW** will investigate the current health professions (dentistry, allopathic medicine, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine) covered by the PSEP program. The inquiry will report on how the current fields meet Western state/territory workforce needs. It will also recommend other professional areas that may meet the region's current or future workforce needs. The field assessment and review will be presented to the Commission after completion.

The **WESTERN ACADEMIC LEADERSHIP ACADEMY** is a year-long professional development program aimed at expanding the pipeline of qualified chief academic leaders for two-year and four-year institutions in the West. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. Its sixth cohort, nominated by members of the Forum and the Alliance, will commence in July 2022. The Academy is funded by registration fees, and Forum and Alliance support. Two-year institutions were added for the summer 2022 cohort only.

The **WESTERN ACADEMIC LEADERSHIP FORUM (Forum)** brings together WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. The Forum is funded primarily by membership dues, with additional funding provided by annual meeting sponsors.

The **WESTERN ALLIANCE OF COMMUNITY COLLEGE ACADEMIC LEADERS (Alliance)** brings together academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives supporting the two-year higher education sector. Like the Forum, the Alliance is funded by membership dues and annual meeting sponsors.

The **WESTERN REGIONAL GRADUATE PROGRAM (WRGP)** allows WICHE-region residents to cross state lines yet pay resident tuition rates for approximately 1,700 master's, graduate certificate, and doctoral programs at 63 participating public universities. In 2021-22, 2,947 students saved an estimated \$43.8 million in tuition through WRGP. The WRGP program-distinctiveness requirement was lifted several years ago, and Western public universities may make any graduate program eligible at the WRGP tuition rate at their discretion, which has significantly increased the number of students who can benefit. As of the last

academic year, participating programs now have the option to charge WRGP students up to 150 percent of resident tuition, but the vast majority continue to charge students resident tuition.

The **WESTERN UNDERGRADUATE EXCHANGE** (WUE) is WICHE’s signature undergraduate discount-tuition program and the nation’s largest of its kind, saving 46,170 students an estimated \$503 million in tuition in 2021-22. Currently, 164 public two- and four-year

WICHE-region institutions allow WUE students to pay no more than 150 percent of resident tuition – instead of full nonresident tuition, which can exceed 300 percent of resident tuition. The Programs and Services unit will continue to expand the marketing of WUE and WRGP to benefit more students and institutions through targeted, state-specific publicity and activities as well as increased outreach to high school counselors and admissions advisers.

Current Activities – Projects & Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Interstate Passport®	A/S; T/I	National	ECMC Foundation \$500,000 grant General Fund support (approved at Nov. 2020 Commission Meeting from Programs and Services reserves) National Science Foundation \$300,000 grant	3.25 and consultants (11/20-10/22) 1.25 and consultants (3/21-2/23)	72 institutions in 21 states across the country are members; Institutions in these and several other states are in the exploration stage New Mexico State University and its four community colleges
No Holding Back: Using Data to Review and Revise Administrative Hold Policies among Public Postsecondary Institutions in the Western Region	A/S; F/A	Western	Seeking grant funding from Ascendium Education Foundation and Lumina Foundation	.35 FTE	American Association of Collegiate Registrars and Admissions Officers and members of the Alliance and Forum, Policy Analysis and Research, MHEC, NEBHE
WICHE Academy for Leaders in the Humanities	A/S; W/S	Western	Andrew W. Mellon Foundation	1.20 FTE	Western postsecondary institutions

INTERSTATE PASSPORT® is a national initiative that facilitates the block transfer of lower-division general education based on multistate, faculty-developed learning outcomes and proficiency criteria. It is the only nationwide network of institutionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of general education attainment. It also provides institutions in the network with an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers in conjunction with the National Student Clearinghouse. The goal of Interstate Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. WICHE staff provides overall direction and support for this innovative program. A two-year grant from ECMC Foundation is enabling WICHE to further expand the Passport Network by providing 20 institutions (10 of which are minority-serving institutions) a two-year membership fee waiver and personalized onboarding support.

The award from NSF is supporting a collaboration with New Mexico State University (NMSU) and its four community colleges to address issues related to engineering degree attainment by testing the feasibility of using sets of lower-division student learning outcomes (SLOs) as the basis of block transfer into engineering programs. WICHE is conducting a literature review to further identify factors that inhibit transfers within engineering disciplines, articulate a theory of change, and recruit leaders of national organizations and two- and four-year institutions representing at least four states to analyze and refine NMSU's proof of concept and assess the feasibility of scaling NMSU's work to additional institutions.

NO HOLDING BACK: Staff members are collaborating with the American Association of College Registrars to assess the use of administrative holds at colleges and universities in the West. WICHE and AACRAO propose a collaboration to develop tools and guidelines that institutions and others can use to monitor administrative holds for equity and general use. The use of administrative holds is ubiquitous at U.S. institutions. Recent research found that 99 percent of institutions use registration holds, and 95 percent use transcript holds. However, most institutions do not regularly review or seek alternatives to administrative holds. Moreover, less than half are confident in analyzing the hold data for any equity issues. There is a range of data limitations institutions face: access to the data, what information matters most, and examining their data. This lack of understanding is presumed to be particularly problematic for institutions serving a high percentage of first-generation students.

The **WICHE ACADEMY FOR LEADERS IN THE HUMANITIES** would offer leadership development to tenured humanities faculty members. We will work with the Andrew W. Mellon Foundation and other key stakeholders to develop a two-year immersive experience for faculty leaders. These leaders will also attend the 3-day **WICHE INSTITUTE FOR LEADERS (WIL) IN THE HUMANITIES** in Boulder, Colorado. During WIL, they will focus on three key competencies: career planning and development, project management, and organizational design and agility. These leaders will join upper-level academic administration to learn more about day-to-day operations, craft a campus project, receive internal and external mentoring, and develop a new network with the fellows appointed at other institutions.

New Directions

WICHE Commission-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/TIMELINE	PARTNERS
Interstate Passport®	A/S; T/I	■ ■ ■ ■ ■ ■	National	Seeking grant funding from other foundations and self-sustaining model	TBD	Interstate Passport Network members and potential members
Compact for Faculty Diversity	A/S; W/S	■ ■ ■ ■ ■ ■	National	TBD	TBD	Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice (seeking additional external funding to further assist NASNTIs and sustain an institutional network)	A/S	■ ■ ■ ■ ■ ■	National	TBD	TBD	Native American-Serving Nontribal Institutions, Tribal colleges, Tribal education departments, higher education organizations
Seeking additional external funding for a project titled Engineering Pathways for Access, Community, and Transfer (EPACT): A community college, university, and regional compact partnership	A/S, W/S, T/I	■ ■ ■ ■ ■ ■	Western	\$2 million	.5 FTE; 5 years	WCET, Nevada institutions

INTERSTATE PASSPORT® is a national initiative that facilitates the block transfer of lower-division general education based on multistate, faculty-developed learning outcomes and proficiency criteria.

The **COMPACT FOR FACULTY DIVERSITY:** Staff members are collaborating with the other three higher education regional compacts to seek funding to reinvigorate the Compact for Faculty Diversity and its associated Doctoral Scholars Program. The programs would address the significant imbalance that continues nationwide in terms of the racial and ethnic composition of faculties. The goals of the initiative are to increase faculty diversity in all ranks and across all institution types to equal or exceed the diversity of the nation by engaging postsecondary systems, institutions, and leaders in concrete commitments to increase the hiring of faculty of color, supported by specific action plans.

REDUCING THE POSTSECONDARY ATTAINMENT GAP FOR AMERICAN INDIANS AND ALASKA

NATIVES: Linking Policy and Practice, an initiative first begun in late 2017 with funding from Lumina Foundation, continues to have strong relevance in light of the persistent postsecondary attainment gap of American Indians and Alaska Natives (AI/AN) compared to other student populations. Staff will seek funding to continue efforts to reduce or eliminate these gaps at Native American-Serving Nontribal Institutions (NASNTIs) by supporting the use of culturally relevant high-impact practices and fostering institutional and tribal collaborations to share and expand sustainable student support systems on campuses. Another major objective going forward is to continue to strengthen the NASNTI presence and impact in state and federal higher education policy arenas and to create a collaborative network of institutions serving large numbers of American Indians and Alaska Natives.

ENGINEERING PATHWAYS FOR ACCESS, COMMUNITY, AND TRANSFER (EPACT): A COMMUNITY COLLEGE, UNIVERSITY, AND REGIONAL COMPACT PARTNERSHIP:

In partnership with the University of Nevada Reno and four community colleges in Nevada, WICHE's programs and services unit is submitting a proposal to the National Science Foundation's Revolutionizing Engineering Departments (NSF RED) grant program. Engineering Pathways for Access, Community, and Transfer (EPACT): A community college, university, and regional compact partnership would enable institutions in Nevada to identify lower division engineering courses missing at the participating community colleges and create online and accelerated in-person laboratory alternatives. Additionally, a set of engineering courses would be redesigned to include Indigenous ways of knowing. All of these courses would be made available in an online course exchange. Instructors from University of Nevada Reno will serve with community college faculty on a Committee for Teaching Excellence to develop courses, teach courses, and mentor students. WICHE's programs and services unit would have primary responsibility for managing the online course sharing platform's development. WCET will conduct focus group research and a literature review and develop recommendations for best policies and practices related to online course sharing. Both units will tap our extensive networks to provide professional development workshops on course design and redesigning courses to include indigenous ways of knowing and developing mentoring programs to better support native students in STEM.

Projects to be Removed from Workplan

Work that staff previously considered pursuing but now proposes to remove from the Workplan.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Online Course Exchange – FlexPATH Alliance	A/S; T/I	■ ■ ■ ■	National	Grant request pending: \$1,416,883 National Science Foundation subaward (5 years) The FlexPATH grant was not funded.	1.90	University of Nevada, Reno; New Mexico State University; University of Illinois, Urbana-Champaign; and their respective community colleges

Potential Future Projects

Work that staff is considering pursuing and bringing to the WICHE Commission (Commission) for approval, along with ideas generated by a survey of commissioners:

The **ALLIANCE ACADEMIC LEADERSHIP ACADEMY** would identify, develop, and prepare aspiring academic leaders for career advancement and success in progressively more complex administrative roles at community, junior, and technical colleges across the West.

Completed Projects

Work that staff finished in FY 2022:

REDUCING THE POSTSECONDARY ATTAINMENT GAP FOR AMERICAN INDIANS AND ALASKA NATIVES:

Linking Policy and Practice, funded by a grant from Lumina Foundation and launched in December 2017, was a collaboration of two- and four-year institutions designated as Native American-Serving Nontribal Institutions (NASNTIs) by the U.S. Department of

Education. The initiative addressed the higher education attainment gap of American Indians and Alaska Natives (AI/AN) compared to other student populations at these institutions and identified strategies to reduce the gaps. During the initiative, NASNTI administrators and faculty were convened at two national summits and in virtual settings through a webinar series. At the outset, WICHE awarded small grants to 11 of the institutions to support planning for achieving quantifiable goals to narrow attainment gaps, implement high-impact practices and other efforts leading to students' academic success, and to foster sustainability in their programs. Additional Lumina funding was provided to assist the grantee campuses in meeting AI/AN students' access to online courses and providing virtual student support services during the pandemic. Several reports and case studies were produced that focused on effective practices to enhance the educational attainment of American Indian and Alaska Native students and provide a platform for considering options for future related initiatives.

POLICY ANALYSIS AND RESEARCH WORKPLAN FY 2023

Current Activities – Ongoing Services and Resources

Continuing work supported by the general fund or fees. All work in this category is considered high-priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	STAFF FTE	PARTNERS
Benchmarks: WICHE Region	F/A; A/S; W/S; A	Western	.025	N/A
Legislative Advisory Committee	F/A; A/S; W/S; T/I; A	Western	.25	All WICHE members
Peer-to-Peer Virtual Convenings	F/A; A/S; W/S; T/I; A	Western	.15	All WICHE members
Regional Fact Book for Higher Education in the West	F/A; A/S; W/S; A	Western	.025	N/A
State Policy and Data Profiles	F/A; A/S; W/S; T/I; A	National	.20	N/A
Tuition and Fees in Public Higher Education in the West	F/A	Western	.025	All WICHE members
WICHE Insights	F/A; A/S; W/S; T/I; A	Western	.10	N/A
WICHE Policy Webinar Series	F/A; A/S; W/S; T/I; A	Western	.10	Variable
WICHE State Authorization Reciprocity Agreement	A/S; T/I; A	Western	2.25	NC-SARA; Western SARA signatories; MHEC, NEBHE, and SREB

The annual **BENCHMARKS: WICHE REGION** report analyzes key higher education metrics and information about the West's progress in improving access to, success in, and financing of higher education. This resource helps stakeholders monitor regional changes over time and informs discussion in policy

and education communities. Utilizing WICHE's Policy Analysis Research Database (PARAD), the Benchmarks data dashboard now includes state information as well as regional metrics.

The **LEGISLATIVE ADVISORY COMMITTEE** (LAC) informs the WICHE Commission (Commission) and

staff about significant legislative issues related to higher education, and WICHE staff serves the LAC by informing members about emerging policy issues in the West and relevant policy research. LAC members are appointed by the Commission and meet annually.

As the pandemic appears to be winding down and reaching a new endemic phase, Policy Analysis and Research unit staff will continue to provide support to the region through regularly scheduled **PEER-TO-PEER VIRTUAL CONVENINGS** on federal funding issues, campus responses, and policy approaches to address the long-term impacts of COVID-19 and other relevant policy issues.

WICHE's **REGIONAL FACT BOOK FOR HIGHER EDUCATION IN THE WEST** presents regional and state-by-state data and analysis on policy indicators across a range of topics. These fiscal, demographic, economic, and social indicators provide up-to-date information for policymakers, educators, and researchers in the West. The Fact Book's downloadable data tables are updated periodically throughout the year. WICHE released several enhanced tables in FY 2022, providing increased detail and interactivity, and adding new analysis. WICHE will supplement the core data sources, as possible, to keep this resource contemporary and is examining the overall utility of the full suite of data resources.

WICHE will continue building out **STATE POLICY AND DATA PROFILES** that capture state and territory postsecondary contexts. The development of the Policy Analysis and Research Database (PARDB) will enable the Policy unit to provide more detailed and relevant information specific to each WICHE member. WICHE has been consulting with key stakeholders in the West about how our data resources can be most useful and expects to begin rolling out these new profiles in FY 2023.

TUITION AND FEES IN PUBLIC HIGHER EDUCATION IN THE WEST annually provides comprehensive data about the tuition and fee rates published by public

higher education institutions in the WICHE region, including changes in tuition and fee rates over the past one-, five- and 10-year periods. In addition to total tuition and fees, the report displays the average mandatory fees for each institution, state, territory, and the region over the past one, five, and 10 years, as well as what proportion of total tuition and fees they represent.

The **WICHE INSIGHTS** publication series consists of periodic briefs (usually published several times a year) that illuminate a higher education policy or research topic, or that supplement a regular WICHE activity or release (such as our annual *Tuition and Fees* or our quadrennial *Knocking at the College Door* report).

The **WICHE POLICY WEBINAR SERIES** features WICHE staff, partners, and/or higher education stakeholders periodically hosting digital forums for registrants on selected higher education topics of interest. Anticipated topics for FY 2023 will likely continue to focus on COVID-19 recovery with particular attention to enrollment declines and potentially worsening equity gaps due to changes in college-going behavior.

The **WICHE STATE AUTHORIZATION RECIPROCITY AGREEMENT** (W-SARA) provides a platform for Western states and territories – upon application and demonstration of specified criteria – to enter into reciprocity for the purpose of authorizing individual colleges and universities to provide postsecondary education courses and programs through distance modalities to students living in other states. Four regional SARAs – functioning within the four existing higher education regional interstate compacts – facilitate reciprocity among participating states and territories within their respective regions. The four regional SARAs are connected through an interregional agreement to create a nationwide reciprocity framework, known as the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Current Activities – Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high-priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Increasing Access, Affordability, and Equity Using OER: A National Consortium	F/A; A/S	Western/ National	\$450,000	2.25 FY23-24	Hewlett Foundation, WCET, MHEC, NEBHE, SREB
Support for the Wyoming Innovation Partnership	A/S; W/S; T/I	Western	\$228,000	1.05 FY22-23	Wyoming Community College Commission
Knocking at the College Door: Projections of High School Graduates	A/S; W/S	National	\$50,000	.25 in FY23	TBD
Oregon Council of Presidents and Oregon Community College Association Landscape Study	F/A; A/S; W/S	Western	\$25,000	.075 in FY22 & FY23	NCHEMS
Advance CTE Policy Roundtables	A/S; W/S; T/I	Western/ National	\$20,000	.05 FTE in FY22 and FY23	AdvanceCTE, states, SREB, MHEC, NEBHE
Intermediaries for Scale Partnership	F/A; A/S; T/I	National	\$60,000	.1 FTE in FY22 and FY23	American Indian Higher Education Consortium (AIHEC), NCHEMS, Programs & Services

INCREASING ACCESS, AFFORDABILITY, AND EQUITY USING OER: A NATIONAL CONSORTIUM:

The policy unit and WCET received funding to create a national consortium with the three other regional higher education compacts – the Midwest Higher Education Compact, the Southern Regional Education Board, and the New England Board of Higher Education – focused on scaling the successful adoption of high-quality open educational resources to improve student outcomes, increase equity, and

improve affordability. This effort started in FY 2021 and WICHE expects additional funding to continue this work into FY 2024. There is significant collaboration and coordination across regions with WCET serving as the “backbone” of the effort.

SUPPORT FOR THE WYOMING INNOVATION PARTNERSHIP:

WICHE has been contracted by the Wyoming Community College Commission to provide project management for this broad initiative that will seek to modernize and focus Wyoming’s efforts to

develop a resilient workforce and economy. The effort aims to better align Wyoming’s economic development agenda by increasing collaborations between state entities and ultimately local partners.

KNOCKING AT THE COLLEGE DOOR: The Policy Analysis and Research unit released the 10th edition of state-by-state forecasts of high school graduates in December 2020. During FY 2023, staff will continue dissemination activities and produce tools that can help users understand the potential implications of the COVID-19 pandemic and developing analysis related to socioeconomic status.

OREGON COUNCIL OF PRESIDENTS AND OREGON COMMUNITY COLLEGE ASSOCIATION LANDSCAPE STUDY: WICHE has been contracted by NCHEMS to participate in an environmental scan of postsecondary education in the state and to assess the ways in which policy and practice can be improved to serve the needs of the state and its residents more effectively. WICHE is providing data analysis and participating in stakeholder interviews and focus groups.

ADVANCECTE POLICY ROUNDTABLES: WICHE received a small subgrant from AdvanceCTE to help convene policy roundtables focused on enhancing Career and Technical Education (CTE) in the West and across the nation. WICHE is assisting by convening virtual roundtables that will focus on key policy and practice issues and will participate as a thought partner in AdvanceCTE’s efforts to develop a broad set of recommendations for states and others.

INTERMEDIARIES FOR SCALE PARTNERSHIP: Although not selected to be one of the Intermediaries for Scale grantees of the Bill & Melinda Gates Foundation, WICHE is pursuing multiple partnerships with those organizations that were selected. WICHE has recently been chosen by the American Indian Higher Education Consortium to facilitate its efforts to develop an effective data infrastructure and staff capacity. This will in turn aid in AIHEC’s work to support Tribal Colleges and Universities (TCUs) and provide leadership on American Indian and Alaska Native higher education issues. WICHE staff will continue to review other opportunities to partner with Intermediaries for Scale where the work fits with WICHE’s mission and staff expertise.

New Directions

WICHE Commission-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
COVID-19 Reengagement Network	F/A; A/S; W/S	■ ■ ■ ■	Western	\$1.2 million	3.0 3 years	TBD
Building Evidence for Scale: Policy and Practice Solutions for Adult Learners	A/S; W/S	■ ■ ■ ■	National	\$1.5 - 2million	1.75 4 years	TBD

New Directions (continued)

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Evaluation and Research Partnerships	A/S; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	Dependent upon size and scale of effort	.05 Ongoing	Western states
Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho	A/S; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$385,313	.0825 2 years	Idaho State Board of Education
Policy Paper Series on Affordability	F/A; A/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$500,000	1.50 2 years	TBD
Scaling Technology-Assisted Skill-Building in Rural Areas	A/S; W/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$1 million	1.5 3 years	WCET
Western Postsecondary Data Users Network	A/S; W/S; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$50,000	.50 6 months	Western states
Improving Policy and Practice to Support Behavioral Health on Campus	A/S; W/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$100,000	.25 Single convening	Behavioral Health Program
Dual Credit Research and Implementation Network	F/A; A/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$400,000	2.0 2 years	TBD
Data with a Purpose	W/S; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	National	\$497,475	.05 2 years	Strada Education Network
A Hole in State Policy: Alternative Providers in Postsecondary Education	A/S; W/S; T/I; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$975,000	2.5 3 years	WCET, TBD

New Directions (continued)

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/TIMELINE	PARTNERS
Recognizing Learning: Raising Awareness for Scale	A/S; W/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western/ National	\$200,000	1.5 2 years	CAEL
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs	A/S; W/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$2.5 million	2.0 3 years	TBD
Improving Credential Information in the West	A/S; W/S; T/I; A	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$50,000	0.1 2 years	MHEC, National Science Foundation, Credential Engine
Serving Student Soldiers of the West	A/S; W/S	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$1 million	1.35 3 years	Behavioral Health Program
Cybersecurity Training for Senior Nontechnical Leaders	T/I	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$100,000	2 years	WCET, Department of Homeland Security, Federal Emergency Management Agency
Policy and Practice Solutions for Workforce Shortages	A/S; W/S; T/I	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	Western	\$400,000	2 years	TBD

COVID-19 REENGAGEMENT NETWORK: WICHE will partner with states and postsecondary institutions to develop and implement targeted plans to reengage students who have stopped out (or are considering doing so) because of COVID-19 and its related impacts on school, the economy, and students' lives. The project will identify high-impact supports for returning students that correlate with increased credential completion; develop effective and aligned policy and practice for reaching and reengaging these students in concert with WICHE members, postsecondary systems,

postsecondary institutions, employers, and local leaders; and measure the impact of these efforts.

BUILDING EVIDENCE FOR SCALE – POLICY AND PRACTICE SOLUTIONS FOR ADULT LEARNERS:

Building on WICHE's Adult College Completion Network (which concluded in 2016) and other work related to adult learners, WICHE proposes to leverage its existing membership and activities to pursue new approaches to achieve four objectives: 1) build the evidence base for effectively serving adult learners,

2) facilitate collaboration among network members, 3) share scalable solutions across the field, and 4) link adult college completion work with the broader equity agenda. The project will also seek to partner with WICHE members and other key stakeholders to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with WICHE members, postsecondary systems and institutions, employers, and local leaders; and measure the impact of initiatives aimed at increasing adult postsecondary credential completion to drive continuous improvement.

EVALUATION AND RESEARCH PARTNERSHIPS:

WICHE members are implementing many new innovative policies and programs aimed at improving student outcomes. Examples include developmental courses, summer bridge programs, dual and concurrent enrollment, and efforts to decrease “summer melt.” The Institute for Education Sciences (IES) and other funders offer grants to support partnerships between education agencies and research entities that produce usable information for WICHE members and help advance overall knowledge in the field. WICHE is interested in bolstering efforts to improve access and success by engaging in partnerships wherever it is useful and where it fits within WICHE’s mission. One immediate opportunity is an IES grant program that supports low-cost, short-duration evaluations of education interventions. Partnering with a WICHE members to carry out such an evaluation would help address capacity issues, provide actionable information to the participants, provide evidence for other states to consider in designing education interventions, and potentially provide opportunities to secure additional funding. WICHE will solicit partner agencies to jointly submit proposals to IES and identify other research and evaluation needs for which WICHE can be of assistance.

EXPLORATORY RESEARCH INTO PROGRAMS DESIGNED TO INCREASE POSTSECONDARY ATTAINMENT IN IDAHO:

Flowing from the previous item on Evaluation and Research Partnerships, WICHE has recently completed an evaluation of Idaho’s dual credit funding model. This work identified numerous potential avenues for further research that meets Idaho’s needs and can inform all WICHE members about effective policies. Information about the efficacy of innovative programs is valuable not only to the WICHE member or institution that enacts the policy or program, but to others in the West (and across the country) that are looking to improve student outcomes. WICHE will carry out additional research where opportunities and funding are available and the research meets Idaho’s needs.

POLICY PAPER SERIES ON AFFORDABILITY: The Policy Analysis and Research unit will commission a series of papers focused on policy and practice actions to improve postsecondary affordability. The papers (which will include WICHE as a key author) will aim to provide rigorous, actionable research that is accessible to policymakers.

SCALING TECHNOLOGY-ASSISTED SKILL-BUILDING IN RURAL AREAS AND OTHER COMMUNITIES OF NEED:

This project, which would be a joint effort of the Policy Analysis and Research unit and WCET, would leverage technology to scale work-based learning to rural and other communities of need by providing underserved students with the training they need to succeed in their local economy’s high-demand fields, and the ability to adapt should demand for certain careers change. Specifically, after conducting a landscape analysis of innovative program models of technology-assisted work-based learning opportunities, WICHE would deploy its robust network across the region to identify pilot sites for project implementation that involves expanding these models. Rural, low-income areas with identified high-demand industry sectors would be priorities for pilot site selection. The project would convene pilot and mentor sites to share lessons learned and craft implementation plans for the pilot sites. The project would incorporate seed funding

for small-scale testing of technology-assisted training opportunities with potential for scale, and would rigorously evaluate the process using longitudinal data to inform larger-scale state policy decisions over time.

WESTERN POSTSECONDARY DATA USERS

NETWORK: Education and workforce development agencies continue to improve data systems that have the potential to provide critical information to students and their families, policymakers, and institutional leaders. To take full advantage of these systems, states, territories, and freely associated states must have highly competent staff that can analyze the available data and convert it to usable information for improving programs and policies. Additionally, researchers must have opportunities to explore new areas of research that can drive policy conversations. Barriers to taking advantage of these data systems include limited opportunities for state postsecondary researchers to engage in professional development; heavy workloads managing existing reporting duties, leaving little time for exploratory analyses; and few chances to network with colleagues to address common problems. WICHE hopes to address these issues by exploring the need for and, if appropriate, establishing a Western Postsecondary Data Users Network, which would convene key system and institutional education and workforce researchers, as well as key staff from WICHE members, to address common questions, provide technical assistance, and assist in professional development. This network would aim to ensure that Western policymakers have access to high-quality evidence to develop, assess, and improve education and training policies and programs.

IMPROVING POLICY AND PRACTICE TO SUPPORT BEHAVIORAL HEALTH ON CAMPUS:

Behavioral health issues have a significant impact on the health and well-being of many traditional-age students. Additionally, they can be a major barrier to postsecondary success. There are not currently well-accepted policies and practices for providing support systems on campuses. WICHE is well-positioned to begin addressing the issue through its policy and behavioral health units. The initial project will be to

host a convening of policymakers and institutional leaders and practitioners to identify policy and practice gaps, as well as potential solutions.

DUAL CREDIT RESEARCH AND IMPLEMENTATION NETWORK:

WICHE will work with partners to develop common metrics with which to evaluate dual credit programs that include analyses of cost to students and their families, states, school districts, and institutions of higher education. Further, WICHE and its network partners will carry out rigorous quantitative and qualitative research to better understand how these programs operate, where they are successful, and develop actionable recommendations to improve student outcomes.

DATA WITH A PURPOSE – BUILDING ON WICHE’S MULTISTATE LONGITUDINAL DATA EXCHANGE

(MLDE): Data with a Purpose would seek to build a bridge between decisionmakers and data available through the MLDE to ensure that the data are effectively used to guide policy and improve practice. Specifically, Data with a Purpose would seek to accomplish two tasks: 1) facilitate state research using multistate data to analyze crucial issues related to postsecondary education and employment and 2) translate this research and analysis into actionable information that can be used to improve policy and practice.

A HOLE IN STATE POLICY – ALTERNATIVE PROVIDERS IN POSTSECONDARY EDUCATION:

In this project, the Policy Analysis and Research unit will work with WCET and key partners to develop appropriate frameworks to address the rise of alternative providers of postsecondary education. This work will help ensure WICHE members can take advantage of legitimately innovative and disruptive ideas while also protecting students from predatory practices of sub-standard providers. WICHE will also develop and execute a major education campaign to share findings and lessons from project participants with policymakers across the country.

RECOGNIZING LEARNING – RAISING AWARENESS

FOR SCALE: Through this work, WICHE will leverage and disseminate research related to competency-based education (CBE) and prior learning assessment (PLA) so that policymakers can make evidence-based decisions. Additionally, staff would develop targeted information campaigns to build understanding of and support for CBE and PLA based on new and extant research. WICHE has substantial expertise in prior learning assessment research and policy through its work on previous Lumina Foundation-funded efforts.

A SECOND CHANCE AT SUCCESS – REDUCING THE FISCAL AND SOCIAL IMPACT OF RECIDIVISM THROUGH INMATE EDUCATION AND RE-ENTRY PROGRAMS:

The goal of this project is to reduce the fiscal and social impact of recidivism by helping former inmates, upon release from the correctional system, to be successful individually and to be productive members of society through effective, comprehensive prison education and re-entry programs.

IMPROVING CREDENTIAL INFORMATION IN THE WEST:

WICHE will partner with MHEC and Credential Engine to share findings with WICHE members and territories about efforts to improve information about the different types of credentials offered. The overall aim would be to work with WICHE members – where there is demonstrated need and interest – to evaluate the utility of existing credential information platforms and, if appropriate, identify cost and resource savings through collaboration.

SERVING STUDENT SOLDIERS OF THE WEST:

POLICY AND PRACTICE SOLUTIONS is a project whose goal is to increase access to and success in higher education for members of the military and their families in the Western region.

CYBERSECURITY TRAINING FOR SENIOR NONTECHNICAL LEADERS:

As an additional component of the cybersecurity initiative, WICHE is continuing to develop partnerships with cyber experts and conducting outreach to WICHE members to provide training for institutional non-technical leaders for cyber protection. This initiative was previously approved by the Commission, but paused during the height of the pandemic due to the inability to convene in person. Staff will look to relaunch this effort in FY 2023.

POLICY AND PRACTICE SOLUTIONS FOR WORKFORCE SHORTAGES:

As part of its general efforts to support COVID-19 recovery (discussed above), the Policy unit began convening key staff from WICHE members to focus on ways to address short- and long-term workforce shortages in health fields using general fund dollars. Staff has developed a broader proposal to carry out a project that would implement solutions being developed while focusing on building a strong research base into effective and sustainable long-term policy and practice.

Potential Future Projects

Work that staff is considering pursuing:

HEALTH WORKERS IN THE WEST – MEETING SHORT- AND LONG-TERM WORKFORCE CHALLENGES:

WICHE proposes a project to work collaboratively with members and other key stakeholders to identify and address systemic barriers to increasing the supply of workers in key health occupations.

EXPLORING STRATEGIES FOR IMPROVING THE DELIVERY OF REMEDIAL AND DEVELOPMENTAL EDUCATION POLICIES AND PRACTICES:

A project that would build on emerging practices in the field to help WICHE members more effectively and efficiently target remedial education to students, particularly adult learners.

HITTING THE GROUND RUNNING – LEVERAGING WORK-BASED LEARNING TO IMPROVE EDUCATIONAL OUTCOMES AND MEET WORKFORCE DEMANDS:

The goal of this work would be to help facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

IMPACT OF FEDERAL POLICY ON STATE BUDGETS AND POLICY:

Several pieces of recent or proposed federal legislation, ranging from tax reform to the reauthorization of the Higher Education Act, are likely to have an impact on state and territorial budgets and higher education policy. WICHE proposes to engage in work that will keep constituents informed and help policymakers align their policy and practice to better serve students in the West.

SAFER SPACES – ALIGNING POLICY AND PRACTICE TO REDUCE SEXUAL VIOLENCE ON COLLEGE CAMPUSES IN THE WEST:

WICHE hopes to conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being executed, with the goal of identifying those that research suggests can best reduce the prevalence of sexual violence.

STATE POLICIES TO SUPPORT HOUSING AND FOOD SECURITY ON CAMPUS:

Housing and food security are crucial issues for students across the West (and the

United States as a whole). While campus-level supports such as food banks and emergency grants and loans can help, this effort would examine state- and territory-level policies that can improve outcomes for students, including better alignment of social services and education programs, improved access to benefit programs, and other approaches.

WESTERN POLICY FORUM: An annual convening designed to advance WICHE's mission by bringing together key postsecondary leaders in the Western region to learn about successful strategies around access and success, accountability, finance, workforce, and innovation.

Completed Projects

Work that staff finished in FY 2022:

DATA FOR THE AMERICAN DREAM: WICHE was contracted by the National Center for Higher Education Management Systems (NCHEMS) to consult on a project that seeks to improve the information available on education and training opportunities for low-income, unemployed, and underemployed individuals. This effort drew heavily on WICHE expertise developed through the Multistate Longitudinal Data Exchange and resulted in a number of briefs focused on ways to better use data and information to guide students.

EVALUATION OF IDAHO'S DUAL CREDIT PROGRAMS:

WICHE received a small contract in FY 2022 to carry out an evaluation of Idaho's dual credit program as funded through Advanced Opportunities. WICHE prepared a comprehensive evaluation and offered testimony on the results to the state's House and Senate education committees.

INTERMEDIARIES FOR SCALE PARTNERSHIP WITH THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM:

WICHE completed its initial work to support AIHEC's knowledge-management efforts as funded through the Bill & Melinda Gates Foundation. Based on that initial work, AIHEC selected WICHE (working with NCHEMS) to carry out further work in support of its knowledge management infrastructure.

WCET WORKPLAN FY 2023

Current Activities – Ongoing Services and Resources

Continuing work supported by WCET dues, event fees, grants, and contracts. All work in this category is considered high-priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	STAFF FTE	PARTNERS
WCET Member Service and Support	A/S; T/I	U.S. and Canada	WCET staff	Nearly 400 member institutions and organizations
Digital Learning Practice	F/A; A/S; T/I	U.S. and Canada	WCET staff	WCET Members, NCOER, Every Learner Everywhere, other organizations
Digital Learning Policy	A/S; T/I; A	U.S.	WCET staff	WCET Members, SAN, NCOER, OLC, Quality Matters, other organizations
WCET Annual Meeting	A/S; T/I	U.S. and Canada	WCET staff	Corporate sponsors
WCET Leadership Summit	A/S; T/I	U.S. and Canada	WCET staff	Corporate sponsors
WCET Webcast Series	A/S; T/I	U.S. and Canada	WCET staff	Various, depending on the topic
WCET Research	F/A; A/S; T/I	U.S. and Canada	WCET staff	WCET Members, Every Learner Everywhere, SAN, NCOER, OLC
wcetMIX (Member Information Exchange) and Adding Member-only Resources	A/S; T/I	U.S. and Canada	WCET staff	WCET, SAN, and member leadership
System and Consortia Digital Learning Leaders	F/A; A/S; T/I	U.S.	WCET staff	Higher education systems and multi- institution consortia
State Authorization Network (SAN)	A/S; T/I; A	U.S.	WCET staff	129 members representing ~ 835 institutions. Partners: Regional compacts, NASASPS, NC-SARA
WCET Steering Committee Annual Priorities	F/A; A/S; T/I; A	U.S.	WCET staff	WCET Steering Committee and other members

The short- and long-term impacts of the unprecedented COVID-19 crisis continue to be far-reaching and uncertain. As a result of the pandemic, much of the work to transition courses to remote, hybrid, and hyflex learning has fallen to the staff that WCET serves at its member institutions. As a result, WCET will continue to provide COVID-19 response, support, and planning to both its members and the public.

WCET MEMBERSHIP SERVICE AND SUPPORT has long focused on members sharing their experiences on innovations and advances in using **DIGITAL LEARNING PRACTICE** techniques in higher education and will continue to offer opportunities to share lessons learned. To complement the popular WCET Frontiers blog, the WCET Frontiers podcast series was introduced in late 2021. This podcast features a guest host speaking with interviewees about solutions and innovations in the practice and policy of digital learning in higher education and currently includes episodes on building virtual community, virtual labs, humanizing learning, and using STEM learning to address sociopolitical issues.

WCET and SAN continue to provide in-depth analysis of **DIGITAL LEARNING POLICIES** (federal, state, legislative, and regulatory) that have an impact on faculty and students in using technology in their courses. WCET and SAN are noted for their expertise on policy issues including “regular and substantive interaction” for distance education, state authorization of out-of-state activities, and out-of-state professional licensure regulatory requirements.

Due to the pandemic, the 33rd **WCET ANNUAL MEETING** was conducted virtually on November 2, 2021, and included sessions on equitable teaching and learning practices, humanizing learning, online student services, educational technology adoption considerations, post-pandemic higher education, empowering learners through blockchain, student experiences in online courses, listening to the student voice, and digital learning transformation strategies. The **WCET SUMMIT**, held virtually on April 6 and May 4, 2021, focused on “Practical Considerations for an

Uncertain Future,” including “The EdTech Gambit” and “WCET Discovery: Where No Educator Has Gone Before.” In all of these events, members learned about and shared the role that digital learning can play in helping address the challenges faced by postsecondary education.

WCET continues to offer a **WEBCAST SERIES**. Topics this past year included how higher education is preparing for the new normal, e-learning design challenges, the future of online leadership, digital learning policies, and practices and policies to better support online adjunct faculty. The last webinar was based on **WCET RESEARCH** conducted by WCET in partnership with the Online Learning Consortium and Every Learner Everywhere with a survey of institutional practices to support online adjunct faculty.

WCETMIX is a digital platform to support communication, collaboration, and resource-sharing among WCET members. Members are invited to opt in to communicate through WCET’s popular WCETNews and WCETDiscuss digital forums. SAN also uses wctMIX to support communication and sharing among its members. During FY 2022, wctMIX was expanded to include member-only resources in the wctMIX Library. Additional member-only resources are planned for FY 2023 in high-need areas such as OPMs, microcredentials, and digital learning categorization.

The **STATE SYSTEM OR MULTI-INSTITUTIONAL CONSORTIA DIGITAL LEARNING LEADERS** continue to meet monthly to share their unique challenges and solutions in using cooperation to better meet the needs of faculty and students at their member institutions

The **STATE AUTHORIZATION NETWORK (SAN)** is a service (whose dues and membership are an add-on to WCET’s) for those seeking to comply with state authorization, professional licensure, and other regulations encountered when serving students in other states via distance education or any modality. SAN develops resources, provides training on state regulations (especially those not covered by the

State Authorization Reciprocity Agreement), federal regulations, access to experts, strategies on meeting state requirements, and support for a community of professionals sharing effective practices and latest developments. During FY 2023, SAN plans to develop two new online tools including a six-week, cohort-based, online semi-synchronous Basics of State Authorization course to replace the Basics Workshop and an on-demand tutorial program for new SAN members to learn about SAN resources that will replace the current Newcomers Exercise. Resources will be expanded to include a series of one-page briefs to help users quickly understand various state authorization-related topics. Research will be expanded to address state data privacy laws, distance education regulations in Canada and Mexico, catastrophic-event policies, and interstate employment laws.

Each year, the **WCET STEERING COMMITTEE** selects **ANNUAL PRIORITIES** on which it wishes to focus in providing insights and resources to assist members. Working groups are formed and they are narrowing down the broad topics to webinars, sessions, blog posts, and other resources that will inform the membership. For the 2022 calendar year, the selected topics are:

- **Quality and equity in digital learning:** As digital learning grows, we are being challenged to maintain quality in serving a broader range of students, introducing issues such as the digital divide, disparate success rates among student populations, and the increased use of synchronous remote learning.

- **Microcredentials/badges:** The use of microcredentials outside of traditional higher education has grown exponentially and their acceptance by industry has followed. What should institutions be doing to maintain their relevancy in a changing world of credentialing and how can institutions assure equity in the access and completion of microcredentials?
- **Categorizing the continuum of digital learning and instruction:** It is an understandable desire to want to put digital learning courses into neat packages, but there are only loose definitions of the variety of forms of digital pedagogy. Digital learning is a continuum from no use of technology to the full use of technology in a course. In communicating with students, how can institutions best communicate the technical needs and academic experiences that their students will encounter? WCET is also considering a partnership with the Canadian Distance Learning Research Association on a survey regarding the definitions used to describe different modalities in Canada and the U.S.

Current Activities – Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high-priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Every Learner Everywhere	F/A; A/S; T/I	U.S.	Bill & Melinda Gates Foundation	7.8 2017-22	12 organizations identified as “Network Partners” by the Bill & Melinda Gates Foundation
Every Learner Everywhere Equity Advisory Board	A/S; T/I	U.S.	Bill & Melinda Gates Foundation	ELE Staff 2022	Five higher education professionals selected by the Every Learner backbone and Steering Committee to serve a one year term.
Every Learner Everywhere Student Fellowship Program	A/S; T/I	U.S.	Bill & Melinda Gates Foundation	ELE staff 2021-22	Achieving the Dream, Digital Promise, Intentional Futures
National Consortium of Open Educational Resources (NCOER)	F/A; A/S; T/I	U.S.	William and Flora Hewlett Foundation	1.0 2020-22	Four regional higher education compacts; WICHE Policy Unit

EVERY LEARNER EVERYWHERE is a network of 12 partner organizations working collaboratively to help institutions use new technology to innovate in teaching and learning, with the ultimate goal of improving student outcomes for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. WCET is an intermediary for the network, which is funded by the Bill & Melinda Gates Foundation, and is also one of the partners participating in it. During FY 2022, Every Learner offered a number of field-facing services including a series of webinars with partner organizations such as Achieving the Dream, American Public and Land-Grant Universities, and Digital Promise. Webinar topics included information on adaptive learning, equitable pedagogical practices in digital learning,

evidence-based teaching practices for digital learning, and information on the development of faculty communities of practice.

Every Learner Everywhere’s **EQUITY ADVISORY BOARD** will consist of five career higher-education professionals chosen by the Every Learner Everywhere staff and Steering Committee to assist Every Learner in better centering equity considerations in its work.

Every Learner Everywhere’s **STUDENT FELLOWSHIP PROGRAM** incorporates the voices of Black, Latinx, Indigenous, poverty-affected, first-generation, and other marginalized students into the work to improve student success through digital learning. The fellowship is project-based and enables undergraduate students

to work on interest- and skill-aligned projects and develop meaningful professional relationships and experiences.

WCET leads the **NATIONAL CONSORTIUM FOR OPEN EDUCATIONAL RESOURCES** as a national network that coordinates collaboration among the four regional higher education compacts aimed at increasing the adoption, scalability, and sustainability

of Open Educational Resources (OER). Together, these partners engage in opportunities to build capacity for policy and effective practice, enable research, develop open education solutions that promote equitable learning, and support coordination across regions to scale and sustain use of OER across the country. WCET serves as the intermediary coordinating among the compacts.

New Directions

WICHE Commission-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
A Hole in State Policy: Alternative Providers in Postsecondary Education	A/S; W/S; T/I; A		Western	\$975,000	2.5 3 years	WICHE Policy Unit, WCET
SAN: Additional Content Areas	A/S; T/I; A		National	Internal		Professional licensing agencies, accreditors

A HOLE IN STATE POLICY – ALTERNATIVE PROVIDERS IN POSTSECONDARY EDUCATION: In this project, WCET will work with the Policy Analysis and Research unit and key state partners to develop appropriate frameworks to address the rise of alternative providers of postsecondary education. This work will help ensure that states can leverage the advantages of legitimately innovative and disruptive ideas while also protecting students from predatory practices of sub-standard providers. WICHE and WCET will also develop and execute a major education campaign to share findings and lessons from these states with policymakers across the country.

The State Authorization Network (SAN) is expanding into **ADDITIONAL CONTENT AREAS**, especially around issues that have an impact on institutions serving students, employing faculty or staff, or providing services in states other than where the institution is domiciled. Examples include deeper work on the requirements for state professional licensing agencies, accrediting agencies, and select other countries. This work is mostly being funded through internal investment but may lead to additional funding opportunities.

Completed Projects

Work that staff finished in FY 2022:

WCET completed a thorough redesign of its **WEBSITE**. This work allowed WCET to reorganize and improve its content, implement a better search tool, allow for easier updating of content, and transition to a newer version of the blog tool to serve WCET Frontiers.

WCET created several member-only resources, including one-page topic overviews called **CLOSER LOOKS**, which provide background and helpful resources on emerging topics such as alternative assessments, blockchain/distributed ledger technology in education, professional licensure notifications, virtual labs, and hyflex courses.

WCET, in collaboration with OLC and Every Learner Everywhere, completed **ORIENTING AND SUPPORTING ONLINE ADJUNCT FACULTY**. This study updated a 2015 study that WCET and Learning House completed that examined the institutional policies in hiring and training adjuncts teaching online courses. The 2022 update to the study focused on institutional policies associated with training online adjuncts as well as the challenges and promising pedagogical practices associated with high-quality digital instruction.

EVERY LEARNER EVERYWHERE received funding for its partners to provide multiple services to help institutions make the transition to digital learning as a result of the pandemic. Every Learner Everywhere received funding to develop, in conjunction with its partners, services for institutions to improve equity-centered digital learning. Among the services provided included live webinars, blended workshops, and research partnerships that reached nearly 5,000 participants in all 50 states and over a dozen countries. Every Learner Everywhere also developed a Student Fellows program that allows students to provide insight into digital learning and equity, and gain important workforce-related skills while working on projects with partner organizations.

The **STATE AUTHORIZATION NETWORK (SAN)** celebrated its 10th anniversary in 2021 with a virtual celebration that included special guests who were instrumental in the initial development of compliance strategies to address state authorization. SAN provided both basic and advanced workshops to educate participants on the details of state authorization regulations and strategies for ensuring that their institutions are in compliance with existing regulations as well as understanding the effective practices in organizing compliance within the institution. As a result of the pandemic, both workshops were moved to the virtual environment. SAN developed an on-demand version of its basic workshop and an implementation handbook to comply with new federal regulations that became effective July 1, 2020. SAN provided a virtual seminar, "Update on HEA & Federal Rulemaking: The Impact on Institutional Compliance," with experts providing direction to support compliance with new federal regulations. SAN also held monthly meetings of its member coordinators and monthly "ask the expert" meetings open to the entire membership. Finally, SAN provided a webinar on the federal rulemaking process as well as webinar collaborations with WCET to address policy and compliance issues.

The **NCOER ORGANIZATIONAL EFFECTIVENESS GRANT** was additional funding given to WCET in support of the OER staff of the four regional higher education compacts. The goal of the grant was to increase training and discussions about the opportunities and barriers encountered in centering equity concerns in working with compact member states on OER practice and policy. NCOER also assisted in the successful launch of the SREB OER and Dual Credit Initiative as well as successfully coordinating the collaboration of the regional compacts to achieve the goals set forth in their individual grants.

WCET and SAN staff followed **EMERGING FEDERAL POLICIES** regarding digital learning. Members and the public were informed of these emerging laws and regulations and, in some cases, were invited to advocate for their opinions on proposed rules. Examples include the regulatory waivers provided for

COVID, the Monthly Housing Allowance for Veterans who study at a distance being less than those who attend on campus, the U.S. Department of Education’s Negotiated Rulemakings on several issues including new professional licensure rules, and Congressional legislation to exclude distance education from the expansion of the Pell Grant for short-term programs.

Potential Future Projects

Work that staff is considering pursuing

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Understanding the Digital Divide in WICHE States and Territories	F/A; A/S; T/I	WICHE States and Territories	TBD	TBD	WCET, WICHE Policy, TBD

As more and more of our society requires access to the internet, gaps in digital access, be they from a lack of infrastructure or a lack of financial resources, are becoming more consequential. In partnership with WICHE’s Policy unit WCET will research the state of the digital divide in WICHE states and territories in an effort to understand both existing access gaps as well as identifying promising practices to address those gaps.

BEHAVIORAL HEALTH WORKPLAN FY 2023

Current Activities – Projects and Initiatives

Continuing (or new) work supported by grants and contracts. All work in this category is considered high-priority.

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Alaska Psychology Internship Consortium: Interns*	W/S	Western	\$100,000	7/22-6/23	State of Alaska
Alaska Internship Consortium: Technical Assistance*	W/S	Western	\$20,000	.05 7/22-6/23	Alaska Mental Health Trust Authority
Arizona: Evidence-Based Practices Fidelity Monitoring*	W/S; A	Western	\$409,250	2.75 7/22-6/23	State of Arizona
Guam Psychology Internship Consortium	W/S	Western & Pacific Territories	\$250,000	.50 2.5 years	The U.S. Territory of Guam
Hawai'i Psychology Internship Consortium*	W/S	Western	\$1,049,238	.30 7/22-6/23	State of Hawai'i
Hawai'i Recruitment of School- Based Clinical Psychologists*	A/S; W/S	Western	\$100,000	Ongoing	State of Hawai'i
Idaho Psychology Internship Consortium*	W/S; A	Western	\$125,000	.50 7/22-6/23	State of Idaho
Montana Crisis System	W/S; T/I	Western	\$477,795	.50 12/21-9/22	State of Montana
Montana Fidelity Reviews*	W/S; A	Western	\$152,250	.50 7/22-9/23	State of Montana
Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC)	A/S; W/S	Western	\$554,193	1.75 5 years	University of North Dakota

PROJECT	FOCUS	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
National Institutes of Health – Behavioral Health Aide Assessment	A/S; W/S	Western	\$190,232	1.0 4 years	AK Native Tribal Health Consortium’ Northwest Indian College; University of AK – Anchorage
National Institutes of Health - Online Publication Update	A/S; W/S	National	\$58,627	.40 9/20-9/22	National Institutes of Health, National Institute of Mental Health
Nevada Psychology Internship Consortium	W/S	Western	\$245,057	.50 8/22-8/23	State of Nevada
New Mexico Psychology Internship Consortium	W/S	Western	\$175,000	.50 2.5 Years	State of New Mexico; Indian Health Service
Oregon Psychology Internship Program*	W/S	Western	\$7,200	7/22-6/23	State of Oregon
Rural Communities Opioid Response Program (RCORP)	A/S; W/S	Western	\$730,967	3.0 9/22-9/23	JBS International
Rural Veteran Suicide Prevention	W/S	National	\$2,935,368	4.0 4/22-3/23	Veterans Administration Office of Rural Health & Office of Suicide Prevention
South Dakota IMP(ACT) Fidelity Reviews*	W/S	Western	\$49,000	.25 6/22-5/23	State of South Dakota
South Dakota Psychology Internship Consortium	W/S	Western	\$175,000		State of South Dakota
University of Wisconsin Technical Assistance	A/S; W/S	National	\$99,998	.50 4 years	University of Wisconsin
Utah Psychology Internship Consortium*	W/S	Western	\$6,720	7/22-6/23	State of Utah
Western States Decision Support Group (WSDSG): Annual Membership Program	W/S	Western	Varies annually	.10 Ongoing	WICHE Member States and Territories

¹ Funding figures reflect FY 2023 estimated revenue by project.

* WICHE expects these projects will be renewed, or they have already been renewed, for FY 2023.

ALASKA PSYCHOLOGY INTERNSHIP CONSORTIUM

(AK-PIC) INTERNS: The WICHE BHP supports the ongoing operations of the AK-PIC for interns and faculty, including its engagement in the Association of Psychology Postdoctoral and Internship Centers (APPIC) and achievement/maintenance of American Psychological Association (APA) accreditation.

ALASKA INTERNSHIP CONSORTIUM (AK-PIC)

TECHNICAL ASSISTANCE: The Alaska Mental Health Trust Authority contracts with WICHE to provide technical assistance to the AK-PIC and prepare it to successfully become re-accredited by the American Psychological Association (APA). The AK-PIC consists of a multi-site consortium of Alaska agencies that maintain at least one supervising psychologist on-site to provide supervision and didactic training to interns.

ARIZONA EVIDENCE-BASED PRACTICES (EBPS)

FIDELITY MONITORING: WICHE partners with the Arizona Health Care Cost Containment System to support the implementation and fidelity reviews of four EBPs in the Maricopa County public behavioral health system. WICHE supports the project lead and two fidelity reviewers. The project was expanded in FY 2019 to include fidelity reviews of two EBPs in Northern and Southern Arizona.

GUAM PSYCHOLOGY INTERNSHIP CONSORTIUM:

The WICHE BHP has partnered with the U.S. Territory of Guam to develop an accreditable psychology internship consortium to serve Guam and CNMI and build the behavioral health workforces there. As has been accomplished in Alaska, Hawai'i, Nevada, and Colorado, WICHE will guide all phases of the development of a psychology internship consortium to attract and retain qualified and highly trained behavioral health professionals in the territories. Guam-PIC is participating in the 2022 APPIC National Intern Match, and the first cohort of two interns will begin internship in September 2022.

HAWAI'I PSYCHOLOGY INTERNSHIP CONSORTIUM

(HI-PIC): WICHE assists the state of Hawai'i in the development and operation of an accredited psychology internship consortium. A primary goal of the

internship program is the establishment of a pipeline to build Hawai'i's behavioral health workforce. Three Hawai'i state agencies – the Department of Education, the Department of Health, and the Department of Public Safety – provide funding to support HI-PIC.

HAWAI'I RECRUITMENT OF SCHOOL-BASED

CLINICAL PSYCHOLOGISTS: The Hawai'i Department of Education recently contracted with WICHE BHP to recruit and contract with clinical psychologists to fill public school vacancies across the Hawaiian Islands.

IDAHO PSYCHOLOGY INTERNSHIP CONSORTIUM

(ID-PIC): WICHE is assisting the state of Idaho in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Idaho's behavioral health workforce, especially in rural and underserved areas. The Idaho State Board of Education received funding from the Idaho Legislature to support WICHE's assistance in restructuring and expanding an existing unaccredited internship program and pursuing American Psychological Association accreditation.

MONTANA CRISIS SYSTEM: The Montana Department of Public Health and Human Services contracted with the WICHE BHP to assess and make recommendations regarding Montana's implementation of its Mobile Crisis System, including an assessment of individual crisis stabilization facilities, existing mobile crisis response teams, and its crisis system data reporting and technology solutions. In addition to a high-level statewide assessment, the BHP will also be assessing seven county-based crisis services.

MONTANA FIDELITY REVIEWS: The Montana Addictive and Mental Disorders Division has contracted with the WICHE BHP to provide consultation and technical assistance to the Montana Department of Public Health and Human Services Addictive and Mental Disorders Division regarding the implementation of its Program for Assertive Community Treatment (PACT). This project includes conducting fidelity reviews for 13 PACT programs operating across the state, developing plans and focused training to promote the improvement of services, and consultation

on outcomes and dashboard development.

MOUNTAIN PLAINS MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MP-MHTTC):

The MP-MHTTC is a five-year partnership between WICHE and the University of North Dakota to provide comprehensive training, resources, and technical assistance to mental health providers and other practitioners across a six-state area. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the center specializes in rural and frontier mental health in Colorado, Utah, Wyoming, Montana, North Dakota, and South Dakota.

NATIONAL INSTITUTES OF HEALTH (NIH) BEHAVIORAL HEALTH AIDE ASSESSMENT:

The WICHE Behavioral Health Program, in collaboration with the Center for Alaska Native Health Research (CANHR) and the Alaska Native Tribal Health Consortium (ANTHC), was awarded a National Institutes of Health (NIH) research grant. This project will evaluate the behavioral health aide program focusing on efficacy, implementation, and best practices. As behavioral health workforce issues continue to grow in tribal areas, this research has the potential to significantly influence the development of new programs across the West.

NATIONAL INSTITUTES OF HEALTH (NIH) ONLINE PUBLICATION UPDATE:

The NIH has contracted with the WICHE BHP to provide an update to its publication Mental Health and Rural America: An Overview and Annotated Bibliography. The revision will expand the publication's focus to include substance use and addiction, with special emphasis on opioid addiction in rural and frontier areas of the U.S.

NEVADA PSYCHOLOGY INTERNSHIP CONSORTIUM (NV-PIC):

The WICHE BHP assists the state of Nevada in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is to establish a pipeline to build Nevada's behavioral health workforce. The Nevada Division of Public and Behavioral Health and Nevada-WICHE provide support and funding for the BHP's ongoing development and operation of the Nevada Psychology Internship Consortium.

NEW MEXICO PSYCHOLOGY INTERNSHIP CONSORTIUM (NM-PIC):

WICHE is working with partner agencies to develop a doctoral psychology internship consortium for the state of New Mexico. A primary goal of the internship program is to help develop New Mexico's behavioral health workforce in rural and underserved areas. Through funding from the New Mexico Behavioral Health Services Division, the New Mexico Department of Health, and the federal Indian Health Services, the WICHE BHP will facilitate program development, and help ensure the program meets American Psychological Association accreditation standards. NM-PIC accepted its first cohort of interns in 2021-22, and its accreditation self-study was submitted in March 2022.

OREGON PSYCHOLOGY INTERNSHIP PROGRAM:

WICHE continues to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website and technical assistance to help the program comply with accreditation standards.

RURAL COMMUNITIES OPIOID RESPONSE PROGRAM (RCORP):

WICHE has partnered with JBS International to reduce morbidity and mortality associated with opioid overdoses and psychostimulant misuse in high-risk communities by strengthening the organizational and infrastructural capacity of multi-sector consortia. As a partner in this project, WICHE provides technical assistance to designated grantee sites.

RURAL VETERAN SUICIDE PREVENTION – TOGETHER WITH VETERANS:

WICHE is collaborating with the Denver-based federal Veterans Administration, Mental Illness Research, Education, and Clinical Center (MIRECC) to develop and implement Together With Veterans, a veteran suicide-prevention program for rural communities. The program became operational in FY 2019, with four initial sites: two in Colorado, one in Montana, and one in North Carolina. Since then, the program has grown to 26 sites that were fully operational in FY 2022. When fully implemented, the program anticipates more than 30 sites located throughout the country, stretching from as far east as New Hampshire and as far west as the Territory of Guam.

SOUTH DAKOTA IMP(ACT) FIDELITY REVIEWS:

WICHE is continuing to assist the South Dakota Division of Behavioral Health to evaluate the fidelity of the evidence-based practice Assertive Community Treatment (ACT) at community behavioral health clinics in three locations in South Dakota.

SOUTH DAKOTA PSYCHOLOGY INTERNSHIP CONSORTIUM:

The South Dakota Legislature recently passed an appropriation to fund the development of a psychology internship consortium. The Behavioral Health Program will be working the state to identify core partners for the internship, including the South Dakota Human Services Center in Yankton and other community-based partners. WICHE's work will extend from planning and development to supporting achieving accreditation of the internship program.

UNIVERSITY OF WISCONSIN TECHNICAL ASSISTANCE:

WICHE is working in partnership with the University of Wisconsin through a Health Resources and Services Administration (HRSA) grant to provide education and training to graduate students, practitioners, educators, and trainers. These learning collaboratives will focus on the integration of substance use disorder and mental health prevention, treatment, and recovery in rural communities. WICHE will provide expert trainers for a series of six trainings

over the course of 12 weeks, twice a year for the next four years. Many of the expert trainers will be provided in conjunction with the ongoing work of WICHE's Rural Communities Opioid Response Program (RCORP).

UTAH PSYCHOLOGY INTERNSHIP CONSORTIUM:

WICHE is working with partner agencies to develop a doctoral psychology internship consortium. WICHE will facilitate program development, help ensure the program meets American Psychological Association accreditation standards, and assist with the accreditation process.

WESTERN STATES DECISION SUPPORT GROUP (WSDSG) ANNUAL MEMBERSHIP PROGRAM:

Since 1985, WICHE has been managing the WSDSG, an information-sharing membership-based network for behavioral health data, and evaluation staff and managers from WICHE states and territories. WICHE manages quarterly conference calls to discuss emerging issues in behavioral health data and system evaluation and provides ongoing support to WSDSG members. WICHE also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual membership fee of \$6,000.

New Directions

WICHE Commission-approved projects for which staff is actively seeking funding, prioritized as follows:

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

Project prioritization: ■ Relevance (mission critical) ■ Opportunity (funding) ■ Competence (staff/consultants)

PROJECT	FOCUS	PRIORITY	GEO SCOPE	FUNDING	STAFF FTE/ TIMELINE	PARTNERS
Sanford Health Psychology Internship Program (North Dakota)	W/S	■ ■ ■ ■	Western	TBD	2.5 years	Sanford Health

NORTH DAKOTA PSYCHOLOGY INTERNSHIP

CONSORTIUM: The WICHE BHP has been in discussions with Sanford Health in North Dakota to begin work on implementing a new Psychology Internship Consortium (PIC) beginning in the spring of 2022. WICHE will provide technical assistance similar to the numerous other PIC projects across the West. The focus of this PIC will be a doctoral-level internship experience for students who have chosen to focus their work on integrated physical and behavioral health.

Potential Future Projects

Work that staff is considering pursuing:

HAWAII DEPARTMENT OF EDUCATION – RECRUITMENT, EMPLOYMENT, AND FACILITATION FOR SCHOOL-BASED BEHAVIORAL HEALTH PROFESSIONALS:

For several years, WICHE's BHP assisted the Hawai'i Department of Education with marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawaiian Islands. As part of its pandemic-related budget strategy, the state of Hawaii eliminated funding for this contract. However, the workforce need is still critical, and the state has indicated its interest in re-establishing this successful recruitment effort.

HAWAII PSYCHOLOGY INTERNSHIP CONSORTIUM

– EXPANSION: The state of Hawai'i is considering an expansion of the Hawai'i Psychology Internship program by placing additional interns at several new sites, including the Hawai'i State Hospital.

MERCY CARE ARIZONA EVIDENCE-BASED

PRACTICES (EBPS): WICHE is planning to provide training, education, and guidance concerning adult EBPs and fidelity tools to ensure Mercy Care AZ provider staff offers high-quality EBPs and to ensure fidelity to identified EBPs protocols. Additionally, WICHE will provide Evidence Based Practices Training for providers, para-professionals and family members serving infant, child, adolescent and transitional age youth populations with developmental

delays/disabilities, social/emotional disorders, and/or who are engaged in the foster care system.

SOUTH DAKOTA PSYCHOLOGY INTERNSHIP CONSORTIUM – HUMAN SERVICES CENTER:

The WICHE BHP has been in discussions with the state of South Dakota to implement a Psychology Internship Consortium in conjunction with the South Dakota Human Services Center (HSC) and Avera Health System. Plans for this second PIC have received preliminary approval by the South Dakota Legislature, the HSC has begun to identify potential public/private consortium partners.

STUDENT WELLNESS AND MENTAL HEALTH: WICHE continues to seek opportunities and funding to partner with the WICHE Policy unit to support and improve college student wellness and mental health, with the goal of improving college completion and degree attainment for all students regardless of race, ethnicity, income, or mental health status.

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA) INDEFINITE DELIVERY INDEFINITE QUANTITY (IDIQ):

In collaboration with the National Association of State Mental Health Program Directors (NASMHPD), the WICHE BHP is a candidate for the IDIQ-Domain V -Technical Assistance and Training Projects. This will allow WICHE, in collaboration with NASMHPD, to respond to Task Order requests under these domains over a five-year period.

Previously considered projects that we propose to remove from the workplan: **None at this time.**

Completed Projects

Work that staff finished in FY 2022:

ALASKA NATIVE TRIBAL HEALTH CONSORTIUM, BEHAVIORAL HEALTH AIDE ASSESSMENT:

The Alaska Native Tribal Health Consortium (ANTHC), in conjunction with the Alaska Mental Health Trust Authority, contracted with the WICHE BHP to assess ANTHC's Behavioral Health Aide (BHA) Program. The

BHP assessed the efficacy of the BHA training program in the provision of training and technical assistance to Alaska Tribal Health Organizations. The BHP produced a written report emphasizing the strengths of the BHA Program, areas for improvement, and recommended changes.

ALASKA FETAL ALCOHOL SPECTRUM DISORDER SCREENING & DIAGNOSTIC TELEHEALTH

FEASIBILITY STUDY: The WICHE BHP partnered with the Alaska Mental Health Trust Authority to conduct a business case/feasibility analysis to identify an optimal and sustainable telehealth/telemedicine model of Fetal Alcohol Spectrum Disorder (FASD) screening and diagnosis in Alaska.

ARIZONA MERCY MARICOPA EVIDENCE-BASED PRACTICES (EBPS):

WICHE provided training, education, and guidance concerning EBPs and fidelity tools to ensure Mercy Maricopa provider staff was offering high-quality EBPs and ensuring fidelity to identified EBPs protocols. WICHE supported training and technical assistance related to the implementation of the identified EBPs, and evaluation/quality improvement monitoring of the practices.

ARIZONA MERCY MARICOPA TRAINING: WICHE collaborated with Mercy Maricopa Integrated Care (MMIC) to develop a training academy to increase workforce expertise by implementing training strategies for three evidence-based practices: Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Transition to Independence (TIP) Model, and Cognitive Behavioral Therapy for Substance Abuse (CBT-SA).

MONTANA ZERO SUICIDE: The rate of loss of life caused by suicide in Native American communities in Montana is the highest in the nation. The state of Montana retained WICHE to assist urban and reservation-based Native American primary-care clinics in developing protocols and skills to help prevent suicides in Native American communities. WICHE assisted in assessing the training needs of six primary-care clinics and their respective communities, and delivered training on the Suicide Prevention Toolkit for Primary Care Practices with a focus on societal and clinical issues specific to Native Americans.

STATE OF HAWAII' EARLY INTERVENTION SERVICES:

The Early Intervention Services Section (EIS) of the Hawai'i Department of Health contracted with the WICHE BHP to conduct a comparative review of early-childhood services rates and related professional salaries such as occupational and physical therapies. The study compared Hawai'i rates to those in other analogous states to ensure competitive pay and thus sufficient workforce.

SOUTH DAKOTA HUMAN SERVICES CENTER

OPTIMAL CAPACITY REVIEW – PHASE I: The South Dakota Department of Social Services contracted with the WICHE BHP to assist the state in establishing the optimal capacity and patient programming at the South Dakota Human Services Center.

OPTIMAL CAPACITY REVIEW – PHASE II: Provided policy guidance, technical assistance and support for the implementation of focused programming and staffing models.

COLLABORATIONS ACROSS WICHE UNITS WORKPLAN FY 2023

Current Activities – Ongoing Services and Resources

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	UNITS (BOLD = COMMITTEE JURISDICTION)	ACTIVITY CATEGORY	DETAILS OF COLLABORATION
A Hole in State Policy: Alternative Providers in Postsecondary Education	A/S; W/S; T/I; A	Policy Analysis and Research, WCET	New Directions (seeking funding)	In this project, the Policy Analysis and Research Unit will work with WCET and key state partners to develop appropriate frameworks to address the rise of alternative providers of postsecondary education. This work will help ensure states and territories can take advantage of legitimately innovative and disruptive ideas while also protecting students from predatory practices of sub-standard providers. WICHE will also develop and execute a major education campaign to share findings and lessons from these states and territories with policymakers across the country.
Cybersecurity Training for Senior Nontechnical Leaders*	T/I	Policy Analysis and Research, WCET	Projects and Initiatives (DHS-funded)	The work entails interplay between WICHE’s cyber fellow (under WCET auspices) and Policy Analysis and Research staff.
Evolving Higher Education Policy Issues*	A/S; T/I	WCET, Policy Analysis and Research	Projects and Initiatives (variously funded)	Through WCET’s Frontiers blog and other avenues, these units contribute to the field by engaging on emerging issues on which WICHE has policy and research insights and context. This often leads to collaboration or co-publication in areas that recently have ranged from state authorization of distance learning, to changes in IPEDS outcome measures data with implications for attainment metrics.
Improving Policy and Practice to Support Behavioral Health on Campus	A/S; W/S	Policy Analysis and Research, Behavioral Health Program	New Directions (seeking funding)	This prospective convening of state policymakers, institutions, and other stakeholders would take advantage of WICHE Policy Unit and Behavioral Health Program expertise alike to identify policy and practice gaps related to campus behavioral health services and systems.
Increasing Access, Affordability, and Equity Using OER*	F/A; A/S	Policy Analysis and Research, WCET	Projects and Initiatives (received funding)	This national consortium supports adoption of open educational resources, adding WICHE Policy Analysis and Research acumen to existing WCET OER efforts under WCET auspices.

Current Activities – Ongoing Services and Resources (continued)

Focus: **F/A** Finance and Affordability **A/S** Access & Success **W/S** Workforce & Society **T/I** Technology & Innovation **A** Accountability

PROJECT	FOCUS	UNITS (BOLD = COMMITTEE JURISDICTION)	ACTIVITY CATEGORY	DETAILS OF COLLABORATION
Intermediaries for Scale Partnership	F/A; A/S; T/I	Policy Analysis and Research, Programs & Services	Current Activities	Although not selected to be one of the Intermediaries for Scale grantees of the Bill & Melinda Gates Foundation, WICHE is pursuing multiple partnerships with those organizations that were selected. WICHE has recently been selected by the American Indian Higher Education Consortium to facilitate its efforts to develop an effective data infrastructure and staff capacity. This will in turn aid in AIHEC's work to support Tribal Colleges and Universities (TCUs) and provide leadership on American Indian and Alaska Native higher education issues. WICHE staff will continue to review other opportunities to partner with Intermediaries for Scale where the opportunities fit with WICHE's mission and staff expertise.
No Holding Back: Using Data to Review and Revise Administrative Hold Policies among Public Postsecondary Institutions in the Western Region	A/S; F/A	Programs and Services, Policy Analysis and Research	Projects and Initiatives (grant-funded)	WICHE's Programs and Services unit and Policy Analysis and Research unit are collaborating with the American Association of Collegiate Registrars and Admissions to provide institutions in the West with tools to (re)evaluate their administrative hold policies to improve student success and to better use their data in policy formation.
Scaling Technology-Assisted Skill-Building in Rural Areas	A/S; W/S	Policy Analysis and Research, WCET	New Directions (seeking funding)	This proposed project would leverage technology (and WCET expertise) to scale work-based learning to serve communities of need.
Serving Student Soldiers of the West	A/S; W/S	Policy Analysis and Research, Behavioral Health Program	New Directions (seeking funding)	This proposed project would increase higher education access and success for members of the military and their families, incorporating distinctive behavioral health attributes of these populations.
* Project is currently funded				

WICHE COMMISSION

The WICHE Commission oversees the development of WICHE programs and ensures that the Western Regional Compact is carried out for the benefit of the residents of the West. WICHE's 48 commissioners, who are appointed by the governors of the 15 Western states and U.S. Pacific Territories and the presidents of the Freely Associated States, are leaders in higher education; they include state higher education executive officers, college and university presidents, legislators, business and community leaders, and other key partners.

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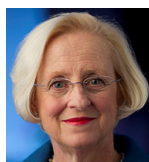
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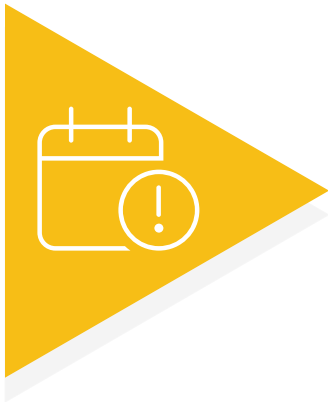
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Future Commission Meeting Dates

- ▶ May 8-9, 2023, – Phoenix, Arizona
- ▶ November 9-10, 2023 – California

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David Lassner (HI), Chair
Matt Freeman (ID), Vice Chair
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Immediate Past Chair
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Antwan Jefferson (CO)
Clayton Christian (MT)
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Barbara Damron (NM)
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Camille Preus (OR)
Larry Tidemann (SD)
Frankie Eliptico (U.S. Pacific
Territories and Freely Associated
States/CNMI)
Ann Millner (UT)
Michael Meotti (WA)
Fred Baldwin (WY)

POLICY ANALYSIS AND RESEARCH

Christopher Cabaldon (CA),
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Barbara Damron (NM),
Committee Vice Chair
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John Arnold (AZ)
Jim Chavez (CO)
Colleen Sathre (HI)
Dave Lent (ID)
Sheila Stearns (MT)
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Mark Hagerott (ND)
Ben Cannon (OR)
Brian Maher (SD)
Rodney Jacob (U.S. Pacific
Territories and Freely Associated
States/Guam)
Patricia Jones (UT)
Gerry Pollet (WA)
VACANCY (WY)

PROGRAMS AND SERVICES

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Committee Chair
Angie Paccione (CO),
Committee Vice Chair
Pearl Brower (AK)
José Luis Cruz Rivera (AZ)
Ellen Junn (CA)
John Morton (HI)
Matt Freeman (ID)
Laurie Bishop (MT)
VACANCY (NV)
Patricia Sullivan (NM)
Danita Bye (ND)
Hilda Rosselli (OR)
Diana VanderWoude (SD)
Frankie Eliptico (U.S. Pacific
Territories and Freely Associated
States/CNMI)
Dave Woolstenhulme (UT)
Kimberly Dale (WY)

AUDIT COMMITTEE

Susan Anderson (AK),
Committee Chair
John Arnold (AZ)
Jim Chavez (CO)
Clayton Christian (MT)
Camille Preus (OR)

NOMINATING COMMITTEE

Susan Anderson (AK)
Committee Chair
Colleen Sathre (HI)
Clayton Christian (MT)
Patricia Sullivan (NM))
Camille Preus (OR)

Special Committees

BEHAVIORAL HEALTH COMMITTEE

Antwan Jefferson (CO)
Clayton Christian (MT)
Larry Tidemann (SD)
Fred Baldwin (WY)

TECHNOLOGY-ENHANCED (EDTECH) COMMITTEE

Robert Shireman (CA)
David Lassner (HI)
Rick Aman (ID)
Fred Lokken (NV)
Camille Preus (OR)
Ann Millner (UT)

INVESTMENT COMMITTEE

Camille Preus (OR),
Committee Chair
Susan Anderson (AK)
John Arnold (AZ)
Jim Chavez (CO)
Rodney Jacob (U.S. Pacific
Territories and Freely Associated
States/Guam)

October 2022

LEGISLATIVE ADVISORY COMMITTEE

WICHE's Legislative Advisory Committee works to strengthen state policymaking in higher education in the West by engaging legislators who are appointed by the WICHE Commission in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

*WICHE Commissioner

ALASKA

Senator Tom Begich (appointed 2021)

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✉: Senator.Tom.Begich@akleg.gov

Representative Mike Cronk (appointed 2021)

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Senator Roger Holland (appointed 2021)

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Representative Andi Story (appointed 2021)

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ARIZONA

VACANCY

CALIFORNIA

Senator Richard Roth (appointed 2022)

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✉: senator.roth@senate.ca.gov

COLORADO

Representative Jennifer Bacon (appointed 2022)

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Representative Dafna Michaelson Jenet (appointed 2022)

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COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

VACANCY

GUAM

Senator Tina Rose Muña Barnes (appointed 2021)

Guam Legislature
163 W. Chalan Santo Papa Hagåtña
Guam 96910
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HAWAII

Representative Aaron Ling Johanson (appointed 2021)

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Representative Gregg Takayama (appointed 2021)

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Staff: Karen Kawamoto
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IDAHO

Representative Paul Amador (appointed 2021)

Idaho House of Representatives
333 W. Vista Drive
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Senator Kevin Cook (appointed 2021)

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***Senator David Lent** (appointed 2019)

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1186 Caysie Circle
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Senator Melissa Wintrow (appointed 2021)

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MONTANA

Representative David Bedey (appointed 2021)

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***Representative Laurie Bishop** (appointed 2018)

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Senator JP Pomnichowski (appointed 2021)

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Senator Daniel Salomon (appointed 2021)

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42470 Salomon Rd.
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NEVADA

Assemblywoman Teresa Benitez-Thompson (appointed 2021)

Nevada State Assembly
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Senator Marilyn Dondero Loop (appointed 2021)

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NEW MEXICO

***Senator Mark Moores** (appointed 2013)

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Senator Bill Soules (appointed 2022)

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Representative G. Andrés Romero (appointed 2022)

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Representative Christine Trujillo (appointed 2022)

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NORTH DAKOTA

***Senator Kyle Davison** (appointed 2022)

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Senator Karen Krebsbach (appointed 2021)

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Representative Bob Martinson (appointed 2021)

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Representative Mark Sanford (appointed 2021)

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OREGON

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Staff: Leann Knapp

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SOUTH DAKOTA

Senator Casey Crabtree (appointed 2021)

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Senator Reynold Nesiba (appointed 2021)

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Home 📞: 605.691.0452
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***Representative Larry Tidemann** (appointed 2021)

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UTAH

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Senator Michael McKell (appointed 2021)

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Representative Kelly Miles (appointed 2021)

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***Senator Ann Millner** (appointed 2019)

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WASHINGTON

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Representative Mari Leavitt (appointed 2022)

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***Representative Gerry Pollet** (appointed 2015)

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Representative Vandana Slatter (appointed 2022)

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WYOMING

***Senator Fred Baldwin** (appointed 2017)

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Representative Mark Kinner (appointed 2021)

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Representative Sue Wilson (appointed 2021)

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WICHE STAFF

Names and titles in bold type indicate new WICHE staff or staff roles.

PRESIDENT'S OFFICE

Demarée Michelau, President
Laura Ewing, Executive Assistant to the President and to the Commission
Jeanette Porter, Senior Administrative Coordinator

ACCOUNTING SERVICES

Craig Milburn, Chief Financial Officer
Drew Elksholder, Accounting Specialist
Diane Haslett, Accountant I

COMMUNICATIONS

Melanie Sidwell, Director of Communications
Joseph Garcia, Graphic Designer
Nathaniel Longmore, Digital Communications Coordinator

HUMAN RESOURCES

Deirdre Coulter, Director of Human Resources
Bonny Godoy, Human Resources Administrator

IT SERVICES

Dave Clark, Chief of Digital Services
Gary Toon, IT Systems Engineer

PROGRAMS AND SERVICES

Raymonda Burgman Gallegos, Vice President
Margo Colalancia, Director of Student Access Programs
Cherie Curtin, Senior Administrative Coordinator
Kay Hulstrom, Associate Director of Operations & Leadership Initiatives
Sarah Leibrandt, **Director of Strategy, Impact, and Academic Partnerships**
Jennifer Raby, Project Coordinator
Kate Springsteen, Assistant Director of Student Access Programs
Olivia Tufo, Member Services Coordinator

POLICY ANALYSIS AND RESEARCH

Patrick Lane, Vice President
Peace Bransberger, Senior Research Analyst
Liliana Diaz Solodukhin, Policy Analyst
Colleen Falkenstern, Senior Research Analyst
Shelley Plutto, Project Manager, W-SARA
Melissa Sanders, Administrative Assistant III
Christina Sedney, Director of Policy and Strategic Initiatives
Molly Hall-Martin, Director, WICHE State Authorization Reciprocity Agreement

BEHAVIORAL HEALTH PROGRAM

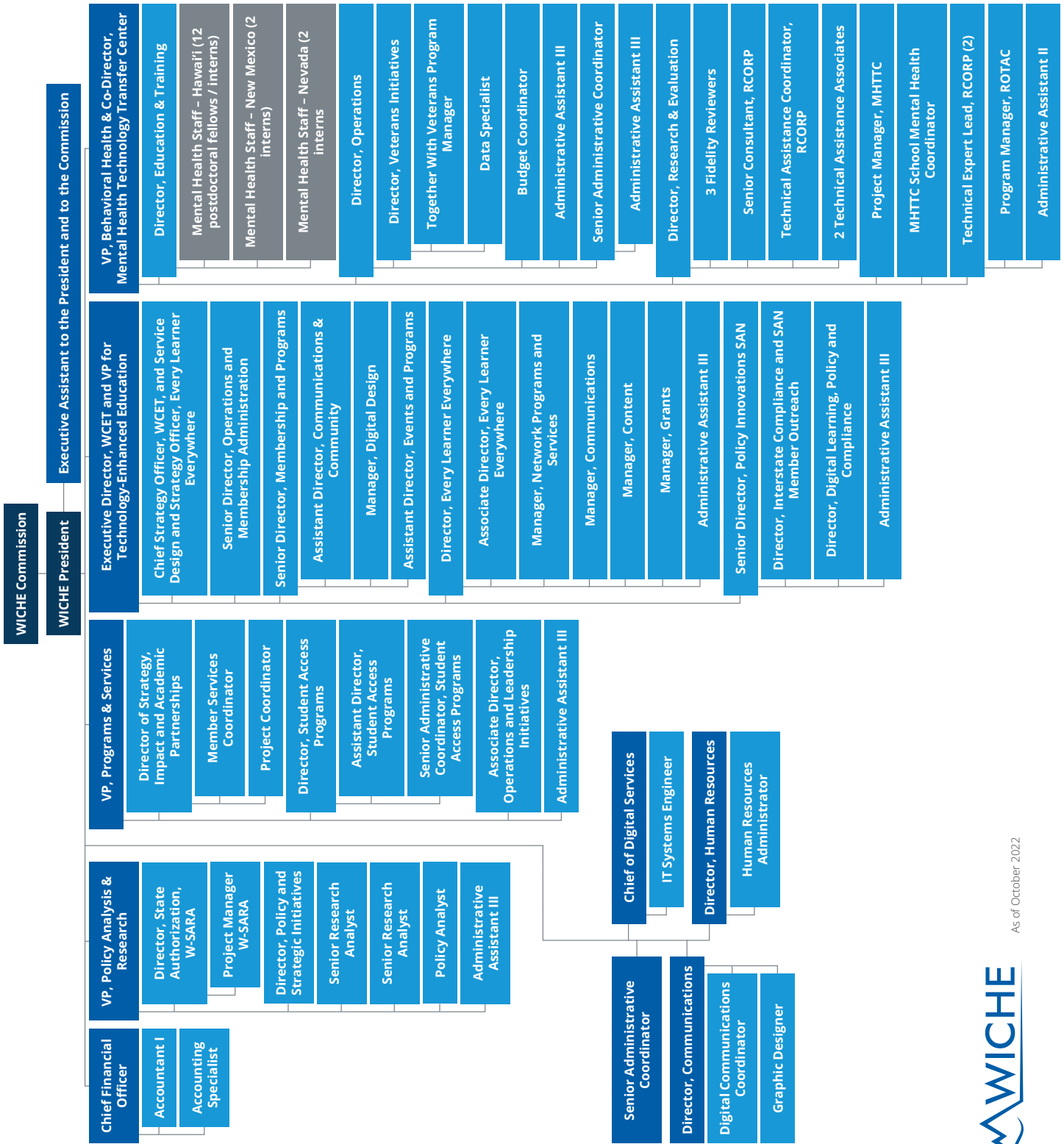
Dennis Mohatt, Vice President, Behavioral Health and Co-Director, Mental Health Technology Transfer Center (MHTTC)
Jason Alves, Director of Veterans Initiatives
Genevieve Berry, Project Manager, MHTTC
Erin Briley, MHTTC School Mental Health Coordinator
Madison Chamberlain, Data Specialist
Janell Daly, **Senior Administrative Coordinator**
Jasmine Davis, Technical Assistance Associate
Karly Dickinson, Psychologist - Technical Assistance Associate
Nicole Eastin, Fidelity Reviewer (AZ)
Ashley Fortier, Psychologist - Technical Assistance Lead
John Gomez, Director of Operations
Vanessa Gonzalez, Technical Assistance Associate
Andie Hancock, Budget Coordinator
Todd Helvig, Director of Education and Training
Ann Jones, Director of Research and Evaluation
Sarah Jordon, Together with Veterans Program Manager
Mikayla Nelson, Administrative Assistant III, Together With Veterans
Bobbi Perkins, Technical Expert Lead, Rural Communities Opioid Response Project
Annette Robertson, Senior EPB Fidelity Reviewer (AZ)
Allison Treu, Quality Assurance and Fidelity Reviewer
Ivory Tubbs, Technical Expert Lead, Rural Communities Opioid Response Project
Jessica Jones, Project Manager, Rural Opioid Technical Assistance – Regional Center of Excellence

WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES (WCET)

Russell Poulin, Executive Director, WCET, and Vice President for Technology-Enhanced Education
Jenni Atwood, Grant Manager, Every Learner Everywhere
Rosa Calabrese, Manager, Digital Design
Emilie Cook, Manager, Communications, Every Learner Everywhere
Laura DaVinci, Associate Director, Every Learner Everywhere
Van Davis, Chief Strategy Officer, WCET, and Service Design and Strategy Officer, Every Learner Everywhere
Cheryl Dowd, Senior Director, State Authorization Network & WCET Policy Innovations
Lindsey Downs, Assistant Director, Communications and Community
Leigha Fletcher, Administrative Assistant III
Sherri Artz Gilbert, Senior Director, Operations and Membership Administration
Norma Hollebeke, Manager of Network Programs and Services, Every Learner Everywhere
Joyce Holliday, Administrative Assistant III, Every Learner Everywhere
Kathryn Kerensky, Director, Digital Learning, Policy and Compliance
Kim Nawrocki, **Assistant Director, Events and Programs**
Patricia O'Sullivan, Content Manager, Every Learner Everywhere
Megan Raymond, Senior Director, Membership and Programs
Jessica Rowland Williams, Director, Every Learner Everywhere
Jana Walser-Smith, Director, Interstate Compliance and SAN Member Outreach

October 2022

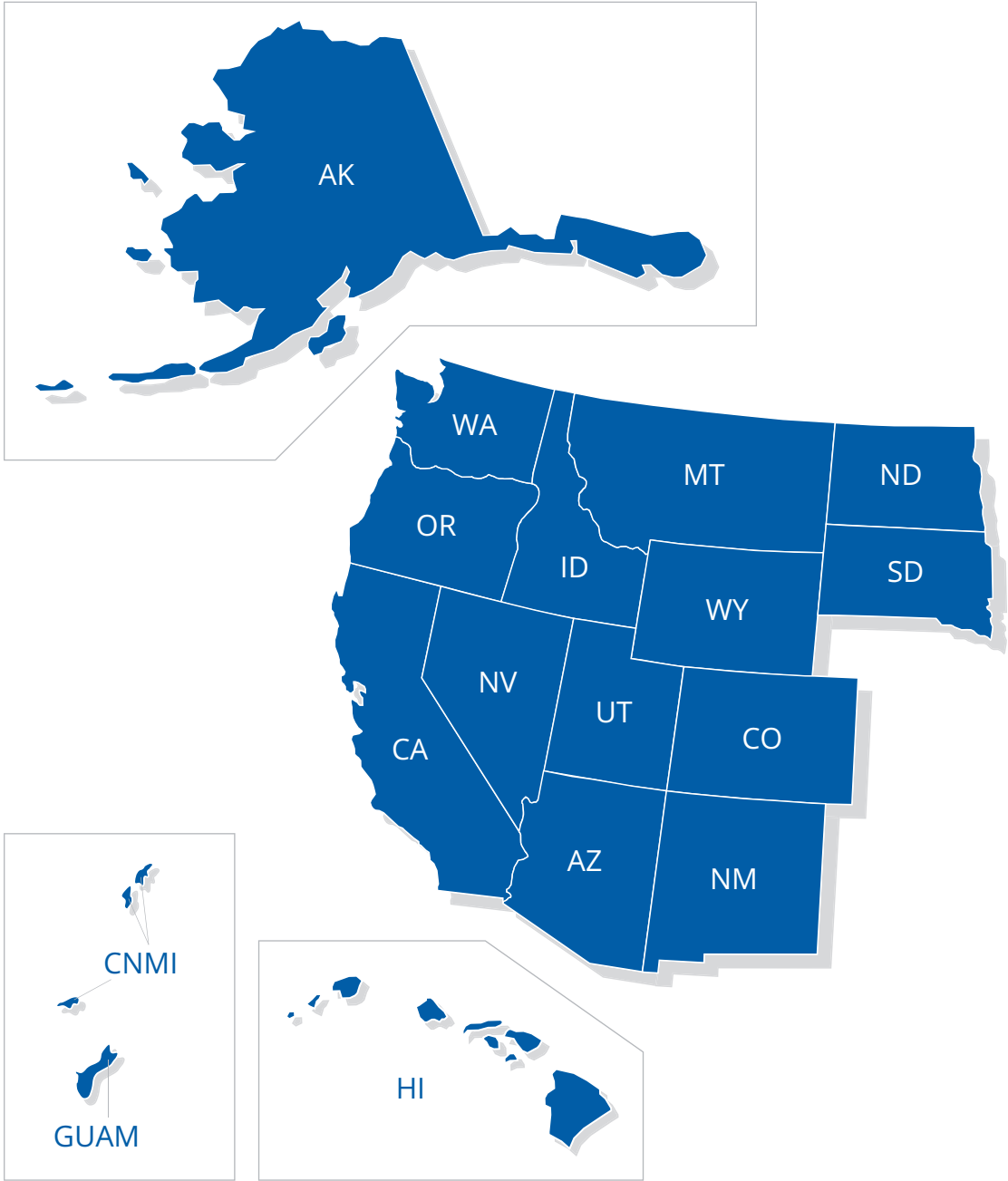
WICHE ORGANIZATION



WICHE REGION

WICHE STATES

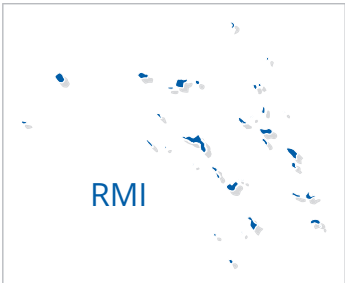
- Alaska (AK)
- Arizona (AZ)
- California (CA)
- Colorado (CO)
- Hawai'i (HI)
- Idaho (ID)
- Montana (MT)
- Nevada (NV)
- New Mexico (NM)
- North Dakota (ND)
- Oregon (OR)
- South Dakota (SD)
- Utah (UT)
- Washington (WA)
- Wyoming (WY)



U.S. PACIFIC TERRITORIES & FREELY ASSOCIATED STATES

- Commonwealth of the Northern Marianas Islands (CNMI)
- Guam
- Republic of the Marshall Islands (RMI)
- Federated States of Micronesia (FSM)
- Republic of Palau

*Not to scale



HIGHER EDUCATION ACRONYMS

Higher education is addicted to acronyms, so much so that the actual names of organizations are sometimes almost lost to memory. Below, a list of acronyms and the organizations they refer to (plus a few others).

AACC	American Association of Community Colleges	aacc.nche.edu
AACRAO	American Association of Collegiate Registrars and Admissions Officers	aacrao.org
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AANAPISI	Asian American Native American Pacific Islander Serving Institutions	apiascholars.org
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACA	American Counseling Association	counseling.org
ACCT	Association of Community College Trustees	acct.org
ACE	American Council on Education	acenet.edu
ACT	American College Testing	act.org
ACTA	American Council of Trustees and Alumni	goacta.org
ADA	Americans with Disabilities Act	ada.gov
AEI	American Enterprise Institute for Public Policy Research	aei.org
AERA	American Educational Research Association	aera.net
AGB	Association of Governing Boards of Universities and Colleges	agb.org
AHRQ	Agency for Healthcare Research and Quality	ahrq.gov
AIHEC	American Indian Higher Education Consortium	aihec.org
AIR	American Institutes of Research	air.org
AIR	Association for Institutional Research	airweb.org
ALLIANCE	Western Alliance of Community College Academic Leaders	wiche.edu/collaboration-leadership/western-alliance-of-community-college-academic-leaders
APA	American Psychological Association	apa.org
APA-COA	APA Accreditation	accreditation.apa.coa
APLU	Association of Public and Land-grant Universities	aplu.org
ASHE	Association for the Study of Higher Education	ashe.ws
ATD	Achieving the Dream	achievingthedream.org
BHOC	WICHE 's Behavioral Health Oversight Council	
BMGF	Bill & Melinda Gates Foundation	gatesfoundation.org
CAE	Council for Aid to Education	cae.org
CAEL	Council for Adult and Experiential Learning	cael.org
CASE	Council for Advancement and Support of Education	case.org
CBEN	Competency Based Education Network	cbenetwork.org
CBO	Congressional Budget Office	cbo.gov
CCA	Complete College America	completecollege.org
CCME	Council of College and Military Educators	ccmeonline.org
CCTC	Council of Chairs of Training Councils (APA, Internships)	cctcpsychology.org
CGS	Council of Graduate Schools	cgsnet.org
CHEA	Council for Higher Education Accreditation	chea.org
CIC	Council of Independent Colleges	cic.edu
CLASP	Center for Law and Social Policy	clasphome.org
CMHC	Community Mental Health Centers	cms.gov
CMS	Centers for Medicare and Medicaid Services	cms.gov
CNMI	Commonwealth of the Northern Mariana Islands	doi.gov/oia/islands/cnmi
COE	Council for Opportunity in Education	coenet.org
CONAHEC	Consortium for North American Higher Education Collaboration	conahec.org

CONASEP	CONAHEC's Student Exchange Program	conahecstudentexchange.org
CSG-WEST	Council of State Governments - West	csgwest.org
CSPN	College Savings Plan Network	collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DEAC	Distance Education Accrediting Commission	deac.org
DQC	Data Quality Campaign	dataqualitycampaign.org
ECS	Education Commission of the States	ecs.org
ED - U.S. Dept. of Education links:		
ED-ESSA	Every Student Succeeds Act (ESSA)	ed.gov/essa
ED-FERPA	Family Educational Rights and Privacy Act	studentprivacy.ed.gov
ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ies.ed.gov
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OCTAE	Office of Career, Technical, and Adult Education	ed.gov/octae
ED-OESE	Office of Elementary & Secondary Education	oese.ed.gov
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
ELE	Every Learner Everywhere	everylearnereverywhere.org
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
FORHP	Federal Office of Rural Health Policy (HRSA)	hrsa.gov/rural-health
FORUM	Western Academic Leadership Forum	wiche.edu/collaboration-leadership/western-academic-leadership-forum/
FQHC	Federally Qualified Health Center	ruralhealthinfo.org/topics/federally-qualified-health-centers
GDPR	General Data Protection Regulations	gdpr.edu
GME	Graduate Medical Education	aamc.org/professional-development/affinity-groups/gea/gme
HACU	Hispanic Association of Colleges and Universities	hacu.net
HBCU	Historically Black Colleges and Universities	hbculifestyle.com
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
HEA	Higher Education Act	acenet.edu/policy-advocacy/pages/HEA-ED/Higher-Education-Act.aspx
HHS	U.S. Department of Health and Human Services	hhs.gov
HLC	Higher Learning Commission	hlcommission.org
HRSA	Health Resources and Services Administration	hrsa.gov
IES	Institute for Education Sciences	ies.ed.gov/
IHEP	Institute for Higher Education Policy	ihep.org
IIE	Institute of International Education	iie.org
iNACOL	Aurora Institute	aurora-institute.org
IPEDS	Integrated Postsecondary Education Data System	nces.ed.gov/ipeds
JFF	Jobs for the Future	jff.org
M-SARA	Midwestern State Authorization Reciprocity Agreement	mhec.org/programs/midwestern-state-authorization-reciprocity-agreement
McREL	Mid-continent Research for Education and Learning	mcrel.org
MHA	Mental Health America	mhanational.org
MHEC	Midwestern Higher Education Compact	mhec.org
MHTTC	Mental Health Technology Transfer Centers	mhttcnetwork.org
MIRECC	Mental Illness Research Education and Clinical Center	mirecc.va.gov
MPP	Master Property Program (MHEC/NEBHE/SREB/WICHE)	mhec.org/programs/master-property-program
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	middlestates.org
N-SARA	New England State Authorization Reciprocity Agreement	nebhe.org/sara
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal

NACAC	National Association of College Admissions Counselors	nacacnet.org
NACIQI	National Advisory Committee on Institutional Quality and Integrity	sites.ed.gov/naciqi
NACUBO	National Association of College and University Business Officers	nacubo.org
NAEP	National Assessment of Educational Progress	nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	nafeonation.org
NAFSA	NAFSA: Association of International Educators	nafsa.org
NAICU	National Association of Independent Colleges and Universities	naicu.edu
NALEO	National Association of Latino Elected and Appointed Officials	naleo.org
NARMH	National Association for Rural Mental Health	narmh.org
NASASPS	National Association of State Administrators and Supervisors of Private Schools	nasasps.org
NASDTEC	National Association of State Directors of Teacher Education and Certification	nasdtec.net
NASFAA	National Association of Student Financial Aid Administrators	nasfaa.org
NASH	National Association of System Heads	nashonline.org
NASMHPD	National Association of State Mental Health Program Directors	nasmhpd.org
NASNTI	Native American-Serving Nontribal Institutions Program	www2.ed.gov/programs/nasnti
NASPA	National Association of Student Personnel Administrators	naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NASW	National Association of Social Workers	socialworkers.org
NC-SARA	National Council for State Authorization Reciprocity Agreements	nc-sara.org
NCA	North Central Association of Colleges and Schools	northcentralassociation.org
NCAN	National College Access Network	collegeaccess.org
NCAT	The National Center for Academic Transformation	thencat.org
NCCC	National Consortium for College Completion	n/a
NCES	National Center for Education Statistics	nces.ed.gov
NCHEMS	National Center for Higher Education Management Systems	nchems.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	ncsl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors Association	nga.org
NIH	National Institutes of Health (HHS)	nih.gov
NILOA	National Institute for Learning Outcomes Assessment	learningoutcomeassessment.org
NIMH	National Institute of Mental Health (HHS-NIH)	nimh.nih.gov
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	nces.ed.gov/npec
NPRM	Notice of Proposed Rule Making	fcc.gov/general/rulemaking-fcc
NPSAS	National Postsecondary Student Aid Survey	nces.ed.gov/surveys/npsas
NRHA	National Rural Health Association	ruralhealthweb.org
NSC	National Student Clearinghouse	studentclearinghouse.org
NSSE	National Survey on Student Engagement	nsse.indiana.edu
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org
OCE	Online Course Exchange (WICHE)	wiche.edu/oce
OECD	Organisation for Economic Co-operation and Development	www.oecd.org
OER	Open Educational Resources	wiche.edu/open-educational-resources-in-the-west-to-advance-college-affordability
OLC	Online Learning Consortium	onlinelearningconsortium.org
PISA	Program for International Student Assessment	oecd.org/pisa
PESC	Postsecondary Electronic Standards Council	pesc.org
PPIC	Public Policy Institute of California	ppic.org
PSEP	Professional Student Exchange Program	wiche.edu/psep
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
S-SARA	Southern State Authorization Reciprocity Agreement	sreb.org/state-authorization-sara

SACSCOC	Southern Association of Colleges and Schools Commission on Colleges	sacscoc.org
SAN	State Authorization Network	wcetsan.wiche.edu
SBAC	Smarter Balanced Assessment Consortium	www.smarterbalanced.org
SCUP	Society for College and University Planning	scup.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/sfarn.shtml
SHEEO	State Higher Education Executive Officers Association	sheeo.org

SHEEO Offices in the West:

ABOR	Arizona Board of Regents	abor.asu.edu
ACPE	Alaska Commission on Postsecondary Education	acpe.alaska.gov/
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NDUS	North Dakota University System	ndus.edu
NMC	Northern Marianas College	marianas.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nshe.nevada.edu/
HECC	Oregon Higher Education Coordinating Commission	education.oregon.gov
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
WSAC	Washington Student Achievement Council	wsac.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UA	University of Alaska System	alaska.edu
UH	University of Hawai'i System	hawaii.edu
UW	University of Wyoming	uwyo.edu
SHEPC	State Higher Education Policy Center	n/a
SLDS	State Longitudinal Data System	nces.ed.gov/programs/slids/
SMHA	State Mental Health Authority	amhsa.gov
SONA	Student Organization of North America	conahec.org/conahec/sona
SPRC	Suicide Prevention Resource Center	sprc.org
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SSA	Single State Agency for Substance Abuse	samhsa.gov/sites/default/files/ssadirectory.pdf
SURA	Southeastern Universities Research Association	sura.org
SVA	Student Veterans of America	studentveterans.org
TCUs	Tribal Colleges and Universities	sites.ed.gov/whiaiane/tribes-tcus/tribal-colleges-and-universities
UCEA	University Council for Educational Administration	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VA	U.S. Department of Veterans Affairs	va.gov
W-SARA	Western State Authorization Reciprocity Agreement	wiche.edu/collaboration-leadership/w-sara
WAGS	Western Association of Graduate Schools	wagsonline.org
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WDQC	Workforce Data Quality Campaign	dataqualitycampaign.org
WDQI	Workforce Data Quality Initiative	dol.gov/agencies/eta/performance/wdqi
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	winursing.org
WIOA	Workforce Innovation Opportunity Act	dol.gov/agencies/eta/wioa

WPSHA _____ Western Psychiatric State Hospital Association _____ wpscha.org
WRGP _____ Western Regional Graduate Program _____ wiche.edu/tuition-savings/wrgp
WSDSG _____ Western States Decision Support Group (WICHE BH Data Analysis Group) _____
wiche.edu/western-states-decision-support-group
WUE _____ Western Undergraduate Exchange _____ wiche.edu/tuition-savings/wue
YI _____ Young Invincibles _____ younginvincibles.org

***We did it!** More than two years after the pandemic began, the WICHE Commission finally met in Portland, Oregon, our host city for the Commission Meeting (originally slated for May 2020). It seems like a lifetime ago, but one thing remains the same: I so appreciate your continued dedication and hard work on behalf of residents of the West.*

The Fall 2022 meeting has been a wonderful opportunity to learn from each other – about what higher education in the West means to each of you, how every WICHE Commissioner can serve as an ambassador for collaboration and leadership, and what lies ahead for the region collectively as demographics, technology, and workforce needs shift in big and powerful ways.

*I look forward to seeing you at the Spring Commission Meeting on **May 8-9, 2023, in Phoenix, Arizona.** Until we meet again, keep doing great things!*

***- Demi Michelau,**
WICHE President*

