

WICHE



Western Interstate Commission
for Higher Education



COMMISSION MEETING

MAY 16-17, 2022
RAPID CITY, SD



*American Bison in Custer State Park
Custer County, South Dakota*

Agenda

SUNDAY, MAY 15, 2022

Noon <i>Black Hills Ballroom</i>	Optional Lunch for New Commissioners, Certifying Officers, and WICHE Staff
1:00 – 4:00 p.m. <i>Salon H</i>	Certifying Officers' Meeting
1:00 – 4:00 p.m. <i>Board Room</i>	New Commissioner Orientation
6:00 p.m. <i>Meet in Hotel Lobby</i>	Dinner for New WICHE Commissioners New WICHE Commissioners and WICHE Officers are invited to dinner at Murphy's Pub and Grill
6:00 p.m. <i>Meet in Hotel Lobby</i>	Dinner for Certifying Officers and SAP Staff Certifying Officers are invited to dinner with SAP staff at a nearby restaurant.

MONDAY, MAY 16, 2022

7:30 – 9:00 a.m. <i>Black Hills Ballroom</i>	Full Breakfast Available for Commissioners, Staff, and Guests
8:00 – 9:00 a.m. <i>Board Room</i>	Executive Committee Meeting (Open and Closed Sessions)
	Agenda (Open)
	 Approval of the April 12, 2022, Executive Committee Videoconference Meeting Minutes 1-2
	Other Business
	Agenda (Closed)
	 Review of the WICHE President's Performance and Adoption of FY 2023 Performance Objectives 1-12

MONDAY, MAY 16, 2022 *(continued)*

9:15 – 10:00 a.m. <i>Salons D&E</i>	<p>Committee of the Whole—Call to Order Agenda</p> <p>Call to Order: David Lassner, WICHE Chair</p> <p>Land Acknowledgement and Brief History of the Black Hills: Jace Cuney DeCory, Assistant Professor Emerita of American Indian Studies, Black Hills State University 2-2</p> <p>Welcome: Governor Kristi Noem</p> <p>Introduction of New Commissioners, Staff, and Guests 2-3</p> <p> Approval of the November 4, 2021, Committee of the Whole Meeting Minutes 2-4</p> <p>Report of the Chair: David Lassner 2-15</p> <p>Report of the President: Demarée Michelau 2-16</p> <p>Recess until May 17, 2022, at 8:30 a.m.</p>
10:00 – 10:15 a.m.	Break
10:15 – 11:30 a.m. <i>Board Room</i>	Programs and Services Committee Meeting 3-1
10:15 – 11:30 a.m. <i>Salon H</i>	Policy Analysis and Research Committee Meeting 4-1
10:15 – 11:30 a.m. <i>Salon G</i>	Behavioral Health Committee Meeting 5-1
10:15 – 11:30 a.m. <i>Salon F</i>	EdTech Committee Meeting 6-1
11:30 – 11:45 a.m.	Break

MONDAY, MAY 16, 2022 *(continued)*

11:45 am – 1:30 p.m. <i>Salons D&E</i>	Lunch and Plenary Session I: WICHE and the Pacific Island Region Introduction: President Demarée Michelau <i>Facilitator:</i> Chair David Lassner, President, University of Hawai'i <i>Speakers:</i> Rodney Jacob, Attorney, Partner, Calvo Fisher & Jacob LLP, WICHE Commissioner Suzanne Vares-Lum, President, East-West Center	7-1
1:30 – 3:00 p.m. <i>Salons D&E</i>	Plenary Session II: What's Up in the West: Academic Freedom in the Marketplace of Ideas <i>Facilitator:</i> Antwan Jefferson, Associate Dean for EDI and Clinical Associate Professor, University of Colorado Denver, School of Education & Human Development <i>Speakers:</i> TJ Bliss, Chief Academic Officer, Office of the Idaho State Board of Education Chair David Lassner, President, University of Hawai'i	8-1
3:15 p.m. <i>Meet in Hotel Lobby</i>	Begin Loading Buses to Leave for Mount Rushmore	9-1
4:00 – 5:15 p.m.	Visit Mount Rushmore National Memorial	
5:45 – 8:30 p.m.	Fort Hays Chuckwagon Supper and Show	

TUESDAY, MAY 17, 2022

7:00 – 8:30 a.m. <i>Black Hills Ballroom</i>	Full Breakfast Available for Commissioners, Staff, and Guests	
8:30 – 10:00 a.m. <i>Salons D&E</i>	Committee of the Whole—Business Session Agenda Reconvene Committee of the Whole: David Lassner, WICHE Chair Report and Recommended Action of the Executive Committee: David Lassner, WICHE Chair	10-1

TUESDAY, MAY 17, 2022 *(continued)*

8:30 – 10:00 a.m. <i>(continued)</i> <i>Salons D&E</i>	<p>Review of Action Items of the Executive Committee Between November 2021 and May 2022: David Lassner, WICHE Chair 10-3</p> <p>Report on the President’s Evaluation: David Lassner, WICHE Chair</p> <p>Report and Recommended Action of the Programs and Services Committee: Commissioner Patricia Sullivan</p>
	<p>Approval of Professional Student Exchange Program Support Fees for the 2023-24 and 2024-25 Biennium 3-8</p>
	<p>Approval to Explore Grant Funding Through the U.S. Department of Labor Call for Strengthening Community College Training Grant Proposals by Collaborating with San Juan College in New Mexico 3-22</p>
	<p>Report and Recommended Action of the Policy Analysis and Research Committee: Commissioner Barbara Damron</p>
	<p>Approval of a Project Titled “Health Workers in the West: Meeting Short- and Long-Term Workforce Challenges” 4-8</p>
	<p>Recommendation to the Committee of the Whole to Adopt New Guidelines Related to Legislative Advisory Committee Membership from the U.S. Pacific Territories and Freely Associated States 4-11</p>
	<p>Report of the Legislative Advisory Committee: Commissioner Gerry Pollet</p> <p>Committee of the Whole—Action and Information Items</p>
	<p>Approval of the FY 2023 Salary and Benefit Recommendations 10-15</p>
	<p>Approval of FY 2023 Annual Operating Budget – General and Non-General Fund Budgets 10-17</p>
	<p>Approval of Dedicated Reserve Levels for Non-General Fund Activities 10-26</p>
	<p>Approval of Dues for the FY 2024 and FY 2025 Biennium 10-31</p>
	<p>Approval of WICHE President Evaluation Process 10-37</p>
	<p>Approval of Recommended Future Commission Meeting Dates and Locations 10-40</p>
	<p>Approval of Mission Statement Modification 10-44</p>
	<p>Affirmation of Code of Ethics for the WICHE Commission 10-45</p>

TUESDAY, MAY 17, 2022 *(continued)*

<p>8:30 – 10:00 a.m. <i>(continued)</i> <i>Salons D&E</i></p>	<p>ACTION ITEM</p>	<p>Approval of FY 2023 Workplan</p>	<p>10-46</p>
<p>Meeting Evaluation: https://www.surveymonkey.com/r/May2022CommMtg</p>			
<p>Other Business</p>			
<p>Adjourn Committee of the Whole—Business Session</p>			
<p>10:00 – 10:15 a.m.</p>	<p>Break</p>		
<p>10:15 - 11:30 a.m. <i>Salons D&E</i></p>	<p>Plenary Session III: A Risk to Student Success: Food and Housing Insecurity</p>		<p>11-1</p>
<p><i>Facilitator:</i></p>			
<p>Jim Chavez, Executive Director, Latin American Educational Foundation (LAEF)</p>			
<p><i>Speakers:</i></p>			
<p>Amy Ellen Duke-Benfield, Senior Director, Policy and Advocacy, The Hope Center for College, Community, and Justice</p>			
<p>Elizabeth Guzman Arroyo, Director of STEP & Pathways to Opportunity Statewide, Portland Community College</p>			
<p>Patrick Lane, Vice President, Policy Analysis and Research, WICHE</p>			
<p>11:45 a.m.</p>	<p>Closing Remarks: David Lassner, WICHE Chair</p>		
<p>12:00 p.m.</p>	<p>Adjournment</p>		



EXECUTIVE COMMITTEE MEETING (OPEN/CLOSED)

MONDAY, MAY 16, 2022
8:00 – 9:00 A.M.
BOARD ROOM

EXECUTIVE COMMITTEE MEETING (OPEN AND CLOSED SESSIONS)

**Monday,
May 16, 2022**

8:00 – 9:00 a.m.
Board Room

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)
Jill Louters (ND)
Camille Preus (OR)
Larry Tidemann (SD)
Frankie Eliptico (US Pacific Territories and Freely Associated States/CNMI)
Ann Millner (UT)
Don Bennett (WA)
Fred Baldwin (WY)

Agenda (Open)

 Approval of the April 12, 2022, Executive Committee Videoconference Meeting Minutes

Discussion Items

[OVERVIEW OF THE MAY 2022 COMMISSION MEETING SCHEDULE](#)

Other Business

Agenda (Closed)

 Review of the WICHE President's Performance and Adoption of the FY 2023 Performance Objectives

Adjournment

ACTION ITEM: APPROVAL OF THE EXECUTIVE COMMITTEE VIDEOCONFERENCE MEETING MINUTES, APRIL 12, 2022, 4:00 P.M. MDT

COMMISSIONERS PRESENT

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

Kathleen Goeppinger (AZ)
Antwan Jefferson (CO)
Clayton Christian (MT)
Mark Hagerott (ND), proxy
Fred Lokken (NV)
Barbara Damron (NM)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Larry Tidemann (SD)
Dave Woolstenhulme (UT), proxy
Ann Millner (UT)
Don Bennett (WA)
Fred Baldwin (WY)

COMMISSIONERS ABSENT

Robert Shireman (CA)
Camille Preus (OR)

WICHE STAFF

Raymonda Burgman, Vice President, Programs and Services
Deirdre Coulter, Director of Human Resources
Laura Ewing, Executive Assistant to the President and the Commission
Patrick Lane, Vice President, Policy Analysis and Research
Shelley Plutto, Project Manager, W-SARA, Policy Analysis and Research
Demarée Michelau, President
Craig Milburn, Chief Financial Officer
Dennis Mohatt, Vice President, Behavioral Health and Co-Director, MHTTC, Behavioral Health Program
Russ Poulin, Executive Director, WCET & Vice President for Technology-Enhanced Education
Christina Sedney, Director of Policy and Strategic Initiatives, Policy Analysis & Research
Melanie Sidwell, Director of Communications

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

Action Item

APPROVAL OF THE MARCH 2, 2022, EXECUTIVE COMMITTEE MEETING MINUTES

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

Action Item

W-SARA STATE RENEWALS

W-SARA Director Christina Sedney presented an overview of six W-SARA member states up for renewal of their membership in SARA for another two years. Alaska, Colorado, Hawaii, Idaho, Nevada, and Washington. The most recent enrollment data referred to in the presentations was for fall 2020 distance education. Chair David Lassner noted that motions for approval may be made by the commissioner for the state requesting approval/renewal of its SARA membership; however, that state would also abstain from the vote.

APPROVAL OF ALASKA'S SARA STATE RENEWAL

Tyler Eggen, a program coordinator at the Alaska Commission on Postsecondary Education, is the new State Portal Entity representative and Regional Steering Committee (RSC) representative for Alaska. His background is in student affairs, and he provides a unique perspective on the RSC.

Alaska has four SARA institutions -- three public institutions, and one private nonprofit institution. The most recent enrollment data indicates that Alaska institutions enrolled 829 distance education students through SARA. Within Alaska, 8,260 students are enrolled in distance education through SARA institutions from other states.

There have not been any major changes to the entity that serves as the state portal (SPE). Alaska'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. The new institution appeals process is located in Title 20 of Alaska's administrative code (chapter 17, section 18) and there is also a link to the appeals process in the application materials. 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 Alaska to be in compliance with all aspects of the SARA state renewal policy.

Commissioner Susan Anderson MOVED TO APPROVE Alaska's SARA renewal and Commissioner Frankie Eliptico SECONDED the motion. The motion passed with Commissioner Anderson abstaining from the vote. The WICHE Executive Committee approved Alaska for another two years of membership in SARA.

APPROVAL OF COLORADO'S SARA STATE RENEWAL

The State Portal Entity for Colorado sits in the Colorado Department of Higher Education and is staffed by Heather DeLange, director of the Office of Private Postsecondary Education. DeLange has been one of the longest-serving members of the RSC and she is this year's W-SARA RSC Chair. Her long-standing expertise and guidance have been greatly appreciated over the past year.

Colorado has 42 SARA institutions, including all 27 of the state's public institutions, 10 nonprofit, and five independent for-profit institutions. The most recent data show that Colorado institutions enrolled 67,272 distance education students through SARA. Within Colorado, 34,003 students are enrolled in distance education through SARA institutions in other states.

There have been no SARA-qualifying student complaints during the renewal period and no institutions on the Heightened Cash Monitoring (HCM) list. Two institutions are currently on provisional status, including Nazarene Bible College, which is on probation with its accreditor. The Colorado SPE is working closely with the accreditor to ensure that the institution is being monitored. The other institution is Aspen University, which is under investigation by the

Arizona Board of Nursing, resulting in its being placed on provisional status with a prohibition of new enrollments in its nursing programs. There is also concern that Aspen University has moved its home state from Colorado to Arizona. The state has moved to remove the institution from SARA participation in Colorado for this reason, and the institution is currently in the process of appealing the removal.

Colorado had one institution withdraw from SARA during the renewal period. Rocky Vista University (a for-profit medical institution) had a change of ownership that resulted in its Federal Financial Composite Score (FRCS) falling below the required number for participation in SARA.

There have not been any major changes to the entity that serves as the SPE. The new institution appeals process is located in Section 7.04 of the Colorado Department of Higher Education's SARA Policy and there is also a link to the appeals process in the application materials. W-SARA has found Colorado to be in compliance with all aspects of the SARA state renewal policy.

Commissioner Antwan Jefferson MOVED TO APPROVE Colorado's SARA renewal and Commissioner Barbara Damron SECONDED the motion. The motion passed with Commissioner Jefferson abstaining from the vote. The WICHE Executive Committee approved Colorado for another two years of membership in SARA.

APPROVAL OF HAWAII'S SARA STATE RENEWAL

The State Portal Entity for Hawai'i has been housed in the Department of Commerce and Consumer Affairs since the state joined the agreement. The SPE representative for Hawai'i, Bobbi Lum-Mew, retired at the beginning of 2022 after three valuable years of service to the Regional Steering Committee. Jayson Horiuchi, a longtime colleague of Lum-Mew's at the agency, has moved into her role, smoothing the transition. W-SARA has worked closely with Horiuchi over the last few months to ensure that he has been fully oriented to his new SARA duties and responsibilities.

Hawai'i has 13 SARA institutions, nine of which are public institutions under the University of Hawai'i system; the four others are private nonprofit institutions. The most recent data show that Hawai'i institutions enrolled 1,745 distance education students through SARA, and that within Hawai'i, 13,540 students are enrolled in distance education through SARA institutions in other states.

There have not been any significant changes to the entity that serves as the State Portal Entity. There have been no SARA-qualifying student complaints during the renewal period, no institutions placed on provisional status, no ownership changes, and no institutions on the Heightened Cash Monitoring (HCM) list. The state has implemented an appeals process for institutions denied participation in SARA, having determined that its administrative hearing process for the denial of authorization can be applied as an appeals process for institutions denied SARA participation. W-SARA has found Hawai'i to be in compliance with all aspects of the SARA state renewal policy.

Chair David Lassner MOVED TO APPROVE Hawai'i's SARA renewal and Commissioner Eliptico SECONDED the motion. The motion passed with Chair Lassner abstaining from the vote. The WICHE Executive Committee approved Hawai'i for another two years of membership in SARA.

APPROVAL OF IDAHO'S SARA STATE RENEWAL

The State Portal Entity for Idaho is housed in the Office of the Idaho State Board of Education. Tamara Baysinger, who was hired as the new State Authorization Program Manager at the beginning of Idaho's renewal period in 2020, has served as the State Portal Entity and RSC representative for Idaho for the past two years. She has been a strong addition to the RSC and is currently the RSC vice chair. Her work with institutions on professional licensure disclosures has been recognized nationally.

Idaho has 13 SARA institutions, eight of which are public, and five of which are private nonprofit institutions. There have not been any major changes to Idaho's SPE or its SARA policies. Idaho's Deputy Attorney General confirmed that the state has an existing appeals process that can be used for SARA institutions. The institution appeals process is located in Idaho Code 33-2402(3), and it can be applied to SARA institution appeals. There have been no SARA-qualifying student complaints during the renewal period, no institutions placed on provisional status, no ownership changes, and no institutions on the Heightened Cash Monitoring (HCM) list. The most recent data indicates that Idaho institutions enrolled 16,602 distance education students through SARA. Within Idaho, 11,336 students are enrolled in distance education through SARA institutions in other states. W-SARA has found Idaho to be in compliance with all aspects of the SARA state renewal policy.

Commissioner Matt Freeman MOVED TO APPROVE Idaho's SARA renewal and Commissioner Jefferson SECONDED the motion. The motion passed with Commissioner Freeman abstaining from the vote. The WICHE Executive Committee approved Idaho for another two years of membership in SARA.

APPROVAL OF NEVADA'S SARA STATE RENEWAL

The Nevada State Portal Entity is housed in the Nevada System of Higher Education. Terina Caserto is the new State Portal Entity and RSC representative for the state of Nevada. She works closely with the previous SPE representative, Renee Davis. Caserto has been appointed to serve on the NC-SARA data advisory committee and represents the West in this capacity.

There have not been any major changes to the entity that serves as the SPE or to Nevada's SARA policies. Nevada has 10 SARA institutions -- seven public institutions, two private nonprofit institutions, and one independent for-profit institution. Nevada's policies were updated to add an institution appeals process. The institution appeals process is located in Chapter 14, Section 27 of the Nevada System of Higher Education Board of Regents Policy.

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. The most recent data indicate that Nevada institutions enrolled 877 distance education students through SARA. Within Nevada, 22,522 students are enrolled in distance education through SARA institutions in other states. W-SARA has found Nevada to be in compliance with all aspects of the SARA state renewal policy.

Commissioner Fred Lokken MOVED TO APPROVE Nevada's SARA renewal and Commissioner Dave Woolstenhulme SECONDED the motion. The motion passed with Commissioner Lokken abstaining from the vote. The WICHE Executive Committee approved Nevada for another two years of membership in SARA.

APPROVAL OF WASHINGTON'S SARA STATE RENEWAL

The Washington State Portal Entity is housed in the Washington Student Achievement Council. Sam Loftin, director of consumer protection, is Washington's SPE and RSC representative. Loftin serves as the immediate past chair of the W-SARA RSC. Loftin has been instrumental in creating a new policy revision process and has taken a leading role in bringing together state members of SARA on a national level.

There have not been any major changes to the entity that serves as the SPE or to Washington's SARA policies. Washington has 46 SARA institutions. Twenty-eight are public, 15 are private nonprofit, and three are independent for-profit institutions. Washington's institution appeals process is an agency policy, and a link to the appeals process can be found in the Washington renewal application materials.

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. The most recent data indicate that Washington institutions enrolled 6,600 distance education students through SARA. Within Washington, 60,065 students are enrolled in distance education through SARA institutions in other states. W-SARA has found Washington to be in compliance with all aspects of the SARA state renewal policy.

Commissioner Don Bennett MOVED TO APPROVE Washington's SARA renewal and Commissioner Fred Baldwin SECONDED the motion. The motion passed with Commissioner Bennett abstaining from the vote. The WICHE Executive Committee approved Washington for another two years of membership in SARA.

Chair Lassner thanked Christina Sedney for her presentations on the W-SARA state renewals.

Action Item

APPROVAL TO SEEK GRANT FUNDING FROM MELLON FOUNDATION TO DEVELOP AND DELIVER THE WICHE INSTITUTE FOR LEADERS IN THE HUMANITIES

Raymonda Burgman presented the action item requesting permission to move forward with seeking grant funding from the Mellon Foundation to develop and deliver a program that Mellon has asked be named the WICHE Academy for Leaders in the Humanities. During the discussion, Commissioner Antwan Jefferson asked Burgman why the foundation requested a name change. She said that the proposed program consists of two parts: 1) a three-day, in-person program called the WICHE Institute for Leaders in the Humanities and 2) a separate program of two-year, on-campus fellowships delivered by campuses that the WICHE team will partner with. The project name WICHE Academy for Leaders in the Humanities is a combination of the two programs.

Commissioner Fred Baldwin made a MOVED TO APPROVE seeking grant funding from the Mellon Foundation for the WICHE Academy for Leaders in the Humanities. Commissioner Jefferson SECONDED the motion. The motion passed.

Discussion Item

STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) POLICY REVISION CYCLE

Patrick Lane presented an update on the proposed SARA policy revision cycle. To have a stronger state voice in the process of revising the policies governing SARA, states from all four regions have come together to craft a policy revision cycle to use when considering new policies or changing existing policies. The process has been a joint effort by several key staff, W-SARA states, and other regions. Staff believes this process is a big step forward and fulfills the need to have a strong state voice in policymaking.

A simplified explanation of the policy revision cycle is this: Anyone is eligible to submit a proposed revision to SARA policy, and all proposals are then made available for public comment. After the public comment period, submitters can withdraw or amend proposals. In the next step, the Regional Compacts, using a governance mechanism of their choosing, will decide whether or not to approve each proposed recommendation. The proposals approved by all four Regional Compacts will then be placed before the NC-SARA Board for a vote.

Except for extraordinary events, this proposed process means that no new policies can be approved without the agreement of the four Regional Compacts. The process is expected to be presented to the NC-SARA Board for approval in early May. Lane requested feedback from the WICHE Executive Committee on how to exercise the WICHE approval authority. It is expected that there will be a similar conversation with the Policy Analysis and Research Committee during the May Commission Meeting. Staff will know if the NC-SARA Board has approved the policy revision cycle in time for the May Commission Meeting. Dependent on feedback received from the Executive Committee and the PAR Committee, it is anticipated that an action item regarding the policy revision process will be brought to the Executive Committee later this summer.

Lane suggested that technical revisions related to SARA policy could be best addressed through the W-SARA Regional Steering Committee (RSC), while the Commission could debate and vote on larger, more fundamental policy proposals. In the proposed process, most issues would be routed to the RSC, in consultation with the WICHE president and officers and the PAR Committee chair to decide if larger issues would go to the full Commission or the Executive Committee.

President Michelau noted that more-significant issues might go to both the Executive Committee and the full Commission to ensure that everyone is aware of the issues that are being presented. Commissioner Lokken expressed concern that due to the timing of the meetings of the full Commission, there could be a substantial delay in having urgent issues addressed. President Michelau clarified that there are not often SARA emergencies that rise to this level, and typically there is time to process upcoming proposed changes. There would already have been a significant amount of deliberation by the time proposals reach the Commission, and items can be brought to the Executive Committee if they are urgent. Lane added that there is a detailed calendar for the process, and based on the schedule, the extent of the proposals would be known in advance of their consideration by the Commission. Commissioner Bennett observed that based on Commissioner Lokken's comments and President Michelau's response, the process allows for feedback from the full Commission and creates a sense of stability in the process moving forward. He added that this is also helpful because not all commissioners are connected to their State Portal Entity, and this process will help keep them informed.

Members of the Executive Committee expressed their support for the proposed process, and Commissioner Damron thanked Patrick Lane and President Michelau for their due diligence.

Discussion Item

PROCESS FOR EVALUATING THE WICHE PRESIDENT

Chair Lassner summarized the need to discuss the process for evaluating the WICHE President. In 2018, the WICHE Officers recommended a policy change to the 2012 President Evaluation Process, and the Executive Committee agreed that the recommendation be brought to the Committee of the Whole for a vote. Taking the proposed change to the full Commission was overlooked, however, and since that vote did not occur, the organization is currently bound by the 2012 policy. Chair Lassner pointed out the significant changes recommended in the 2018 policy, including:

- To have flexibility as to when to have a performance review done by an external third party – 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. Every five years may not be the right time frame depending on how long a president has been in office.
- For each May Commission Meeting, the president should prepare and present a self-evaluation that is judged against the objectives established and approved at the previous May Commission Meeting.
- Surveys completed by WICHE staff and commissioners would not continue under the 2018 recommended policy.

Chair Lassner clarified that the 2022 performance evaluation is adhering to the 2012 performance evaluation policy. He asked for a discussion to determine if the committee wants to recommend the 2018 or the 2012 policy for the full Commission to approve during the May 2022 Commission Meeting.

Commissioner Damron asked for President Michelau to comment on the two policies. President Michelau said that when the policy was discussed, she was not in the role of president. She said she is comfortable with the 2018 policy and, most important, wants the Commission to decide which it prefers so there is no question as to which policy to follow. She said the 2018 policy is more streamlined and is easier for the chair of the Commission to carry out. She said she would not want the external review to not be done at some point, especially in the case of board and staff turnover.

Commissioner Clayton Christian said he was on the committee when the policy was discussed and moved forward in 2018. He noted that a third-party evaluation is expensive, so having the flexibility to determine the timing of that evaluation to receive a good return on investment is an important consideration. Evaluating a president after several years in office is more optimal than having the assessment done too early in a president's tenure. The 2018 policy takes the pressure off the chair, and allows for the Commission to proceed as it deems necessary.

Chair Lassner said the survey that he coordinated this year was not a lot of work and has value as an assessment tool, so he recommended keeping the survey as an option for the chair and the Executive Committee.

Commissioner Jefferson suggested that gender pronoun language in the 2018 policy should be edited since it currently mentions "he/she," and in other places, says "his" with the assumption that the WICHE president is male. He suggested including both genders throughout, and not referencing one over the other. He also suggested adding a clause regarding the use of a third-party evaluation at the discretion of the WICHE Officers. Chair Lassner agreed with both suggestions and said that a conversation between himself, President Michelau, and Deirdre Coulter to draft the language for the third-party discretionary clause should occur.

Discussion Item

BUDGET UPDATE

President Michelau presented the budget update. She said she met with the senior leadership team and there are no concerns. The budget is sound and wrapping up well and a deficit budget will not be presented to the Commission. She noted that indirects are still coming in lower than budgeted. All dues have been paid for FY 2022, and this includes funding from the Department of Interior (DOI) for payment of the Pacific Island territories' dues. The DOI grant application to cover FY 2023 dues has been submitted. She said that the non-general fund budget shows that WCET and the Behavioral Health Program are also sound and projecting well. The FY 2023 dues being set at \$159,000 makes the general fund budget tighter than the non-general fund budget.

President Michelau said that grant funders are beginning to say that they do not pay indirect costs. She is unsure if this will become a practice across funders. She is trying to have conversations to help them understand that indirect costs are a part of an operating budget and thus unavoidable.

She said an action item at the May 2022 meeting will be for staff salary increases. She will propose a 4% pool and an additional flat rate increase for staff to mitigate the effects of inflation. The flat rate increase is directed at staff on the lower end of the salary scale and scaled as a tiered increase. The salary increase will be 26-27% of the general fund budget. To accommodate the salary increases, there will be adjustments to reduce other costs within the budget.

President Michelau said that the Audit Committee will meet prior to the May Commission Meeting to comply with the auditor's recommendation to meet and discuss the latest GASB standards updates. She said the biggest GASB changes for this year involve leases, and the fact that WICHE owns its building and office equipment does not have much effect on the WICHE accounting.

During the budget discussion Commissioner Jefferson asked for President Michelau to remind the committee about the reserves policy. He asked at what point is there satisfaction with the amount in reserves so that excess money can be used to benefit WICHE members or for other uses that are more innovative than just saving the funds. President Michelau said in May 2000, the Commission set a minimum reserve balance at 12 percent, which was all that WICHE had in reserves in 2000. There is an unexpected shortfall category that is 10% of budgeted expenses set in May 2007. There is also an accounts receivable reserve established in 2016, for floating reimbursement for contracts, and a budget for the WICHE President to spend up to \$150,000 for strategic objectives. Commissioner Jefferson asked about any strategies to avoid salary compression to bring better parity salary distribution for current staff and staff with longer standing. President Michelau said that WICHE does not have salary compression but that she does keep a close eye on the administrative support staff pay scale. Part of the proposal at the May 2022 meeting will include a strategy to address the issue for the support staff in this range of the pay scale and to help offset the inflation that can negatively impact them more than any other staff-pay scale category. She said a challenge with the reserves budget is that it can't be used for operating costs. Commissioner Jefferson said it may be worth considering, in future budget discussions, directing a portion of the surplus from the annual budget toward a fund within the budget, and not automatically sending all surplus to reserves.

Chair Lassner said that a 12% reserves budget is fairly low for a complex organization like WICHE that depends on many things to align and fall into place. Commissioner Ann Millner agreed, stating that the rule for nonprofits is to have three to six months of operating expenses in the reserve budget. Chair Lassner requested that President Michelau and Craig Milburn prepare a proposal to reorganize and update the reserve policy.

Discussion Item

LEGISLATIVE ADVISORY COMMITTEE GUIDELINES PERTAINING TO PACIFIC ISLAND MEMBERS AND VACANCIES

Chair Lassner introduced an item about the Pacific Island territories membership and a potential six-way shared membership on the Legislative Advisory Committee (LAC). President Michelau said that with the commissioner appointments, there are three for the territory and Freely Associated states and there is a rotation to sit on the Commission among the six members. All six would be invited to the Commission Meeting and have travel expenses covered by the Commission Meeting budget. In the proposal that will go before the Commission in May, each Pacific jurisdiction that joins WICHE would receive one appointment to the LAC. Currently, this would result in four appointments from the Pacific Territories and Freely Associated States – the same number of LAC appointments currently available to each WICHE member. 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. Policy staff estimates that this change to the LAC Guidance could result in a \$10,000 increase to the LAC budget in FY 2023 to cover travel from the four current Pacific Island WICHE members, and another \$5,000 in future years if additional jurisdictions join the WICHE membership. President Michelau requested feedback on allowing one LAC appointment for each jurisdiction (up to six) as the proposal is prepared for presentation at the May 2022 Commission Meeting.

President Michelau said there are some states that have not made appointments for vacancies and she reminded the Executive Committee to make appointments where needed in their states as soon as possible.

During discussion, Commissioner Damron said that it is reasonable to have this jurisdiction representation on the LAC. Commissioner Jefferson asked if one LAC member per jurisdiction adequately covers the population being represented. President Michelau said that population has not been considered while preparing the proposal, but given the current population representation by the California commissioners compared to the population that the Wyoming commissioners represent, for example, she does feel that the representation would adequately cover the jurisdictions. Commissioner Bennett pointed out that a commissioner who is a legislator from one of the jurisdictions may also be one of the six LAC members. Commissioner Christian said that when the Pacific Island membership first joined in 2012 with the CNMI, the rotation plan was to help the region accommodate the expense of annual dues. He does not recommend going higher than six total. Commissioner Millner said an inclusive, collaborative LAC environment is important and she wishes there would be more participation at the LAC meetings to engage and benefit from the topics and discussion that occur at the convenings. She supports having six LAC members representing territories and Freely Associated states. Chair Lassner said there is enough positive feedback from the Executive Committee to support moving forward with the proposal.

Discussion Item

WORKPLAN FY 2023

President Michelau gave a report on the Workplan, which she said is comprehensive like in past years because it will include a full list of all projects approved, commitment of staff time, and the prioritization of projects at the time of the May Commission Meeting.

There were no questions about the Workplan.

Discussion Item

WICHE COMMISSION MEETING AND AGENDA

President Michelau reported that Under Secretary of Education James Kvaal cannot attend and the replacement session will be a discussion about basic needs. This session will include Amy Ellen Duke-Benfield, senior director of policy and advocacy for The Hope Center for College, Community, and Justice, and Commissioner Cam Preus is working to secure President Mark Matsui from Portland Community College. President Barry Dunn of South Dakota State University is not able to participate in the session, but President Lassner is going to serve as a speaker instead during the “Academic Freedom in the Marketplace of Ideas” session and will bring an important perspective. President Michelau said that Jace DeCory, assistant professor emerita from Black Hills State University, will be on hand to provide the land acknowledgment and give a brief history of the Black Hills. She said the Center for American Indian Studies at Black Hills State was named in DeCory’s honor, and she will be a wonderful guest.

There were no questions about the Commission Meeting.

Other Business

There was no other business discussed.

Adjournment

The meeting adjourned at 5:15 p.m. MDT

ACTION ITEM: REVIEW OF THE WICHE PRESIDENT'S PERFORMANCE AND ADOPTION OF FY 2023 PERFORMANCE OBJECTIVES

Background

The WICHE Commission (the Commission) has three primary responsibilities: fiduciary responsibility for the organization, providing strategic direction, and hiring and firing the WICHE President. As part of the third responsibility, the WICHE Executive Committee, led by the WICHE Chair, is expected on an annual basis to evaluate the performance of the WICHE President. The purposes of the annual evaluation are threefold: to determine the extent to which the President has fulfilled the responsibilities of his/her position over the previous year and whether he/she 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 remuneration for the coming year.

Evaluation of the WICHE President's Performance

According to the Commission policy established in November 2012, the annual performance review of the President is informed by surveys of staff and commissioners, which are to be secured and reported to the Commission by WICHE's human resources officer (except in the year in which the external evaluator reports such information).

The following pages reflect four items:

- The WICHE President's self-evaluation summary statement
- The FY 2022 performance objectives for the WICHE President that the WICHE Executive Committee approved on May 18, 2021, and the status that briefly describes the extent to which those goals have been met
- The summary results of the staff engagement survey, and
- The proposed FY 2023 performance goals and objectives for the WICHE President. Before the Commission Meeting, a separate evaluation of the President's performance by WICHE Chair David Lassner was provided to the Executive Committee.

Action Requested

The following actions are requested:

- Determine the extent to which the President has fulfilled the responsibilities of her position over the previous year
- Assist the President in understanding what portions of the job have been accomplished well and what needs to be improved upon
- Determine the President's remuneration for the coming year, and
- Approve the FY 2023 performance goals and objectives for the WICHE President.

WICHE President Demarée Michelau – FY 2022 Self-Evaluation

SUMMARY STATEMENT

The following pages outline my FY 2022 performance goals and objectives and the status of whether those goals have been met. While this is intended to provide a description of my key activities and accomplishments over the past year, this summary statement provides additional reflections and context.

For FY 2022, the WICHE Commission (the Commission) approved my annual goals and objectives that exist within five key responsibility areas; they are to:

- successfully administer the day-to-day WICHE operations;
- develop and maintain WICHE member relations;
- ensure relevant and innovative programs and services;
- provide high-quality policy guidance, research, and technical assistance to constituents; and
- strategically develop the organization.

SUCCESSFULLY ADMINISTER THE DAY-TO-DAY WICHE OPERATIONS

Successfully administering the day-to-day operations of WICHE requires a combination of decisiveness and flexibility. WICHE is a lean organization, but the business needs are increasingly complex and demanding. For instance, the need for high-level IT security is imperative, while at the same time, the organization's business needs are evolving and require leveraging the power of Office 365 and Salesforce. With an IT staff of two FTE, it is difficult to meet all the demands at the pace that staff would like to see. To meet these demands, I am relying on the use of consultants to expand our capacity and more quickly and effectively evolve the organization.

In addition, as with other organizations, WICHE feels the impacts of increased staff turnover. While staff remained relatively stable during the height of the pandemic, there has been increased turnover more recently, and hiring is a challenge. I have been focused on attracting high-quality, diverse candidate pools, and despite the challenging hiring environment, I am pleased to say that WICHE has hired some incredibly talented staff.

WICHE once again is in a solid financial position and received a clean audit for FY 2021, but the auditors found a significant deficiency in internal control. GASB (the Governmental Accounting Standards Board) issued statement 84, which required WICHE to present the PSEP fees differently on the financial statement than it has since the program's inception. To prevent a recurrence of this deficiency, I presented a three-point plan for going forward that was accepted by the Commission and is being implemented.

There were also lessons learned and areas for improvement that I will focus on in FY 2023. During this past year, I spent a great deal of time managing the pandemic. In any year, this job requires a delicate balance between ensuring that WICHE is responsive and of service to the region while also making sure the internal operation is running smoothly. It was challenging to meet the evolving business needs, changing environment of having more remote staff in other states, and returning to the office. As such, I devoted a lot of time to meeting those demands. In addition, work related to the State Authorization Reciprocity Agreement (SARA) took an incredible amount of my energy and time. This coming year, I aim to find more balance in these areas by streamlining processes and hopefully working to decrease SARA commitments.

DEVELOP AND MAINTAIN WICHE MEMBER RELATIONS

Developing and maintaining strong relationships in the region is a top priority. This past year, I began traveling again, supplementing virtual engagement. I continued peer-to-peer videoconferences for state higher education executive officers, legislative testimony, meeting facilitation, one-on-one interaction, etc., all of which can be referenced in the summary of regional engagement. I have further developed strong relationships with the presidents of the other regional higher education compacts, which benefits the region.

ENSURE RELEVANT AND INNOVATIVE PROGRAMS AND SERVICES

It is an exciting time for WICHE. Hopefully, we have turned a corner with the pandemic, and one of the outcomes of our peer-to-peer videoconferences was the clear message that healthcare workforce shortages are affecting the entire region in one way or another. To respond to this, staff are convening the Western Working Group on Health Workforce Shortages, comprised of key stakeholders, whose goals are to:

1. Clearly identify the challenges that Western states and Pacific jurisdictions are facing with respect to the healthcare workforce.
2. Explore relevant data to inform discussions about the healthcare workforce in the West.
3. Identify and share promising strategies and solutions among WICHE members.
4. Identify ways that WICHE, either through its Student Access Programs or other initiatives, can support Western states and Pacific jurisdictions in improving the healthcare workforce.

In addition, staff are developing the *WICHE Academy for Leaders in the Humanities*, an academy in which faculty would offer leadership development to tenured humanities faculty members. Staff will work with the Andrew W. Mellon Foundation and other key stakeholders to develop a two-year immersive experience for faculty leaders. They will join upper-level academic administration to learn more about day-to-day operations, receive internal and external mentoring, and develop a new network with the fellows appointed at other institutions.

These are just two examples of how WICHE is evolving our programs and services across the organization to serve the West, but there are others, and I am excited about what is to come.

PROVIDE HIGH-QUALITY POLICY GUIDANCE, RESEARCH, AND TECHNICAL ASSISTANCE TO CONSTITUENTS

This past year, WICHE has been exceptionally strong in areas related to policy guidance, research, and technical assistance, most notably in areas related to state authorization of distance education and reciprocity. The Policy Analysis and Research staff, in collaboration with the WCET and State Authorization Network staff, have done a tremendous amount of high-quality work, and I have relied on their expertise to work to preserve the state and territorial voice in SARA.

In addition, WICHE has continued to provide policy guidance, research, and technical assistance in higher education through its direct work with states and through the Behavioral Health Program.

STRATEGICALLY DEVELOP THE ORGANIZATION

The *WICHE Academy for Leaders in the Humanities*, while not yet funded, is being developed with a philanthropic partner with which WICHE has not had a previous relationship. This past fiscal year, I have worked to build new relationships and strengthen existing ones with our funders. While relationships are important, philanthropic partners want to fund organizations that deliver, and WICHE has a long-standing tradition of doing relevant and trustworthy work. My role as the ambassador to the funders is important, but in the end, successful fundraising is a result of having innovative ideas that produce positive outcomes and align with funders' goals. That can only be accomplished by a committed and talented staff.

Finally, in concert with the WICHE officers, I am looking forward to planning a successful strategy session in November that will further support the strategic direction of the organization.

I am grateful to serve the region as WICHE's president. I am fortunate to work alongside a talented staff and a committed WICHE Commission, whose Commissioners support my leadership and growth.

Self-Evaluation – FY 2022 Performance Objectives

The following FY 2022 performance objectives for the WICHE President were approved by the WICHE Executive Committee on May 18, 2021; also included is whether the goal was accomplished as of April 15, 2022.

KEY RESPONSIBILITY AREA: SUCCESSFULLY ADMINISTER THE DAY-TO-DAY WICHE OPERATIONS	
Annual Goals and Objectives	Status of Goals Met
1. Maintain a balanced budget for FY 2022 and find a way within a balanced budget to provide modest merit-based salary increases to staff.	Accomplished. The FY 2022 revenues exceeded expenditures, but due to uncertainty around COVID-19 and the state and territory budget outlooks, I was not able to provide merit-based salary increases to staff.
2. Develop effective strategies to recruit and attract a more diverse applicant pool for position vacancies.	Accomplished but must continue improving strategies. Between July 1, 2021, and April 14, 2022, the percentage of underrepresented or minority staff increased from 21 percent to 26 percent. The overall number of staff increased from 77 to 84 in that same time period.
3. Advance a workplace culture that supports and values diversity.	Accomplished, but must continue focus. The results of the staff engagement survey suggest that the work environment is supportive, collaborative, and inclusive. I work hard to promote these values and am heartened to see this come through in the survey.

**KEY RESPONSIBILITY AREA:
SUCCESSFULLY ADMINISTER THE DAY-TO-DAY WICHE OPERATIONS (CONTINUED)**

Annual Goals and Objectives	Status of Goals Met
<p>4. Maintain the morale of WICHE staff to achieve the highest possible level of productivity and assess the level of morale during the annual evaluation process.</p>	<p>Partially Accomplished. Engaged in numerous staff events throughout the year, and completed a staff engagement survey to assess the level of morale. Findings are summarized in subsequent pages, and they show that morale is respectable. Staff were pleased overall with how the organization has been handling the COVID-19 pandemic. Returning to the office has been challenging.</p>
<p>5. Implement continuous improvement principles for budgeting and IT processes to ensure that they are meeting the needs of a complex organization and implement necessary changes.</p>	<p>Accomplished. In both accounting and IT, staff are continually looking for ways to improve and implement changes that will modernize the systems and improve security. IT business needs are changing rapidly. Specifically, Salesforce is growing more costly and complex for the organization, and there is an increased need to leverage Office 365 capabilities. I initiated a Salesforce assessment and am now implementing recommendations. I have begun implementing processes for more effectively using the capabilities of Office 365, including developing a WICHE Commission portal. There have been improvements to our internal budgeting systems, but more needs to be done in the coming year, including improvements in training.</p>
<p>6. Prepare for and complete the annual financial audit resulting in “no material” findings.</p>	<p>Partially Accomplished. Audit completed with “no material” findings; the Commission voted to accept on November 4, 2021. However, the auditors found a significant deficiency in internal control. GASB (the Governmental Accounting Standards Board) issued statement 84, which required WICHE to present the PSEP fees differently on the financial statement than it has since the inception of the program. To prevent a recurrence of this deficiency, I presented a three-point plan for going forward that was accepted by the Commission, which is being implemented.</p>

**KEY RESPONSIBILITY AREA:
DEVELOP AND MAINTAIN WICHE MEMBER RELATIONS**

Annual Goals and Objectives	Status of Goals Met
1. Engage meaningfully with the WICHE Commissioners and other key stakeholders to ensure a solid understanding of current challenges facing the region and better anticipate what the West may face in years to come.	Accomplished. Maintained strong relationships with states and territories in the region. In partnership with leaders in Guam, the CNMI, and WICHE staff, I worked to secure the membership of the Republic of the Marshall Islands and the Federated States of Micronesia in WICHE; See regional engagement summary. In addition, I convened Western SHEEOs monthly to discuss pertinent issues in the West. In addition, staff convened regular meetings with chief academic officers in state and system offices, and key stakeholders focused on workforce shortages in the West.
2. Participate either on official visits or for WICHE-relevant occasions, in events for all the WICHE members.	Partially Accomplished. While I engaged with partners in all states and territories, I did not participate in official visits or events in all states and territories.
3. Participate in and contribute to national conversations in higher education by serving on at least two relevant boards and/or commissions as appropriate (e.g., CONAHEC, NC-SARA).	Accomplished. Serves on CONAHEC and NC- SARA boards.

**KEY RESPONSIBILITY AREA:
ENSURE RELEVANT AND INNOVATIVE PROGRAMS AND SERVICES**

Annual Goals and Objectives	Status of Goals Met
1. In collaboration with staff, examine the current suite of programs and services to identify new strategies for serving the region and recruitment in membership organizations (e.g., The Forum, The Alliance, WCET, State Authorization Network).	Partially Accomplished. I have engaged in informal reviews of recruitment approaches with staff and have been actively involved in recruitment for Interstate Passport.
2. Conduct at least three visits with philanthropic partners to ensure stability in external financial support.	Accomplished. Visited with Lumina Foundation, Bill & Melinda Gates Foundation, Andrew W. Mellon Foundation, and Grantmakers in Health.
3. Position WICHE to work collaboratively with our regional partners to best position the region for COVID-19 recovery.	Accomplished. This was a major focus of the entire WICHE team and was operationalized through peer-to-peer meetings, web resources, publications, webinars, etc. Staff have collaborated to launch the Western Working Group on Health Workforce Shortages, a network of stakeholders in the West working to identify actionable solutions, in addition to expanding our efforts in open educational resources and workforce development in behavioral health.

**KEY RESPONSIBILITY AREA:
PROVIDE HIGH-QUALITY POLICY GUIDANCE, RESEARCH, AND TECHNICAL
ASSISTANCE TO CONSTITUENTS**

Annual Goals and Objectives	Status of Goals Met
1. Ensure the successful development, implementation, management, and oversight of the State Authorization Reciprocity Agreement (SARA) for the WICHE region.	Accomplished. W-SARA director, W-SARA project manager, vice president for policy analysis and research, and the president worked with the Regional Steering Committee (RSC) to effectively implement SARA and preserve the state and territorial voice in the agreement.
2. Further develop and sustain technical assistance capacity to support specific state and interstate needs for expertise on policy issues.	Accomplished. Behavioral Health continues to demonstrate technical assistance expertise, and the Policy Analysis and Research team is now partnering with the Wyoming Community College Commission to provide project management for the Wyoming Innovation Partnership. The Policy team did exceptional work this past year on an evaluation of Idaho's Dual Credit Funding through Advanced Opportunities.

**KEY RESPONSIBILITY AREA:
STRATEGICALLY DEVELOP THE ORGANIZATION**

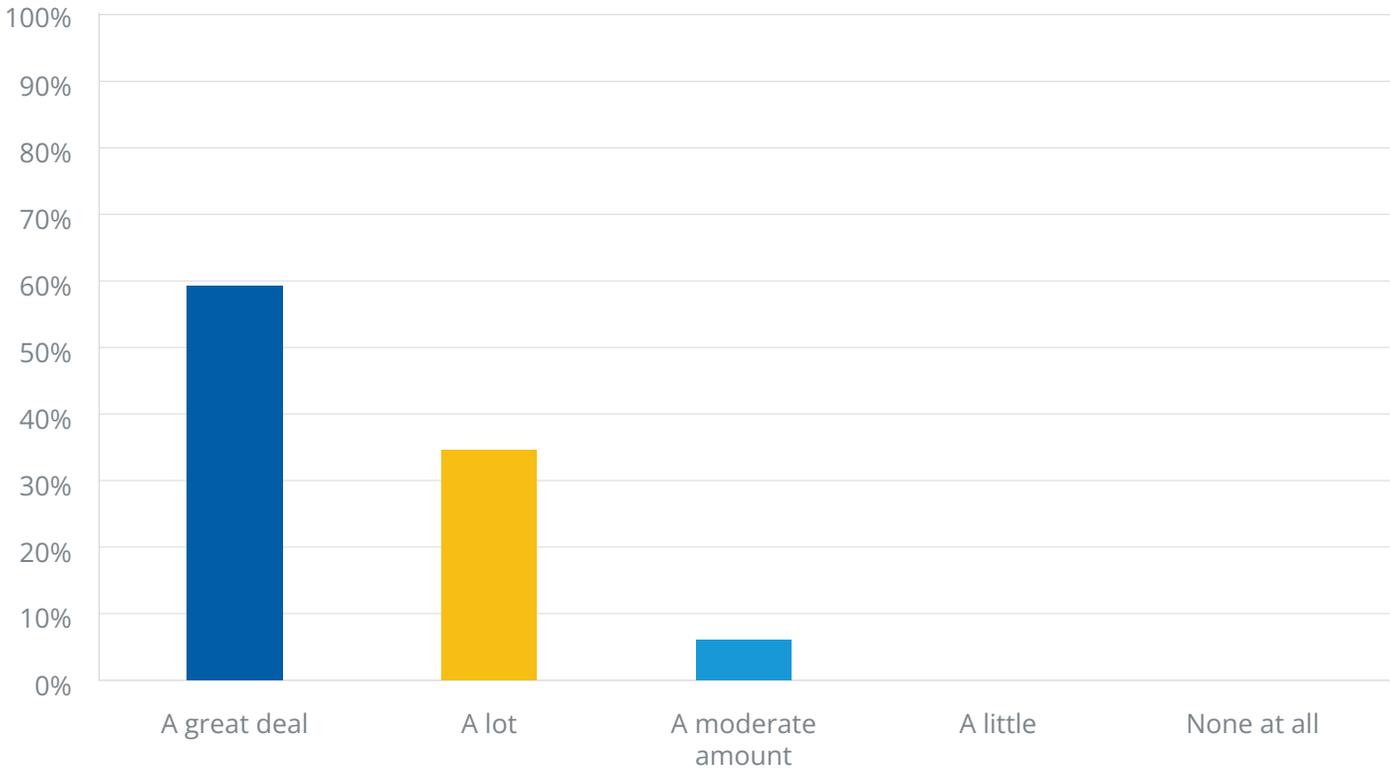
Annual Goals and Objectives	Status of Goals Met
1. Actively engage the WICHE Commission to set strategic priorities in the context of the WICHE Workplan.	Accomplished. I worked collaboratively with the WICHE Officers and Executive Committee to set strategic priorities, including adopting federal principles and positions and agreeing upon a strategy for ensuring the state voice and role in SARA.
2. Secure external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities.	Accomplished. WICHE secured funding for providing project management of the Wyoming Innovation Partnership and a Technical Assistance Grant from the U.S. Department of Interior Office of Insular Affairs to support WICHE membership of the Pacific jurisdictions.
3. Continue successful implementation of the Strategic Communications Plan.	Accomplished. A key component of effectively implementing the WICHE Strategic Communications Plan, was to build capacity and expertise in the communications team. In the last year, the communications team has been reconfigured to include a new director of communications, graphic designer, and digital communications coordinator.

WICHE Staff Engagement Survey Summary

On February 14, 2022, with the assistance of Deirdre Coulter, WICHE's Director of Human Resources, I administered a staff engagement survey with 12 questions (including an option to include contact information). The purpose of the survey was to assess the level of staff engagement and the morale of the organization as well as to inform the evaluation of the WICHE President. The deadline for completion was March 4, 2022. The survey garnered a 73 percent response rate. Below is a brief summary of the results.

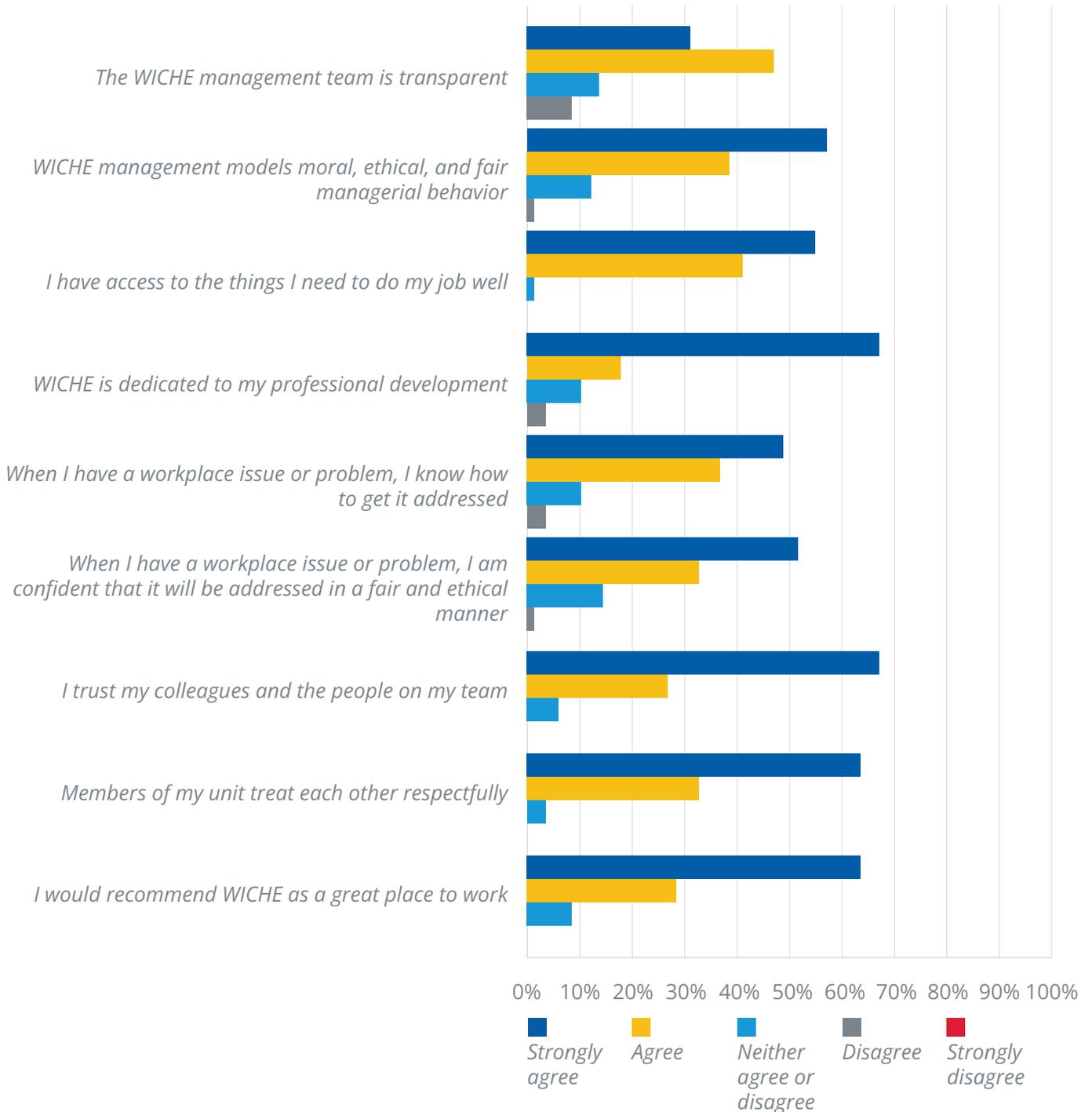
The first question focused on staff perceptions of the respect demonstrated toward staff. About 94 percent of staff indicated that WICHE's management, at all levels, demonstrates either a great deal or a lot of respect for them or their colleagues – the same percentage as last year. This was an important question, as we believe that a healthy organization can only function when there is mutual respect among colleagues.

To what extent does WICHE's management, at all levels, demonstrate respect for you and your colleagues?



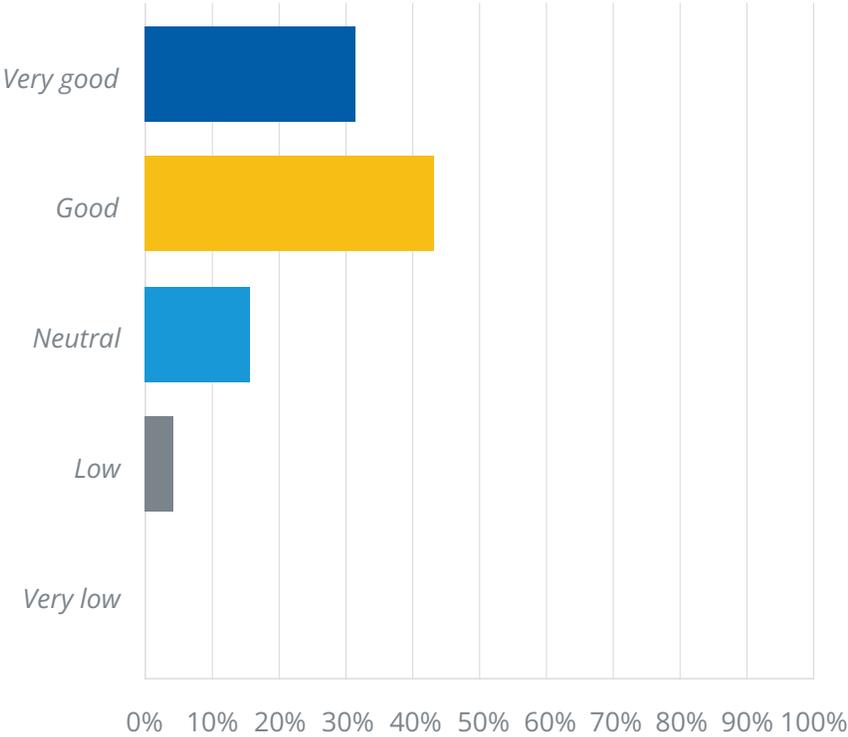
We also asked a series of questions related to WICHE management to gauge perceptions around ethics, transparency, and professional development. A summary of staff answers are shown below.

Please indicate to the extent you agree with the following statements.



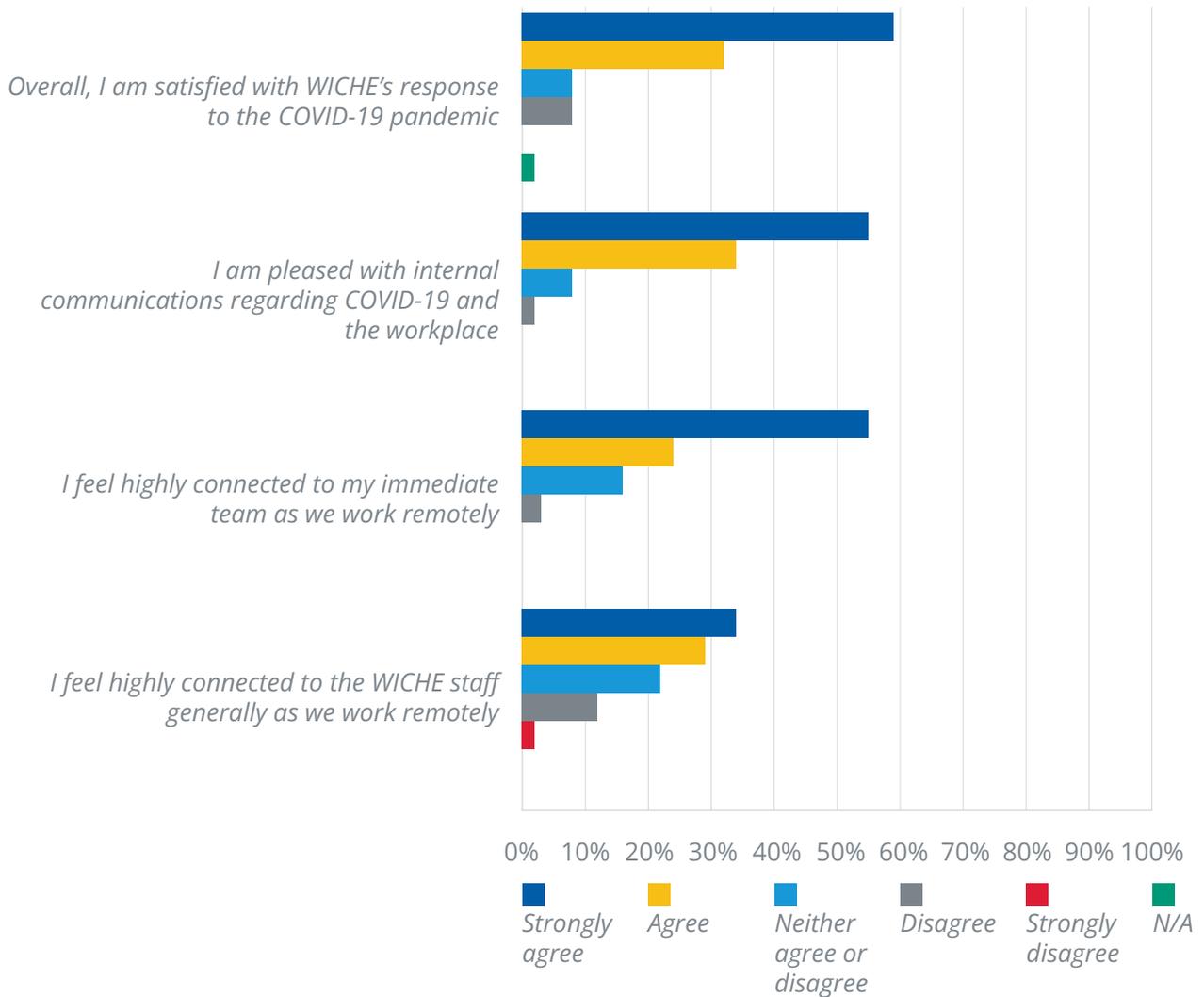
One of the primary reasons that I administered the survey was to gauge the morale of the staff, so I asked staff how they perceive the morale of the organization. About 84 percent of staff indicated that the morale of staff was either very good or good – up from 80 percent. Coming out of the pandemic has not been easy. While WICHE has some staff that are categorized as remote staff, most are not and are based in the Boulder office. Returning to work in the office has been challenging in many ways. WICHE had a flexible work policy before COVID. In August 2021, we returned to that flexible work approach giving quite a bit of discretion to the vice presidents about schedules and arrangements. The nature of our work, that includes the need for most staff to travel, is not conducive to across-the-board policies, such as requiring all staff to work in the office on designated days. However, this has led to some inconsistencies across units. To support morale and engagement, I convene monthly all-staff meetings, and my office organizes various staff activities and events, such as March Madness, treats, a staff hike, and a holiday party. I intend to resume the traditional trip to Coors Field for a Rockies game as well.

How do you perceive the morale of staff in the organization?



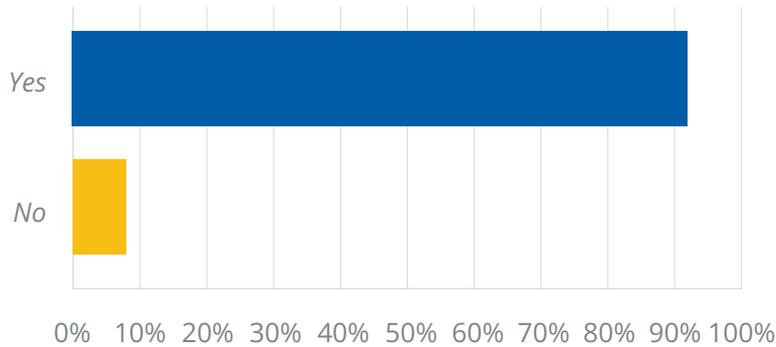
The next question pertained directly to WICHE's response to the COVID-19 pandemic. Overall, staff seemed mostly satisfied with the response. Most staff felt connected to their immediate team, but not surprisingly, many felt a sense of disconnect from WICHE staff generally. Ensuring organizational effectiveness and balancing the various needs of staff during the pandemic has been challenging, and the results of this question signal how difficult it has been.

Please indicate to the extent you agree with the following statements that are specifically related to working during the COVID-19 pandemic.



We then asked whether staff have a clear sense of how their work advances WICHE’s mission, and 92 percent indicated that they do. When compared to last year’s comments, it is still apparent that there can be a disconnect to the broader mission and work, but generally speaking, staff have a clear sense of why they are doing what they do.

Do you have a clear sense of how your work advances WICHE’s mission? For WCET and Behavioral Health Staff, do you have a sense of how your work complements WICHE’s mission?



Finally, we asked an open-ended question: “What three words would you use to describe WICHE’s culture?” The results are presented below in a word cloud.



While there are areas in which I can support increased staff engagement and morale, I am pleased that overall the staff continue to be engaged in the work they do and function as an extremely productive team. I say this every year in my evaluation, but it bears repeating. The WICHE staff are what makes this organization successful. It is my privilege to be able to lead this talented group of people who are so committed to their work.

President's Regional Engagement – FY 2022

2021

JULY

15	NC-SARA Quarterly Meeting	Virtual
20-23	Alaska Commission on Postsecondary Education (ACPE) Retreat and Commission Meeting	Anchorage, AK

AUGUST

9	Meeting with RMI Embassy Officials	Virtual
11	SARA Regional Steering Committee Meeting	Virtual
12	Guam WICHE PSEP Legislative Hearing	Virtual
16	Health Workforce Tribal Communities	Virtual
18	WICHE Western SHEEO Call	Virtual
19	WICHE Pacific Island Commissioner Rotation Meeting	Virtual
24	Legislative Advisory Committee Meeting	Virtual

SEPTEMBER

1-2	State Portal Entity Annual Conference	Virtual
8	NC-SARA and Compacts Quarterly Meeting	Virtual
9	SARA – Arizona Council Meeting	Virtual
17	WICHE/Wyoming/FRGP Meeting	Virtual
17	Montana Medical Association Annual Meeting	Virtual
21	Higher Learning Commission – Students' Right to Know Guide Task Force Meeting	Virtual
23	Grantmakers In Health - Designing a Roadmap for a Post COVID-19 Recovery Centered on Health Equity	Virtual
27	Every Learner Everywhere Network-Wide Call	Virtual

OCTOBER

11-13	Every Learner Everywhere Network Convening	Virtual
19	WICHE NCHEMS Meeting	Virtual
20	WICHE & Northern Marianas College Meeting	Virtual
21	NC-SARA Quarterly Meeting	Virtual
28-29	NC-SARA Fall Board Meeting	Washington, D.C.

NOVEMBER

2	WCET Annual Meeting	Virtual
4	WICHE Commission Meeting	Virtual
8-10	SHEEO Policy Conference	Washington, D.C.
17	WICHE Western SHEEO Call	Virtual
17-18	Legislative Advisory Committee Meeting	Virtual
15-19	Grantmakers in Health Convening	Virtual

DECEMBER

8	"Big ReThink" NASH Conference	Washington, D.C.
15	WICHE Western SHEEO Call	Virtual
16	SARA Summit	Boulder, CO

2022

JANUARY

11	Andrew W. Mellon Foundation Academic Consortia Convening	Virtual
19	WICHE Western SHEEO Call	Virtual
20	NC-SARA Quarterly Meeting	Virtual
24-25	South Dakota Legislature Appropriations Committee and Senate Education Committee	Pierre, SD
27	WICHE & Colorado Department of Higher Education Healthcare Program Discussion	Virtual
28	Every Learner Everywhere Steering Committee	Virtual

FEBRUARY

7-9	Idaho State Visit	Boise, ID
11	Northern Marianas College Team visit	Boulder, CO
16	WICHE Western SHEEO Call	Virtual
23-25	WICHE Officers' Retreat	Denver, CO

MARCH

10-11	Montana University System Board of Regents	Dillon, MT
16	WICHE Western SHEEO Call	Virtual
28-Apr 1	Pacific Behavior Health Coordinating Council Meeting and Hawai'i State Visit	Honolulu, HI

APRIL

6	Guam Birada Act Bill – Signing Ceremony	Virtual
20	WICHE Western SHEEO Call	Virtual
27-28	W-SARA Regional Steering Committee Meeting	New Orleans, LA

MAY

4	Western Association of College and University Business Officers Meeting	Colorado Springs, CO
5-6	NC-SARA Board Annual Meeting	Denver, CO
16-17	WICHE Commission Meeting	Rapid City, SD

**Attended many of the monthly W-SARA Regional Steering Committee and State Portal Entity Meetings*

WICHE President Demarée Michelau – FY 2023 Goals and Objectives

The following performance objectives for the WICHE President are proposed for FY 2023. They are intended to build upon the foundation of the president’s goals, objectives, and performance from FY 2022.

KEY RESPONSIBILITY AREA: SUCCESSFULLY ADMINISTER THE DAY-TO-DAY WICHE OPERATIONS

Annual Goals and Objectives

1. Maintain a balanced budget for FY 2023 and find a way within a balanced budget to provide modest merit-based salary increases to staff.
2. Implement effective strategies to recruit and attract diverse applicant pools for position vacancies.
3. Advance a workplace culture that supports and values diversity and inclusivity.
4. Maintain the morale of WICHE staff to achieve the highest possible level of productivity.
5. Implement continuous improvement principles for budgeting and IT processes to ensure that they are meeting the needs of a complex organization and implement necessary changes.
6. Prepare for and complete the annual financial audit resulting in “no material” findings

KEY RESPONSIBILITY AREA: DEVELOP AND MAINTAIN WICHE MEMBER RELATIONS

Annual Goals and Objectives

1. Engage meaningfully with the WICHE Commissioners and other key stakeholders to ensure a solid understanding of current challenges facing the region and better anticipate what the West may face in years to come.
2. Participate, either on official visits or for WICHE-relevant occasions, in events in WICHE states, territories, and freely associated states.
3. Participate in and contribute to national and regional conversations in higher education.

**KEY RESPONSIBILITY AREA:
ENSURE RELEVANT AND INNOVATIVE PROGRAMS AND SERVICES**

Annual Goals and Objectives

1. In collaboration with staff, examine the current suite of programs and services to identify new strategies for serving the region and recruitment in membership organizations (e.g., The Forum, The Alliance, WCET, State Authorization Network).
2. Conduct at least three visits with philanthropic partners to ensure stability in external financial support.
3. Position WICHE to work collaboratively with our regional partners to advance the organizational mission.
4. Work with the WICHE officers to plan an organizational strategy session in November 2022.

**KEY RESPONSIBILITY AREA:
PROVIDE HIGH-QUALITY POLICY GUIDANCE, RESEARCH, AND TECHNICAL ASSISTANCE TO CONSTITUENTS**

Annual Goals and Objectives

1. Ensure the successful development, implementation, management, and oversight of the State Authorization Reciprocity Agreement (SARA) for the WICHE region.
2. Further develop and sustain technical assistance capacity to support specific state and interstate needs for expertise on policy issues.

**KEY RESPONSIBILITY AREA:
STRATEGICALLY DEVELOP THE ORGANIZATION**

Annual Goals and Objectives

1. Actively engage the WICHE Commission to set strategic priorities in the context of the WICHE Workplan.
2. Secure external financial support for at least two major policy, research, or technical assistance projects, consistent with WICHE's mission and priorities.
3. Continue successful implementation of the Strategic Communications Plan.
4. Engage the Investment Committee to complete the revision of the investment policy and review the reserve policy.



COMMITTEE OF THE WHOLE

CALL TO ORDER

MONDAY, MAY 16, 2022
9:15 – 10:00 A.M.
SALONS D&E

COMMITTEE OF THE WHOLE: CALL TO ORDER

**Monday,
May 16, 2022**

9:15 – 10:00 a.m.
Salons D&E

Agenda

CALL TO ORDER

David Lassner, WICHE Chair

LAND ACKNOWLEDGEMENT

Jace Cuney DeCory, Assistant Professor Emerita of American Indian Studies at Black Hills State University

WELCOME

Governor Kristi Noem (INVITED)

INTRODUCTION OF NEW COMMISSIONERS, STAFF, AND GUESTS



Approval of the November 4, 2021, Committee of the Whole Meeting Minutes

REPORT OF THE CHAIR

David Lassner

2-15

REPORT OF THE PRESIDENT

Demarée Michelau

2-16

RECESS UNTIL MAY 17, 2022, 8:30 A.M.

LAND ACKNOWLEDGEMENT



Jace Cuney DeCory

Ms. Jace Cuney DeCory, (Lakota/Oceti Sakowin/Cheyenne River Sioux Tribe), is the Assistant Professor Emerita of American Indian Studies at Black Hills State University (BHSU). 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.

She is a proponent of healthy lifestyles for Indigenous people and has worked to develop health-related materials to inform and educate. She has given presentations at various health-related workshops, including the use of traditional tobacco (cansasa) in Lakota society for ceremonies and prayer.

DeCory has been instrumental in developing a culture guide to assist those working with American Indian people, entitled *Cultural Guide to American Indian Tribes in Montana and Wyoming*, based on work done on the BHSU Project Export grant in 2006. DeCory's education includes a B.A. in Anthropology/Concentration in American Indian Studies from the University of North Dakota, an M.Ed. in Counseling and Guidance from South Dakota State University, and graduate work in Anthropology at the University of Washington, Seattle.

DeCory's guiding forces are her two sons, Jr., Dawson, and her grandchildren. She enjoys beading baby moccasins for relatives and friends. She credits Lakota elders for providing guidance, prayers, and support throughout her life.

"Mitakuye Oyasin" For All My Relations – We are all related.

INTRODUCTION OF NEW COMMISSIONERS, STAFF, AND GUESTS



NEW COMMISSIONER – José Luis Cruz Rivera (AZ)

José Luis Cruz Rivera is the 17th President of Northern Arizona University (NAU). Before joining NAU in 2021, Dr. Cruz Rivera served as President of Lehman College of The City University of New York (CUNY) and as Executive Vice Chancellor and University Provost of the 25-campus system. He has also served as Provost of California State University, Fullerton, Vice President of Higher Education Policy and Practices at The Education Trust in Washington, D.C., and Chief Student Affairs Officer for the University of Puerto Rico system.

A leading national advocate for policies to expand opportunities and improve educational outcomes for all students—especially those who have historically been underserved—Cruz Rivera is a frequent keynote speaker and writer on

higher education issues and serves on several regional and national boards of organizations that work to advance equitable educational policies and practices. He earned his bachelor's degree in electrical engineering from the University of Puerto Rico and his master's and doctorate degrees from the Georgia Institute of Technology.



NEW COMMISSIONER – Senator Kyle Davison (ND)

Kyle Davison has served as a senator in the North Dakota Legislature since 2014 and represents District 41 in south Fargo. He currently serves on the Appropriations Committee and previously chaired Government Veterans Affairs, and was a member of the Education Committee for three sessions.

In addition, Senator Davison is the Executive Director of the South East Education Cooperative (SEEC). He has held that position since July 2005. The SEEC serves 36 school districts, nearly 38,000 students, and over 3500 teachers by providing support to schools in professional development, business services, special education, and curriculum development.

Kyle is a graduate of Valley City State University with a degree in Business Administration.

ACTION ITEM – APPROVAL OF THE NOVEMBER 4, 2021, COMMITTEE OF THE WHOLE CALL TO ORDER MEETING MINUTES

COMMISSION MEMBERS PRESENT

Susan Anderson (AK), Chair
David Lassner (HI), Vice Chair
Camille Preus (OR), Immediate Past Chair

James Johnsen (AK)
Donn Liston (AK)
Kathleen Goeppinger (AZ)
John Arnold (AZ)
Christopher Cabaldon (CA)
Robert Shireman (CA)
Jim Chavez (CO)
Antwan Jefferson (CO)
Angie Paccione (CO)
John Morton (HI)
Colleen Sathre (HI)
Rick Aman (ID)
Matt Freeman (ID)
Dave Lent (ID)
Laurie Bishop (MT)
Clayton Christian (MT)
Sheila Stearns (MT)
Cathy Dinauer (NV)
Fred Lokken (NV)
Melody Rose (NV)
Barbara Damron (NM)
Patricia Sullivan (NM)
Mark Hagerott (ND)
Jill Louters (ND)
Ben Cannon (OR)
Hilda Rosselli (OR)
Larry Tidemann (SD)
Diana VanderWoude (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
Ann Millner (UT)
David Woolstenhulme (UT)
Don Bennett (WA)
Les Purce (WA)
Kimberly Dale (WY)
David Jones (WY)

COMMISSION MEMBERS ABSENT

Rita Cheng (AZ)
Ellen Junn (CA)
Mark Moores (NM)
Ray Holmberg (ND)
Brian Maher (SD)
Gerry Pollet (WA)
Fred Baldwin (WY)

GUESTS

Louise Lynch, Arizona Certifying Officer

WICHE STAFF

Candy Allen, Senior Graphic Designer, Communications
Sherri Artz Gilbert, Senior Director, Operations and Membership Administration, WCET
Raymonda Burgman, Vice President, Programs and Services
Dave Clark, Chief of Digital Services, IT Services
Margo Colalancia, Director, Student Access Programs, Programs and Services
Cherie Curtin, Senior Administrative Coordinator, Programs and Services
Deirdre Coulter, Director of Human Resources
Janell Daly, Administrative Assistant III, Behavioral Health Program
Van Davis, Chief Strategy Officer, WCET, and Service Design and Strategy Officer, Every Learner Everywhere
Cheryl Dowd, Senior Director, Policy Innovations, WCET
Laura Ewing, Executive Assistant to the President and to the Commission
Julie Esterline, Human Resources Assistant
Liliana Diaz, Policy Analyst, Policy Analysis and Research
John Gomez, Director of Operations, Behavioral Health Program
Todd Helvig, Director of Education and Training, Behavioral Health Program
Kay Hulstrom, Manager, Institution Services, Programs and Services
Kathryn Kerensky, Director, Digital Learning, Policy and Compliance, WCET

WICHE STAFF (CONT.)

Patrick Lane, Vice President, Policy Analysis and Research

Sarah Leibrandt, Senior Research Analyst, Policy Analysis and Research

Demarée Michelau, WICHE President

Craig Milburn, Chief Financial Officer

Dennis Mohatt, Vice President, Behavioral Health Program and Co-Director, MHTTC

Shelley Plutto, Project Coordinator, W-SARA

Jeanette Porter, Senior Administrative Coordinator, President's Office

Russell Poulin, Executive Director, WCET, and Vice President for Technology-Enhanced Education

Megan Raymond, Senior Director of Membership and Programs, WCET

Jennifer Raby, Administrative Assistant III, Programs and Services

Melissa Sanders, Administrative Assistant III, Policy Analysis and Research

Christina Sedney, Director of Policy Initiatives and State Authorization

Melanie Sidwell, Director of Communications

Rachael Stachowiak, Director, Interstate Policy and Compliance

Emma Tilson, Technical Assistance Coordinator

Gary Toon, Windows Systems Administrator

Chair Susan Anderson called the meeting to order and welcomed commissioners, guests, and staff. She asked Laura Ewing to call roll of the Commission. A quorum was established.

Action Item

APPROVAL OF THE MINUTES OF THE MAY 18, 2021, COMMITTEE OF THE WHOLE

Chair Anderson requested a motion from the floor to approve the May 18, 2021, Committee of the Whole meeting minutes. Commissioner Fred Baldwin MOVED TO APPROVE the minutes and Commissioner Kathleen Goepfinger SECONDED the motion. The motion was carried unanimously.

Report of the Nominating Committee

Commissioner Camille Preus, immediate past chair, reported that the Commission put forth highly qualified candidates for the office of Vice Chair of the WICHE Commission (the Commission) and the list of potential future leaders was impressive.

Members of the Nominating Committee – who include Commissioners Preus (OR), Colleen Sathre (HI), Clayton Christian (MT), and Patricia Sullivan (NM) – met via teleconference on September 21, 2021, to consider the submitted nominations and, after deliberation, recommended the selection of Idaho Commissioner Matt Freeman as the incoming 2022 Vice Chair. Commissioner Freeman was vetted prior to the nomination as to his availability to serve if selected. He will serve alongside Commissioner David Lassner (HI), incoming 2022 chair, and Susan Anderson (AK), 2022 immediate past chair, whom the committee also recommended for consideration and approval during the business session on November 4, 2021.

On behalf of the Nominating Committee, Commissioner Preus thanked the Commission for the opportunity for the committee to serve WICHE in this capacity.

Report of the Chair

Chair Anderson referred to her written report as seen on page 2-12 in the November 2021 agenda book, and highlighted several items from her report

- Her gratitude for being able to work, as chair, with a committed and dedicated group of commissioners and the talented staff of WICHE
- A welcome to the Republic of the Marshall Islands and Federated States of Micronesia into the WICHE membership
- Collaboration with partners to ensure the organization remains financially stable
- Her appreciation of the policy analysis and research that the organization has conducted during the uncertain times that the pandemic has presented.

Report of the President

President Demarée Michelau began her report by thanking the WICHE staff for their contributions and preparation for the November 2021 Commission Meeting. She also thanked Susan Anderson for her fine service as chair of the Commission and for partnering with her over the past 12 months. Referring to her written report, on page 2-13 in the November 2021 agenda book, she highlighted additional work and accomplishments at WICHE under her direction:

- Welcoming the Republic of the Marshall Islands and the Federated States of Micronesia into the WICHE region
- Welcoming seven new staff members who have joined the WICHE team since the May 2021 meeting
- Recognition of staff member Candace Allen, senior graphic designer, who retired after 21 years of service at WICHE
- Thoughtful navigation of the demands and needs of SARA, which was the result of dedicated work on the part of the Commission, W-SARA staff, and WCET staff, as well as the collaboration of the regional compacts
- Regional engagement work, including peer video conferences with SHEEOs and academic leaders across the region; traveling back out into the field and attending the upcoming SHEEO and NASH conferences; working with partners such as Interstate Passport, Native American-Serving Nontribal Institutions, and campus-based mental health programs; and forming a relationship with Grantmakers in Health
- Continuing efforts to modernize WICHE's technical infrastructure by bolstering its Salesforce capability and leveraging the Office 365 environment and applications such as a Sharepoint portal for commissioners' access to key resources
- The continued navigation of COVID-19 during extreme uncertainty and remaining productive both in the office and remotely.

Commissioner Donn Liston made a point to thank President Michelau for her time and work with the Alaska Commission on Postsecondary Education board during its summer 2021 retreat. Commissioner Rodney Jacob also thanked President Michelau for her work with the Department of Interior to pave the way for the Federated States of Micronesia and the Republic of the Marshall Islands to join WICHE. Commissioner Les Purce thanked President Michelau for her collaborative spirit during the search process for hiring a new vice president of Programs and Services. He said the search was well organized and productive, and the hire of Dr. Raymonda Burgman is truly a win for WICHE.

On behalf of the Commission, Chair Anderson thanked President Michelau and the entire WICHE staff for their dedicated and determined work amid various challenges presented by the pandemic.

Recess

Chair Anderson called to move the meeting to recess until after the committee meetings adjourn at approximately 3:45 p.m. MDT on November 4, 2021.

ACTION ITEM – APPROVAL OF THE NOVEMBER 4, 2021, COMMITTEE OF THE WHOLE BUSINESS SESSION MEETING MINUTES

COMMISSION MEMBERS PRESENT

Susan Anderson (AK), Chair
David Lassner (HI), Vice Chair
Camille Preus (OR), Immediate Past Chair

James Johnsen (AK)
Donn Liston (AK)
Kathleen Goeppinger (AZ)
John Arnold (AZ)
Christopher Cabaldon (CA)
Robert Shireman (CA)
Jim Chavez (CO)
Antwan Jefferson (CO)
Angie Paccione (CO)
John Morton (HI)
Colleen Sathre (HI)
Rick Aman (ID)
Matt Freeman (ID)
Dave Lent (ID)
Laurie Bishop (MT)
Clayton Christian (MT)
Sheila Stearns (MT)
Cathy Dinauer (NV)
Fred Lokken (NV)
Melody Rose (NV)
Barbara Damron (NM)
Patricia Sullivan (NM)
Mark Hagerott (ND)
Jill Louters (ND)
Ben Cannon (OR)
Hilda Rosselli (OR)
Larry Tidemann (SD)
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Ann Millner (UT)
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Les Purce (WA)
Kimberly Dale (WY)
David Jones (WY)

COMMISSION MEMBERS ABSENT

Rita Cheng (AZ)
Ellen Junn (CA)
Mark Moores (NM)
Ray Holmberg (ND)
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Margo Colalancia, Director, Student Access Programs,
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Cherie Curtin, Senior Administrative Coordinator,
Programs and Services
Deirdre Coulter, Director of Human Resources
Janell Daly, Administrative Assistant III, Behavioral
Health Program
Van Davis, Chief Strategy Officer, WCET, and Service
Design and Strategy Officer, Every Learner
Everywhere
Cheryl Dowd, Senior Director, Policy Innovations, WCET
Laura Ewing, Executive Assistant to the President and
to the Commission
Julie Esterline, Human Resources Assistant
Liliana Diaz, Policy Analyst, Policy Analysis and Research
John Gomez, Director of Operations, Behavioral Health
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Todd Helvig, Director of Education and Training,
Behavioral Health Program
Kay Hulstrom, Manager, Institution Services, Programs
and Services
Kathryn Kerensky, Director, Digital Learning, Policy and
Compliance, WCET

WICHE STAFF (CONT.)

Patrick Lane, Vice President, Policy Analysis and Research

Sarah Leibrandt, Senior Research Analyst, Policy Analysis and Research

Demarée Michelau, WICHE President

Craig Milburn, Chief Financial Officer

Dennis Mohatt, Vice President, Behavioral Health Program and Co-Director, MHTTC

Shelley Plutto, Project Coordinator, W-SARA

Jeanette Porter, Senior Administrative Coordinator, President's Office

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Megan Raymond, Senior Director of Membership and Programs, WCET

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Melanie Sidwell, Director of Communications

Rachael Stachowiak, Director, Interstate Policy and Compliance

Emma Tilson, Technical Assistance Coordinator

Gary Toon, Windows Systems Administrator

Chair Susan Anderson reconvened the Committee of the Whole—Business Session to order. The meeting moved to a full agenda of committee reports, action items, and information items.

Report of the Executive Committee

Chair Anderson reported that the Executive Committee approved several action items on behalf of the WICHE Commission (the Commission) since May 2021. In August, the Executive Committee approved a revised holiday schedule to be aligned with the federal holidays recognized by the states. The holidays added to the WICHE calendar beginning in 2022 are Juneteenth and Veterans Day. The committee was updated on activity pertaining to the admission of the Republic of the Marshall Islands and the Federated States of Micronesia. In September, the committee approved the new META Telehealth program for institutions in the WICHE region and discussed WICHE's positions on the federal postsecondary education policy. Additionally, Chair Anderson said the committee heard and discussed updates on NC-SARA activity that has resulted in a proposed resolution to support the state role in the state authorization reciprocity agreement -- an action item slated for approval during this business session.

Committee Reports

AUDIT COMMITTEE REPORT

The Committee of the Whole heard a report from the Audit Committee presented by its chair, Commissioner Camille Preus. The committee met via videoconference on October 27, 2021. Also in attendance were WICHE President Demarée Michelau; Craig Milburn, Chief Financial Officer; Laura Ewing, Executive Assistant to the President and to the Commission; and Matthew Marino from RubinBrown, WICHE's auditing firm.

Marino walked the committee through the FY 2021 financial statements and the report to governance, which is contained in a separate document entitled ViewPoints, and discussed the auditor's opinion. The RubinBrown audit team worked with staff remotely and onsite over several weeks to conduct the audit. Their investigation resulted in an unmodified opinion and clean audit, as seen in the financial statements provided to the Commission, which represent fairly, in all material respects, the financial position of WICHE as of June 30, 2021.

Unfortunately, the auditors found a significant deficiency in internal control, which was discussed at length during the Audit Committee meeting. GASB (the Governmental Accounting Standards Board) issued statement 84, which required WICHE to present PSEP fees differently on the financial statement than it has since the program's inception. In all past years, the PSEP fees were presented as revenue, but those fees are now removed from the Statement of Revenues and Expenses and presented on their own pages called "Statement of Fiduciary Net Position" and "Statement of Changes in Fiduciary Net Position." There are now two new pages in the FY 2021 Financial Statement.

To prevent a recurrence of this deficiency, President Michelau presented a three-point plan going forward.

1. RubinBrown is able to assist WICHE in monitoring GASB activity, but not during the audit, so staff will meet with them in the spring of each year to prepare for any new GASB pronouncements.
2. WICHE staff will tighten processes related to gap reporting, including holding meetings with the senior team prior to year's end, and develop a clearer process for documenting how to recognize revenue.
3. The WICHE Audit Committee will convene in the spring and fall to work with staff to identify any gaps or adjustments that need to be made ahead of the audit.

The Audit Committee recommended that the Commission accept the FY 2021 audited financial statement. Commissioner Preus MOVED TO APPROVE the FY 2021 audit and financial statements. Chair Anderson did not require a SECOND.

During the discussion, Commissioner Rodney Jacob asked about a statement on page 11 of the Viewpoints document concerning internal resources. The statement says WICHE does not have internal resources available to apply sufficient controls over the financial statement preparation process, including related footnotes for accrual basis accounting adjustments, and the evaluation of the impacts of new accounting standards such as GASB 84 in accordance with GAAP. Noting the auditors' recommendation that WICHE consider devoting additional resources to the GAAP reporting related to accounting and analysis, Commissioner Jacob asked if there was a plan to address the inadequate staffing issues cited in the report. President Michelau said that according to the auditors, it is not unusual for an organization the size of WICHE to have this type of comment. She said the three-point plan presented to RubinBrown is sufficient for addressing the comment in the management letter, and that RubinBrown has offered its support in managing GASB activity and the update, and new annual requirements of GASB. RubinBrown explicitly said WICHE does not need to hire more staff in response to the comment.

Commissioner Jim Chavez, who has been an auditor, agreed that this type of comment in the management letter is not unusual, and the added measures in the three-point plan will adequately offset internal controls. He asked how long WICHE has been with RubinBrown and this particular auditing team at the firm. Craig Milburn said that WICHE has been with the firm for a total of 10 years; the first seven years were with a different team of auditors than WICHE has currently. President Michelau noted that in November 2019, the Commission approved another three years with RubinBrown. President Michelau said that the Audit Committee in November 2021 discussed the possibility of selecting a new auditing firm, and would discuss this again in spring 2022. Commissioner Chavez said that considering the length of time

that WICHE has been with this firm, it is disconcerting that the comment has arisen at this point in the relationship. He pointed out the importance of WICHE having a supportive partnership with its audit firm, and President Michelau agreed.

Commissioner Jacob asked a final question about a statement, on page four of the report, that “the audit is not designed to provide assurance about internal controls or to identify deficiencies in internal controls.” Yet the firm’s report includes comments about internal controls and deficiencies, which seems inconsistent. Milburn said that this particular audit was not to review internal controls, but because there was the finding with regard to GASB 84 and PSEP, RubinBrown commented about the internal controls and increasing them to have a sufficient amount. Commissioner Jacob asked that this comment be included on the agenda of the next Audit Committee meeting, and that the committee examine the scope exclusion and address it with the auditors.

At the close of discussion, the motion to accept the audit as presented passed.

PROGRAMS AND SERVICES REPORT

Commissioner Les Purce, chair of the Programs and Services Committee, reported there were no action items for the committee to approve other than minutes. He said the committee, led by Raymonda Burgman, discussed various programs that the committee is responsible for understanding and advising staff on.

The committee had a robust discussion about the outcomes and recommendations of the Native-Serving Institutions Initiative and the importance of having resources available to continue to address and expand this area of attainment. The committee agreed it should be included in the Programs and Services Workplan, and that issues of equity for these students should be explored.

Burgman called on commissioners to share an overall update on the state of student programs and services in their states as the region begins to come to the end of the acute phase of the pandemic. The ensuing discussion included concerns about student programs and services in the future; for example, changes in the traditional pathway that high school students have to access higher education at both the community college and baccalaureate levels since the pandemic began. Also mentioned were the implications of a notable drop in grade-point averages of students entering postsecondary education, and declines in admission and FAFSA applications, and enrollment. Commissioner Purce said the committee agreed that issues involving access and equity should be tracked for common themes, and strategies should be developed to address concerns across the region.

POLICY ANALYSIS AND RESEARCH REPORT

Commissioner Christopher Cabaldon, chair of the Policy Analysis and Research (PAR) Committee, reported on action items and information items discussed during the committee meeting.

The committee addressed the framework for policy positions on federal postsecondary legislation and regulations, including an update to what has previously been approved by the WICHE Commission. Discussion of the action item began in May 2021 when the PAR Committee viewed the initial draft of positions on federal postsecondary education policy. Feedback from the committee and the Commission was incorporated into a version that the Executive Committee revised for the PAR Committee to review, make recommendations, and present to the Commission for adoption. Commissioner Cabaldon said the positions focus on the importance of data and data infrastructure, how a state and federal partnership on postsecondary funding can improve affordability, how federal policy should support innovation while protecting students and taxpayers from individuals that falsely claim the mantle of innovation, and how federal policy should support digital learning.

Commissioner Cabaldon also gave an overview of the recommended action of the PAR Committee to adopt an amended resolution that supports the state and territorial role in state authorization reciprocity. He said the original version in the November 2021 agenda book has since been reconsidered, since its publication and that the committee would like to put before the Commission an updated resolution with language that is more direct and identifies inconsistencies in how the national organization (NC-SARA) is administering its responsibilities. The states entered into regional compacts reciprocity that became the foundation of the SARA framework. The Western Compact then entered into a unified agreement with the other compacts that led to the creation of NC-SARA to assist with the administration of the reciprocity among states through the compact regions, but over the past several months NC-SARA has asserted a role that calls into question its alignment with the legal and intended structure of SARA. He noted that institutions of higher education, state regulatory and planning agencies, consumer-protection groups, and state attorneys general are dissatisfied with what is occurring. He said the amended resolution is intended to provide a more direct and clear statement about the interregional authorization reciprocity agreement; it affirms the signed unified state authorization reciprocity agreement by the four regional compacts and NC-SARA's role in coordinating governance. NC-SARA is a creation of the regional compacts, which themselves are a creation of the states, establishing a line of accountability. The amended version of the resolution also requests the suspension of further policy changes without the consent of the states. And finally, the amended version includes language about "states" and "territories" that more accurately portrays the Western Compact. The PAR Committee recommended that the commission adopt this amended resolution.

The PAR Committee wrapped up its meeting by identifying and discussing priority policy areas that are important to the WICHE region in the upcoming year as they relate to the Workplan.

Commissioner Cabaldon on behalf of the PAR Committee MOVED TO APPROVE WICHE's positions on federal postsecondary education policy. Chair Anderson stated that a SECOND was not required since the motion was made on behalf of the PAR Committee. She asked for discussion, and there was none. The motion passed.

Commissioner Cabaldon on behalf of the PAR Committee MOVED TO APPROVE the resolution in support of the state's role in the state authorization reciprocity agreement. Chair Anderson did not require a SECOND and asked for discussion. There was none, and the motion passed.

Action Item

APPROVAL OF THE NOVEMBER 2022 COMMISSION MEETING LOCATION CHANGE

President Michelau provided background on Commission Meeting locations. She said the May 2020 WICHE Commission Meeting was to have been held in-person at the Benson Hotel, in Portland, Ore. Due to the pandemic, the Commission missed three subsequent in-person meetings, and each time, The Benson has allowed WICHE to move the contract commitment forward to the next scheduled meeting, without financial penalty. The Benson has agreed to allow WICHE to move the meeting contract to Portland in November 2022, upon Commission approval. She recommended that the Commission approve the location change for the fall 2022 meeting, and that by May 2022, the Commission should discuss a revised meeting location and schedule that has been disrupted by the constraints of the pandemic.

Commissioner David Lassner MOVED TO APPROVE the November 2022 meeting to be held in Portland, Ore., at The Benson. Commissioner Ann Millner SECONDED the motion. There was no discussion. The motion passed.

Report of the Legislative Advisory Committee

Commissioner Millner began her report by providing a brief summary of the purpose and membership of the Legislative Advisory Committee (LAC), which works to strengthen state-level policymaking in higher education in the West by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration. The WICHE Executive Committee state/territory representatives, in consultation with the commissioners from their state/territory delegation, appoint members from their respective states to the LAC. Commissioners who are also state legislators are automatically appointed to the LAC; the remaining spots on the LAC are filled by appointment. Up to four state/territory legislators are appointed.

In response to feedback from commissioners who are also LAC members, WICHE staff hosted an opportunity for LAC members to informally connect over the summer of 2021, Commissioner Millner said. The LAC convened a Zoom call for members in June, during which 14 LAC members from 10 WICHE states and territories reflected on their 2021 legislative sessions and how COVID-19 had changed their thinking about higher education policy.

Commissioner Millner gave an update about the upcoming LAC activity. She said LAC's main event is typically an in-person annual meeting. However, in response to the ongoing pandemic and the Commission's decision to hold a virtual meeting, LAC's 2021 meeting was shifted to a virtual format. The meeting will be held on November 17 and 18, 2021, and will cover three topics that were identified with input from LAC members:

- How COVID-19 has impacted higher education (including a review of the data and a discussion of legislative responses)
- The interaction of federal and state policy
- The changing landscape of higher education in the Western states and territories, including a discussion about the WICHE region's wide-ranging perspectives as to the level of legislative input into campus curricula and initiatives (including the concept of Critical Race Theory), the types of supports that students need, and the role of equity initiatives.

Discussion Item

NON-GENERAL FUND RESERVES FOR FISCAL YEAR 2022

Craig Milburn reviewed the general fund budget. The budget showed less revenue of \$209,000, which was due to COVID-19 and the under-recovery of indirect costs for items such as travel and face-to-face meetings. WICHE had lower expenses due to less travel and no in-person meetings. Millburn said that \$481,000 went to reserves at the end of FY 2021. The reserves and the general fund are healthy and all units did well with revenue and expenses paid in FY 2021. He said WICHE is in a strong financial position.

Milburn said that FY 2022 is on track after the first quarter and staying on budget. The FY 2023 budgets will be prepared and ready for Commission approval at the May 2022 Commission Meeting.

At the conclusion of Milburn's presentation of the WICHE budget, Chair Anderson mentioned investments and the need to continue exploring strategies with the Investment Committee.

There were no questions and no discussion.

Information Item

NON-GENERAL FUND RESERVES FOR FISCAL YEAR 2022

President Michelau gave a report on the reserves in the non-general fund. The reserve levels and threshold are set by the Commission each May. She said that all units are below the threshold, with no reserve dollars being forfeited to the WICHE general fund. Unit reserves are being invested back into program development and covering any unexpected expenses. These reserves enable the units to expand their services or respond to regional needs. She said that, overall, the units are well-positioned financially, in particular Behavioral Health and WCET.

There were no questions from the Commission or discussion.

Action Item

ELECTION OF CHAIR AND VICE CHAIR AS OFFICERS OF THE WICHE COMMISSION FOR 2022

Commissioner Preus , began by thanking the Commission for the opportunity to serve as chair of the Nominating Committee, and MOVED TO APPROVE the 2022 WICHE Officers: Commissioner David Lassner as chair, Commissioner Matt Freeman as vice chair, and Commissioner Susan Anderson as immediate past chair. WICHE Chair Anderson did not require a SECOND on the motion. The motion passed.

Incoming chair Commissioner Lassner thanked Chair Anderson and immediate past chair Preus for their service to WICHE and the Commission. He stated the importance of the postsecondary sector in states' and territories' efforts that higher education serves for advancing the states and territories of the WICHE region to achieve economic and environmental sustainability for an equitable future. He said that although challenging, the pandemic has presented opportunities to improve processes and continue to share what worked and didn't work during this unprecedented time. He emphasized WICHE's ability to encourage and maintain collaboration in positive and respectful ways across the region, regardless of political or financial viewpoints. He said he is especially proud of the positive work being done in the Pacific Islands to develop higher education accessibility and opportunities in that part of the WICHE region.

Other Business

Chair Anderson reminded the delegations to caucus and complete the form to indicate committee assignments and to complete the meeting evaluation to provide feedback on the Commission Meeting. She thanked the Commission for the opportunity to serve as chair. She said that WICHE should continue to evaluate and assess its work to be sure that the organization is effective in serving the region. She thanked the WICHE team for its hard work in putting together the virtual meeting and also for its day-to-day contributions to the organization.

Adjournment

Commissioner Lokken MOVED TO ADJOURN the meeting and Commissioner Millner SECONDED. The meeting adjourned at 4:42 p.m. MST.

REPORT OF THE CHAIR

David Lassner, President, University of Hawai'i

I have been the WICHE chair for six months, and during that time, we have seen many of the COVID-19 restrictions across the region lifted as well as in my home state of Hawai'i. These past two years have not been easy for any of us, and it is heartening to finally feel like we have hit a turning point in this pandemic.

These early days of my tenure as WICHE chair have been eventful. In February, the officers met in Denver with President Michelau for a retreat. We discussed internal topics such as WICHE's budget including the impacts of inflation, future Commission meetings and the WICHE Workplan as well as broader issues facing the region such as demographic changes, impacts of the pandemic on student preparation for higher education and workforce shortages. Informal discussions such as these help shape planning for formal actions to be taken by the full Executive Committee and Commission in accord with our bylaws.

It was a treat to work with the officers' and President Michelau to plan the first in-person WICHE Commission meeting in two years. The agenda is full, and staff are working hard to ensure that the meeting is a success. I hope I speak for all of us when I say that I can't wait to connect with all of you face-to-face in Rapid City to discuss issues of importance to the West. I am especially looking forward to be able to moderate the session on the Pacific, a region now increasingly recognized as critical to our nation and the world.

I am particularly pleased that WICHE recently welcomed the Republic of the Marshall Islands and the Federated States of Micronesia into membership. While this historic moment happened prior to my tenure as chair, I have enjoyed being part of their onboarding as we work through our WICHE issues relating to this unique membership in the Commission.

As we have considered previously, an issue of recent importance that has the potential to impact all of us is reciprocity of state authorization of distance education. The West has long been a leader on these issues through the work of WICHE and WCET, and we continue to collaborate with our regional compact partners to ensure that our states' voices are preserved and our students are well served. The WICHE Commission's guidance and our partnership with Demi and her team on these complicated issues with complex political dynamics are invaluable.

In late March, I enjoyed spending time with my fellow WICHE Commissioners and Demi while she was in Hawaii on her state visit. While she was here, the Senate Higher Education Committee voted to support my gubernatorial reappointment to the WICHE Commission, and subsequently, the full Senate has voted to confirm me.

Looking ahead, following up on a recommendation made by the Executive Committee, the WICHE officers will be convening all Commissioners for a strategic planning session at our meeting this coming November in Portland. I look forward to working with all of you to ensure that this work is successful and positions WICHE well to thrive and support the West in our shared post-pandemic future.

REPORT OF THE PRESIDENT

Demarée Michelau

My president's report will brief the Commission on four key areas: regional engagement, new and expanding initiatives, talent recruitment and retention, and the budget.

REGIONAL ENGAGEMENT

This May, I am thrilled that the Commission is gathering again in person after two long years of virtual meetings. I have missed the personal connection, the collaboration, and shared learning that occurs when we come together as a region. And I have enjoyed traveling throughout the West again, engaging with Commissioners, legislators, higher education leaders, and others. In the past five months, I have visited Hawaii, Idaho, Montana, and South Dakota. I have met with leaders in Colorado and traveled to New Orleans to meet with the W-SARA Regional Steering Committee. I also attended two national meetings in Washington, D.C. – the State Higher Education Executive Officers Policy Conference and the National Association of System Heads "Big ReThink" meeting.

NEW AND EXPANDING INITIATIVES

WICHE is engaged in several new and expanding initiatives that advance our mission and 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 is proposing an academy in which faculty would offer leadership development to tenured humanities faculty members. Staff will work with the Andrew W. Mellon Foundation and other key stakeholders to develop a two-year immersive experience for faculty leaders. They will join upper-level academic administration to learn more about day-to-day operations, receive internal and external mentoring, and develop a new network with the 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 and build the behavioral health workforces there. As has been accomplished in Alaska, Hawai'i, Nevada, and Colorado, 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. Guam-PIC is participating in the 2022 APPIC National Intern Match, and the first cohort of two interns will begin an internship in September 2022.

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 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 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

During the height of the pandemic, WICHE staff remained stable with few resignations. As we emerge from the pandemic, we are experiencing more turnover, and hiring in the current environment can be challenging. Despite this, however, WICHE has hired several experienced and talented people who have hit the ground running.

In the last year, WICHE has an entirely new communications team: Melanie Sidwell, Director of Communications; Joseph Garcia, Graphic Designer; and Nathaniel Longmore, Digital Communications Coordinator.

We have also hired one new staff person in Every Learner Everywhere: Jenni Atwood, Grant Manager, and two in Behavioral Health: Ashley Fortier, Technical Assistance Lead – Psychologist, and Sarah Jordan, Together with Veterans Program Manager. Finally, in Programs and Services, we hired Olivia Tufo, Member Services Coordinator.

THE WICHE BUDGET

Overall, WICHE's financial picture is positive. The Commission voted to hold dues flat for fiscal years 2022 and 2023, which puts pressure on the general fund side, but because staff have not been traveling, we have underspent in most areas of the organization. With the return of in-person meetings and travel, I expect the budget to stabilize. And while FY 2023 will be challenging for parts of the organization, WICHE is on solid financial footing overall.

Fundraising is strong, and WICHE engages in conversations with new partners and strengthens its collaboration with those we have worked with for many years. I am excited about our new and expanding areas of work.

Our self-funded units, WCET and Behavioral Health, are doing better than ever financially. This can be attributed to the solid leadership of those areas and the excellent work of the staff.

LOOKING AHEAD

As we head into the next six months, I am looking forward to planning the Commission strategy session in November, continuing engagement in the region, and adjusting and planning how to best support students in the post-pandemic world.



PROGRAMS & SERVICES COMMITTEE MEETING

MONDAY, MAY 16, 2022
10:15 – 11:30 A.M.
BOARD ROOM

PROGRAMS AND SERVICES COMMITTEE MEETING

**Monday,
May 16, 2022**

10:15 – 11:30 a.m.
Board Room

Committee Members

Patricia Sullivan (NM), Acting Chair
Les Purce (WA), Committee Chair
Angie Paccione (CO), Committee Vice Chair

Vacancy (AK)
José L. Cruz Rivera (AZ)
Ellen Junn (CA)
John Morton (HI)
Matt Freeman (ID)
Laurie Bishop (MT)
Melody Rose (NV)
Kyle Davison (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

Patricia Sullivan, Acting Chair

STAFF

Raymonda Burgman, Vice President, Programs and Services
Margo Colalancia, Director, Student Access Programs
Kay Hulstrom, Associate Director, Operations and Academic Leadership Initiatives
Sarah Leibrandt, Director, Academic Leadership Initiatives

Action Items

-  Approval of November 4, 2021, Programs and Services Committee Meeting Minutes **3-3**
-  Approval of Professional Student Exchange Program Support Fees for the 2023-24 and 2024-25 Biennium **3-8**
-  Approval to Explore Grant Funding Through the U.S. Department of Labor Call for Strengthening Community College Training Grant Proposals by Collaborating with San Juan College in New Mexico **3-32**



Recommendation to the Committee of the Whole to Approve the FY 2023 Workplan Section Pertaining to the Programs and Services Unit

3-35

Information Items

STUDENT ACCESS PROGRAM UPDATE

3-39

Margo Colalancia

ACADEMIC LEADERSHIP INITIATIVES UPDATE

Sarah Leibrandt and Kay Hulstrom

COST-SAVING INITIATIVES UPDATE

Raymonda Burgman

Discussion Items

REPORT ON UNIT ACTIVITIES

POST-ASSOCIATE DEGREE OPPORTUNITIES FOR STUDENTS IN RURAL AND REMOTE LOCATIONS:

1. In your state or territory, what educational or workforce opportunities do students have after completing an associate degree?
2. What educational and workforce opportunities do you want students to have in your state or territory after completing an associate degree?
3. What programs, outside your state or territory, provide unique educational or workforce opportunities for students after completing an associate degree?

Other Business

Adjournment

ACTION ITEM: APPROVAL OF THE NOVEMBER 4, 2021, PROGRAMS AND SERVICES COMMITTEE MEETING MINUTES

COMMITTEE MEMBERS PRESENT

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

Donn Liston (AK)
Kathleen Goeppinger (AZ)
John Morton (HI)
Dave Lent (ID)
Laurie Bishop (MT)
Melody Rose (NV)
Patricia Sullivan (NM)
Jill Louters (ND)
Hilda Rosselli (OR)
Diane VanderWoude (SD)
Frankie Eliptico (US Pacific Territories and Freely Associated States/CNMI)
Dave Woolstenhulme (UT)
Kimberly Dale (WY)

COMMITTEE MEMBERS ABSENT

Ellen Junn (CA)

STAFF MEMBERS PRESENT

Raymonda (Ray) Burgman, Vice President, Programs and Services
Margo Colalancia, Director, Student Access Programs
Sarah Leibrandt, Director, Academic Leadership Initiatives
Kate Springsteen, Assistant Director, Student Access Programs

Action Item

APPROVAL OF THE PROGRAMS AND SERVICES COMMITTEE MINUTES OF MAY 18, 2021

Committee Chair Les Purce called the meeting to order. He referred the committee members to the only action item, which requests approval of the Programs and Services Committee minutes of the May 18, 2021, committee meeting. There were no comments or questions. Commissioner Kathleen Goeppinger **MOVED TO APPROVE** the minutes and Commissioner Angie Paccione **SECONDED** the motion. The motion passed unanimously.

PROGRAMS AND SERVICES UPDATES

Margo Colalancia reported mixed outcomes for the fall 2021 enrollment of WICHE's three student access programs. Western Undergraduate Exchange (WUE) enrollment of 46,050 students rose 8.4 percent from last academic year, with four institutions still unreported as of the meeting. Last year, it dropped by 0.1 percent. For five years prior to the pandemic, WUE saw increases of about 5 percent per year. The uptick in WUE enrollment is significantly better than the National Student Clearinghouse enrollment data that reported a 3.4 percent drop in undergraduate enrollment as of September 23, 2021, (with 50.5 percent of its institutions reporting). Students from the Federated States of Micronesia and the Republic of the Marshall Islands are eligible for WUE and WRGP discounted tuition under the expanded U.S. Pacific Territories and Freely Associated States membership. Students from the Republic of Palau and American Samoa are also part of the expanded membership, but WICHE is awaiting their governments' official authorization to participate.

The Western Regional Graduate Program (WRGP) bucked the COVID-19 trend once again, with graduate enrollments up by 20.6 percent, from 2,441 students last year (fall 2020) to 2,945 this year (fall 2021). Per the National Student

Clearinghouse's preliminary numbers, graduate enrollments increased by 2.1 percent. Part of WRGP's dramatic increase can be attributed to the increase in programs available since the program-distinctiveness requirement was dropped, and institutions are allowed to charge up to 150 percent of resident tuition. University of Alaska Southeast is WRGP's newest participant as of fall 2021. The majority of WUE and WRGP institutions no longer require standardized test scores (SAT, ACT, GRE) for admission.

WICHE's Professional Student Exchange Program (PSEP) experienced another drop in the number of students funded for AY 2021-22. Colalancia reported that this fall, there are 543 students enrolled through PSEP (for an investment of \$13.7 million), compared to 580 students in fall 2020. Nevada and Arizona may fund a few additional students this fall. Most states and CNMI have cut back on the number of new seats they are funding. North Dakota is the only state showing increases since 2019. Fortunately, all PSEP-funding states and CNMI are committed to supporting their continuing students through graduation, holding them harmless.

Although funding for professional healthcare students is down, applicant interest in most healthcare professions is looking robust. Nationally, veterinary medicine saw a 5.5 percent increase in the number of applications for the 2022 entering class. All four of WICHE's partner veterinary medicine programs saw an increase in applications this cycle. Washington State University's and Oregon State University's applications were up by more than 50 percent each. This jump is likely due, in part, to the fact that they stopped requiring that their applicants take the GRE. Since the pandemic, veterinary practices are increasingly busy. Veterinary colleges are finding it harder to hire faculty because veterinary practices can be more lucrative than a faculty salary. Colorado State University (CSU) Dean of Veterinary Medicine Mark Stetter resigned his position in October and is now dean of the University of California Davis' School of Veterinary Medicine. CSU has launched a search for a new dean.

Colalancia also summarized the status of WICHE's initiative to increase postsecondary attainment for American Indian and Alaska Native students that began in December 2017, led by WICHE consultant Suzanne Benally. The final phase of the initiative's \$1.09 million Lumina Foundation grant closed in May 2021. The project engaged Native American-Serving, Nontribal Institutions (NASNTIs) that receive Title III funding and whose enrollment is at least 10 percent Native students. When WICHE initiated the project, there were 24 NASNTIs; there are now 39.

During the grant period, WICHE provided planning grants to 11 of the NASNTIs to support their efforts to narrow attainment gaps, implement high-impact practices leading to greater student academic success, and establish program sustainability. An emergency 2020 Lumina grant provided additional funding to the campuses to support their transition to online learning and to improve online access for American Indian and Alaska Native students. WICHE staff developed several research reports, webinars for participating campuses, and, more recently, evaluation and summative grant reports that were published in May 2021. If additional funding is sought and obtained, future activities may include the convening of regional summits to build capacity among NASNTIs to increase Native student attainment, as well as continued development of data and analyses relevant to AI/AN student success in order to advance policy discussion about AI/AN students and NASNTIs at the state and federal levels.

Sarah Leibrandt gave an update on the Western Alliance of Community College Academic Leaders (the Alliance) and the Western Academic Leadership Forum (the Forum), which are WICHE membership organizations that serve as a collaborative network to exchange ideas and information and share resources and expertise among provosts and chief academic officers in the West.

The Alliance currently has 75 members, comprising 67 institutions and 8 systems, while the Forum has 62 members including 52 institutions and 10 systems. Roughly 40 percent of each group's membership consists of institutions with Minority Serving Institution (MSI) status and the majority of those institutions are Hispanic Serving Institutions (HSIs).

Just over 40 percent of institutions in each membership are located in distant or remote towns or rural areas.

In terms of Carnegie classifications, 36 percent of Alliance member institutions are considered high-transfer institutions, 18 percent are considered high vocational, and 18 percent are considered AA/BA mixed. Forty percent of Forum members are considered doctoral universities, 44 percent are considered master's colleges/universities, and 13 percent are considered baccalaureate colleges.

Membership in the Alliance and Forum offers institutions and systems several opportunities to connect with one another. The executive committees for the Alliance and Forum are planning in-person annual meetings to take place in Broomfield, Colo., in March 2022 and in Portland, Ore., in April 2022, respectively. In response to feedback from member institutions located in rural locations, WICHE is planning a virtual webinar series and several virtual workshops to begin in early 2022. Other offerings include the Western Academic Leadership Academy for aspiring provosts in the western region, a listening tour hosted by WICHE in each western state or territory, and several media platforms such as a blog, newsletter, social media engagement, and listservs.

Leibrandt also gave an update on Interstate Passport, a nationwide program that enables seamless block transfer of lower-division general education attainment based on an agreed-upon set of learning outcomes rather than on specific courses and credits. In the five years since its inception, over 50,000 students have earned a Passport. The program is currently funded by ECMC Foundation and the National Science Foundation. A two-year, \$500,000 grant from the ECMC Foundation is allowing WICHE to scale participation in the Interstate Passport Network (Network) to include 20 new member institutions, 10 of which are designated Minority Serving Institutions. With this funding, WICHE provides two-year membership fee waivers and onboarding support for campuses that enroll large numbers of low-income, first-generation, and students of color who transfer en route to a four-year degree.

Membership in the Passport Network has grown 15 percent since 2021 -- from 58 member institutions in 17 states to 69 institutions in 21 states. WICHE has received 16 Letters of Intent (LOI) to join the Network with support from the ECMC Foundation from institutions that are diverse in terms of size, sector, and location. Nine are MSIs: two are Historically Black Colleges and Universities, three are Hispanic Serving Institutions, three are Native American-Serving Non-Tribal Institutions, and one is a Tribal College

WICHE, along with New Mexico State University (NMSU), received a one-year, \$300,000 grant from the National Science Foundation in March 2021 to bring more undergraduate transfer students in science, technology, engineering, and math (STEM) majors to graduation and, ultimately, the job market. WICHE and NMSU are currently testing the feasibility of using sets of lower-division student learning outcomes (SLOs) as the basis of block transfer into undergraduate engineering programs, and have hosted the first of four advisory board meetings.

Finally, Leibrandt reported on the cost-savings programs and services that WICHE offers in collaboration with the Midwestern Higher Education Compact (MHEC). WICHE leverages 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.

These programs include: the Master Property Program, a collaborative venture that provides comprehensive property coverage; MHECtech, offering technology procurement contracts; MHECare, providing student health insurance and student mental health care options through UnitedHealthCare Student Resources and META Teletherapy; and cyber insurance.

Discussion Items

Ray Burgman gave an overview of her experience and background, and then asked committee members to report on what is happening in their states. Key issues that were brought up were:

WORKFORCE DEVELOPMENT

Commissioner Angie Paccione reported that the pandemic had a huge impact on the workforce in Colorado – especially in healthcare, with 12,000 openings currently in entry-level healthcare positions. The state of Colorado has a task force on the future of higher education, with an emphasis on workforce development, she said. The report will be done mid-December 2021 and will make recommendations for spending \$95 million dollars in funding, including one-time seed money for initiatives aimed at producing sustainable and transformative change.

Commissioner Kathleen Goepfing said that, in Arizona, the need for healthcare workers is growing exponentially, but there seems to be a shortage of interest among undergraduates. This underlines the need to do a better job of encouraging undergrads to continue on to graduate degrees in high-demand fields.

Commissioner Diana VanderWoude noted that South Dakota has seen an overproduction of advanced-practice nurses at a time when a balanced mix of skills is needed. She said there is significant growth in advanced-practice nursing programs and the number of students who cannot be accommodated in clinical training. Students get frustrated because they cannot find employment once they complete the program. Many healthcare organizations need to change skill mixes. LPNs may need to come back to in-patient, acute-care settings, as well as long-term and ambulatory care, which are unable to get enough nurses and yet struggle to afford them. Many nurses are turning to agency work because they can make more money.

Commissioner Hilda Rosselli of Oregon said that there is an increasing wage gap between professionals whom schools are preparing and those students that the faculty are preparing. This is occurring in the fields of veterinary medicine, nursing, and speech pathology, in which it's difficult to attract faculty to prepare students. She suggested looking for philanthropic organizations to help with the issue. Commissioner VanderWoude agreed and noted that wage inflation makes it difficult for academia to keep pace. She suggested working with practice partnerships to keep and sustain faculty.

STUDENT ENROLLMENT

Several commissioners reported that the pandemic has had a negative impact on student enrollment. Commissioners John Morton, Kimberly Dale, and Les Purce all reported declines in student enrollment in their states. The community college level has been especially hard hit, though Commissioner Purce noted that there is concern in Washington of an overbuilt baccalaureate system as well. Commissioner Morton noted that the enrollment declines have disproportionately hit Native Hawaiian students, who are the most at-risk students in his state.

Commissioner Purce noted evidence of change in how high school graduates are thinking about higher education. Young people are rethinking the path by which they access education and training beyond high school. Commissioner VanderWoude added that 36 percent of North Dakota high school students are not going on to postsecondary immediately, and said that greater awareness of what is available is needed. Commissioner Paccione mentioned that Colorado produces a Return on Investment (ROI) report. While the report is valuable and shows return on investment in receiving an associate or bachelor's degree, nobody reads the reports, she said. Getting that information into the hands of high schools and parents might make a difference.

Commissioner Laurie Bishop suggested looking at resources and programs already available to increase student enrollment. Montana State University and the University of Montana are experiencing their highest enrollment ever. Programs like GEAR UP are a big reason behind this increase as well as providing first-year support for students. Commissioner Rosselli noted that the most recent GEAR UP competition was incredibly oversubscribed, with only 17 percent of the proposals they received securing funding. Commissioner Purce stated that GEAR UP is not only likely to be oversubscribed but the population is likely to expand beyond the eligibility numbers that have previously been identified. The model may be ideal for addressing a broader population, he said.

REENGAGING STUDENTS AND FACULTY

Commissioners Morton and Dale reported concerns with reengaging students and faculty post-pandemic. Commissioner Morton noted that there is now two years of data to sort out about what did and did not work with online learning. Schools are working through what the “new normal” looks like, he said. Dale said that institutions will see an increase in the need for developmental education because so many students stayed home and did not get what they needed. What does that look like for community colleges and universities?

BUDGET CONCERNS

Several commissioners, including Morton, Dale, and Rosselli, expressed concern about higher-education budgets. For example, Dale said that Wyoming’s community colleges do not have a sustainable funding model; they are reliant on the energy sector, which runs on a boom-and-bust cycle. Wyoming intends to use American Rescue Plan (ARP) funds to boost programming to create new industries and diversify Wyoming’s economy, she added.

Adjournment

Ray Burgman thanked everyone for the conversation. As there was no other business, Chair Purce adjourned the committee meeting.

ACTION ITEM: APPROVAL OF PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP) SUPPORT FEES FOR THE 2023-24 AND 2024-25 BIENNIUM

The WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for a biennium every two years. The PSEP support fee refers to the amount appropriated by the student’s home state/territory to reduce their tuition for their professional healthcare education.

- WICHE staff evaluates several factors—higher education costs, tuition variance by field and program, and historical fee levels—when recommending support fee levels.
- The fee varies by PSEP field, but the amount is standard for each profession.
- Only accelerated programs may receive a different fee to compensate for the shorter study program.

The WICHE staff recommends a support fee increase of 2.2 percent for each year of the biennium for all 10 PSEP fields, as noted in the chart below.

	Approved Fees for AY 2021	Approved Fees for AY 2022	Recommended Fees for AY 2023	Recommended Fees for AY 2024
Field, Group A				
Dentistry	\$28,000	\$28,625	\$29,250	\$29,900
Medicine	\$33,400	\$34,175	\$34,950	\$35,700
Occupational Therapy	\$14,650	\$14,975	\$15,300	\$15,625
Optometry	\$19,275	\$19,700	\$20,125	\$20,575
Osteopathic Medicine	\$23,950	\$24,500	\$25,050	\$25,600
Physical Therapy	\$16,125	\$16,500	\$16,850	\$17,225
Physician Assistant	\$19,075	\$19,525	\$19,950	\$20,400
Podiatry	\$16,625	\$17,000	\$17,375	\$17,750
Veterinary Medicine	\$33,150	\$33,900	\$34,650	\$35,400
Field, Group B				
Pharmacy	\$8,525	\$8,725	\$8,925	\$9,125

We sought feedback on the recommended increases from the states and territories that provide financial support to students participating in PSEP and institutions that receive students through the exchange. The narrative includes their comments.

Relationship to the WICHE Mission

Ensuring that states and territories have access to professional education has been central to WICHE's mission since its inception, as stated in the Western Regional Education Compact (the agreement that established WICHE in the early 1950s).

In the 2021-22 academic year, 543 students participated in the 10 healthcare professional degree programs offered through PSEP. They paid significantly reduced tuition while enrolled through PSEP.

PSEP helps WICHE states and territories to:

- Develop a professional healthcare workforce
- Provide affordable access to a wide range of professional programs that otherwise may not be accessible to students in some states/territories
- Offer students tuition assistance for healthcare programs located out of state when a public program is not available within their home state/territory
- Enhance the quality and prestige of participating programs by enabling them to attract qualified students from throughout the West
- Avoid the costs of establishing new professional schools.

Balancing Multiple Needs

Setting support fees involves balancing the various needs of states, students, and institutions. States face mounting budgetary pressures to fund many initiatives in the current economic environment. There is also an increasing need to provide residents access to professional education in high-need fields.

TUITION DIFFERENTIAL BETWEEN RESIDENT AND NONRESIDENT STUDENTS

The costs to public and private institutions enrolling students continue to rise. Public institutions need some financial incentive to secure slots for nonresident students. Before 2000, the support fees met or exceeded the resident and nonresident tuition differential. However, for the past 20 years, support fee increases haven't kept pace with tuition increases. As tuition increased, the support fees proportionately decreased.

Most allopathic and veterinary medicine public programs receive a financial incentive to enroll PSEP students. However, in the 2021-22 academic year, in five fields (dentistry, occupational therapy, pharmacy, physical therapy, and physician assistant), the support fees no longer cover the full differential for many public programs. As a result, PSEP students enrolled in "no-incentive" programs may have to pay the differential shortfall. When the support fee fully covers the difference between resident and nonresident tuition, PSEP students pay resident tuition. The institution retains the support fee funds that exceed the differential.

Incentives Policy

Over the past few years, there has been concern that the incentives received by some schools were disproportionate. Some schools received little to no incentive to enroll PSEP students; others received significant incentives. To best serve Western states and territories, participating students, and the enrolling programs' needs, in May 2017 the Commission approved a policy to cap the maximum incentive for each PSEP public program at 20 percent of the respective field's support fee. Amounts over the 20 percent cap are now applied to reduce PSEP students' tuition. This new policy covers students who enrolled in fall 2019 and later.

Continuing students (those who enrolled in their respective PSEP program before or in fall 2018) pay resident tuition to public programs receiving an incentive. The programs can retain the total incentive for those continuing students until they graduate. This group of students will graduate in May/June of 2022.

Recommended Action

WICHE proposes to increase the support fees for the next biennium by 2.2 percent each year, in concert with the HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) Association. Between 2019 and 2021, the HECA increased an average of 2.2 percent each academic year.

WICHE support fees provide, on average, 37.3 percent of nonresident tuition (or full private tuition for fields served only by private programs); pharmacy is only covered at 18.4 percent.

Certifying officers of most PSEP-supporting states/territories concur that the proposed increase is necessary, and most state/territory offices budget for an annual increase of 2 to 3 percent. However, some have expressed concern that a shortfall in revenues may require them to reduce the number of new PSEP students they support in 2022-23. One state expressed concerns about the disparity of support fee coverage among some fields. Specifically, the fees for allopathic medicine and veterinary medicine are proportionately higher (average coverage of 53.7% of nonresident and private tuition), compared to all the other fields (an average coverage of 35.3% of nonresident and private tuition). Historically, the fees for medicine and veterinary medicine were intentionally set high, and the support fee for pharmacy was set intentionally low at 18.4% coverage.

From 2020 to 2021, tuition and fees increased an average of 2.2 percent across all PSEP healthcare fields. [NOTE: This includes all cooperating, in-region programs, except new programs or programs for which abnormal increases or decreases in tuition and fees were reported.]

On the following pages, we provide an analysis of the support fee recommendations for each of the fields; enrollment, tuition, and workforce trends; and projected fiscal impact by state.

Support Fee Analysis, AY 2021

DENTISTRY

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$28,000	\$28,625	\$29,250	\$29,900

Supporting states: Alaska, Arizona, CNMI, Hawaii, Montana, New Mexico, North Dakota, Wyoming

Total (public & priv., in region): 107

Public Institutions	No. of WICHE Students Enrolled	AY 2021 Nonresident Tuition & Fees	AY 2021 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee	Students Enrolling AY2018 or prior (full SF incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$5,600 in AY2021 terms)			
						Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Rcd. By Pgm (per Student)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
						G	H	I	J	K	L	M
U.C. Los Angeles	3	\$76,840	\$65,705	\$11,135	36.4%	\$16,865	\$65,705	\$93,705	\$11,265	\$5,600	\$54,440	\$82,440
U.C. San Francisco	1	\$79,226	\$66,981	\$12,245	35.3%	\$15,755	\$66,981	\$94,981	\$10,155	\$5,600	\$56,826	\$84,826
U. Colorado Denver, Anschutz	8	\$81,623	\$56,320	\$25,303	34.3%	\$2,697	\$56,320	\$84,320	\$0	\$2,697	\$56,320	\$84,320
U. Nevada, Las Vegas †	0	\$110,177	\$70,442	\$39,735	25.4%	(\$11,735)	\$82,177	\$110,177	\$0	\$0	\$82,177	\$110,177
Oregon Health & Science U. †	10	\$88,794	\$59,910	\$28,884	31.5%	(\$884)	\$60,794	\$88,794	\$0	\$0	\$60,794	\$88,794
U. of Utah †	8	\$89,743	\$51,888	\$37,855	31.2%	(\$9,855)	\$61,743	\$89,743	\$0	\$0	\$61,743	\$89,743
U. Washington †	2	\$97,262	\$67,758	\$29,504	28.8%	(\$1,504)	\$69,262	\$97,262	\$0	\$0	\$69,262	\$97,262
U. Missouri, Kansas City † (OOR)	5	\$84,271	\$47,654	\$36,617	33.2%	(\$8,617)	\$56,271	\$84,271	\$0	\$0	\$56,271	\$84,271
U. Nebraska † (OOR)	2	\$96,840	\$52,965	\$43,875	28.9%	(\$15,875)	\$68,840	\$96,840	\$0	\$0	\$68,840	\$96,840
Total Public	39											
Average		\$89,420	\$59,958	\$29,461	31.7%	-\$1,461	\$65,344	\$93,344	\$2,380		\$62,964	\$90,964
Median		\$88,794	\$59,910	\$29,504	31.5%	-\$1,504	\$65,705	\$93,705	\$0		\$60,794	\$88,794

† The WICHE support fee does not cover the resident/nonresident tuition differential.
OOR = Not located in a WICHE state; out-of-region.

Private Institutions	No. of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees by WICHE Student	Percentage of Full Private T&F Covered by Support Fee	
A	B	C	D	E	F
A.T. Still U., Mesa	18	\$95,950	\$67,950	29.2%	
Midwestern U.	18	103,029	75,029	27.2%	
Loma Linda U.	1	87,777	59,777	31.9%	
U. of the Pacific *	1	139,672	102,339	26.7%	
U. Southern California	0	118,669	90,669	23.6%	
Western U. Health Sciences	1	88,304	60,304	31.7%	
Roseman U. of Health Sciences	7	96,392	68,392	29.0%	
Creighton U. (OOR)	22	81,524	53,524	34.3%	
Marquette U. (OOR)	0	79,660	51,660	35.1%	
Total Private	68				
Average		\$98,997	\$69,960	30.9%	
Median		\$95,950	\$67,950	31.5%	

*U. of the Pacific operates a three-year accelerated program; student receives four years of support over a three-year period, thus a higher rate of \$37,333 per year in AY2021.

30.8% =Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

MEDICINE (ALLOPATHIC)

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$33,400	\$34,175	\$34,950	\$35,700

Supporting states: CNMI, Montana, Wyoming

Total (public and private) = 41

Public Institutions	No. of WICHE Students Enrolled	AY 2021				Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee	Students Enrolling AY2018 or prior (full support fee incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$6,680 in AY2021 terms)			
		Nonresident Tuition & Fees	Resident Tuition & Fees					Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Rcd. By Pgm (per Student)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
		B	C	D	E			F	G	H	I	J	K	L
U. Arizona/Tucson	1	\$55,542	\$38,066	\$17,476	60.1%	\$15,924	\$38,066	\$71,466	\$9,244	\$6,680	\$28,822	\$62,222		
U. Arizona /ASU Phoenix	0	58,200	35,408	22,792	57.4%	\$10,608	\$35,408	\$68,808	\$3,928	\$6,680	\$31,480	\$64,880		
U.C. Davis	1	56,006	43,761	12,245	59.6%	\$21,155	\$43,761	\$77,161	\$14,475	\$6,680	\$29,286	\$62,686		
U.C. Irvine	0	51,905	39,660	12,245	64.3%	\$21,155	\$39,660	\$73,060	\$14,475	\$6,680	\$25,185	\$58,585		
U.C. Los Angeles	0	57,550	45,305	12,245	58.0%	\$21,155	\$45,305	\$78,705	\$14,475	\$6,680	\$30,830	\$64,230		
U.C. San Diego	0	53,902	41,657	12,245	62.0%	\$21,155	\$41,657	\$75,057	\$14,475	\$6,680	\$27,182	\$60,582		
U.C., San Francisco	0	55,878	43,633	12,245	59.8%	\$21,155	\$43,633	\$77,033	\$14,475	\$6,680	\$29,158	\$62,558		
U. Colorado Denver, Anschutz	7	68,886	42,931	25,955	48.5%	\$7,445	\$42,931	\$76,331	\$765	\$6,680	\$42,166	\$75,566		
U. Hawaii †	3	74,268	39,612	34,656	45.0%	(\$1,256)	\$40,868	\$74,268	\$0	\$0	\$40,868	\$74,268		
U. Nevada, Reno	2	62,198	34,704	27,494	53.7%	\$5,906	\$34,704	\$68,104	\$0	\$5,906	\$34,704	\$68,104		
U. New Mexico	0	52,274	23,579	28,695	63.9%	\$4,705	\$23,579	\$56,979	\$0	\$4,705	\$23,579	\$56,979		
U. North Dakota	5	64,065	35,400	28,665	52.1%	\$4,735	\$35,400	\$68,800	\$0	\$4,735	\$35,400	\$68,800		
Oregon Health & Science U.	7	73,513	49,209	24,304	45.4%	\$9,096	\$49,209	\$82,609	\$2,416	\$6,680	\$46,793	\$80,193		
U. Utah †	11	83,094	45,239	37,855	40.2%	(\$4,455)	\$49,694	\$83,094	\$0	\$0	\$49,694	\$83,094		
Total Public	37													
Average		\$61,949	\$39,869	\$22,080	55.0%	\$11,320	\$40,277	\$73,677	\$6,338	\$5,390	\$33,939	\$67,339		
Median		\$57,875	\$40,659	\$23,548	57.7%	\$9,852	\$41,263	\$74,663	\$3,172	\$6,680	\$31,155	\$64,555		

† WICHE support fee does not cover the resident/nonresident tuition differential.

Private	No. of WICHE Students Enrolled	Full Private T&F	T & F Pd by WICHE Student	Percentage of Full Private T&F Covered by Support Fee
Loma Linda U.	1	\$65,911	\$32,511	50.7%
Mayo Clinic Arizona	3	\$62,650	\$29,250	53.3%
U. Southern California	0	\$68,130	\$34,730	49.0%
Total Private	4	\$65,564	\$32,164	51.0%

54.3% =Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

OCCUPATIONAL THERAPY

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$14,650	\$14,975	\$15,300	\$15,625

Supporting states: Alaska, CNMI, Hawaii, Montana, Nevada, Wyoming

Total (public and private) = 13

						Students Enrolling AY2018 or prior (full support fee incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$2,930 in AY2021 terms)				
Public Institutions	A	No. of WICHE Students Enrolled	AY 2021 Nonresident Tuition & Fees	AY 2021 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Rcd. By Pgm (per Student)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
Northern Arizona U.		2	\$45,998	\$30,602	\$15,396	31.8%	(\$746)	30,602	\$45,252	\$0	\$0	\$30,602	\$45,998
Idaho State U. †		0	43,052	18,681	24,371	34.0%	(\$9,721)	\$28,402	\$43,052	\$0	\$0	\$28,402	\$43,052
U. New Mexico		0	35,495	20,293	15,202	41.3%	(\$552)	20,293	\$34,943	\$0	\$0	\$20,293	\$35,495
U. North Dakota		0	35,414	24,995	10,419	41.4%	\$4,231	24,995	\$39,645	\$1,301	\$2,930	\$23,694	\$38,344
U. South Dakota †		1	35,527	19,237	16,290	41.2%	(\$1,640)	\$20,877	\$35,527	\$0	\$0	\$20,877	\$35,527
U. Utah †		0	61,720	34,032	27,688	23.7%	(\$13,038)	\$47,070	\$61,720	\$0	\$0	\$47,070	\$61,720
Eastern Washington U. †		2	35,254	19,668	15,586	41.6%	(\$936)	\$20,604	\$35,254	\$0	\$0	\$20,604	\$35,254
U. Washington †		0	42,064	24,236	17,828	34.8%	(\$3,178)	\$27,414	\$42,064	\$0	\$0	\$27,414	\$42,064
Total Public	5												
Average			\$41,816	\$23,968	\$17,848	36.2%	-\$3,198	\$27,532	\$42,182	\$163	\$366	\$27,370	\$42,182
Median			\$38,796	\$22,265	\$15,938	38.0%	-\$1,288	\$26,205	\$40,855	\$0	\$0	\$25,554	\$40,204

† The WICHE support fee does not cover the resident/nonresident tuition differential.

Private	No. of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees by WICHE Student	Percentage of Full Private T&F Covered by Support Fee
A. T. Still U.	2	\$36,792	\$22,142	39.8%
Midwestern U.	0	48,672	34,022	30.1%
Loma Linda U.	0	44,701	30,051	32.8%
Samuel Merritt U.	0	46,618	31,968	31.4%
U. So. California	0	78,798	64,148	18.6%
Touro U., Nevada	1	41,570	26,920	35.2%
Pacific U.	4	40,317	25,667	36.3%
U. Puget Sound	1	56,960	42,310	25.7%
Total Private	8	\$49,304 Average	\$34,654	31.3%
		45,660 Median	31,010	32.1%

33.7% =Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

OPTOMETRY

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$19,275	\$19,700	\$20,125	\$20,575

Supporting states: Alaska, Arizona, Colorado, Hawaii, Montana, New Mexico, North Dakota, Utah, and Wyoming

Private	No. of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	51	\$51,470	\$32,195	37.45%
Marshall B. Ketchum University	14	50,991	\$31,716	37.8%
Western U. Health Sciences	2	45,500	\$26,225	42.4%
Pacific U.	43	51,516	\$32,241	37.4%
Out-of-region schools	3			
Total Private	113	\$49,869	Average \$30,594	38.8%
		51,231	Median 31,956	37.6%

38.8% =Av. % of coverage (PRIV.)

OSTEOPATHIC MEDICINE

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$23,950	\$24,500	\$25,050	\$25,600

Supporting states: Arizona, CNMI, Montana, and Wyoming

Private	No. of WICHE Students	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A.T. Still U., Mesa	3	\$62,562	\$38,612	38.3%
Midwestern U.	32	79,212	55,262	30.2%
Touro U., California	0	63,866	39,916	37.5%
Western U. Health Sciences	7	63,065	39,115	38.0%
Rocky Vista University	8	63,919	39,969	37.5%
Touro U., Nevada	1	65,245	41,295	36.7%
Pacific Northwest U. of Health Sciences	9	59,380	35,430	40.3%
Total Private	60			
		Average \$65,321	\$41,371	36.9%
		Median 63,866	39,916	37.5%

36.9% =Av. % of coverage (PRIV.)

Support Fee Analysis, AY 2021 (continued)

PHARMACY

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$8,525	\$8,725	\$8,925	\$9,125

Supporting states: Alaska, CNMI, Nevada

Total (public and private) = 10

Public	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Support Fee	Resident Tuition & Fees	WICHE Student Tuition & Fees Responsibility	Percentage of Nonresident Tuition and Fees Covered by Support Fee
U. Arizona	0	\$49,144	\$8,525	\$28,960	\$40,619	17.3%
U.C. San Francisco	0	65,945	\$8,525	53,700	57,420	12.9%
U. Colorado Denver, Anschutz	0	42,389	\$8,525	33,594	33,864	20.1%
U. Hawaii, Hilo	0	42,884	\$8,525	25,940	34,359	19.9%
Idaho State U.	0	41,512	\$8,525	19,632	32,987	20.5%
U. Montana	1	36,090	\$8,525	15,106	27,565	23.6%
U. New Mexico	0	48,974	\$8,525	25,963	40,449	17.4%
North Dakota State U.	0	32,118	\$8,525	21,951	23,593	26.5%
Oregon State U.	1	44,567	\$8,525	28,115	36,042	19.1%
U. Washington	0	57,028	\$8,525	34,783	48,503	14.9%
Washington State U.	0	42,846	\$8,525	26,192	34,321	19.9%
U. Wyoming	0	42,867	\$8,525	21,735	34,342	19.9%
Total Public	2	\$45,530	Average	\$27,973	\$37,005	19.4%
		42,876	Median	26,078	34,351	19.9%

Private	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Support Fee	WICHE Student Tuition & Fees Responsibility	Percentage of Nonresident Tuition and Fees Covered by Support Fee	
Midwestern U.*	1	\$66,235	\$11,367	\$54,868	17.2%	
U. of the Pacific*	0	84,462	\$11,367	\$73,095	13.5%	
U. Southern California	0	63,751	\$8,525	\$55,226	13.4%	
Western U. Health Sciences	0	52,833	\$8,525	\$44,308	16.1%	
Regis University (new)	0	39,130	\$8,525	\$30,605	21.8%	
Roseman University*	6	58,814	\$11,367	\$47,447	19.3%	
Pacific University*	1	56,917	\$11,367	\$45,550	20.0%	
Total Private	8	\$60,306		Average	\$50,157	17.3%
		58,814		Median	47,447	17.2%

* Accelerated three-year programs; student receives four years of support over a three-year period, thus a higher rate of \$11,367 per year in AY2021.

18.4% = Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

PHYSICAL THERAPY

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$16,125	\$16,500	\$16,850	\$17,225

Supporting states: Alaska, CNMI, Hawaii, Nevada, Wyoming

Total (public and private) =

37

Public Institutions	No. of WICHE Students Enrolled	AY 2021 Nonresident Tuition & Fees	AY 2021 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee	Students Enrolling AY2018 or prior (full support fee incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$3,225 in AY2021 terms)			
						Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
A	B	C	D	E	F	G	H	I	J	K	L	M
Ca. State U. Fresno †	0	\$36,580	\$27,078	\$9,502	44.1%	\$6,623	\$20,455	\$36,580	\$3,398	\$3,225	\$17,057	\$39,805
U.C. San Fran/San Fran State U.	0	\$44,674	\$32,429	\$12,245	36.1%	\$3,880	\$32,429	\$48,554	\$655	\$3,225	\$31,774	\$47,899
U. Colorado Denver, Anschutz †	0	\$55,506	\$27,340	\$28,166	29.1%	(\$12,041)	\$39,381	\$55,506	\$0	\$0	\$39,381	\$55,506
Idaho State U. †	2	\$47,181	\$21,202	\$25,979	34.2%	(\$9,854)	\$31,056	\$47,181	\$0	\$0	\$31,056	\$47,181
U. Montana †	3	\$45,282	\$18,426	\$26,856	35.6%	(\$10,731)	\$29,157	\$45,282	\$0	\$0	\$29,157	\$45,282
U. Nevada Las Vegas †	1	\$46,535	\$29,644	\$16,891	34.7%	(\$766)	\$30,410	\$46,535	\$0	\$0	\$30,410	\$46,535
U. New Mexico	0	\$36,220	\$28,913	\$7,307	44.5%	\$8,818	\$28,913	\$45,038	\$5,593	\$3,225	\$23,320	\$39,445
U. North Dakota	2	\$34,981	\$24,562	\$10,419	46.1%	\$5,706	\$24,562	\$40,687	\$2,481	\$3,225	\$22,081	\$38,206
U. South Dakota	1	\$43,515	\$23,150	\$20,365	37.1%	(\$4,240)	\$23,150	\$39,275	\$0	\$0	\$23,150	\$43,515
U. Utah †	2	\$61,701	\$32,578	\$29,123	26.1%	(\$12,998)	\$45,576	\$61,701	\$0	\$0	\$45,576	\$61,701
Eastern Washington U.	0	\$39,490	\$23,551	\$15,939	40.8%	\$186	\$23,551	\$39,676	\$0	\$186	\$23,551	\$39,676
U. Washington †	0	\$52,343	\$32,971	\$19,372	30.8%	(\$3,247)	\$36,218	\$52,343	\$0	\$0	\$36,218	\$52,343
Total Public	11											
Average		\$45,334	\$26,820	\$18,514	36.6%	-\$2,389	\$30,405	\$46,530	\$1,011	\$1,091	\$29,394	\$46,425
Median		\$44,978	\$27,209	\$18,132	35.9%	-\$2,007	\$29,784	\$45,909	\$0	\$0	\$29,784	\$45,909

† The WICHE support fee does not cover the resident/nonresident tuition differential.

Private	No. of WICHE Students Enrolled	Full Private T&F	T & F Pd by WICHE Student	Percentage of NR T&F Covered by Support Fee
A. T. Still U.	0	\$39,194	\$23,069	41.1%
Midwestern U.	2	46,459	\$30,334	34.7%
Chapman U.	1	52,601	\$36,476	30.7%
Loma Linda U.	0	49,448	\$33,323	32.6%
Mt. St. Mary's U.	0	55,447	\$39,322	29.1%
Samuel Merritt U.	0	56,772	\$40,647	28.4%
U. of St. Augustine (San Marcos, CA)	0	48,583	\$32,458	33.2%
U. Southern California	1	74,915	\$58,790	21.5%
U. of the Pacific (accel. 2-year pgm.) *	0	79,000	\$54,813	30.6%
Western U. Health Sciences	1	45,617	\$29,492	35.3%
Regis University	5	38,108	\$21,983	42.3%
George Fox U.	2	35,532	\$19,407	45.4%
Pacific U.	7	41,167	\$25,042	39.2%
Touro U. - Nevada	3	42,220	\$26,095	38.2%
Rocky Mtn. U. of Health Professions	4	48,498	\$32,373	33.2%
U. Puget Sound	0	42,960	\$26,835	37.5%
Total Private	26	\$49,783 AVERAGE	\$33,154	34.6%
		47,479 MEDIAN	31,354	34.0%

*A two-year accelerated program; student receives three years of support over a two-year period, thus a higher rate of \$24,187 per year in AY 2021.

35.4% =Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

PHYSICIAN ASSISTANT

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$19,075	\$19,525	\$19,950	\$20,400

Supporting states: Alaska, CNMI, Nevada, Wyoming
 Total (public and private) = 2

							Students Enrolling AY2018 or prior (full support fee incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$3,815 in AY2021 terms)			
							Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
Public Institutions	No. of WICHE Students Enrolled	AY 2021 Nonresident Tuition & Fees	AY 2021 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee								
A	B	C	D	E	F	G	H	I	J	K	L	M	
Red Rocks Comm. College	0	\$48,027	\$43,767	4,260	39.7%	\$14,815	43,767	\$62,842	\$11,000	\$3,815	\$32,767	\$51,842	
U. Colorado Denver, Anschutz †	0	44,856	22,439	22,417	42.5%	(\$3,342)	\$25,781	\$44,856	\$0	\$0	\$25,781	\$44,856	
Idaho State U. †	1	69,077	42,632	26,445	27.6%	(\$7,370)	\$50,002	\$69,077	\$0	\$0	\$50,002	\$69,077	
U. North Dakota	0	38,856	27,821	11,035	49.1%	\$8,040	\$19,781	\$38,856	\$4,225	\$3,815	\$15,556	\$42,671	
Oregon Health & Science U.*	0	47,922	47,922	0	39.8%	\$0	47,922	\$47,922	\$0	\$0	\$47,922	\$47,922	
U. Utah	0	51,419	32,293	19,126	37.1%	(\$51)	32,293	\$51,368	\$0	\$0	\$32,293	\$51,419	
U. Washington *	0	57,515	57,515	0	33.2%	\$0	57,515	\$57,515	\$0	\$0	\$57,515	\$57,515	
Total Public	1												
Average		\$51,096	\$39,198	\$11,898	38.4%	\$1,727	\$39,580	\$53,205	\$2,175	\$1,090	\$37,405	\$52,186	
Median		\$48,027	\$42,632	\$11,035	39.7%	\$0	\$43,767	\$51,368	\$0	\$0	\$32,767	\$51,419	

† The WICHE support fee does not cover the resident/nonresident tuition differential.
 * OHSU and U. WASH tuition is the same for residents and nonresidents; support fee is credited and the student pays the balance.

Private	No. of WICHE Students	Full Private T&Fs	T&Fs Paid by WICHE Student	Percentage of Full Private T&F Covered by Support Fee
A. T. Still U.	0	\$51,306	\$32,231	37.2%
Midwestern U.	0	63,766	\$44,691	29.9%
Loma Linda U.	0	52,527	\$33,452	36.3%
Marshall B. Ketchum	0	41,836	\$22,761	45.6%
Samuel Merritt College	0	56,582	\$37,507	33.7%
Touro U. - California	0	40,272	\$21,197	47.4%
U. Southern California	0	68,152	\$49,077	28.0%
Western U. Health Sciences	0	48,834	\$29,759	39.1%
Idaho State U/College of Idaho	1	68,324	\$49,249	27.9%
Touro U., Nevada	0	55,159	\$36,084	34.6%
Pacific U.	0	49,384	\$30,309	38.6%
Total Private	1	\$54,195 AVERAGE	\$35,120	36.2%
		\$2,527 MEDIAN	\$3,452	36.3%

37.1% =Av. % of coverage (NR and PRIV.)

Support Fee Analysis, AY 2021 (continued)

PODIATRY

Approved Support Fee		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$16,625	\$17,000	\$17,375	\$17,750

Supporting states: Alaska, Arizona, Montana, Utah and Wyoming

Private	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Midwestern U.	15	\$50,990	\$34,365	32.6%
Samuel Merritt U. (Calif. Sch. of Pod. Med.)	2	50,438	\$33,813	33.0%
Western University of Health Sciences	3	43,354	\$26,729	38.3%
Total Private	20			
	Average	\$48,261	\$31,636	34.6%

34.6% =Av. % of coverage (PRIV.)

Support Fee Analysis, AY 2021 (continued)

VETERINARY MEDICINE

Approved Support Fees		PROPOSED (2.2% incr.)	
AY 2021	AY 2022	AY 2023	AY 2024
\$33,150	\$33,900	\$34,650	\$35,400

Supporting states: Arizona, CNMI, Hawaii, Montana, New Mexico, North Dakota, Wyoming

Total (public and private) = 140

Public Institutions	No. of WICHE Students Enrolled	AY 2021 Nonresident Tuition & Fees	AY 2021 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Percentage of NR T&F Covered by Support Fee	Students Enrolling AY2018 or prior (full support fee incentives allowed)			Students Enrolling AY2019 or later (incentive capped at 20% of support fee = \$6,630 in AY2021 terms)			
						Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Additional \$ Applied to Student Tuition	Incentive to Program Capped at 20% of Support Fee (per student)	Student Tuition & Fees Responsibility with Capped Incentive	Total Revenue Rcd. By Pgm (per Student)
A	B	C	D	E	F	G	H	I	J	K	L	M
U.C. Davis *	7	\$48,658	\$36,413	\$12,245	68.1%	\$20,905	\$36,413	\$69,563	\$14,275	\$6,630	\$22,138	\$55,288
Colorado State U.	54	\$63,372	\$38,626	\$24,746	52.3%	\$8,404	\$38,626	\$71,776	\$1,774	\$6,630	\$36,852	\$70,002
Oregon State U.	20	\$54,086	\$28,784	\$25,302	61.3%	\$7,848	\$28,784	\$61,934	\$1,218	\$6,630	\$27,566	\$60,716
Washington State U. †	55	\$64,316	\$28,904	\$35,412	51.5%	-\$2,262	\$31,166	\$64,316	\$0	\$0	\$31,166	\$64,316
Total Public	136											
Average		\$60,591	\$32,105	\$28,487	55.0%	\$4,663	\$32,859	\$66,009	\$997	\$4,420	\$31,861	\$65,011
Median		\$63,372	\$28,904	\$25,302	52.3%	\$7,848	\$31,166	\$64,316	\$1,218	\$6,630	\$31,166	\$64,316

* UC Davis enrolled its last WICHE PSEP students in Fall 2017; they will graduate in May 2022. UC Davis is not included in the average and median calculations.

† The WICHE support fee does not cover the resident/nonresident tuition differential at WSU.

Private	No. of WICHE Students Enrolled	Full Private T&F	T & F Pd by WICHE Student	Percentage of Full Private T&F Covered by Support Fee
Midwestern University (Glendale)	4	\$70,332	\$37,182	47.1%
Total Private	4			

53.1% =Av. % of coverage (NR and PRIV.)

Estimated Fiscal Impact of the Proposed PSEP Support Fees For the 2023 and 2024 Biennium, State/Territory Summaries

State/Territory	No. of Students AY 2021	Approved Fees AY 2022	Proposed Fees AY 2023	Projected Increase from AY 2022 to 2023	Proposed Fees AY 2024	Projected Increase from AY2023 to 2024
Alaska	5	\$122,075	\$124,725	\$2,650 2.17%	\$127,500	\$2,775 2.22%
Arizona	146	\$3,936,975	\$4,023,825	\$86,850 2.21%	\$4,112,200	\$88,375 2.20%
Colorado	19	\$374,300	\$382,375	\$8,075 2.16%	\$390,925	\$8,550 2.24%
CMNI	5	\$126,075	\$128,925	\$2,850 2.26%	\$131,725	\$2,800 2.17%
Hawai'i	47	\$1,126,125	\$1,150,650	\$24,525 2.18%	\$1,175,950	\$25,300 2.20%
Montana	80	\$2,354,425	\$2,406,950	\$52,525 2.23%	\$2,459,275	\$52,325 2.17%
Nevada	19	\$366,825	\$374,975	\$8,150 2.22%	\$383,175	\$8,200 2.19%
New Mexico	62	\$1,930,975	\$1,973,450	\$42,475 2.20%	\$2,016,650	\$43,200 2.19%
North Dakota	47	\$1,153,900	\$1,179,025	\$25,125 2.18%	\$1,205,175	\$26,150 2.22%
Utah	32	\$595,300	\$608,250	\$12,950 2.18%	\$621,675	\$13,425 2.21%
Wyoming	81	\$2,090,650	\$2,136,675	\$46,025 2.20%	\$2,183,225	\$46,550 2.18%
Total	543	\$14,177,625	\$14,489,825	\$312,200 2.20%	\$14,807,475	\$317,650 2.19%

NOTE: The numbers presented are estimates; each state/territory must verify its own numbers to account for fee variations at institutions where its students are enrolled; fees for accelerated programs are higher. The projected increases are in some instances slightly more or less than the proposed 2.2 percent increase because support fees were rounded. The number of students supported in each field also affects the total percentage increase.

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by State/Territory

ALASKA						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	3	\$85,875	\$87,750	\$1,875	\$89,700	\$1,950
Occupational Therapy	0	\$0	0	0	0	0
Optometry	1	\$19,700	20,125	425	20,575	450
Physical Therapy	1	\$16,500	16,850	350	17,225	375
Physician Assistant	0	\$0	0	0	0	0
Podiatry	0	\$0	0	0	0	0
Pharmacy	0	\$0	0	0	0	0
Total	5	\$122,075	\$124,725	\$2,650	\$127,500	\$2,775
Percent Change				2.17%		2.22%
ARIZONA						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	39	\$1,116,375	\$1,140,750	\$24,375	\$1,166,100	\$25,350
Optometry	22	\$433,400	442,750	9,350	452,650	9,900
Osteopathic Medicine	40	\$980,000	1,002,000	22,000	1,024,000	22,000
Podiatry	7	\$119,000	121,625	2,625	124,250	2,625
Veterinary Medicine	38	\$1,288,200	1,316,700	28,500	1,345,200	28,500
Total	146	\$3,936,975	\$4,023,825	\$86,850	\$4,112,200	\$88,375
Percent Change				2.21%		2.20%

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by State/Territory (continued)

COLORADO						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Optometry	19	\$374,300	382,375	8,075	390,925	\$8,550
Total	19	\$374,300	\$382,375	\$8,075	\$390,925	\$8,550
Percent Change				2.16%		2.24%
CNMI						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Medicine	2	\$1,116,375	69,900	1,550	71,400	1,500
Osteopathic Medicine	2	\$433,400	50,100	1,100	51,200	1,100
Pharmacy	1	\$980,000	8,925	200	9,125	200
Total	5	\$3,936,975	\$128,925	\$2,850	\$131,725	\$2,800
Percent Change				2.26%		2.17%
HAWAI'I						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	8	\$229,000	\$234,000	\$5,000	\$239,200	\$5,200
Occupational Therapy	3	\$44,925	45,900	975	46,875	975
Optometry	10	\$197,000	201,250	4,250	205,750	4,500
Physical Therapy	13	\$214,500	219,050	4,550	223,925	4,875
Veterinary Medicine	13	\$440,700	450,450	9,750	460,200	9,750
Total	47	\$1,126,125	\$1,150,650	\$24,525	\$1,175,950	\$25,300
Percent Change				2.18%		2.20%

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by State/Territory (continued)

MONTANA						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	12	\$343,500	\$351,000	\$7,500	\$358,800	\$7,800
Medicine	28	956,900	978,600	21,700	999,600	21,000
Occupational Therapy	3	\$44,925	45,900	975	46,875	975
Optometry	8	\$157,600	161,000	3,400	164,600	3,600
Osteopathic Medicine	14	\$343,000	350,700	7,700	358,400	7,700
Podiatry	0	\$0	0	0	0	0
Veterinary Medicine	15	\$508,500	519,750	11,250	531,000	11,250
Total	80	\$2,354,425	\$2,406,950	\$52,525	\$2,459,275	\$52,325
Percent Change				2.23%		2.17%
NEVADA						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Occupational Therapy	1	\$14,975	15,300	325	15,625	325
Pharmacy	9	\$78,525	80,325	1,800	82,125	1,800
Physical Therapy	1	\$16,500	16,850	350	17,225	375
Physician Assistant	1	\$19,525	19,950	425	20,400	450
Veterinary Medicine	7	\$237,300	242,550	5,250	247,800	5,250
Total	19	\$366,825	\$374,975	\$8,150	\$383,175	\$8,200
Percent Change				2.22%		2.19%

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by State/Territory (continued)

NEW MEXICO						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	27	\$772,875	\$789,750	\$16,875	\$807,300	\$17,550
Optometry	2	\$39,400	40,250	850	41,150	900
Veterinary Medicine	33	\$1,118,700	1,143,450	24,750	1,168,200	24,750
Total	62	\$1,930,975	\$1,973,450	\$42,475	\$2,016,650	\$43,200
Percent Change				2.20%		2.19%
NORTH DAKOTA						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	16	\$458,000	\$468,000	\$10,000	\$478,400	\$10,400
Optometry	25	\$492,500	503,125	10,625	514,375	11,250
Veterinary Medicine	6	\$203,400	207,900	4,500	212,400	4,500
Total	47	\$1,153,900	\$1,179,025	\$25,125	\$1,205,175	\$26,150
Percent Change				2.18%		2.22%
UTAH						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Optometry	19	\$374,300	382,375	390,925	390,925	\$8,550
Podiatry	13	\$221,000	225,875	230,750	230,750	4,875
Total	32	\$595,300	\$608,250	\$621,675	\$621,675	\$13,425
Percent Change				2.18%		2.21%

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by State/Territory (continued)

WYOMING						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	2	\$57,250	\$58,500	\$1,250	\$59,800	\$1,300
Medicine	11	375,925	384,450	8,525	392,700	8,250
Occupational Therapy	6	\$89,850	91,800	1,950	93,750	1,950
Optometry	7	\$137,900	140,875	2,975	144,025	3,150
Osteopathic Medicine	4	\$98,000	100,200	2,200	102,400	2,200
Physical Therapy	22	\$363,000	370,700	7,700	378,950	8,250
Physician Assistant	1	\$19,525	19,950	425	20,400	450
Podiatry	0	\$0	0	0	0	0
Veterinary Medicine	28	\$949,200	970,200	21,000	991,200	21,000
Total	81	\$2,090,650	\$2,136,675	\$46,025	\$2,183,225	\$46,550
Percent Change				2.20%		2.18%
NOTE: The estimated fiscal impact of the proposed PSEP support fees presented here is based on current year enrollments, using standard support fee levels for each field. For year-round or accelerated programs, higher support fees apply.						

Estimated Fiscal Impact of the Proposed Support Fees for the 2023 and 2024 Biennium by Academic Field

TOTALS BY ACADEMIC FIELD						
Field	No. of Students AY 2021	Approved Fees AY 2022	Projected Fees AY 2023	Projected Increase from AY 2022 to 2023	Projected Fees AY 2024	Projected Increase from AY2023 to 2024
Dentistry	107	\$3,062,875	\$3,129,750	\$66,875	\$3,199,300	\$69,550
Medicine	41	1,401,175	1,432,950	31,775	1,463,700	30,750
Occupational Therapy	13	\$194,675	198,900	4,225	203,125	4,225
Optometry	113	\$2,226,100	2,274,125	48,025	2,324,975	50,850
Osteopathic Medicine	60	\$1,470,000	1,503,000	33,000	1,536,000	33,000
Physical Therapy	37	\$610,500	623,450	12,950	637,325	13,875
Physician Assistant	2	\$39,050	39,900	850	40,800	900
Podiatry	20	\$340,000	347,500	7,500	355,000	7,500
Veterinary Medicine	140	\$4,746,000	4,851,000	105,000	4,956,000	105,000
Pharmacy	10	\$87,250	89,250	2,000	91,250	2,000
Total	543	\$14,177,625	\$14,489,825	\$312,200	\$14,807,475	\$317,650
Percent Change				2.20%		2.19%

Survey of Cooperating Programs

The table below summarizes by PSEP field: each state/territory's investment, current coverage of the 2021-22 support fees, national workforce projections, earning potential, and average student debt for new graduates.

WICHE PSEP FAST FACTS 2021-2022

Field	AY2021 # Students; # States; \$ Investment	Proposed increase; Support Fees AY23 and AY24	% NR/PRIV Tuition that AY21 Support Fee Covers	# of Public Pgms Where SF Covers R/NR Differential	Av. T&F Increase, AY20 to AY21	Est. Growth Percentage; Employment Change, 2020-2030 (BLS)	Median Pay 2020 (BLS)	Average Student Debt; Class Year, Source
Dentistry	107; AK, AZ, CNMI, HI, MT, NM, ND, WY; \$3,005,333	2.2%; \$29,250 \$29,900	30.8%	3 out of 9	2.19%	8%; 11,100	\$164,010	Public: \$301,583 Private: \$354,901; 2021, American Dental Education Association (ADEA)
Medicine (Allopathic)	41; CNMI, MT, WY; \$1,319,300	2.2%; \$34,950 \$35,700	54.3%	12 out of 14	1.76%	3%; 24,800	\$208,000	Public: \$195,000 Private: \$220,000; 2021, Association of American Medical Colleges (AAMC)
Occupational Therapy	13; AK, CNMI, HI, MT, NV, WY; \$156,268	2.2%; \$15,300 \$15,625	33.7%	2 out of 8	2.65%	17%; 23,000	\$86,280	No average debt data available; American Occupational Therapy Association (AOTA)

WICHE PSEP FAST FACTS 2021-2022 (continued)

Field	AY2021 # Students; # States; \$ Investment	Proposed increase; Support Fees AY23 and AY24	% NR/PRIV Tuition that AY21 Support Fee Covers	# of Public Pgms Where SF Covers R/NR Differential	Av. T&F Increase, AY20 to AY21	Est. Growth Percentage; Employment Change, 2020-2030 (BLS)	Median Pay 2020 (BLS)	Average Student Debt; Class Year; Source
Optometry	113; AK, AZ, CNMI, CO, HI, MT, NV, NM, ND, UT, WY; \$2,117,037	2.2%; \$20,125 \$20,575	38.8%	N/A	2.75%	9%; 3,900	\$118,050	\$186,772; 2019, Association of Schools and Colleges of Optometry (ASCO)
Osteopathic Medicine	60; AZ, CNMI, MT, WY; \$1,416,243	2.2%; \$25,050 \$25,600	36.9%	N/A	1.65%	3%; 24,800	\$208,000	\$233,919; 2020, American Association of Colleges of Osteopathic Medicine (AACOM)
Physical Therapy	37; AK, CNMI, HI, NV, WY; \$1,319,300	2.2%; \$16,850 \$35,700	35.4%	4 out of 12	2.39%	21%; 49,100	\$91,010	\$116,183; 2020, American Physical Therapy Association (APTA)
Physician Assistant	2; AK, CNMI, NV, WY; \$38,150	2.2%; \$19,950 \$20,400	37.1%	3 out of 7	2.01%	31%; 40,100	\$115,390	\$116,733; 2019, National Commission on Certification of Physician Assistants (NCCPA)

WICHE PSEP FAST FACTS 2021-2022 (continued)

Field	AY2021 # Students; # States; \$ Investment	Proposed increase; Support Fees AY23 and AY24	% NR/PRIV Tuition that AY21 Support Fee Covers	# of Public Pgms Where SF Covers R/NR Differential	Av. T&F Increase, AY20 to AY21	Est. Growth Percentage; Employment Change, 2020-2030 (BLS)	Median Pay 2020 (BLS)	Average Student Debt; Class Year; Source
Podiatry	20; AK, AZ, MT, UT, WY; \$332,500	2.2%; \$17,375 \$17,750	34.6%	N/A	2.15%	2%; 200	\$134,300	\$295,000; 2021, Student Loan Planner
Veterinary Medicine	140; AZ, CNMI, HI, MT, NV*, NM, ND, WY; \$4,618,900	2.2%; \$34,650 \$35,400	53.1%	2 out of 3	2.09%	17%; 14,500	\$99,250	\$188,000; 2020, American Veterinary Medical Association (AVMA)
Pharmacy	10; AK, CNMI, NV; \$107,986	2.2%; \$8,925 \$9,125	18.4%	N/A	2.16%	-2%; (7,000)	\$128,710	\$173,561; 2020, American Association of Colleges of Pharmacy (ACCP)

*NOTE: NV is no longer funding new students in veterinary medicine.

Deans' Comments on Proposed Fee Increases

WICHE staff surveyed the deans of approximately 135 participating programs on the proposed increases and trends related to their field. The vast majority were supportive of the proposed increase. WICHE's program director will share select comments during the committee meeting.

Workforce Trends and New Professional Schools Opening in the West

PHYSICIAN ASSISTANT: GROWING OPPORTUNITIES

Demand for physician assistants (PAs) remains high, and PA is still the fastest-growing field served by PSEP. The Bureau of Labor Statistics (BLS) estimates a growth rate of 31 percent from 2020 to 2030. Most WICHE states operate a public PA program. Still, PA enrollment is surprisingly low (only two students enrolled through PSEP) this year for the states/territories that do not have a fully accredited PA program. Those states include Alaska, CNMI, Hawai'i, Nevada, and Wyoming. Nevada has plans to retroactively fund up to 19 PA students for the current academic year.

Nevada's new PA program at the University of Nevada Reno is still provisionally accredited; it is a self-funded program that charges one tuition rate for residents and nonresidents. Because it's a self-funded program, once it's fully accredited and participating in WICHE's PSEP, if Nevada wished to do so, it could fund Nevada residents enrolled in UNR's PA program through PSEP to help keep down their tuition costs.

VETERINARY MEDICINE: GROWING DEMAND AND NEW SCHOOLS

Demand for veterinarians has mushroomed since COVID-19; BLS estimates a growth rate of 17 percent and 14,300 new jobs from 2020 to 2030. As a result, starting salaries have risen substantially, and it's not uncommon for new DVMs to be offered hiring bonuses.

The University of Arizona's College of Veterinary Medicine admitted its first class in August 2020. Its innovative curriculum model is one less than a handful of three-year accelerated DVM programs in the nation. It will graduate its first class in 2023 and will undergo accreditation review after that point. Once it's fully accredited, it will be eligible to enroll WICHE PSEP students who are not Arizona residents. Its full accreditation will also mark the point when Arizona residents no longer will have the option to enroll in veterinary medicine programs through PSEP.

The most important news in veterinary medicine in the West is that in March 2022, the Utah Legislature approved funding for Utah State University (USU) to develop a four-year veterinary college. It currently partners with Washington State University (WSU) in a "2+2" model. Students spend their first two years at USU and then transfer to WSU to complete their remaining two years of veterinary education.

USU must first apply for provisional accreditation to the AVMA Council on Education (COE), the US Department of Education's accrediting body for veterinary medical education programs. The earliest their first class is likely to enroll in fall 2024. Instead of opening a veterinary teaching hospital, USU plans to partner with existing veterinary medical practices and animal facilities in the state. If USU's new program welcomes its inaugural class in fall 2024, those students will graduate in Spring 2028. It will take an additional six to 12 months for the AVMA's COE to complete its final accreditation assessment. Once that's complete, USU will be eligible to join WICHE's other partner colleges and enroll PSEP students.

Physician Workforce Projections and New Medical Schools

The BLS projections for physicians and surgeons dropped from a growth rate of 7 percent (2018 to 2028) to 3 percent from 2020 to 2030. There are several new or proposed medical (allopathic and osteopathic) schools in WICHE member states:

- Noorda College of Osteopathic Medicine (for-profit), located in Provo, Utah, enrolled its first class of 90 students in fall 2021, and by fall 2024, it will grow to a class size of 193 entering students. Its current accreditation status is "pre-accreditation." Noorda will graduate its first class in spring 2025. At that time, if the accrediting body's requirements are met, it will be eligible to receive its full accreditation status.
- Rocky Vista University (RVU) founded its first College of Osteopathic Medicine in Parker, Colorado, in 2006. In 2017, it opened a second campus in Ivins, Utah, and graduated its first class in spring 2021. RVU announced in February 2021 that it would open a third campus in Billings, Montana; construction began in October 2021. Accreditation status and recruitment of its first-class are TBD, according to RVU's website.
- Roseman University, located in Henderson, Nevada, plans to open a College of Medicine. The university's website is

unclear about the future college's location but hints at Las Vegas. The planned allopathic medical college must first pursue accreditation from the Liaison Committee on Medical Education (LCME); timelines for construction and its inaugural class are not published.

Finally, here are updates on these medical colleges which enrolled their first classes a few years ago:

- The Idaho College of Osteopathic Medicine in Meridian, Idaho, admitted its inaugural class in 2018. The college is a partnership of the Burrell Group, LLC and Idaho State University. It will graduate its first class in spring 2022, and it is still in “pre-accreditation” status.
- The Burrell College of Osteopathic Medicine (BCOM) in Las Cruces, New Mexico, partnered with New Mexico State University and admitted its first class in the fall of 2016; the inaugural class graduated in spring 2020. Its accreditation status is “accreditation with heightened monitoring.”

Action Requested

Approval of the proposed amounts in support fees for all PSEP fields for each year of the 2023 and 2024 biennium as outlined in the chart on page 3-8.

ACTION ITEM: APPROVAL TO EXPLORE GRANT FUNDING THROUGH THE U.S. DEPARTMENT OF LABOR CALL FOR STRENGTHENING COMMUNITY COLLEGE TRAINING GRANT PROPOSALS BY COLLABORATING WITH SAN JUAN COLLEGE IN NEW MEXICO

Summary

The U.S. Department of Labor's funding opportunity, Strengthening Community College Training Grant, "will increase the capacity and responsiveness of community colleges to close equity gaps in addressing skill development needs of employers and workers..." Currently, at WICHE, we are holding healthcare workforce conversations with state higher education and workforce development leaders. Healthcare is only one area of need in the WICHE region. Since workforce development is built into the fabric of WICHE, we want to support community colleges within the region as they boost training levels to address short-term and long-term needs. There are multiple ways to address workforce needs across the diverse WICHE region. What works for one institution, state, or region may require a different solution elsewhere.

Relationship to the WICHE Mission

A successful grant proposal would support WICHE's mission to address student access and workforce development, spanning two of the five focus areas identified in the Workplan. By promoting additional training within high-need fields and industries, we will provide students with access to skills that allow them to go from the classroom to work quickly. We will also offer local and regional sectors the workforce they require to thrive. This project is also a collaboration across industries.

- **Community Colleges:** The project will include several community colleges. San Juan College has secured Santa Fe Community College and Central New Mexico College's involvement. These three institutions are the three largest independent community colleges in the state. Each would work to serve a workforce need within their local area.
- **Tribal Colleges and Universities (TCU) and Native American Serving Non-Tribal Institutions (NASNTI):** WICHE Policy Analysis and Research staff recently had conversations with the American Indian Higher Education Consortium staff about workforce needs on tribal lands. We will reconnect with American Indian Higher Education Consortium (AIHEC) staff and utilize our connections to TCUs and NASNTIs to see what other collaborators we can bring to the project.
- **Local Business and Workforce Development Agencies:** San Juan College has strong relationships with local businesses and their workforce development board. In the past, San Juan College worked with workforce development to co-enroll students for training and provided the necessary credentialing. In addition, the workforce development board assisted with case management and assessment.

Background

When WICHE received notification of the U.S. Department of Labor's call for proposals for the Strengthening Community College Training Grant program, WICHE staff shared the announcement with the Western Alliance of Community College Academic Leaders. San Juan College responded by asking to partner with WICHE and other institutions to submit a grant proposal. San Juan College has identified several workforce needs within its community and started conversations with Santa Fe College and Central New Mexico College about their workforce needs. San Juan College identified the following industries they want to explore: healthcare, construction/trades, sustainable energy, welding, IT and cybersecurity, and film industry support. They noted that they have the population but need the additional training programs to ensure success. While some industries have been in the region for some

time, others are emerging. Further workforce development would allow those emerging industries to stabilize and continue contributing to the economic development within the region. Many higher education institutions offer training, certifications, and degrees in the geographical area surrounding the Four Corners Region and beyond (I-25 to the East, I-40 to the South, Highway 89 to the West, and I-70 to the North), which encompasses portions of Arizona, Colorado, New Mexico, and Nevada. Some already have programs that support workforce training, which leads directly to work or provides students with credentials to earn a bachelor's degree.

San Juan College and WICHE both have experience in non-credit to credit to degree work. Previously, San Juan College participated in the American Association of Community College's Guided Pathways project. This project will build upon this work, focusing on supporting nontraditional students. WICHE received funding from Lumina Foundation and Strada Education Network in 2018-2020 to partner with the Council for Adult and Experiential Learning to replicate their 2009 Fueling the Race study on the impact prior learning assessment has on student success and conduct a landscape scan on current prior learning policies and practices with the support from nine national and regional partners. This work is referenced in the DOL call for proposals. Potentially, these experiences increase our chances of success in the grant proposal process.

Program Description

At this time, we are still discussing program goals. However, the call does give us some direction on what the U.S. Department of Labor expects.

The Department anticipates that most applicants will include the five specific types of allowable activities under Overarching Capacity-Building Activities. Overarching Capacity-Building Activities

1. Hiring and/or training instructors or staff (including the costs of salaries and benefits) to assist in the development and/or delivery of new or adapted curricula, development of online and distance learning, and the establishment of internships, clinical/cooperative education programs, or Registered Apprenticeships at employer sites (note that Registered Apprenticeships are allowable with these grant funds, but unregistered apprenticeships are not).
2. Purchasing or upgrading classroom supplies and equipment (with prior approval of the grant officer) and/or educational technologies that will contribute to the instructional purpose in education and training courses supported by the grant.
3. Activities to support implementing changes in the time or scheduling of courses and any associated costs.
4. Activities to support implementing data integration tools and any associated costs.
5. Activities necessary to support the required third-party evaluation and associated costs.

Staff and Fiscal Impact

WICHE staff from Programs and Services and Policy Analysis and Research will work with several institutions and organizations on this project. As mentioned earlier, the following institutions are interested in pursuing this grant, San Juan College, Santa Fe College, and Central New Mexico. We have also started conversations with the New Mexico Higher Education Department and AIHEC. By the Commission Meeting, we may have other collaborators. The direct impact on WICHE staff FTE is shown on the next page.

NAME	TITLE	PERCENT OF FTE
Sarah Leibrandt	Director, Academic Leadership Initiatives (P/S)	20
Margo Colalancia	Director, Student Access Programs (P/S)	10
Patrick Lane	VP, Policy Analysis and Research (Policy)	10
Peace Bransberger	Senior Research Analyst (Policy)	20
Joseph Garcia	WICHE Graphic Designer (Communications)	5

At this time, we cannot predict the revenue we may derive. However, the grant runs over four years and may range from \$1.5 to \$5 million. San Juan College will serve as the main point of contact and will have responsibility for submitting all deliverables to the Department of Labor.

Action Requested

Approval for WICHE staff to apply for funding with San Juan College from the U.S. Department of Labor through the Strengthening Community College Training program.

ACTION ITEM: RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO APPROVE THE FY 2023 WORKPLAN SECTION FOR THE PROGRAMS AND SERVICES UNIT

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
Western Academic Leadership Academy (Academy)	W/S; A	Western	.19 and consultants	Forum and Alliance members
Western Academic Leadership Forum (Forum) • Professional Development: 2023 Annual Meeting • Collaborative projects	A/S; A	Western	.62	All WICHE members; 52 institutions, 9 systems

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 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 **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)	3.25 and consultants (11/20-10/22)	72 institutions in 21 states across the country are members; Institutions in these and several other states are in the exploration stage
			National Science Foundation \$300,000 grant	1.25 and consultants (3/21-2/23)	New Mexico State University and its four community colleges

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.

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
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
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
WICHE Academy for Leaders in the Humanities	A/S; W/S	■ ■ ■ ■ ■ ■	Western	Adrew 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.

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 **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.

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.

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.

NON-CREDIT TO CREDIT CREDENTIALS IN HIGH DEMAND INDUSTRIES: The U.S. Department of Labor put out a call for proposals for their Strengthening Community College Training Grant program in March 2022 with a deadline of June 2, 2022. WICHE's Programs and Services and Policy Analysis and Research units would like to submit a proposal in collaboration with San Juan College in New Mexico to increase the capacity of community colleges in the WICHE region to close equity gaps in addressing skill development needs of employers and workers. WICHE will provide content expertise in prior learning assessment and project management to support a consortia of WICHE institutions in the Four Corners region, most of whom would identify as native serving non tribal colleges or tribal colleges and universities.

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.

INFORMATION ITEMS

Western Undergraduate Exchange (WUE)

Nationally, the Western Undergraduate Exchange (WUE), celebrating its 34th year of exchanges, is the largest regional tuition-savings program. Students from a WICHE state or territory can choose from 164 two- or four-year public colleges or universities and pay no more than 150 percent of that institution's resident tuition.

In the 2021-22 academic year (AY), 46,170 WUE students and their families saved more than \$503 million in tuition. Despite the challenges higher education faced during the COVID-19 pandemic, when undergraduate enrollment decreased by 3.1 percent, WUE enrollment bucked the national trend and increased by 8.7 percent from fall 2020 to fall 2021. Compared to pre-pandemic AY 2019-20, WUE four-year enrollments were up 12 percent.

Meanwhile, WUE two-year enrollments were down 17 percent compared to AY 2019-20, similar to community college enrollments nationwide. But the significant increase in WUE four-year enrollments belies state and institutional differences. WUE four-year enrollments increased substantially compared to AY 2019-20 in Hawai'i (25 percent), Montana (38 percent), New Mexico (33 percent), and Utah (30 percent). But WUE four-year enrollments declined in California (10 percent), South Dakota (10 percent), Washington (6 percent), and Wyoming (6 percent) over the past two years. In many cases, a single institution or a few drive the state-level increases, with many other institutions decreasing.

Since the WUE student counts do not distinguish between new and continuing students, it's impossible to know what part of the WUE enrollment changes are from incoming first-year students versus continuing students. For example, decreases each year could be outgoing WUE graduates replaced (or not) by new enrollments and some effect from retention levels with continuing WUE students. Another consideration in assessing WUE enrollment changes is that through 2025, high school graduation rates may increase in some Western states. See the 10th edition of [Knocking at the College Door](#) for more information.

California State University, Monterey Bay resumed its participation in WUE for January 2022 after having gone inactive about four years earlier. Central New Mexico Community College will be WUE's newest member; the college anticipates WUE participation by summer or fall of 2022.

Our annual report, WICHE Student Access Programs: By the Numbers 2021-22, was published in April of 2022. The latest edition is available exclusively online at <https://www.wiche.edu/resources/student-access-programs-by-the-numbers-2021-22/>.

Western Regional Graduate Program (WRGP)

In AY 2021-22, 2,947 students saved nearly \$43.8 million in tuition through WRGP. This year, the additional 500+ graduate students using WRGP marks an increase of 21 percent from AY 2020-21. Nationally, graduate/professional enrollment at public four-year institutions saw an increase of only one percent.

WRGP institutions recognize the value of WRGP as a tool to attract talent by offering affordable options. Cooperating institutions chose to make an additional 350 graduate programs available through WRGP this year, bringing to 1,700 the total number of WRGP programs available at a reduced cost for nonresidents from institutions in the WICHE region. Evergreen State College is joining WRGP and will be its 64th participating institution.

The pandemic has underscored the need for professionals in high-demand healthcare fields. Nineteen WRGP institutions offer graduate nursing programs, and most of them offer a master's or doctorate for nurse practitioners, a field that is seeing explosive workforce demand. According to the U.S. Bureau of Labor Statistics, employment for nurse practitioners and related sub-specialties will grow by 45 percent from 2020 to 2030 -- just under 30,000 new openings per year. Three of WICHE's WRGP institutions (University of New Mexico, Eastern New Mexico University, and Weber State University) offer graduate degrees or graduate certificates in nursing education, another high-demand area as the U.S. struggles to educate more nurses to meet the country's needs. Graduate degrees in public health, speech-language pathology, and audiology are also available through WRGP.

Professional Student Exchange Program (PSEP)

The Professional Student Exchange Program (PSEP) has been a critically important mechanism for Western states to increase the supply of physicians, dentists, optometrists, veterinarians, and other healthcare professionals. Over the past 70 years, WICHE member states and territories have supported the education of 15,630 Western residents with affordable access to professional healthcare degrees through PSEP. Through PSEP, 60 institutions offer more than 130 accredited programs.

In AY 2021-22, 10 WICHE states and the Commonwealth of the Northern Mariana Islands invested more than \$13.7 million to grow their healthcare workforce by reducing the educational costs of 543 students. Although the number of students is down, WICHE hopes to regain about 40 additional seats before the close of this academic year. Nevada plans to fund 30 additional students, and Arizona intends to support 10 students in their final program year.

WICHE welcomes back the University of Utah's Pharmacy Doctorate program, which resumed its participation in PSEP after a 20-year hiatus.

Certifying Officers' May 2022 Meeting

Certifying officers play an essential role in the participation of their states/territories in WICHE's Student Access Programs. They are staff members of state/territory higher education agencies or institutional systems in states/territories that do not have a state/territory higher-education agency. In states/territories that fund students through PSEP, certifying officers review prospective students' applications for certification to determine whether they meet residency criteria and are eligible to be considered for support. Certifying officers administer all aspects of PSEP for their residents and serve as liaisons for the WUE and WRGP programs. Certifying officers will meet on May 15, 2022, just before the WICHE Commission meeting in Rapid City, S.D. Certifying officers are eager to participate in their first in-person meeting since May 2019.

WICHE's June 2022 Veterinary Medicine Advisory Council Meeting

The council provides a forum for communication and a liaison between WICHE staff, member states, and the region's schools of veterinary medicine, with the aim of making sure the region's workforce needs are 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 in consultation with 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 and the vice president of Programs & Services are ex officio, nonvoting members. On June 7-9, 2022, the council will meet in Sedona, Ariz., with Midwestern University's College of Veterinary Medicine hosting the meeting. Council members are looking forward to their first in-person meeting since June 2019.

Academic Leadership Initiatives Update

WESTERN ACADEMIC LEADERSHIP FORUM (FORUM)

The 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. Currently, the Forum has 61 members (52 institutions and nine systems). The Forum will host its annual meeting in Portland, Ore., April 20–22, 2022, with the theme of “Looking to the Future: New Directions in Higher Education.”

WESTERN ALLIANCE OF COMMUNITY COLLEGE ACADEMIC LEADERS (ALLIANCE)

The Alliance brings together academic leaders at community colleges, 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. The Alliance has 76 members (68 institutions and eight systems). The Alliance planned to host its annual meeting March 23-25, 2022, in Broomfield, Colo, but due to the uncertainties related to the pandemic, the Executive Committee rescheduled it for October 26-28, 2022. The meeting theme is “How will Higher Education and the Purpose of Community Colleges Change in the Next Decade?” In the interim, the Alliance will virtually hold one of its sessions, “Student Perspective: Why Community College was a Good Choice,” on March 24, 2022.

ACADEMIC LEADERS TOOLKIT

The Forum and the Alliance developed the Academic Leaders Toolkit in 2012 as a members-only, peer-reviewed repository of programs and practices that have been successfully deployed in WICHE region postsecondary institutions. Organized by topic—from quality assurance to workforce training, from student advising to community engagement—the toolkit helps college and university academic leaders create better student-success support systems and policies, tap into peer expertise, and develop efficient decision-making processes.

WICHE calls for submissions in conjunction with the Forum/Alliance annual meeting announcement, although proposals are accepted year-round. The selection committees (comprising the vice-chair and other volunteer members of the Forum and Alliance executive committees) meet before their respective annual meetings to review submissions. All qualifying submissions are added to the toolkit, accessible only by Forum and Alliance members. Since 2015, WICHE has recognized the winning submission at the Forum and Alliance Annual meetings and shared the news via a press release.

FORUM/ALLIANCE AWARDS

In January 2022, the executive committees of the Forum and the Alliance voted to change the name and purpose of their annual awards. The Forum's Colleagues Choice Innovation Award and the Alliance's Bernice Joseph Leadership Award will publicly recognize and elevate the innovative achievements of individuals who advance equity for student success. A call for nominations for these two awards will go out at the end of the 2021-22 academic year. Winning nominees will have the opportunity to showcase their work during a webinar panel that will be open to the entire WICHE community in summer 2022.

Just as faculty, staff, and administrators at institutions and systems in the West design new programs and policies in a creative and resourceful way each year to advance equity for student success, so have many of our students. WICHE would like to recognize these student contributions using a similar model to the Colleagues Choice Innovation Award and the Bernice Joseph Leadership Award. The executive committees of the Forum and the Alliance have been asked to develop the purpose, criteria, and eligibility for such an award.

WESTERN ACADEMIC LEADERSHIP ACADEMY (ACADEMY)

The Academy is designed to expand the pipeline of qualified chief academic leaders for four-year institutions in the West. Participants are nominated by members of the Western Academic Leadership Forum. This year's Academy cohort will also include academic leaders from two-year institutions. 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. The Academy will be held July 27-29, 2022, in Boulder, Colo. We are finalizing the cohort and will have more details by the committee meeting. For more information: <https://www.wiche.edu/collaboration-leadership/western-academic-leadership-forum/western-academic-leadership-academy/>

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, 70 institutions spanning 21 states are members of the network, including all public two- and four-year institutions in four of those states. To date, approximately 70,000 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. Also, 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: <https://interstatepassport.wiche.edu/>

In November 2020, WICHE received a two-year, \$500,000 grant as part of ECMC's Catalyzing Transfer Initiative to enable staff to recruit and enroll 20 additional member institutions in the Interstate Passport Network, including at least 10 Minority-Serving Institutions (MSI). The grant supports two-year membership fee waivers for the 20 new member institutions. In addition, it allows staff to expand capacity to support new member institutions through the implementation process and ongoing administration. As of March 2022, 19 institutions have signed letters of

intent to join the network with support from this grant. Note that 46 percent of institutions participating in Interstate Passport are minority-serving institutions.

In March 2021, WICHE and New Mexico State University (NMSU), in collaboration with its branch community colleges, received a one-year, \$300,000 grant from the National Science Foundation to bring more undergraduate transfer students in Science, Technology, Engineering, and Math (STEM) majors to graduation and, ultimately, the job market. WICHE and NMSU are testing the feasibility of using sets of lower-division student learning outcomes (SLOs) as the basis of block transfer into undergraduate engineering programs, and have hosted the first of four advisory board meetings. WICHE received a no-cost extension, and will continue working on the concept to submit another NSF grant application for fall 2022.

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) contracted with WICHE to use the OCE platform, designed to support the exchange of online course enrollments to provide more options for students and optimize the use of institutional resources. In AY 2021-22, NEXus is the only consortium participating in OCE. For more information: <https://www.wiche.edu/tuition-savings/online-course-exchange/>.

Cost-Saving Initiatives 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 used for the benefit of WICHE-region higher education institutions of all sizes, K-12 districts, state and local governmental agencies, and 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 with the flexibility to tailor injury and sickness plans specifically for domestic and international students with national carrier UnitedHealthcare StudentResources (UHCSR). In addition, 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 used a competitive bid process to select UHCSR as the plan's carrier. UHCSR 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 prenegotiated, 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 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 and 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. Students can filter counselors by gender, language, ethnicity, therapy style, and more through the app. 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 of under six hours to initial messages from students. The META Teletherapy approach also enables institutions to provide additional support to remote students attending courses online, regardless of location.

MHECTECH

MHEC's Technologies Committee and staff follow extensive competitive procurement processes to select and negotiate favorable agreements with technology 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 in transitioning their infrastructure to the data center and networks across various 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 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 include Colorado College, Colorado School of Mines, University of Northern Colorado, The College of Idaho, Nevada System of Higher Education's seven campuses and Desert Research Institute Centers, Lewis & Clark College (Oregon), Reed College, Willamette University (Oregon), Westminster College (Utah), Seattle Pacific University (Washington), Whitman College (Washington), and the University of Wyoming. One of the many benefits of the MPP is 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 of risk-management leaders from member institutions. WICHE-region member institutions are represented on the committee by two institutional/system members: Craig Kispert, vice president for business and finance, Seattle Pacific University, who is the vice-chair of the committee, and 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 within the four regional compact 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 the challenges of effectively securing 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 provides benchmarking on how much cyber coverage institutions of similar risk are buying.



POLICY ANALYSIS & RESEARCH COMMITTEE MEETING

MONDAY, MAY 16, 2022
10:15 – 11:30 A.M.
SALON H

POLICY ANALYSIS AND RESEARCH (PAR) COMMITTEE MEETING

**Monday,
May 16, 2022**

10:15 – 11:30 a.m.
Salon H

Committee Members

Barbara Damron (NM), Vice Chair

James Johnsen (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 (US Pacific Territories and Freely Associated States/Guam)

Patricia Jones (UT)

Gerry Pollet (WA)

David Jones (WY)

Agenda

PRESIDING

Barbara Damron, Vice Chair

STAFF

Patrick Lane, Vice President, Policy Analysis and Research

Shelley Plutto, W-SARA Program Manager, Policy Analysis and Research

Melissa Sanders, Administrative Assistant III, Policy Analysis and Research

Action Items

-  Approval of the November 4, 2021, Policy Analysis and Research Committee Meeting Minutes **4-3**
-  Approval of a Project Titled “Health Workers in the West: Meeting Short – and Long-term Workforce Challenges” **4-8**
-  Recommendation to the Committee of the Whole to Adopt New Guidelines Related to Legislative Advisory Committee Membership from the U.S. Pacific Territories and Freely Associated States **4-11**
-  Recommendation to the Committee of the Whole to Approve the FY 2023 Workplan Section Pertaining to the Policy Analysis and Research Unit **4-13**

Information Items

WICHE INSIGHTS—TUITION AND FEES IN THE WEST 2021-22: TRENDS AND IMPLICATIONS

UPDATE ON POLICY ANALYSIS AND RESEARCH UNIT ACTIVITIES

4-23

Discussion Items

STATE AUTHORIZATION RECIPROCITY AGREEMENT POLICY REVISION PROCESS

POTENTIAL WICHE RESEARCH COLLABORATIONS

Other Business

Adjournment

ACTION ITEM: APPROVAL OF THE NOVEMBER 4, 2021, POLICY ANALYSIS AND RESEARCH COMMITTEE MEETING MINUTES

COMMITTEE MEMBERS PRESENT

Christopher Cabaldon (CA), Committee Chair
Matt Freeman (ID), Committee Vice Chair

James Johnsen (AK)
Jim Chavez (CO)
Colleen Sathre (HI)
Mark Hagerott (ND)
Barbara Damron (NM)
Cathy Dinauer (NV)
Sheila Stearns (MT)
Ben Cannon (OR)
Rodney Jacob (U.S. Pacific Territories and Freely Associated States/Guam)
Patricia Jones (UT)
David Jones (WY)

COMMITTEE MEMBERS ABSENT

John Arnold (AZ)
Brian Maher (SD)
Gerry Pollet (WA)

STAFF MEMBERS PRESENT

Demarée Michelau, WICHE President
Patrick Lane, Vice President, Policy Analysis and Research
Dave Clark, Chief of Digital Services, Information Technology
Liliana Diaz, Research Analyst, Policy Analysis and Research
Craig Milburn, Chief Financial Officer, Accounting
Shelley Plutto, Project Coordinator, W-SARA, Policy Analysis and Research
Melissa Sanders, Administrative Assistant III, Policy Analysis and Research
Christina Sedney, Director of Policy Initiatives and State Authorization, Policy Analysis and Research

Committee Chair Christopher Cabaldon convened the Policy Analysis and Research (PAR) Committee on November 4, 2021, at 2:00 p.m. Patrick Lane called roll, and a quorum was established.

Action Item

APPROVAL OF MAY 18, 2021, POLICY ANALYSIS AND RESEARCH COMMITTEE MINUTES

Committee Chair Cabaldon asked committee members to review the minutes from the May 18, 2021, meeting. Commissioner Rodney Jacob MOVED TO APPROVE, and Commissioner Jim Chavez SECONDED. The minutes were approved unanimously.

Action Item

RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO ADOPT WICHE'S POSITIONS ON FEDERAL POSTSECONDARY EDUCATION POLICY

Patrick Lane summarized the action item regarding WICHE's federal positions. He provided a summary of the process to date, in which WICHE presented a version of these positions to this committee at the May 2021 meeting and incorporated feedback – particularly emphasizing the need for a stronger federal partnership for meeting state

attainment needs, eliminating a fairly specific position on housing stipends under the GI Bill for distance students, increasing the emphasis on digital infrastructure, and embedding throughout an emphasis on the characteristics that are unique to the West and special attention to the unique needs of Pacific members. The revised positions were then shared with the Executive Committee and feedback was again incorporated, resulting in the version presented here. Lane said that the Executive Committee's feedback focused primarily on finding an appropriate balance between innovation and student protections, and emphasizing the importance of the federal contribution to a state-federal partnership in meeting future attainment needs.

Lane then summarized the four principles underlying the positions: the importance of states' and territories' roles in higher education, the need to focus policy attention on those students who need the most support, the importance of basing policy on evidence, and the imperative for WICHE to work to incorporate Western needs and characteristics into its federal efforts.

Following this, Lane outlined the proposed positions:

1. WICHE will continue to remain neutral on the prospect of a federal student-unit record system, but focus on meeting states' and territories' needs should one develop, with particular attention to the needs of the West, especially for territories and tribal colleges and universities.
2. WICHE will continue to support a strong state-federal partnership to enhance affordability in postsecondary education.
3. WICHE aims to balance the importance of innovation with the need to protect students and taxpayers from fraud. This was based initially on a desire to support federal experimental sites, but those have been uneven in their implementation and dissemination of outcomes.
4. WICHE will continue to support technology-assisted education, including a focus on infrastructure as well as digital learning and instruction.

Lane then reminded commissioners that staff are asking the committee to issue a recommendation to the Committee of the Whole to take action on these positions.

Commissioner Barbara Damron asked if WICHE could support something like the College Transparency Act, and Lane said that is something to be considered. Initially, the states were not in consensus but when the opportunity arises, WICHE does comment on how legislation could be improved. Given WICHE's expertise on data systems and state data, this has been an important position, and Lane reported that staff have worked to provide guidance on the College Transparency Act and identify potential improvements while remaining neutral. As one example, Lane reported that WICHE has used privacy language from state data systems and worked to have it included in the newer versions of the federal legislation.

Chair Cabaldon mentioned his initial reluctance to approach this subject but mentioned that the world is different now and it is important to start addressing these types of issues.

Committee Vice Chair Matt Freeman asked for a refresher on these principles and positions, and information on how these positions guide WICHE's work. Lane responded that although WICHE does not have a lobbying arm, PAR is doing the work of staying aware and meeting with staff from other organizations that are informed on and involved with federal policy. WICHE is consulted by organizations that lobby to capture states' perspectives. He went on to say that WICHE staff use this position paper to put guardrails around those federal conversations and increase

transparency about what they are doing so commissioners are aware of and not surprised by any WICHE efforts in the federal sphere.

Commissioner Colleen Sathre commented that this action item was particularly well put together and thanked WICHE staff for their superb work.

Commissioner James Johnsen acknowledged the tricky balance of creating such guidance and commented on the principle that states need to have more of a role in federal policy. Most states use systems to procure support while federal policies bypass those states and provide support to students directly.

Commissioner Johnsen MOVED TO APPROVE, Commissioner Damron SECONDED, and the action item was approved unanimously.

Action Item

RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO ADOPT A RESOLUTION IN SUPPORT OF THE STATE ROLE IN STATE AUTHORIZATION RECIPROCITY

Patrick Lane began the discussion by providing background information on this action item, describing the structure and history of the State Authorization Reciprocity Agreement (SARA) and WICHE's and the other regional compacts' role in its creation and function. Lane explained how in recent years WICHE staff and state representatives on the WICHE State Authorization Reciprocity Agreement (W-SARA) Regional Steering Committee (RSC) have identified several policy choices, implementation issues, and other actions taken by NC-SARA that have the cumulative impact of attempting to lessen the role of states and the regional compacts in SARA governance, thus leading to the proposed resolution.

Christina Sedney further clarified that state authorization reciprocity is about member states agreeing to use a common set of standards to regulate distance education. Therefore, if these standards change over time, it is critical that states have a strong voice in determining their evolution. She highlighted examples of policy changes proposed by NC-SARA that do not reflect state or compact input and described the actions taken to date to address this challenge.

President Michelau then described how state representatives had presented concrete steps to address this issue to the NC-SARA Board at its most recent meeting. She concluded by sharing her intent to work closely with her colleagues over the coming months to preserve and enhance a reciprocity agreement that is beneficial to students, states, and institutions with the support and partnership of the WICHE Commission.

Chair Cabaldon introduced a revised version of the resolution, noting that the revision's goal was to offer a clearer and more direct summation of the issues at hand, clarifying the compacts' and the states' role as equal partners in the agreement. He emphasized that SARA's authority derives from states' legal authority and that ongoing governance discussions must reflect this reality.

Patrick Lane noted that WICHE staff had discussed the revision with external counsel and felt it appropriately reflected the issues at hand. He went on to share that the resolution will support the ongoing efforts of W-SARA staff and the W-SARA RSC leadership.

Vice Chair Freeman praised the revision and offered the suggestion to add the word "solely" to the fourth Whereas.

Chair Cabaldon supported the suggested revision and Lane confirmed that this suggestion appears accurate from a staff perspective.

Commissioner David Jones asked about NC-SARA's receptivity to regional compacts' suggestions and Commissioner Sathre replied that it is important to her that the regional compacts clearly communicate that they have the option to create an alternative collaboration if the state role in SARA governance is not addressed. Commissioner Jacob asked to include the terminology "territories" alongside references to states in the resolution and Lane assured him that these edits would be included. Commissioner Jacob then asked about the impetus behind the actions which led to the creation of this resolution. Lane and President Michelau described NC-SARA's increasingly divergent philosophy related to the oversight and administration of the agreement and highlighted specific examples where this has played out in policy and practice.

Commissioner Ben Cannon expressed strong support for the revised resolution, noting that his state's expectation in joining the agreement had been that it would have a strong voice in its governance. President Michelau, Patrick Lane, and Commissioner Cannon then discussed the impact of the NC-SARA Board's recent actions on the revised resolution.

Commissioner Damron applauded the WICHE response and agreed with Commissioner Cannon that a shift to a more nationalized governance model would be problematic given the discrepancy between that model and what her state's policymakers had initially signed on to. She added that revisiting this with states could jeopardize the agreement, leading to significant difficulties for higher education and harming students.

Commissioner Jacob and Chair Cabaldon discussed the letter from the state attorneys general to the NC-SARA board, and where the attorneys general concerns overlapped and where they diverged from those expressed in the resolution. Commissioner Sathre added that WICHE staff have the Commission's full support on the matters outlined in the resolution. Commissioner Jacob, Chair Cabaldon, Commissioner Chavez, and Commissioner Damron discussed strengthening the language in number two in the revised resolution and the Committee agreed upon updated text.

Commissioner Jacob suggested that WICHE staff work to align where possible with the attorneys general regarding the concerns expressed in their letter.

Commissioner Freeman MOVED TO RECOMMEND that the Committee of the Whole approve the resolution as amended, Commissioner Sathre SECONDED, and the motion carried.

Discussion Item

POLICY PRIORITIES IN THE STATES

With limited time remaining, Patrick Lane recommended moving PAR Committee discussion to focus on future policy priorities of commissioners.

Commissioner Johnsen expressed interest in federal initiatives, particularly an increase in Pell Grants. In terms of FAFSA completion, which is required for Pell Grants, nine of the bottom 10 states in FAFSA completion are WICHE states, he said. WICHE states are losing millions of dollars that could be going to institutions. Lack of FAFSA completion equates to poor educational completion and it is limiting student opportunity. Is there anything from research or policy perspectives that WICHE can do to enhance FAFSA completion in our states?

Vice Chair Freeman mentioned that topics of interest would include trends in college enrollment and attendance for 2021 college graduates post-COVID. Idaho is interested in seeing a difference between gender disparity and college enrollment, he said.

Commissioner Patricia Jones said Utah has been working on a Career Access Advisors program in which peers are paid to work in the high schools to help students complete FAFSA.

Commissioner Chavez mentioned that Colorado's gender inequity of postsecondary enrollment among Latinx students is even larger than among White students – a difference of more than 40 points. Commissioner Chavez would like to see more work done on closing gender disparities in enrollment such as research on FAFSA completion rates among recent immigrant or undocumented families, along with what other states are doing for these students.

Commissioner David Jones said that Wyoming and other Western states are not keen on engaging the federal government, which may contribute to lower FAFSA completion rates. He went on to ask about the extent to which WICHE-region institutions are discussing responses to vaccine mandates or addressing COVID issues in general? Are there any ideas for how we can get out of the pandemic, such as greater safety measures and supporting vaccinations?

Chair Cabaldon mentioned that California is struggling with modeling enrollment. There have been many changes to factors such as research, networks, collaborations, and demand for degrees.

Commissioner Jacob stated that Guam wants greater ability to access data and information infrastructure. Guam and CNMI are excluded from a lot of information related to education, limiting their capacity and ability to make policy.

Adjournment

Committee Chair Cabaldon adjourned the meeting at 3:34 p.m.

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

Summary

WICHE’s Policy Analysis and Research Unit has been convening virtual calls with key state, territorial, and system staff focused on workforce shortage and supply issues affecting the health sector. The need for these calls arose out of discussions with the region’s chief academic officers (also convened by WICHE on regular calls). Across the West, there is a need for more workers in health-related fields ranging from nursing to behavioral health.

The issues and challenges faced by states and territories have been exacerbated by the COVID-19 pandemic, but go well beyond increased attrition due to recent circumstances. Among 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.

WICHE proposes a project to work collaboratively with WICHE members 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 key components: 1) learning communities of key state, territorial, and system staff; 2) dissemination of key 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.

Relationship to WICHE Mission

This project closely aligns with WICHE’s mission and focus areas. The work will help states and territories ensure opportunities for students to access healthcare-related educational pathways, leading to postsecondary credentials of high value. Additionally, this work will help WICHE members develop the necessary educated and trained students to better meet current and future workforce needs.

Background

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. This has been particularly true for allied health fields, as most WICHE members are reporting difficulties in producing the necessary number of nurses, nurse assistants, behavioral health workers, and others to meet their economies’ needs.

While the pandemic has exacerbated these challenges, many states and territories have reported long-running deficits, where production of new health workers falls below 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.¹ But states and territories will also have to increase production of health workers in key fields.

¹ Ed Yong, “Why Health Care Workers are Quitting in Doves,” The Atlantic, November 16, 2021, accessed March 8, 2022 from <https://www.theatlantic.com/health/archive/2021/11/the-mass-exodus-of-americas-health-care-workers/620713/>.

During the initial calls with WICHE members staff, numerous limitations on increasing production of workers have been identified, including:

- Limited faculty to instruct students
- Limits on the number of clinical placements
- Specializations that may not match workforce needs
- Difficulty in producing trained workers for rural areas.

Addressing these challenges requires coordination with employers throughout the health sector, because, as for many occupations, they serve as key components of the educational pathway by providing clinical placements and preceptorships that provide the final education and training.

One concern raised by health economists is that current shortages could develop into a feedback loop, where thinly stretched workers burn out more quickly and leave the field, while the sector loses its appeal because of these difficulties. This could drive down interest among students and lead to even worse shortages in the future.

There are not “silver bullet” approaches to these difficult problems. During the calls with state and territorial staff, we learned that many participants are developing a suite of approaches, including efforts to attract students into health fields from other sectors of the workforce, economic incentives for health workers and faculty, attempts to increase clinical placement capacity, and others.

Project Description

To assist states and territories in meeting their current and future workforce needs, WICHE proposes a series of activities, including:

- **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 include a focus on potential pitfalls and challenges to implementation that will ideally allow WICHE members to adopt new policies with a much shorter learning curve.
- **Research and evaluation of state and territorial approaches.** WICHE will convene a research subcommittee that identifies specific research needs of policymakers in the region. If research already exists, staff will develop usable research summaries to help guide WICHE members. If there are gaps in the field (particularly around the evaluation of approaches), WICHE will develop and implement research projects to fill the 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 members develop short-, medium-, and long-term forecasting tools to project future supply of health workers.

Action Requested

Staff request that the Policy Analysis and Research Committee approve this project and allow WICHE to seek and expend external funding to support this work, which would be added to the FY 2023 Workplan

Staff and Fiscal Impact

WICHE proposes to seek funding for a three-year project at the cost of \$900,000, which would support 1.5 FTE and provide modest subgrants to participating states and territories.

ACTION ITEM: RECOMMENDATION TO THE COMMITTEE OF THE WHOLE TO ADOPT NEW GUIDELINES RELATED TO LEGISLATIVE ADVISORY COMMITTEE MEMBERSHIP FROM THE U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

Summary

WICHE's Legislative Advisory Committee (LAC) plays a key role in building and maintaining relationships with Western legislators and advancing sound higher education policymaking. The main activity of the LAC is an annual in-person meeting, and WICHE staff serve as a resource to LAC members throughout the year. With the addition of new Pacific jurisdictions to WICHE's U.S. Pacific Territories and Freely Associated States membership, WICHE staff recommend updating the LAC guidelines regarding these appointments. The recommended update would complement the process used for Commissioner appointments and allow the appointment of one LAC member per jurisdiction. The estimated additional cost of this change would be \$10,000 in FY 2023 and a potential additional \$5,000 in future years, which would be covered through a reallocation of existing general fund dollars.

Relationship to WICHE Mission

A key component of expanding access to high-quality higher education in the West is thoughtful, evidence-based policymaking at the state/territory level. The work of the LAC supports this mission through the essential WICHE principles of resource sharing and advancing sound public policy.

Background

WICHE's Legislative Advisory Committee (LAC) was created in 1995 to strengthen state/territory policymaking in higher education in the West by engaging legislators who the WICHE Commission appoints in the discussion of relevant higher education issues and by seeking their input on strategies for interstate collaboration. WICHE also serves as an information resource for LAC members. The LAC meets annually (generally in September), and members are invited to other WICHE activities, such as policy forums and webinars. WICHE relies upon the LAC as a vital tool for the organization to maintain positive, sustained relationships with Western policymakers and gather advice and counsel directly from legislators working on postsecondary issues. Moreover, the LAC offers an important vehicle for WICHE to advance its mission of promoting sound public policy by sharing information on evidence-based policy approaches to higher education issues with members.

Project Description

With the addition of new Pacific jurisdictions to WICHE's Pacific Island Membership, WICHE staff recommend updating guidelines regarding LAC appointments from the Pacific Territories and Freely Associated States. WICHE staff recommend using a process for the Pacific Island Membership for LAC appointments that complement the 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.

Current LAC guidelines have the WICHE Commissioner, who sits on the Executive Committee for each member,

formally appoint 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 that the Commissioner representing each jurisdiction, or the appointed non-voting representative in the case of jurisdictions who has rotated off of voting representation, will provide the executive committee member with the appointments from their jurisdiction.

Staff and Fiscal Impact

Policy staff estimate that this change to the LAC Guidance could result in a \$10,000 increase to the LAC budget in FY 2023 to cover the travel from the four current Pacific Island WICHE members and an additional \$5,000 in future years if additional jurisdictions join the WICHE membership. This would cover the travel of a larger number of Pacific Island LAC members and a slightly increased meeting size. The proposed FY 2023 budget incorporates this increase.

Action Requested

Staff request that the Policy Analysis and Research Committee approve a recommendation to the Committee of the Whole to adopt the new guidelines as described above.

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

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 (PARD), 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 (PARAD) 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

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

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.

INFORMATION ITEM: UPDATE ON POLICY ANALYSIS AND RESEARCH UNIT ACTIVITIES

WICHE's Policy Analysis and Research Unit has focused on continuing to support states and territories in emerging from the COVID-19 pandemic and providing access to usable research and data to inform policy. Key activities of note include:

- 1. Peer-to-peer calls:** The policy unit convenes a call for state and territory chief academic officers every two weeks. Initially, these calls focused explicitly on COVID-19 response and recovery, but have grown to more generally address issues that states and territories face across postsecondary education. Through these calls, the need for a forum to focus on health workforce shortages also became clear.
- 2. Projections of future high school graduates:** WICHE produced updated projections of high school graduates in December 2020, but since then has developed two supplemental briefs, including one focused on how the COVID-19 pandemic may have affected the number of high school graduates (and this will be further updated in the future), and how data from the 2020 Census provides more-nuanced information about the diversification of current and future postsecondary students.

Key links:

WICHE's main Knocking at the Door website: <https://knocking.wiche.edu>

COVID-19 Supplemental Brief: <https://knocking.wiche.edu/public-hs-gs-covid-19/>

Census 2020 Analysis: <https://knocking.wiche.edu/census2020-west-youth/>

- 3. Completion of Knowledge Management Consultancy:** WICHE and the National Center for Higher Education Management Systems (NCHEMS) worked with the American Indian Higher Education Commission (AIHEC) to develop an organization-wide approach to knowledge management. This new approach will build capacity within AIHEC and help the organization better serve Tribal Colleges and Universities. AIHEC has contracted WICHE and NCHEMS for further work in this area as it moves to implement this new approach.
- 4. Extension of Open Educational Resources Grant:** WICHE has been facilitating the OERwest Network since 2020 with funding from the William and Flora Hewlett Foundation. This effort aims to scale the equitable usage of low- and no-cost learning materials across the West. As part of this, WICHE is also engaged in research on the impact of open educational resources on students' time-to-completion, with results expected early in FY 2023.

Key link:

WICHE's OER Efforts: <https://www.wiche.edu/oer/>

- 5. Evaluation of Idaho's Dual Credit Model:** Idaho has a unique approach to supporting high school students' dual credit coursework. The state provides students with funding with which they can pay for a series of supplemental education activities, including dual credit courses. WICHE was selected through a competitive RFP process to undertake an evaluation of Idaho's approach and produced a highly detailed report that ultimately concluded, based on Idaho's own data and other research, that this is an appropriate use of state funds.

Key Link:

WICHE's Evaluation of Idaho's Dual Credit program: <https://boardofed.idaho.gov/resources/evaluation-of-idahos-dual-credit-funding-through-advanced-opportunities/>

6. Research on Changes in College-Going: The Policy Analysis and Research unit has solicited interest in carrying out research on changes in how high school students pursue postsecondary education. Initial data has shown declines in the percentage of students going directly to postsecondary education since the COVID-19 pandemic. WICHE's initial research plan (which will be further refined based on input from WICHE members) will focus on how models of college-going have changed during the pandemic and what this information means for policymakers.



BEHAVIORAL HEALTH COMMITTEE MEETING

MONDAY, MAY 16, 2022
10:15 – 11:30 A.M.
SALON G

BEHAVIORAL HEALTH PROGRAM COMMITTEE MEETING

**Monday,
May 16, 2022**

10:15 – 11:30 a.m.
Salon G

Committee Members

Antwan Jefferson (CO)
Clayton Christian (MT)
Larry Tidemann (SD)
Fred Baldwin (WY)

Agenda

PRESIDING

Dennis Mohatt, Vice President for Behavioral Health

STAFF

John Gomez, Director of Operations
Ann Jones, Director of Research and Evaluation

Information Items

**FY 2023 WORKPLAN SECTION PERTAINING TO THE BEHAVIORAL
HEALTH PROGRAM** 5-2

BEHAVIORAL HEALTH PROGRAM ACTIVITY 5-9
Dennis Mohatt

PROGRAM SPOTLIGHT: WICHE FIDELITY REVIEWS
Ann Jones

BEHAVIORAL HEALTH BUDGET UPDATE
John Gomez

Other Business

Adjournment

INFORMATION ITEM: FY 2023 WORKPLAN SECTION PERTAINING TO THE BEHAVIORAL HEALTH PROGRAM

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:

HAWAI'I 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.

HAWAI'I 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, and 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.

INFORMATION ITEM: BEHAVIORAL HEALTH PROGRAM ACTIVITY

The WICHE Behavioral Health Program, founded in 1955, improves behavioral health systems of care for mental health consumers and their families in the West and beyond. We work to advance the preparation of a qualified mental health workforce in the West. Collaborating with states and territories, we meet the challenges of changing environments through regional research and evaluation, policy analysis, program development, technical assistance, and information sharing.



*Waipio Valley Lookout,
Big Island, Hawaii*

Summary of Current Projects

ALASKA

Alaska Psychology Internship Consortium

(Deb Kupfer): The WICHE BHP contracts with the Alaska Department of Health and Social Services (DHSS), Division of Behavioral Health and the Alaska Mental Health Trust Authority, to support the [Alaska Psychology Internship Consortium \(AK-PIC\)](#) to complete the training of students enrolled at the University of Alaska's Ph.D. program in Clinical-Community Psychology, as well as other psychology doctoral students who wish to train and work in Alaska.

Alaska Native Tribal Health Consortium (Ann Jones)

The Alaska Native Tribal Health Consortium (ANTCH), in conjunction with the Alaska Mental Health Trust Authority, contracted with the 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 also prepared a written report emphasizing the strengths of the BHA program, areas for improvement, and any possible recommended changes. This project laid the foundation for the four-year study of the BHA program described below.

Native American Research Centers for Health

(NARCH) (Dennis Mohatt): 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.

ARIZONA

Arizona Evidence-Based Practices Fidelity

Monitoring (Ann Jones): The WICHE BHP partners with the Arizona Health Care Cost Containment System

to support fidelity reviews of four evidence-based practices in the Maricopa County public behavioral health system. In addition, two evidence-based practices are being reviewed in the northern and southern regions of the state. The WICHE BHP employs and supports the project lead and two fidelity reviewers.

Arizona Mercy Maricopa Evidence-Based Practices

(Deb Kupfer): The WICHE BHP collaborates with Mercy Care Arizona to provide training, education, and guidance concerning evidence-based practices (EBPs) and fidelity tools to ensure provider staff are offering high-quality EBPs and are ensuring fidelity to identified EBPs protocols.

GUAM

Guam Psychology Internship Program (Dennis Mohatt)

The Guam Behavioral Health and Wellness Center (GBHWC) has contracted with the WICHE BHP to facilitate development of a Doctoral Psychology Internship Program to support the preparation and retention of doctoral-level psychologists in Guam. The BHP will be working with GBHWC to ensure the program meets the accreditation requirements of the American Psychological Association (APA), and to support the internship program through the accreditation process.

HAWAII

Hawai'i Department of Education: Supplement Recruitment of Clinical Psychologists Project (Erin Briley)

The Hawai'i Department of Education has contracted with the WICHE BHP to provide recruitment and contracting of clinical psychologists to ensure all program requirements for supervision and support of staff, students, and program fidelity are maintained for West Hawai'i's School Based Behavioral Health (WH-SBBH) program. The WH-SBBH program has historically faced significant challenges recruiting and retaining professionals for service provision because of the rural and workforce challenges that leave WH-SBBH without the needed professional credentials to supervise and train new SBBH personnel.

Hawai'i Psychology Internship Consortium (Erin Briley): The WICHE BHP continues to assist the state of Hawai'i in the operation and continuous accreditation of its psychology internship consortium. A primary goal of the internship is to increase the number of psychologists in Hawai'i and build the state's behavioral health workforce. Three Hawai'i state agencies -- the Department of Education, Department of Health, and Department of Public Safety -- provide funding to support the WICHE BHP's ongoing development and operations of the [Hawai'i Internship Program \(HI-PIC\)](#).

IDAHO

Idaho Psychology Internship Consortium (Dennis Mohatt): The WICHE BHP is working with partner agencies to develop a broad and culturally relevant training program to support the preparation and retention of doctoral-level psychologists in Idaho through the [Idaho Psychology Internship Consortium \(ID-PIC\)](#). The WICHE BHP facilitates program development, ensures the program meets American Psychological Association (APA) accreditation standards, and assists in the accreditation process. As the program has successfully recruited the minimum required number of interns for the 2020-21 training year, ID-PIC will be moving forward with the accreditation process, including preparing and submitting a comprehensive self-study and scheduling an accreditation site visit.

MONTANA

Montana Zero Suicide (Dennis Mohatt): 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 the WICHE BHP 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 is assisting in assessing the training needs of up to six primary care clinics and their respective communities and is delivering training on the [Suicide Prevention Toolkit for Primary Care Practices](#) with a focus on societal and clinical issues specific to Native

Americans. WICHE also developed an [American Indian Addendum for the Suicide Prevention Toolkit for Primary Care Practices](#) for use in this and other training.

Montana PACT Fidelity Reviews (Ann Jones): The WICHE BHP is providing consultation and technical assistance to the Montana Department of Public Health and Human Services Addictive and Mental Disorders Division in the implementation of their Program for Assertive Community Treatment (PACT). This work will begin with fidelity assessments of each PACT program in Montana using the SAMHSA Assertive Community Treatment Fidelity Review Toolkit. Based on areas of need established by the fidelity reviews, WICHE will design and implement improvement activities including education, training, and consultation.

Montana Crisis System (Todd Helvig): 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, as well as 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.

NEVADA

Nevada Psychology Internship Consortium (Todd Helvig): The WICHE BHP continues to provide support to the Nevada Division of Public and Behavioral Health for the ongoing operations and accreditation of the [Nevada Psychology Internship Consortium \(NV-PIC\)](#), which aims to increase the number of psychologists in Nevada and build the state's behavioral health workforce.

NEW MEXICO

New Mexico Psychology Internship Consortium

(Todd Helvig): The state of New Mexico contracted with the WICHE BHP to provide consultation and technical assistance to develop and implement a Doctoral Psychology Internship Consortium to help build quality behavioral health resources in rural areas of the state. The focus of this work is facilitating the development of the program, ensuring that the internship program meets the accreditation requirements of the American Psychological Association (APA), and supporting and assisting the internship program from initial planning through the accreditation process.

OREGON

State Psychology Internship Program (Dennis Mohatt)

The WICHE BHP continues to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website.

SOUTH DAKOTA

South Dakota IMPACT Fidelity Reviews and Training (Ann Jones)

The WICHE BHP is providing consultation and technical assistance to the South Dakota Division of Behavioral Health regarding the implementation of its Individualized Mobile Programs of Assertive Community Treatment (IMPACT). The focus of this work includes conducting quality assurance reviews, based upon the SD-specific IMPACT Quality Assurance Scale, and the design and implementation of activities based on areas of need, established by the quality assurance scale findings and previous SAMHSA fidelity reviews, along with providing education, training, and consultation.

South Dakota Human Services Center (Deb Kupfer)

The WICHE BHP is providing consultation and technical assistance to the South Dakota Human Services Center to support the implementation of focused programming and staffing models: 1) HSC is actively pursuing a closed staffing model and is receiving recommendations on implementation and 2) HSC is implementing focused programming recommendations

and is technical assistance and support on implementation activities.

UTAH

Utah Psychology Internship Consortium (Dennis Mohatt)

With support from the Utah Medical Education Council, the WICHE BHP worked with partner agencies to develop a broad and culturally relevant training program to support the preparation and retention of doctoral-level psychologists in Utah. Currently, the WICHE BHP is providing consulting services to the [Utah Psychology Internship Program](#), including updating and migrating its website, attending monthly training committee meetings, and advising on operational issues involving intern performance.

MULTI-STATE PROJECTS

Mountain Plains Mental Health Technology Transfer Center (MP-MHTTC) (Dennis Mohatt):

The WICHE BHP, in partnership with the University of North Dakota College of Education and Human Development,, was selected by the Substance Abuse and Mental Health Services Administration (SAMHSA) to co-administer a newly created MP-MHTTC. The [MP-MHTTC](#) provides comprehensive training, resources, and technical assistance to mental health providers and other practitioners in the SAMHSA Region 8, resulting in a stronger, more robust mental health workforce in historically underserved areas. The MP-MHTTC team identifies existing resources and develops new resources that are shared across Region 8 and the larger TTC network. Region 8 comprises Colorado, Utah, North Dakota, South Dakota, Montana, and Wyoming.

An additional grant was awarded to the MP-MHTTC to provide school-based mental health training and technical assistance. As part of this supplemental grant, the WICHE BHP targets outreach to schools through technical assistance to school leadership, including superintendents, principals, and administrators. The schools receive evidence-based practices for mental health promotion, prevention, and identification of at-risk youth. In general, the technical assistance provides training on a variety of topics, including suicide prevention and awareness.

National Institutes of Health (Dennis Mohatt):

The WICHE BHP was selected by the NIH to prepare an electronic book and annotated bibliography, *Mental Health in Rural America: 2006-2020*, summarizing research findings on mental health and substance use in rural America, incorporating stakeholder input regarding exemplary research, less well known but impactful research, and the research gaps and priorities in this area. This book/monograph will provide researchers, policymakers, educators, and healthcare providers with the latest information and results from research from the past decade concerning mental illness, mental health, and substance use in rural areas, as well as with information about gaps in current research and priorities for future research needs. The principal investigator for this 18-month project, Dennis Mohatt, was involved with the development of previous versions of the monograph.

Rural Communities Opioid Response Program (RCORP) (Deb Kupfer):

JBS International received a Cooperative Agreement from the Health Resources & Services Administration (HRSA) to support the RCORP-Technical Assistance Project. The WICHE BHP is working as the technical assistance lead for 66 rural planning and implementation opioid grantees, and psychostimulant grantees funded for three years by HRSA. Current planning and implementation grantee sites supported by WICHE BHP are in the following WICHE states: California, Colorado, Montana, Nevada, North Dakota, Oregon, Utah, and Washington. This project supports grantees in reducing morbidity and mortality associated with opioid and/or psychostimulant use in their communities, using evidence-based and sustainable interventions.

Rural Veterans Suicide Prevention – Together With Veterans (Jason Alves):

[Together With Veterans \(TWV\)](#) is funded by the U.S. Department of Veterans Affairs Office of Rural Health, with support from the Office of Mental Health and Suicide Prevention. The TWV program is a partnership of the VA Rocky Mountain Mental Illness Research, Education and Clinical Center (MIRECC), the WICHE BHP, and local community organizations that are run by or are

involved with serving veterans. The WICHE BHP engages rural communities via local veterans and community partners, including healthcare, behavioral health, law enforcement, gun shops, the faith community, and others as identified locally to implement the evidence-informed suicide prevention strategies.

The WICHE BHP provides training and technical assistance to rural sites across the country interested in pursuing this local veteran-driven, collaborative, evidence-informed approach to assessing community needs and creating a community-centered action plan grounded in the public health model for suicide prevention. TWV practices are in alignment with the VA National Strategy for Preventing Veteran Suicide, and the SAMHSA/VA partnership implemented via the Governor's Challenge and Mayor's Challenge to Prevent Suicide among Service Members, Veterans and their Families.

States and U.S. territories with TWV community sites include: Alaska, Arizona, Arkansas, Colorado, Guam, Illinois, Kansas, Michigan, Minnesota, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Texas, Virginia, and Wisconsin. New recruitment is currently underway in additional states across the WICHE region.

Suicide Prevention Toolkit (Dennis Mohatt): The WICHE BHP continues to provide training and support in the use of the *Suicide Prevention Toolkit for Primary Care Providers*. Originally developed in 2009 with a grant from the Health Resources and Services Administration (HRSA), the toolkit was revised and updated in 2017 to reflect current epidemiological information and align with Zero Suicide, a national best-practice framework for suicide prevention. The WICHE BHP continues to provide training through webinars and on-site visits on how to use and implement the toolkit.

University of Wisconsin Health Resources and Services Administration (HRSA) T/A (Todd Helvig):

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).

Western States Decision Support Group – Annual Membership Program (Ann Jones): The Western States Decision Support Group (WSDSG) is an information-sharing network for state government behavioral-health data and evaluation staff and managers from the WICHE states and territories. Since 1985, the WICHE BHP has managed initiatives including information-sharing platforms and support to stay

apprised of developments and best practices in the field of behavioral health data and evaluation.

West Virginia University (Dennis Mohatt): The WICHE BHP is providing consultation services to the West Virginia University (WVU) Office of Health Affairs for the CMS Substance Use Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities (SUPPORT) Act. The purpose of the project is to expand availability of quality, evidence-based treatment and provider capacity for Medicaid recipients with mental or substance-use disorders. The WICHE BHP will focus its work with the WVU Office of Health Affairs on the subpopulation of those living in rural West Virginia, and will help develop strategies to improve retention of a highly skilled workforce, and to expand the infrastructure and SUD treatment and recovery support capabilities.

Behavioral Health Program – Our Team

	DENNIS MOHATT Vice President for Behavioral Health, Co-Director, MHTTC		JASON ALVES Director of Veterans Initiatives		GENEVIEVE BERRY Project Manager, MHTTC		ERIN BRILEY School Mental Health Coordinator – MHTTC
	MADISON CHAMBERLAIN Data Specialist		JANELL DALY Administrative Assistant III		JASMINE DAVIS Technical Assistance Associate		NICOLE EASTIN Fidelity Reviewer
	ASHLEY FORTIER Research and Technical Assistance Associate		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 Program Manager, Together With Veterans		DEB KUPFER Senior Consultant
	BOBBI PERKINS Technical Expert Lead, RCORP		ANNETTE ROBERTSON Lead Fidelity Reviewer		EMMA TILSON RCORP Technical Assistance Coordinator		IVORY TUBBS Technical Expert Lead, RCORP



EDTECH COMMITTEE MEETING

MONDAY, MAY 16, 2022
10:15 – 11:30 A.M.
SALON F

TECHNOLOGY-ENHANCED EDUCATION (EDTECH) COMMITTEE MEETING

**Monday,
May 16, 2022**

10:15 – 11:30 a.m.
Salon F

Committee Members

Robert Shireman (CA)
David Lassner (HI)
Rick Aman (ID)
Fred Lokken (NV)
Camille Preus (OR)
Ann Millner (UT)
Don Bennett (WA)

Agenda

FACILITATING

Don Bennett, WICHE Commission Executive Committee Member

STAFF

Van Davis, Chief Strategy Officer, WCET and Service Design and Strategy Officer, Every Learner Everywhere

Sheri Artz Gilbert, Senior Director, Operations and Membership Administration, WCET

Russ Poulin, Executive Director, WCET and Vice President for Technology-Enhanced Education, WICHE

Jessica Rowland Williams, Director of Every Learner Everywhere, WCET

Information Items

WCET FY 2023 WORKPLAN

Russ Poulin

6-3

WCET MEMBERSHIP AND BUDGET HIGHLIGHTS

Sheri Artz Gilbert and Russ Poulin

6-10

Discussion Item

EQUITY AND DIGITAL LEARNING

Jessica Rowland Williams and Van Davis

6-13

Every Learner Everywhere is a grant-funded initiative that advocates for equitable outcomes in U.S. higher education through advances in digital learning. WCET's vision is "advancing learner access and success through postsecondary digital learning for a more equitable world."

Discussion Item (cont.)

This session will begin with updates on research and publications developed by Every Learner Everywhere's partners regarding methods for promoting equitable outcomes. Additionally, WCET has partnered with the WICHE Policy and Research unit in examining efforts to tackle the digital divide in the WICHE region. EdTech Committee members will be encouraged to ask questions, to share advances in their states' institutions, and discuss initiatives to tackle the digital divide in their states.

Other Business

Adjournment

INFORMATION ITEM: WCET FY 2023 WORKPLAN

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 LEADERSHIP 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 wctetMIX to support communication and sharing among its members. During FY 2022, wctetMIX was expanded to include member-only resources in the wctetMIX 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.

INFORMATION ITEM: WCET MEMBERSHIP AND BUDGET HIGHLIGHTS AS OF MARCH 2022

Fast Facts

- WCET member institutions, institutions, organizations, state agencies, accrediting agencies in all 50 states, and a few in Canada: **407**
- WCET member contacts: **more than 5,800**
- WCET members in WICHE states: **135, or 33%**
- Members in **all 50 states** and a few in Canada
- WCET State Authorization Network members (additional membership category): **129 members representing 835 institutions**

WCET Members in the WICHE West

ALASKA

University of Alaska Anchorage
University of Alaska Fairbanks

ARIZONA

Arizona State University
Coconino Community College
Grand Canyon University
Mesa Community College
Northern Arizona University
Prescott College
Rio Salado College
University of Phoenix

CALIFORNIA

ActiveClass
Blackboard Inc.
Coursera
California Institute of Integral Studies
California State University, Fullerton
California State University, Northridge
California State University, Office of the Chancellor
Chancellor's Office of the California Community Colleges
City College of San Francisco
Creative Commons
Foothill-De Anza Community College District
Golden Gate University
La Sierra University
Loyola Marymount University
MindWires
Mount Saint Mary's University, Los Angeles
National Laboratory for Education Transformation (NLET)
National University
Point Loma Nazarene University
San Diego Community College District
The NROC Project
University of San Francisco
West Hills Community College District

COLORADO

Aims Community College
American Sentinel College of Nursing & Health
Sciences at Post University
Colorado Community College System
Colorado Mountain College
Colorado School of Mines
Colorado State University
Colorado Technical University
Community College of Aurora
Community College of Denver
Fort Lewis College
Innovative Educators
National Center for Women & Information Technology
(NCWIT)
Nazarene Bible College
NC-SARA
Pearson Learning Solutions
Regis University
United States Air Force Academy
University of Colorado Boulder
University of Colorado Denver
University of Colorado System
University of Denver
Western Interstate Commission for Higher Education
(WICHE)
Wiley University Services

HAWAI'I

Kapi'olani Community College
Leeward Community College
University of Hawai'i System
University of Hawai'i-West O'ahu

IDAHO

Boise State University
College of Eastern Idaho
Idaho State University
Lewis-Clark State College
University of Idaho

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

Northern Marianas College

MONTANA

Montana State University, Billings
Montana State University, Bozeman
Montana University System
University of Montana

NORTH DAKOTA

Bismarck State College
Dickinson State University
Lake Region State College
Mayville State University
North Dakota University System
University of North Dakota
Valley City State University
Williston State College

NEW MEXICO

Eastern New Mexico University
Navajo Technical University
New Mexico State University
Southwestern Indian Polytechnic Institute
University of New Mexico
Western New Mexico University

NEVADA

College of Southern Nevada
Great Basin College
Nevada State College
Nevada System of Higher Education
Truckee Meadows Community College
University of Nevada, Las Vegas
University of Nevada, Reno
Western Nevada College

OREGON

Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Eastern Oregon University
Lane Community College
Oregon Institute of Technology
Oregon State University
Portland Community College
Portland State University
Southern Oregon University
University of Oregon

RAPID CITY, SOUTH DAKOTA

SOUTH DAKOTA

Black Hills State University
Dakota State University
Northern State University
South Dakota Board of Regents
South Dakota School of Mines and Technology
South Dakota State University
Southeast Technical College
University of South Dakota
Western Dakota Technical College

UTAH

Coursetune Inc.
Salt Lake Community College
University of Utah
Utah Education Network
Utah State University
Utah System of Higher Education
Western Governors University

WASHINGTON

Bellevue College
Central Washington University
Community Colleges of Spokane
Eastern Washington University
Pierce College
Seattle Pacific University
Seattle University
Washington State Board for Community and Technical
Colleges
Washington State University

WYOMING

Casper College
Central Wyoming College
Eastern Wyoming College
Laramie County Community College
Northwest College
University of Wyoming
Western Wyoming Community College

DISCUSSION ITEM: EQUITY AND DIGITAL LEARNING

Overview

The Every Learner Everywhere network was formed in 2017 to advocate for equitable outcomes in U.S. higher education through advances in digital learning. Every Learner is a network of 12 partner organizations with expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in face-to-face, blended, and online learning environments.

The network's collaborative mission is to help institutions and institutional leaders use new technology to innovate teaching and learning, with the ultimate goal of improving outcomes and opportunities for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. Every Learner supports institutions by offering resources and toolkits, professional development, and consulting services to support the effective implementation of equitable and high-quality digital learning at scale.

As a dynamic network of partner organizations, Every Learner helps institutional leaders navigate the uncharted territory where digital learning meets equity and racial justice. The network builds and promotes digital learning solutions that center the affective, interpersonal, and situational needs of students who have been marginalized by: 1) positioning Black, Latinx, and Indigenous students and those who share their lived experiences as experts, and incorporating their voices into all aspects of their work and research; 2) providing the field with solutions, tools, and services that support race- and equity-conscious implementation of digital learning tools; and 3) collaborating across network partners who share an equity focus, advocate for racially marginalized communities, and value diversity in the network representation.

One of Every Learner's most high-demand assets, *Getting Started with Equity* is a guide designed specifically for academic department leaders in higher education. The guide can help department chairs, course directors, and lead instructors develop and curate an educational environment that is simultaneously justice-centered and equity-advancing. Another popular asset, *Optimizing High-Quality Digital Learning Experiences: A Playbook for Faculty*, aims to guide faculty in thinking and designing strategically to amplify the opportunities the online environment provides in both digital spaces and physical classrooms. By integrating teaching and design principles, this guide assists faculty in positively impacting student learning, especially for students who are minoritized because of race, gender, disability, or socioeconomic status.

To learn more about the Every Learner network or explore the resource library, please visit our website: <https://www.everylearnereverywhere.org/>



PLENARY SESSION I

MONDAY, MAY 16, 2022
12:30 P.M. – 1:30 P.M.
SALONS D&E

LUNCH AND PLENARY SESSION I

**Monday,
May 16, 2022**

11:45 a.m – 1:30 p.m.
Salons D&E

WICHE and the Pacific Region

In 2012, WICHE welcomed the U.S. Pacific Territories and Freely Associated States into the compact as its 16th member. This historic development marked the beginning of an expansion of postsecondary access to students across the Pacific region. Since then, the Commonwealth of the Northern Mariana Islands and Guam (a member since 2016) have been valued partners, and together we have strengthened critical education and workforce pathways for students.

This past spring, leaders from Guam, the CNMI, and other jurisdictions worked collaboratively with WICHE to secure a Technical Assistance Program grant from the U.S. Department of Interior Office of Insular Affairs that covers the cost of WICHE membership dues for all six eligible jurisdictions – American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, and Republic of Palau. As of July 2021, the RMI and the FSM have now joined the WICHE family, which opens up the opportunity for participation in WICHE’s Student Access Programs, including the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), and with the required approved funding from the local government, the Professional Student Exchange Program (PSEP). They also can benefit from the full range of other WICHE programs, including policy and research initiatives, institutional collaborations, workforce development, behavioral health training and assistance, and technology initiatives.

At this first WICHE Commission meeting with our new members, we will have an opportunity to learn about the history, geography, and culture of the Pacific Islands as well as the strategic importance of the region for national security. The session is aimed at enhancing our collective knowledge of the region.

FACILITATOR

David Lassner, President, University of Hawai'i

SPEAKERS

Rodney Jacob, Attorney, Partner, Calvo Fisher & Jacob LLP, WICHE Commissioner
Suzanne (Suzy) Puanani Vares-Lum, President, East-West Center

BIOGRAPHICAL INFORMATION



Facilitator, Chair David Lassner

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 Kualu 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.



Speaker, Commissioner Rodney Jacob

Rodney Jacob is a partner in Calvo Fisher & Jacob's Guam office, past president of the Guam Bar Association, and lawyer representative to the Ninth Circuit Court of Appeals for the District of Guam. Jacob has worked extensively in leadership positions for schools and universities in the mainland U.S., Guam, Micronesia, and the Philippines to promote access to basic and higher education and for the purpose of advocating for those living on the margins in his community. In 2016, he took the lead in advocating for Guam's membership in WICHE as part of the U.S. Pacific Territories and Freely Associated States membership. Since that occurred six years ago, Jacob has worked to ensure that Guam's and Micronesia's political and educational leaders, students, and other stakeholders know of, and utilize, the benefits provided through WICHE.

Jacob has also worked extensively to improve the administration of justice within the local and federal courts throughout Guam and Micronesia. He is admitted to the bar in California, Guam, and the Commonwealth of the Northern Mariana Islands (CNMI). Jacob received his B.S. and J.D. from Georgetown University. He was the law clerk to Judge Lawrence Howard, Arizona Court of Appeals (1989-1990) and to Chief Justice Jose Dela Cruz, CNMI Supreme Court (1993-1995). He grew up in Tucson, Arizona.



Speaker, Suzanne Puanani Vares-Lum

Ms. Suzanne (Suzy) Puanani Vares-Lum took office as president of the East-West Center in January 2022. She is the first woman, Native Hawaiian, and Hawai'i resident to be chosen for this role. Vares-Lum brings executive leadership and planning experience spanning the past several decades, culminating in five years serving with and advising the most senior officials at US Indo-Pacific Command, where she cultivated and maintained key relationships with nations throughout the Indo-Pacific region.

As a retired Major General with 34 years of service, Vares-Lum has held key roles addressing priority national-security challenges in the region. After retirement, she formed Vares-Lum Indo-Pacific Consulting LLC to provide consulting and advising on regional issues. She is a seasoned keynote speaker and advocate on Indo-Pacific issues; leadership and mentorship; and Women, Peace, and Security. She has led collaborative initiatives in the Pacific, including Hawai'i, Guam, and the Commonwealth of Northern Mariana Islands.

As a community leader, Vares-Lum serves on a variety of nonprofit boards, including the American Red Cross Pacific Islands Region. She has also served on committees that promote Hawai'i's economic diversification, workforce development, and community dialogues on issues regarding land and water. She has also served as a strategic advisor to the Hawai'i Chamber of Commerce Military Affairs Council.

She received a bachelor's degree in journalism in 1989 and her Master of Education in Teaching in 1996 from the University of Hawai'i at Manoa. As a graduate of the U.S. Army War College, she earned a Master of Strategic Studies degree in 2011. In 2019, she became a National Security Fellow of the Maxwell School of Citizenship and Public Affairs at Syracuse University. She is also an alumna of the Daniel K. Inouye Asia-Pacific Center for Security Studies.

Vares-Lum received the Ellis Island Medal of Honor in 2017. Additionally, the State of Hawai'i House of Representatives, Governor of the State of Hawai'i, and Hawai'i Congressional Delegation presented her with certificates of recognition for outstanding service to the State of Hawai'i in 2021.



PLENARY SESSION II

MONDAY, MAY 16, 2022
1:30 P.M. – 3:00 P.M.
SALONS D&E

PLENARY SESSION II

**Monday,
May 16, 2022**

1:30 – 3:00 p.m.
Salons D&E

What's Up in the West: Academic Freedom in the Marketplace of Ideas

Higher education today is facing some of the most intense challenges that it has dealt with in decades. Not only has the COVID-19 pandemic altered every facet of how our colleges serve students and conduct their business, but complex pressures – both internal and external – are creating social divides on and around our campuses that are forcing us to examine our core values in new ways. One of those core values that is fundamental to higher education is academic freedom, yet it something that is neither neatly defined nor consistently understood. It is not unlike what U.S. Supreme Court Justice Potter Stewart stated in his famous concurring opinion in *Jacobellis v. Ohio*, “I know it when I see it,” and we certainly believe we know it when we feel it's being violated. While there is a great deal of case law that governs not only the academic freedom related to individual professors but also that of our institutions, for the purposes of our discussion, we will rely on the wise words of Supreme Court Justice Felix Frankfurter and conceptualize academic freedom as the “exclusion of governmental intervention in the intellectual life of a university.”

In the context of this long-standing value of academic freedom on our campuses, in our region, and across the country, we have recently experienced a variety of issues that test our collective and individual conscience. And while we reflect on our society and our place within it, we quickly realize as higher education leaders in the West (and often within our own states and territories), we come from wildly different contexts with varied experiences, and none of us are independent from the political pressures around us. While these challenges are often wrapped up in politics, they are now bumping up against the very notion of academic freedom and sometimes its big sister, civil liberties, at our institutions. And the reality is that it becomes our job to navigate these choppy waters for the benefit of our students and the enterprise. This session is an opportunity for the WICHE Commission to learn from leaders who are working directly on these topics and engage in an interactive discussion about how we can strike a productive balance.

FACILITATOR

Antwan Jefferson, Associate Dean for EDI and Clinical Associate Professor, University of Colorado Denver, School of Education & Human Development

SPEAKERS

TJ Bliss, Chief Academic Officer, Office of Idaho State Board of Education
David Lassner, President, University of Hawai'i

BIOGRAPHICAL INFORMATION



Facilitator, Commissioner Antwan Jefferson

Antwan Jefferson is the Associate Dean for Equity, Diversity, and Inclusion and a Clinical Associate Professor in the School of Education and Human Development at the University of Colorado Denver. In his administrative work, Jefferson is working to advance an EDI infrastructure that supports faculty, staff, and students while ensuring the development of an inclusive community of scholarship and practice. In his teaching, Jefferson's focus is on youth, families, and communities, with particular interest in the ways in which institutional and historical practices lead to minoritized statuses, limited resources, and personal/ collective forms of inequity. His research agenda considers the ways that family and community members experience schools and organizations in their communities, including the implications of space, voice, and power in decisionmaking and not-for-profit organizations and schools.



Speaker, TJ Bliss

TJ Bliss is a changemaker in higher education. He has proven track records in education leadership, philanthropy, fundraising, and nonprofit management. Bliss is currently the Chief Academic Officer for the Idaho State Board of Education and founding partner of the consulting firm Redfish Metrics, LLC. He has held many senior leadership positions, including as Chief Advancement Officer at Wiki Education, Education Program Officer at the William and Flora Hewlett Foundation, and Director of Assessment at the Idaho State Department of Education. He also serves on several nonprofit boards, including the Renew America Movement Foundation and the Wiki Education Advisory Board.



Facilitator, Chair David Lassner

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.

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MOUNT RUSHMORE & DINNER

MONDAY, MAY 16, 2022

3:15 P.M. – 8:30 P.M.

**CHARTERED BUS AND FORT HAYS
CHUCKWAGON SUPPER AND SHOW**

EXCURSION TO MOUNT RUSHMORE AND CHUCKWAGON SUPPER AND SHOW

**Monday,
May 16, 2022**

3:15 – 8:30 p.m.

*Mount Rushmore and
Fort Hays Chuckwagon
Supper and Show*

Timeline

BEGIN BOARDING BUSES

3:15 p.m.

DEPART HOTEL

3:30 p.m.

ARRIVE AT MOUNT RUSHMORE MEMORIAL

4:00 p.m.

BOARD BUSES AT MOUNT RUSHMORE MEMORIAL

5:00 p.m.

DEPART MOUNT RUSHMORE MEMORIAL

5:10 p.m.

ARRIVE AT FORT HAYS CHUCKWAGON SUPPER AND SHOW

5:40 p.m.

BOARD BUSES FOR HOTEL

When show concludes (approximately 8:30 p.m.)

ARRIVE BACK AT HOTEL

9:00 p.m.

Additional Information

MOUNT RUSHMORE

The excursion to the Mount Rushmore Memorial will include a beautiful drive through the Black Hills and the historic and popular town of Keystone. Once at the Memorial, enjoy the easy walk to the Avenue of the Flags, where there are 56 flags that represent 50 states, one district, three territories and two commonwealths of the United States. The backdrop of the famous sculptured rock carvings of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln is spectacular, memorable, and picture-worthy. The Information Center and Lincoln Borglum Visitor Center will be open at the time of our arrival and will close at 5:00 p.m. The Sculptor's Studio will not be available to tour.

FORT HAYS CHUCKWAGON SUPPER AND MUSIC SHOW

After reboarding the buses at Mount Rushmore, we will travel back toward Rapid City to enjoy supper and a music variety show at Fort Hays. The website provides the following description:

Step back in time at the Fort Hays Old West Town Square. Stroll along the boardwalk and take a free, self-guided tour of the Dances with Wolves film set and the South Dakota Movie Museum. Browse the gift shops and see our craftsmen working with their hands every day making everything from handmade tools and ropes to bricks, tin plates, and knives, and even pan for Black Hills Gold at our Gem Shop! The Chuckwagon Supper & Branson-style Music Variety Show will feature a hearty chuckwagon menu and the most entertaining show in the Black Hills! Experience the Old West like never before with one of the best family-friendly attractions in Rapid City!

ADDITIONAL INFORMATION AND ASSISTANCE WHILE ON THE EXCURSION

Laura Ewing and the WICHE Travel Desk will coordinate all excursion details. If there are any questions or assistance needed while on site, please contact Laura Ewing at 303.589.3369.



COMMITTEE OF THE WHOLE BUSINESS SESSION

TUESDAY, MAY 17, 2022
8:30 A.M. – 10:00 A.M.
SALONS D&E

COMMITTEE OF THE WHOLE: BUSINESS SESSION

**Tuesday,
May 17, 2022**

8:30 – 10:00 a.m.
Salons D&E

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 NOVEMBER 2021 AND MAY 2022 **10-3**

David Lassner, WICHE Chair

REPORT ON THE PRESIDENT'S EVALUATION

David Lassner, WICHE Chair

REPORT AND RECOMMENDED ACTION OF THE PROGRAMS AND SERVICES COMMITTEE

Commissioner Patricia Sullivan

ACTION ITEM → Approval of Professional Student Exchange Program Support Fees for the 2023-24 and 2024-25 Biennium **3-8**

ACTION ITEM → Approval to Explore Grant Funding through the U.S. Department of Labor Call for Strengthening Community College Training Grant Proposals by Collaborating with San Juan College in New Mexico **3-32**

REPORT AND RECOMMENDED ACTION OF THE POLICY ANALYSIS AND RESEARCH COMMITTEE

Commissioner Barbara Damron

ACTION ITEM → Approval of a Project Titled "Health Workers in the West: Meeting Short- and Long-term Workforce Challenges" **4-8**

ACTION ITEM → Recommendation to the Committee of the Whole to Adopt New Guidelines Related to Legislative Advisory Committee Membership from the U.S. Pacific Territories and Freely Associated States **4-11**

REPORT OF THE LEGISLATIVE ADVISORY COMMITTEE

Commissioner Gerry Pollet

Action and Information Items

ACTION ITEM → Approval of the FY 2023 Salary and Benefit Recommendations **10-15**

ACTION ITEM → Approval of FY 2023 Annual Operating Budget – General and Non-General Fund Budgets **10-17**

 ACTION ITEM	Approval of Dedicated Reserve Levels for Non-General Fund Activities	10-26
 ACTION ITEM	Approval of Dues for the FY 2024 and FY 2025 Biennium	10-31
 ACTION ITEM	Approval of WICHE President Evaluation Process	10-37
 ACTION ITEM	Approval of Recommended Future Commission Meeting Dates and Locations	10-40
 ACTION ITEM	Approval of Mission Statement Modification	10-44
 ACTION ITEM	Affirmation of Code of Ethics for the WICHE Commission	10-45
 ACTION ITEM	Approval of FY 2023 Workplan	10-46

MEETING EVALUATION

<https://www.surveymonkey.com/r/May2022CommMtg>

Other Business

Adjourn Committee of the Whole—Business Session

APPROVED WICHE EXECUTIVE COMMITTEE MEETING MINUTES: NOVEMBER 4, 2021, 12:00 P.M. MDT

COMMISSIONERS PRESENT

Susan Anderson (AK), Chair
David Lassner (HI), Vice Chair
Camille Preus (OR), Immediate Past Chair

Kathleen Goeppinger (AZ) proxy
Robert Shireman (CA)
Antwan Jefferson (CO)
Rick Aman (ID)
Clayton Christian (MT)
Mark Hagerott (ND), proxy
Fred Lokken (NV)
Barbara Damron (NM)
Larry Tidemann (SD)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Ann Millner (UT)
Don Bennett (WA)

COMMISSIONERS ABSENT

Rita Cheng (AZ)
Ray Holmberg (ND)
Fred Baldwin (WY)

ADDITIONAL COMMISSIONERS

Donn Liston (AK)
Colleen Sathre (HI)
Matt Freeman (ID)
Melody Rose (NV)
Patricia Sullivan (NM)
Ben Cannon (OR)
Jill Louters (ND)
Cathy Dinauer (NV)
Hilda Rosselli (OR)
Dave Woolstenhulme (UT)

WICHE STAFF

Raymonda Burgman, Vice President, Programs and Services
Dave Clark, Chief of Digital Services, IT Services
Cherie Curtin, Senior Administrative Coordinator, Programs and Services
Deirdre Coulter, Human Resources Director
Laura Ewing, Executive Assistant to the President and the Commission
Julie Esterline, Human Resources Assistant, Human Resources
Sherri Artz Gilbert, Senior Director of Operations and Membership Administration, WCET
Todd Helvig, Director of Education and Training, Behavioral Health Program
Kay Hulstrom, Associate Director of Operations and Leadership Initiatives, Programs and Services
Patrick Lane, Vice President, Policy Analysis and Research
Demarée Michelau, President
Craig Milburn, Chief Financial Officer
Dennis Mohatt, Vice President, Behavioral Health and Co-Director, MHTTC, Behavioral Health Program
Russ Poulin, Executive Director, WCET & Vice President for Technology-Enhanced Education
Shelly Plutto, Project Coordinator, W-SARA, Policy Analysis and Research
Jenn Raby, Project Coordinator, Programs and Services
Melissa Sanders, Administrative Assistant III, Policy Analysis and Research
Melanie Sidwell, Director of Communications
Kate Springsteen, Assistant Director of Student Access Programs, Programs and Services

Chair Susan Anderson welcomed the attendees and called the meeting to order. She asked Laura Ewing to call roll of the Executive Committee and a quorum was established.

Action Item

APPROVAL OF THE SEPTEMBER 16, 2021, EXECUTIVE COMMITTEE MEETING MINUTES

Chair Anderson asked for a motion to approve the September 16, 2021, Executive Committee meeting minutes. Commissioner Fred Lokken MOVED TO APPROVE the motion and Commissioner Ann Millner SECONDED. The motion passed.

Discussion Item

President Demarée Michelau reviewed the agenda of the November 2021 Commission Meeting.

Discussion Item

DISCUSSION OF PRIORITY ISSUES PERTAINING TO THE FY 2023 WORKPLAN ACTIVITIES FOR CONSIDERATION IN MAY 2022

Chair Anderson and President Michelau led the Executive Committee in an interactive session focused on higher education concerns and issues to be considered for development of the FY 2023 workplan. The following questions were posed to the committee to promote conversation and feedback for the Workplan:

- What key issues are states and territories facing in the next year or two?
- What are legislatures expected to consider in the coming session?
- What issues or challenges is WICHE uniquely qualified to address?

The following were identified by commissioners as issues that should be considered for inclusion in the FY 2023 Workplan:

Commissioner Mark Hagerott:

- Inflation and its effect on states and higher education institutions in the WICHE region
- Digitization -- the No. 1 item for EDUCAUSE is security (both human and machine)

Commissioner Fred Lokken:

- Technology shifts and their evolving effect on workforce development. Prepare students proficiently for changing workforce needs and adapt curriculum to support positive outcomes for high school students pivoting to the workforce upon graduation. Legislators and administrators in WICHE states and territories should be engaged in consideration and planning on this key issue.
- Developing strategies to compete for funding with the private sector to make sure the technology infrastructure is adequate for the needs of students and institutions.
- More degree types should be developed to better equip students to meet the societal and workplace challenges arising from the pandemic. Also, funding is needed for workforce-development programming at universities and community colleges that directly addresses critical need areas such as healthcare.

Commissioner Ann Millner:

- Capitalize on lessons learned during the pandemic to better address and adapt to student learning styles – online, in-person, and hybrid. We need to continue to be diligent in program development that can enhance student talent and comprehension. Addressing learning-style needs should be expanded upon and not lost by returning to traditional methods of instruction. Out-of-box planning for learning-style needs should not halt even if the pandemic does.

Commissioner Barbara Damron (and on behalf of Commissioner Patricia Sullivan):

- Focus on the changing demography of students attending higher education institutions. Nontraditional students are increasing in number, and flexibility in meeting the needs of that group of students is needed as well as, realizing that the “nontraditional” student is becoming institutions’ traditional student base, more and more. Student services, classroom instruction styles and methods should be adapted to the needs of this growing group of students.
- Healthcare workforce needs are massive. Getting physicians and nurses trained in an efficient and prompt manner is key so that upon graduation, they are competently contributing to the healthcare workforce demands and needs of their communities.
- COVID relief funding for K-16 needs during the pandemic should be showing taxpayers and legislators what that funding has positively done for constituents at a time when enrollment is decreasing and graduation rates are barely holding on in states such as New Mexico. The outcome of the COVID relief funding will be watched closely in legislatures and we need to be prepared to be accountable for how that funding has made a positive impact.

Commissioner Rick Aman: Areas of research that need attention are:

- Behavior of young males not continuing with postsecondary education. Is this happening across the region, or just in Idaho? President Michelau probed for more details about what research points would be helpful in assessing the dilemma. Commissioner Aman stated there is a need to research why it is happening, and whether there are solutions that the WICHE Commission might implement to bring this demographic back to postsecondary education. Commissioner David Lassner agreed that the young male population is indeed impacted, but is not the only demographic affected by the pandemic. He encouraged the Commission to consider looking at dropping enrollment rates with a holistic equity lens across all underrepresented populations that are disproportionality impacted by the pandemic.
- Research current go-on and stopping-out rates from high school to college across all demographics, and assess and evaluate those rates for a more thorough understanding of the statistics

Chair Anderson:

- Waiving ACT and SAT test requirements for admission has opened the door to a demographic of students that may not have considered college entrance, or entrance into a particular institution that may not have otherwise been considered. Tracking the completion and retention rates of students not required to submit ACT and SAT scores for entrance consideration will be important to monitor outcomes. ACT and SAT score requirements for college entrance (prior to the pandemic), may or may not be indicative of student success and completion, and retention rates since the pandemic. Ultimately, have the ACT and SAT test score requirements for college entrance prior to the pandemic been a deterrent for some students? Have the required test scores for admission (before the

pandemic) proven to play a role in predicting student success and degree completion? What can be learned by this time period when test scores have not been a part of the deciding factor for admission requirements, and what is the success and completion rate of this particular student population?

President Michelau commented that issues raised by the commissioners are consistent with internal conversations that WICHE leadership has been having about the FY 2023 Workplan focus. This includes exploring issues around workforce demands and how WICHE can leverage its Student Access programs and its research capacity to more deliberately address workforce issues, she said. Discussions have included medical field needs in rural areas and nursing needs overall, and how states and institutions are spending federal COVID relief funds. Assisting states and institutions with strategic decisions on how to spend the relief funds is being assessed. She conveyed particular interest in researching inflation's effect on higher education and out-of-pocket costs for students. Commissioner Hagerott commented that the issue of inflation ties directly to the legislatures. Those in charge of budget cuts will convey to voters how they have increased spending for higher education because there are wage increases and additional funding such as the COVID relief bills, but this reporting can be misleading, as the increases are far lower than the level of inflation and in reality, higher education is not keeping up.

Discussion about researching inflation impacts on higher education was supported. Commissioner Lassner said determining how to use one-time non-recurring funds to lower recurring costs is of interest. Commissioner Lokken pointed out that a recession could be on the horizon by next year and recessions present budgeting challenges. Legislatures are noticing that higher education pivoted to online learning quickly and efficiently, and they may question the need for brick and mortar for student learning if it can be done at a lower cost online. President Michelau supports the notion of researching inflation and recession challenges for states and institutions to help them navigate the challenges strategically. Commissioner Lokken asked if there will be a time when the Committee of the Whole can meet for a strategic planning session. President Michelau said that when the WICHE officers meet in early 2022, they will be discussing this possibility. She reported the last time the Committee of the Whole met separately in a retreat for strategic planning was in November 2016.

President Michelau thanked the Executive Committee for the thought-provoking issues presented for consideration in the FY 2023 Workplan.

Other Business

Chair Anderson asked for any other business to be brought before the Committee. There was none.

Adjournment

Commissioner Lokken MOVED to adjourn the meeting and Commissioner Ann Millner SECONDED. The motion passed unanimously by voice vote. The meeting adjourned at 12:36 p.m. MDT.

APPROVED WICHE EXECUTIVE COMMITTEE MEETING MINUTES: MARCH 2, 2022, 3:00 P.M. MST

COMMISSIONERS PRESENT

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

John Arnold (AZ)
Robert Shireman (CA)
Antwan Jefferson (CO)
Rick Aman (ID)
Clayton Christian (MT)
Mark Hagerott (ND), proxy
Fred Lokken (NV)
Barbara Damron (NM)
Frankie Eliptico (U.S. Pacific Territories and Freely Associated States/CNMI)
Dave Woolstenhulme (UT), proxy
Don Bennett (WA)
Kim Dale (WY), proxy

COMMISSIONERS ABSENT

Ray Holmberg (ND)
Larry Tidemann (SD)
Ann Millner (UT)
Fred Baldwin (WY)

ADDITIONAL COMMISSIONERS

Cathy Dinauer (NV)

WICHE STAFF

Raymonda Burgman, Vice President, Programs and Services
Deirdre Coulter, Human Resources Director
Cheryl Dowd, Senior Director, Policy Innovations, WCET
Laura Ewing, Executive Assistant to the President and the Commission
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 and Co-Director, MHTTC, Behavioral Health Program
Russ Poulin, Executive Director, WCET & Vice President for Technology-Enhanced Education
Melanie Sidwell, Director of Communications

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

Action Item

APPROVAL OF THE NOVEMBER 4, 2021, EXECUTIVE COMMITTEE MEETING MINUTES

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

Action Item

APPROVAL TO SEEK FUNDING FOR THE “NO HOLDING BACK: USING DATA TO REVIEW AND REVISE ADMINISTRATIVE HOLD POLICIES AMONG PUBLIC POSTSECONDARY INSTITUTIONS IN THE WESTERN REGION” PROJECT

WICHE staff member Sarah Leibrandt presented the project and requested approval to seek funding from Lumina Foundation and Ascendium Education Group (Ascendium) to support collaborative work with the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The project is to conduct a review of administrative hold policies and practices over 18 months at designated institutions (selected from the Forum and Alliance membership). The overarching goal of the project is to provide institutions with tools to (re)evaluate their administrative hold policies to improve student success and to better use their data in policy formation.

Data-driven policies will assist the WICHE region's institutions in finding ways to help students remain in good standing and matriculate. Institution teams – including registrars, business officers, institutional researchers, IT analysts, academic affairs leaders, and students – will be asked to come together to work on this project.

WICHE and AACRAO have a long-standing history of working on projects together. “No Holding Back” builds on previous work conducted by AACRAO and funded by Lumina Foundation in 2021. That project examined student-level demographic and administrative-hold data to examine the magnitude of the use of holds and the relationship between student demographics and institutional characteristics and the use of holds. Currently, there is little information about the impact that holds have on students.

AACRAO would be in charge of guiding institution teams through the process of replicating research methodology. The goal of the research is to help institutions 1) realize and understand the impact of their administrative hold policies on student outcomes, especially low-income students and students of color and 2) draft changes to their administrative hold policies.

The project will produce two products for the field at large:

- A technical handbook that will incorporate feedback from institutional participants, and include case studies focused on data identification, cleaning, and analysis efforts. In addition, it will aim to offer data-collection guidance for major institutional student systems including Peoplesoft, Banner, and Colleague, and guidance for a homegrown student information system. The handbook will help institutions replicate the project work on their own campuses to improve administrative hold policies.
- A report written by WICHE on the influence of policy on practice. The proposed report will help the field better understand campus administrative hold policies and practices. WICHE will conduct focus groups of leaders of the participating institutions, including chief academic officers and chief business officers. And because there is so little known about the impact of administrative holds on students, WICHE will conduct student focus groups to shed light on their knowledge of such holds and how they affect their academic journeys. Many of the student focus groups will include learners from low-income backgrounds and students of color.

Staff resources for the project will require .5 FTE across three units (Programs and Services, Policy Analysis and Research, and Communications). WICHE is seeking \$340,000 in funding -- \$292,500 from Ascendium and \$47,500 from Lumina, which has offered to contribute that amount if additional funding is secured for the project.

Commissioner Fred Lokken MOVED TO APPROVE the motion to move forward and fully seek the required funding.

Commissioner Frankie Eliptico SECONDED the motion. Chair Lassner asked for discussion.

Commissioner Barbara Damron asked about the probability of Ascendium funding the project and noted that moving forward with the project is contingent on receiving funding from Ascendium and Lumina. Commissioner Lokken reflected on the Lumina-funded WICHE project “Non-traditional No More,” which included research on administrative holds. He encouraged revisiting the results of that research and the valuable and interesting information it yielded.

Commissioner Bob Shireman pointed out that administrative holds are a big concern within the Negotiated Rulemaking discussions; the representatives of state attorneys general and consumer-protection groups have repeatedly requested a proposal to prohibit administrative holds for repayment of loans. He recommended contacting the state attorneys general representatives for feedback and suggestions. Leibrandt, who has been following the Negotiated Rulemaking discussions on holds, said it appears that many institutions do not consistently or effectively evaluate their policies and do not know how to connect data between the financial aid office and institutional researchers. The objective of “No Holding Back” is to provide institutions with the research methodology to evaluate their policies, review federal and state policies, and proceed with focus groups. Staff noted that a key outcome of the project would be improvement of institutions’ communication with students about administrative hold policies.

There was no further discussion. The motion passed.

Action Item

APPROVAL OF PROJECT MANAGEMENT ROLE RELATED TO THE WYOMING INNOVATION PARTNERSHIP

Patrick Lane requested approval for WICHE to fill the role of project manager for the Wyoming Innovation Partnership, on behalf of the Wyoming Community College Commission (WCCC). The partnership is a joint effort of WCCC and the University of Wyoming to strengthen and diversify the state’s economy through new programs and educational offerings.

Wyoming has provided substantial funding for WCCC and the university to move ahead with this initiative, using American Rescue Plan Act dollars. Additional support would be given should the initiative continue to make progress leading to sustainable programs at the institutions. WCCC has requested WICHE’S assistance in serving as a project manager for its portion of the funding because it does not have the staff needed to oversee the requirements of the project. Project management work includes documenting basic information about the progress and impact of the different projects that are funded under this work, assisting WCCC staff and the community college presidents in coordinating similar groups and areas of focus within the project, collecting data and information about the outcomes of the work, and assisting with management of the large amount of information that is being generated.

The project encompasses five focus areas and 19 separate projects. The focus areas include energy, entrepreneurship, digital infrastructure and technology, tourism and hospitality, and healthcare. WICHE’s project management work will be on behalf of WCCC, while the University of Wyoming will handle its own project management for the areas in which it is engaged. The state has already appropriated \$24 million, and WICHE’s contract with WCCC would be for approximately \$228,000 through July 2023. Lane estimated that it would involve just over one full-time WICHE staff member and include some travel. Lane requested approval for the Policy Analysis and Research unit to proceed with the project.

Chair Lassner called for a motion. Commissioner Matt Freeman MOVED TO APPROVE and Commissioner Kim Dale SECONDED the motion. Chair Lassner asked for discussion.

Commissioner Antwan Jefferson raised a question about two of the action items presented during this meeting. He said it appears that the project management action item with WCCC and the grant application action item with AACRAO apparently have already moved forward and are in active pursuit. He asked what would happen if the Executive Committee were to decline these two action items. He said that the approval and pursuit are out of sync; the requests for approval appear to be coming after the fact, and he has not seen this before with other action items.

President Michelau said that there are times when project proposals come in and they pose timing challenges between the funders' requests to respond, and the Executive Committee meeting schedule. She said this does not happen often and when it does, it is always noted that there is not significant engagement in the work initially until the required Commission approval is secure, and that there is a possibility that movement and action on the project may halt if the Commission does not approve of the work.

Commissioner Jefferson aimed to clarify the Executive Committee role with project/funder approval noting that the two action items presented during the meeting appear to have momentum and staff seem to be fairly well in engaged in both projects, without formal approval. A secondary concern is that although the Executive Committee and staff have a fair amount of trust on project pursuit, the committee approval activity should be maintained and remain, and project pursuit should not compromise the governance role of the Commission. He pointed out that there could be a potential for financial harm to WICHE if a contract were to be signed before Commission approval, for example, and then the project was rejected by the Commission upon its presentation for approval. He asked that this be remembered when moving forward with future projects.

President Michelau said the timing of meetings and proposals brought to WICHE staff for action will continue to be a challenge at times. She reminded the committee of the bylaws as to when the meeting information packet goes out to committee members (five business days prior to the scheduled Executive Committee meeting). She said for example, Mellon Foundation invited WICHE to submit a proposal by April 1, 2022, for a \$1.5 million grant. That invitation was extended just after the March 2022 Executive Committee meeting materials were disseminated. The proposal concept is under development at this time, with one staff meeting having been held to begin preparing for submission of the grant by the new deadline. She said there is careful and thoughtful discretion when there is an issue of timing.

Chair Lassner suggested reviewing the bylaws for possible guidance when timing is an issue. He also said that the timing issue is rare and when it does happen, he does not want staff constrained from pursuing opportunities around the Executive Committee meeting schedule. He suggested that when such timing issues arise, perhaps the WICHE officers can consult with staff on the proposals and give feedback and approval to move forward. He agrees with Commissioner Jefferson on the need for a clear and "clean" process.

Commissioner Lokken said that if an agreement were to be signed prior to Executive Committee approval, the Commission is liable for that agreement, unless a letter were to accompany the signed agreement stating that the agreement is contingent on Commission approval. He said he does agree with not constraining staff in the pursuit of opportunities, especially if existing staffing and FTE can fill the roles and responsibilities (without hiring new personnel), and if the pursued projects align with the Workplan and focus areas.

Commissioner Clayton Christian commented that in similar situations, the Montana University System Board of Regents allows its campuses to pursue opportunities but requires that language is applied to all agreements that notes "subject to Board approval." He suggested having legal counsel draft a statement that significantly protects WICHE's liability when this timing circumstance arises.

Chair Lassner asked for approval of the motion for moving forward with the project management role related to the Wyoming Innovation Partnership with WCCC. The motion passed.

Information Item

FY 2022 BUDGET UPDATE

President Michelau gave an update on the FY 2022 budget. She said staff are finalizing forecasting for the final months of FY 2022-unit budgets. Indirects are coming in lower than budgeted, but with the remaining months in the fiscal year, the figures will better align depending on when grant funding comes in. State dues are in good shape. The U.S. Department of Interior (DOI) funding for CNMI, Guam, and RMI membership dues is delayed, but communication with the DOI is consistent and there are no concerns at this time about the funding being delivered. She said that application work for another DOI grant should begin now for funding for the next fiscal year and to cover the Pacific Island membership once more.

President Michelau reminded the committee that the FY 2023 dues remain at \$159,000 per the 2020 vote to hold dues and not to increase them for three fiscal years; budgets are being built around the FY 2023 dues amount.

President Michelau said that the Every Learner Everywhere grant with the Gates Foundation is to the point of the grant cycle where there is a significant drop in the annual funding that comes in. This drop should not affect the bottom line of the general fund -- everything is going well with the project and the funding drop is only because of the Gates funding model of a grant cycle.

President Michelau gave an audit update, saying that she and Craig Milburn will be meeting with the auditor soon to discuss the latest changes to GASB to make sure that WICHE is appropriately prepared for the upcoming audit. Chair Lassner will be making an Audit Committee member appointment and President Michelau would like to have a short meeting with the committee sometime this spring.

Commissioner Don Bennett asked if the FY 2022 projection includes receiving the remaining \$318,000 in state dues and if there is full confidence that the remaining dues owed will be received. President Michelau answered in the affirmative on both questions and noted that not having the revenue has not yet caused a negative effect on the budget.

President Michelau said there are a few administrative expenses that need to be added to the budget forecasting for things such as Salesforce. She is waiting for these infrastructure expenses to come in and be finalized.

Chair Lassner commented that WICHE has a fairly conservative reserves policy, and the current status of the reserves amount is sufficient until the final dues owed are paid.

Discussion Item

WICHE WORKPLAN, FY 2023

President Michelau gave an overview of the Workplan and the timeline for completion; it will be up for review and approval during the May Commission meeting. She reminded the committee that the Workplan is an internal document and is a valuable tool for staff and the Commission for overall project management unit by unit. The Workplan will remain heavy on content, but the design has been updated to make it easier to review and read.

Several committee members gave positive feedback on the updated design of the in-progress Workplan document.

Discussion Item

WICHE COMMISSION MEETING AND AGENDA

President Michelau noted that it has been two years since the Commission has met in person. The May Commission Meeting will be held in Rapid City, S.D. She reviewed the preliminary agenda of the meeting, which will include a New Commissioner Orientation.

She said that among the Committee of the Whole action items will be approval of PSEP fees, dues increase, and staff salary increases.

Discussion Item

FUTURE WICHE COMMISSION MEETING DATES AND LOCATIONS

Chair Lassner opened the discussion by noting that due to COVID-19, the in-person meeting schedule was changed to accommodate the need for virtual meetings. The meeting to be held in Portland, Ore., has been rescheduled three times and is now set for November 10-11, 2022. The meeting location schedule needs to get back on track to take into account the sites that were missed due to the pandemic-related virtual meeting format. The states of Arizona and Nevada should get back on the schedule for hosting upcoming Commission meetings.

President Michelau asked to discuss the options during this current meeting, and said the formal action item will be voted on at the May Commission Meeting in South Dakota. She said the November meetings have been set for California in 2023 and Hawaii in 2024. She recommended that the November locations not be changed, and that the focus be on the upcoming May Commission meetings. Arizona and Nevada are to be worked back into the schedule. She mentioned that Colorado is typically scheduled in November, and this is for cost savings on staff travel as well as giving more staff the opportunity to attend the meeting and to see the work of the Commission in action, but she does think it is important to get Arizona and Nevada back on the schedule and the best meetings to do this would be the May meetings.

Commissioner John Arnold said that Arizona looks forward to hosting a meeting, and understands why the pandemic caused the scheduling issue. He said having the meeting in Arizona in May 2023 or 2024 is fine and he does not have a preference. Commissioner Lokken said that in 2023 the legislative session will be in May and that May 2024 would be better timing for hosting a Commission meeting.

President Michelau said that this information is good to have and it will help staff in determining what to present in the action item at the May 2022 Commission meeting.

Information Item

SUMMARY OF OFFICERS RETREAT

Chair Lassner gave a summary of the Officers Retreat on February 25, in Denver, Colo. All officers were in attendance – Chair Lassner, Vice Chair Matt Freeman, Immediate Past Chair Susan Anderson – and President Michelau. During the meeting they discussed issues and action items to bring forward to the Executive Committee and the Commission at the upcoming May Commission Meeting. They included:

BUDGET RECOMMENDATIONS

- Staff merit-based salary increases with a 4 percent pool, which he reported is less than inflation. Also discussed was the award of a flat increase for staff at the lower end of the pay scale to balance out the increases.
- Recommended state dues to increase about 3 percent.

COMMISSION RETREAT

Another item of discussion was a retreat to be held during the November meeting focused on a post-pandemic review and strategizing on engagement objectives to support the states.

MISSION STATEMENT

A need to revise the current WICHE mission statement was discussed. For the Pacific Island members, the word “citizens” is no longer applicable. In the Republic of the Marshall Islands, the Federated States of the Micronesia, Palau, and American Samoa, they are not citizens of the United States. Revising the mission statement to say “residents” is to be considered and will go before the Commission as an action item.

PRESIDENT’S EVALUATION

Surveys will go to the entire Commission and WICHE staff with opportunity to give feedback relating to President Michelau’s performance evaluation.

DISCUSSION AND FEEDBACK FROM THE EXECUTIVE COMMITTEE MEMBERS

Commissioner Jefferson said he wants to emphasize a point that Chair Lassner made regarding staff salary increases. He said including a flat dollar amount in the salary increase pool, as opposed to only percentage increases, is the correct way to plan the overall pool for salary increases. He said that having only percentage increases causes gaps in salary equity and parity and he is supportive of the recommendation to include the flat-dollar in addition to percentage amounts in the salary increase pool.

Commissioner Arnold asked if the budget presented in the March 2022 meeting materials includes the staff pay increases for FY 2023. President Michelau clarified that the budget in the meeting materials does not. If the April Executive Committee discussions appear to be going in the direction of this salary increase recommendation, it will be included in the budgets presented during the May Commission Meeting.

Commissioner Arnold recommended salary increases higher than 4 percent based on inflation, which is currently almost 8 percent, and said that what he is experiencing with his own university system is pressure to boost salaries to increase retention of employees. As for the issue of state dues, he questioned whether an increase is needed – at a time when WICHE continues to carry significant reserves, and without knowing the extent to which salary increases

will put pressure on the budget. He noted that the Arizona Legislature does not support the WICHE dues increase and thus the Arizona universities would have to absorb the increase.

President Michelau clarified that there was no staff salary increase in FY 2021, but there was a 3 percent increase in FY 2022, and that the non-general fund can absorb the salary increases much easier than the general fund can. She also reminded the committee that FY 2023 is the final year of a three-year freeze on a state dues. She said part of the reason there is a surplus in the general fund is that there has not been a face-to-face Commission meeting since November 2019. She said she is also cautious about a potential increase in health benefits. Commissioner Arnold requested that before the action items for budget, salary, and state dues increases are approved, he would like the Commission to see budgets that include both salary and state dues increases. Chair Lassner said he agreed with Commissioner Arnold's point, including taking reserves into account.

Information Item

SARA UPDATE

President Michelau gave the following summary on SARA.

The resolution that was passed by the Commission during its November 2021 meeting in support of the state role in the state authorization reciprocity agreement continues to be valuable while navigating NC-SARA, she said. The resolution has been shared with the Compact presidents and the NC-SARA board, and since November 2021, the Compact presidents and staff, and the NC-SARA board leadership have continued to meet. Not all of the concerns have been resolved, but the NC-SARA board leadership is much more understanding and sympathetic to the concerns of the Compacts. One of the requests in the resolution was to clearly encourage a state voice in activities, and the Regional Steering Committees (RSCs) are developing a revised policy revision process with the states. NC-SARA released a draft for public comment March 1-15, of the proposed policy modification process and it should go before NC-SARA Board in May for approval. All policy proposals are on hold until the policy modification process is final, President Michelau said.

W-SARA will be asking the Executive Committee to approve six state renewals at the April 12, 2022, Executive Committee meeting (AK, CO, HI, ID, NV, WA).

There were no questions or comments.

Other Business

Chair Lassner asked for any other business to be brought before the Committee. There was none.

Adjournment

Chair Lassner adjourned the meeting at 4:11 p.m. MST.

ACTION ITEM: APPROVAL OF THE FY 2023 SALARY AND BENEFIT RECOMMENDATIONS

Summary

All standard salary increases at WICHE are provided on the basis of performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. President Demarée Michelau recommends a 4.0 percent FY 2023 performance-based increase to staff who have performed at exceptionally high levels over the past year. In addition, President Michelau proposes an additional scaled-flat rate increase for staff to mitigate the effects of inflation. This increase is aimed at staff on the lower end of the salary scale, especially those in administrative support positions.

Background

All standard salary increases at WICHE are provided 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 position elsewhere.

Salary

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

In addition, President Michelau proposes an additional scaled-flat rate increase for staff to mitigate the effects of increases in inflation. This increase is aimed at staff who fall below an annual salary of \$100,000. The proposal is as follows:

FY 2022 SALARY	PROPOSED FLAT RATE INCREASE
\$60,000 and Below	\$2,000
\$60,001 – 70,000	\$1,500
\$70,001 – 80,000	\$1,000
\$80,001 – 99,999	\$500
\$100,000 and Over	\$0

Years of percentage increases combined with recent inflation impacts have disproportionately negatively impacted WICHE staff on the lower end of the salary scale, especially those in administrative support positions. This proposal would mitigate some of those impacts by adding a higher dollar amount increase for those on the lower end of the scale that gradually decreases until the \$100,000 threshold.

Benefits

The proposed budget also includes a 3.0 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (i.e., WICHE contributions to the retirement plan, life insurance, workers' compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (i.e., health/ dental insurance premiums, Social Security, and workers' compensation).

Major benefits to staff include the following:

- Participation in WICHE's retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent (5 percent from staff, 10 percent from WICHE), in TIAA-managed accounts.
- Health and dental insurance, which includes participation in a health savings account (HSA) plan through insurer UnitedHealthcare. WICHE provides a set portion of the health and dental insurance payment, with the staff members paying the remainder, which varies depending upon the plan they select. WICHE also contributes an amount annually to each staff member's health savings account. An optional flexible spending account (FSA) is available for eligible medical expenses and dependent care.
- Life, accidental death and disability, short-term disability, and long-term disability insurance.
- Generous vacation, sick leave, paid holidays, and personal business leave.
- Conversion of up to 900 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).
- Voluntary vision plan and voluntary supplemental life insurance.

The full amount of a 4.0 percent average salary increase is approximately \$215,550. The General Fund portion is \$61,930 and the non-General Fund portion is \$153,620. The cost of the flat rate increase is approximately \$78,500, of which the General Fund portion is approximately \$22,553 and the non-General Fund portion is \$55,947. These proposed increases are reflected in the proposed FY 2023 budget.

Action Requested

Approval of a 4.0 percent average salary increase for WICHE staff combined with an additional scaled-flat rate increase for staff to mitigate the effects of inflation for staff earning below \$100,000.

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

Background

The general fund budget proposed by staff for FY 2023 (July 1, 2022 to June 30, 2023) is for a suite of WICHE programs that provide services to members and support a wide range of highly significant projects. General fund revenue not only supports basic WICHE program activities, such as the work of the Student Access Programs, the Policy Analysis and Research unit, and Communications, it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing and collaborative activities in higher education, many of which are supported by non-state dollars. The proposed FY 2023 budget shows a slight budget surplus and reflects WICHE annual dues being held flat at \$159,000. As a result, WICHE will pause some of the organizational infrastructure investments that would otherwise have been implemented. Should revenue estimates change, WICHE will revisit priorities accordingly.

The four budgets following the general fund budget, reflect the projected non-general fund budgets for each of the four primary programmatic units within WICHE. Non-general fund activities include all projects supported by external sources, such as fees, grants, memberships, or contracts. Of these four non-general fund budgets, the WCET unit and the Behavioral Health unit are self-funded.

Action Requested

Approval of the FY 2023 general fund budget and the FY 2023 non-general fund budgets

General Fund Budget

Western Interstate Commission for Higher Education General Fund Budget

Mar 2022

Comparing FY 2022 with FY 2023

Revenue and Expenditures

	FY 2022				FY 2023				
	FY 2022 Budget	FY 2022 Projection	Projection 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 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$1,200,000	\$1,127,647	(\$72,353)	-6.0%	\$1,200,000	\$0	0.0%	\$72,353	6.4%
4104 Indirect Cost Sharing-WICHE	(\$360,000)	(\$428,013)	(\$68,013)	18.9%	(\$360,000)	\$0	0.0%	\$68,013	-15.9%
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	\$17,489	(\$12,511)	-41.7%	\$30,000	\$0	0.0%	\$12,511	71.5%
4560 SHEPC excess rents	\$155,000	\$153,550	(\$1,450)	-0.9%	\$155,000	\$0	0.0%	\$1,450	0.9%
4600 Other Income	\$1,000	\$23,500	\$22,500	2,250.0%	\$25,000	\$24,000	-4.0%	\$1,500	6.4%
4850 Credit Card Transaction Rev. / Units	\$120	\$7	(\$113)	-93.8%	\$120	\$0	0.0%	\$113	-94.2%
Total Revenue	\$3,570,120	\$3,438,180	(\$131,940)	-3.7%	\$3,594,120	\$24,000	0.7%	\$155,940	4.5%
Expenditures									
0102 Student Access Program	\$433,786	\$476,788	\$43,003	9.9%	\$433,151	(\$635)	-0.1%	(\$43,637)	-9.2%
0104 Policy Analysis & Research	\$466,677	\$445,277	(\$21,400)	-4.6%	\$466,677	\$0	0.0%	\$21,400	4.8%
0105 Communications & Public Affairs	\$488,814	\$464,789	(\$24,025)	-4.9%	\$490,314	\$1,500	0.3%	\$25,525	5.5%
0106 Programs & Services	\$110,452	\$121,370	\$10,918	9.9%	\$114,729	\$4,277	3.9%	(\$6,640)	-5.5%
0110 President's Office	\$587,798	\$520,441	(\$67,357)	-11.5%	\$598,098	\$10,300	1.8%	\$77,657	14.9%
0111 Commission Meeting Expense	\$228,024	\$212,830	(\$15,194)	-6.7%	\$233,574	\$5,550	2.4%	\$20,744	9.7%
0112 Administrative Services	\$892,343	\$881,454	(\$10,889)	-1.2%	\$896,107	\$3,764	0.4%	\$14,653	1.7%
0115 Miscellaneous Gen. Fund	\$275,281	\$257,501	(\$17,780)	-6.5%	\$279,101	\$3,820	1.4%	\$21,600	8.4%
0116 Program Development	\$25,750	\$33,113	\$7,363	28.6%	\$15,450	(\$10,300)	-40.0%	(\$17,663)	-53.3%
0131 LAC Meeting	\$56,671	\$5,934	(\$50,737)	-89.5%	\$66,671	\$10,000	17.6%	\$60,737	91.1%
Total Expenditures	\$3,565,596	\$3,419,498	(\$146,098)	-4.1%	\$3,593,872	\$28,277	0.8%	\$174,374	5.1%
Surplus (Deficit) for the Fiscal Year	\$4,524	\$18,682	\$14,158		\$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 c	\$356,560	\$356,560	\$0	0.0%	\$359,387	\$2,827	0.8%	\$2,827	0.8%
3 Reserve to Operate Accounts Receivable d	\$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	\$1,732,032	\$1,882,032	\$150,000	8.7%	\$1,744,493	\$12,461	0.7%	(\$137,539)	-7.3%
Reserves at Beginning of Year	\$3,516,464	\$3,516,464	\$0	-91.3%	\$3,535,145	\$18,681		\$18,681	
Reserves Dedicated during Year									
6 Deficit (Surplus) for the Fiscal Year above	(\$4,524)	(\$18,683)	\$14,159		(\$248)	(\$4,277)	94.5%	(\$18,435)	98.7%
Reserves Dedicated during the Fiscal Year	(\$4,524)	(\$18,683)	\$14,159		(\$248)	(\$4,277)		(\$18,435)	
Reserves at End of Year	\$3,520,988	\$3,535,147	\$14,159		\$3,535,393	\$14,405			

- a) At the May 2018 meeting the Commission set the FY 2020 dues to \$156K and the FY 2021 dues to \$159K. At the August 2020 Executive Committee meeting the Commission decided to keep WICHE dues at the current \$159K level for FY 2022 and FY 2023.
- 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 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.

Programs and Services Budget

Western Interstate Commission for Higher Education Two Year Budget for FY 2022 and FY 2023

PRS
Mar 2022

Programs and Services

Object / Description	FY 2022	FY 2022	FY 2023	Variance	%
	<i>Total</i>	<i>Budget</i>	<i>Budget</i>		
	<i>Actual > 01-Jul-21 -- 31-Mar-22</i>	<i>01-Jul-21</i>	<i>01-Jul-22</i>	<i>FY 2023 budget higher or (lower) than FY 22</i>	
	<i>Forecast > 01-Apr-22 -- 30-Jun-22</i>	<i>30-Jun-22</i>	<i>30-Jun-23</i>		
9 months elapsed					
3 months remaining					
11-20 MHEC Master Property Program	\$24,840	\$24,840	\$23,897	(\$943)	-3.8%
11-21 MHECtech	\$150,207	\$150,000	\$154,500	\$4,500	3.0%
11-22 MHECare	\$5,038	\$2,274	\$2,342	\$68	3.0%
12-02 Interstate Passport ECMC	(\$45,857)	\$267,193	\$162,562	(\$104,631)	-39.2%
12-48 Anticipated Projects 2	\$0		\$279,481	\$279,481	
12-49 Anticipated Project 1	\$1,000,000	\$1,000,000	\$723,115	(\$276,885)	-27.7%
14-71 NSF - Building Capacity	(\$22,074)	\$200,000	\$130,000	(\$70,000)	-35.0%
15-01 Western Academic Leader Forum	\$127,370	\$118,365	\$159,596	\$41,231	34.8%
15-15 Online Course Exchange	\$7,563	\$15,250	\$3,750	(\$11,500)	-75.4%
15-20 Western Alliance Comm Colleges	\$80,071	\$100,247	\$151,711	\$51,464	51.3%
15-30 Forum Academy	\$29,000	\$31,800	\$53,677	\$21,877	68.8%
Revenue	\$1,356,157	\$1,909,969	\$1,844,631	(\$65,338)	-3.4%
Total Revenue	\$1,356,157	\$1,909,969	\$1,844,631	(\$65,338)	-3.4%
11-20 MHEC Master Property Program	\$16,533	\$24,840	\$23,897	(\$943)	-3.8%
11-21 MHECtech	\$100,380	\$149,998	\$154,500	\$4,502	3.0%
11-22 MHECare	\$1,145	\$2,070	\$2,342	\$272	13.2%
12-02 Interstate Passport ECMC	\$232,179	\$139,646	\$123,805	(\$15,841)	-11.3%
12-48 Anticipated Projects 2	\$0		\$279,321	\$279,321	
12-49 Anticipated Project 1	\$359,329	\$999,939	\$723,115	(\$276,824)	-27.7%
14-71 NSF - Building Capacity	\$150,464	\$178,576	\$106,518	(\$72,058)	-40.4%
15-01 Western Academic Leader Forum	\$125,701	\$117,770	\$158,501	\$40,731	34.6%
15-15 Online Course Exchange	\$657	\$4,175	\$1,875	(\$2,300)	-55.1%
15-20 Western Alliance Comm Colleges	\$56,821	\$99,516	\$150,446	\$50,931	51.2%
15-30 Forum Academy	\$26,250	\$30,218	\$53,435	\$23,218	76.8%
Expense	\$1,069,461	\$1,746,748	\$1,777,756	\$31,009	1.8%
Total Expense	\$1,069,461	\$1,746,748	\$1,777,756	\$31,009	1.8%
Revenue over (under) Expense	\$286,697	\$163,221	\$66,875	(\$96,347)	

Policy Analysis and Research Budget

Western Interstate Commission for Higher Education Two Year Budget for FY 2022 and FY 2023

PAR
Mar 2022

Policy Analysis & Research

Object / Description	FY 2022		FY 2023		Variance	%
	Total		Budget	Budget		
	Actual > 01-Jul-21 -- 31-Mar-22	Forecast > 01-Apr-22 -- 30-Jun-22	01-Jul-21 30-Jun-22	01-Jul-22 30-Jun-23		
9 months elapsed						
3 months remaining						
17-05 W-SARA	\$471,656		\$471,656	\$494,532	\$22,876	4.9%
50-01 Policy Core Account	\$1,000				\$0	
50-27 Policy Digital Learning	\$20,484		\$20,484		(\$20,484)	-100.0%
50-28 CTE Without Borders	\$8,243		\$10,000	\$10,000	\$0	0.0%
50-29 Oregon-NCHEMS Consultation	\$12,500		\$12,500	\$12,500	\$0	0.0%
51-04 AIHEC IFS Consulting	\$37,554		\$37,082		(\$37,082)	-100.0%
51-06 Idaho - Dual Credit Evaluation	\$14,000		\$14,000		(\$14,000)	-100.0%
51-14 AIHEC IFS Consulting Phase II	\$20,000		\$20,000	\$40,000	\$20,000	100.0%
53-14 Data for the American Dream	\$105,128		\$86,701		(\$86,701)	-100.0%
53-16 Wyoming Innovation Partnership	\$40,235		\$67,059	\$202,302	\$135,243	201.7%
53-35 OER - Hewlett (Policy Unit)	\$159,826		\$167,216	\$30,598	(\$136,618)	-81.7%
55-01 Anticipated New Funding	\$0		\$12,725	\$230,000	\$217,275	1707.5%
Revenue	\$890,626		\$919,422	\$1,019,932	\$100,510	10.9%
Total Revenue	\$890,626		\$919,422	\$1,019,932	\$100,510	10.9%
17-05 W-SARA	\$464,309		\$471,656	\$494,531	\$22,876	4.9%
50-01 Policy Core Account	\$4,830				\$0	
50-27 Policy Digital Learning	\$10,705		\$20,484		(\$20,484)	-100.0%
50-28 CTE Without Borders	\$8,243		\$9,992	\$11,230	\$1,238	12.4%
50-29 Oregon-NCHEMS Consultation	\$14,859		\$12,954	\$12,046	(\$908)	-7.0%
51-04 AIHEC IFS Consulting	\$42,750		\$37,082		(\$37,082)	-100.0%
51-06 Idaho - Dual Credit Evaluation	\$22,637		\$14,000		(\$14,000)	-100.0%
51-14 AIHEC IFS Consulting Phase II	\$20,723		\$21,551	\$38,449	\$16,898	78.4%
53-14 Data for the American Dream	\$72,054		\$86,701		(\$86,701)	-100.0%
53-16 Wyoming Innovation Partnership	\$50,997		\$57,709	\$202,302	\$144,593	250.6%
53-35 OER - Hewlett (Policy Unit)	\$159,850		\$165,372	\$30,598	(\$134,775)	-81.5%
55-01 Anticipated New Funding	\$0		\$12,725	\$230,000	\$217,275	1707.5%
Expense	\$871,957		\$910,226	\$1,019,156	\$108,930	12.0%
Total Expense	\$871,957		\$910,226	\$1,019,156	\$108,930	12.0%
Revenue over (under) Expense	\$18,669		\$9,196	\$776	(\$8,420)	

Behavioral Health Budget

Western Interstate Commission for Higher Education Two Year Budget for FY 2022 and FY 2023

MHH
Mar 2022

Behavioral Health Program

Object / Description	FY 2022		FY 2023		Variance	%
	Total	Budget	Budget	Budget		
	Actual > 01-Jul-21 -- 31-Mar-22	01-Jul-21	01-Jul-22	01-Jul-22	FY 2023 budget higher	
	Forecast > 01-Apr-22 -- 30-Jun-22	30-Jun-22	30-Jun-23	30-Jun-23	or (lower) than FY 22	
9 months elapsed						
3 months remaining						
40-01 MH - State Affiliation Fees	\$493,499	\$446,146	\$478,000	\$478,000	\$31,854	7.1%
40-10 MH - Decision Support Group	\$54,000	\$42,000	\$54,000	\$54,000	\$12,000	28.6%
40-21 MH - Suicide Prevention Toolkits	\$998	\$2,500			(\$2,500)	-100.0%
41-01 MH - Consulting Main Account	\$39,750	\$211,000			(\$211,000)	-100.0%
41-20 AZ Evidence Based FY14--FY15	\$358,111	\$358,111	\$409,250	\$409,250	\$51,139	14.3%
41-30 AZ Mercy Maricopa EBP FY15-16	\$79,371	\$0			\$0	#Num!
41-39 AZ MMIC Training 2017	\$17,500	\$17,500	\$52,500	\$52,500	\$35,000	200.0%
41-45 SD DBH Annual Fidelity Review	\$49,250	\$49,000	\$49,000	\$49,000	\$0	0.0%
41-46 SD HSC Optimal Capacity	\$74,975	\$69,800			(\$69,800)	-100.0%
41-54 University of Wisconsin TA	\$83,332	\$99,998	\$99,998	\$99,998	\$0	0.0%
41-80 VA Rural Suici FY 15, 16 and 17	\$3,276,929	\$2,868,000	\$2,935,368	\$2,935,368	\$67,368	2.3%
42-32 ANTHC - BH Aide Assessment	\$61,000	\$61,000			(\$61,000)	-100.0%
42-51 AK - BHA Assessment	\$47,558	\$47,558	\$221,632	\$221,632	\$174,074	366.0%
43-53 Montana Zero Suicide	\$28,799				\$0	
43-54 Montana PACT Fidelity Reviews	\$50,750	\$105,000	\$101,500	\$101,500	(\$3,500)	-3.3%
43-55 Montana Crisis System TA	\$238,898	\$238,898	\$238,898	\$238,898	\$0	0.0%
43-70 SAMHSA MHTTC Grant	\$282,843	\$280,230	\$280,558	\$280,558	\$328	0.1%
43-73 SAMHSA MHTTC Supplemental	\$273,632	\$273,632	\$273,635	\$273,635	\$3	0.0%
43-74 HRSA Rural Opioid Response TA	\$697,467	\$695,115	\$730,967	\$730,967	\$35,852	5.2%
43-75 SAMHSA Supplement Well-Being	\$3,287	\$6,704			(\$6,704)	-100.0%
44-40 MH - AK API FY 15/16	\$0	\$25,000	\$0	\$0	(\$25,000)	-100.0%
44-77 NIMH Book Project	\$73,310	\$94,565	\$14,657	\$14,657	(\$79,908)	-84.5%
45-40 AK Trust PIC FY17/18	\$20,000	\$20,000	\$20,000	\$20,000	\$0	0.0%
45-43 MH - AK PIC Interns FY11-FY19	\$100,000	\$100,000	\$100,000	\$100,000	\$0	0.0%
46-01 HI - DOH	\$24,150	\$24,150	\$24,150	\$24,150	\$0	0.0%
46-02 HI - DPS	\$24,150	\$24,150	\$24,150	\$24,150	\$0	0.0%
46-03 HI - DOE	\$24,150	\$24,150	\$24,150	\$24,150	\$0	0.0%
46-06 HI - DOE Interns	\$451,013	\$491,013	\$499,574	\$499,574	\$8,561	1.7%
46-07 HI - DPS Interns	\$114,024	\$141,558	\$195,749	\$195,749	\$54,191	38.3%
46-08 HI - DOH Interns	\$292,451	\$292,451	\$281,465	\$281,465	(\$10,986)	-3.8%
46-17 HI Recruitment of Clinical Psy	\$70,089	\$75,000	\$72,500	\$72,500	(\$2,500)	-3.3%
46-24 NM Psychology Internship	\$202,779	\$70,101	\$175,000	\$175,000	\$104,899	149.6%
46-31 OR Psych Internship FY 15-18	\$2,895		\$7,200	\$7,200	\$7,200	
46-32 Idaho Psychology Internship	\$184,991	\$62,500	\$125,000	\$125,000	\$62,500	100.0%
46-36 UT Psychology Internship	\$6,720	\$6,720	\$6,720	\$6,720	\$0	0.0%
46-40 NV Intern Stipends FY 15-16-17	\$143,953	\$143,706	\$195,227	\$195,227	\$51,521	35.9%
46-41 Guam Psychology Internship	\$170,574	\$103,500	\$77,500	\$77,500	(\$26,000)	-25.1%
46-51 NV Psych Internship FY 15	\$41,315	\$48,629	\$49,830	\$49,830	\$1,201	2.5%
Revenue	\$8,158,514	\$7,619,385	\$7,818,178	\$7,818,178	\$198,793	2.6%
Total Revenue	\$8,158,514	\$7,619,385	\$7,818,178	\$7,818,178	\$198,793	2.6%
40-01 MH - State Affiliation Fees	\$753,628	\$650,000	\$774,493	\$774,493	\$124,493	19.2%

Behavioral Health Budget (continued)

Object / Description	FY 2022		FY 2022	FY 2023	Variance	%
	Total		Budget	Budget		
	Actual > 01-Jul-21 -- 31-Mar-22	Forecast > 01-Apr-22 -- 30-Jun-22	01-Jul-21 30-Jun-22	01-Jul-22 30-Jun-23		
9 months elapsed 3 months remaining						
					FY 2023 budget higher or (lower) than FY 22	
40-10 MH - Decision Support Group	\$22,821		\$40,000	\$50,000	\$10,000	25.0%
40-21 MH - Suicide Prevention Toolkits	\$32		\$2,500		(\$2,500)	-100.0%
41-01 MH - Consulting Main Account	\$37,545		\$165,000		(\$165,000)	-100.0%
41-20 AZ Evidence Based FY14--FY15	\$359,890		\$355,000	\$400,250	\$45,250	12.7%
41-30 AZ Mercy Maricopa EBP FY15-16	\$73,833		\$0		\$0	#Num!
41-39 AZ MMIC Training 2017	\$12,500		\$0	\$45,000	\$45,000	#Div/0!
41-45 SD DBH Annual Fidelity Review	\$42,826		\$35,000	\$41,500	\$6,500	18.6%
41-46 SD HSC Optimal Capacity	\$69,800		\$69,800		(\$69,800)	-100.0%
41-54 University of Wisconsin TA	\$75,250		\$89,500	\$89,500	\$0	0.0%
41-80 VA Rural Suici FY 15, 16 and 17	\$2,328,949		\$2,600,000	\$2,635,000	\$35,000	1.3%
42-32 ANTHC - BH Aide Assessment	\$23,995		\$19,957		(\$19,957)	-100.0%
42-51 AK - BHA Assessment	\$38,664		\$38,664	\$201,822	\$163,158	422.0%
43-53 Montana Zero Suicide	\$12,677				\$0	
43-54 Montana PACT Fidelity Reviews	\$44,130		\$75,000	\$88,261	\$13,261	17.7%
43-55 Montana Crisis System TA	\$207,737		\$207,737	\$207,737	\$0	0.0%
43-70 SAMHSA MHTTC Grant	\$271,964		\$270,000	\$265,500	(\$4,500)	-1.7%
43-73 SAMHSA MHTTC Supplemental	\$253,363		\$265,000	\$260,300	(\$4,700)	-1.8%
43-74 HRSA Rural Opioid Response TA	\$603,584		\$645,000	\$685,000	\$40,000	6.2%
43-75 SAMHSA Supplement Well-Being	\$2,858		\$6,704		(\$6,704)	-100.0%
44-40 MH - AK API FY 15/16	\$0		\$20,000	\$0	(\$20,000)	-100.0%
44-77 NIMH Book Project	\$67,879		\$90,000	\$12,745	(\$77,255)	-85.8%
45-40 AK Trust PIC FY17/18	\$18,604		\$20,000	\$19,500	(\$500)	-2.5%
45-43 MH - AK PIC Interns FY11-FY19	\$93,023		\$95,000	\$93,023	(\$1,977)	-2.1%
46-01 HI - DOH	\$16,943		\$24,150	\$24,150	\$0	0.0%
46-02 HI - DPS	\$16,439		\$24,150	\$24,150	\$0	0.0%
46-03 HI - DOE	\$16,951		\$24,150	\$24,150	\$0	0.0%
46-06 HI - DOE Interns	\$406,289		\$460,000	\$471,600	\$11,600	2.5%
46-07 HI - DPS Interns	\$101,565		\$125,000	\$184,350	\$59,350	47.5%
46-08 HI - DOH Interns	\$272,960		\$275,000	\$261,450	(\$13,550)	-4.9%
46-17 HI Recruitment of Clinical Psy	\$63,717		\$70,000	\$65,909	(\$4,091)	-5.8%
46-24 NM Psychology Internship	\$182,526		\$68,000	\$159,090	\$91,090	134.0%
46-31 OR Psych Internship FY 15-18	\$91			\$7,200	\$7,200	
46-32 Idaho Psychology Internship	\$160,110		\$57,500	\$115,000	\$57,500	100.0%
46-36 UT Psychology Internship	\$4,800		\$6,500	\$5,169	(\$1,331)	-20.5%
46-40 NV Intern Stipends FY 15-16-17	\$125,176		\$140,000	\$169,565	\$29,565	21.1%
46-41 Guam Psychology Internship	\$142,145		\$100,228	\$74,500	(\$25,728)	-25.7%
46-51 NV Psych Internship FY 15	\$38,432		\$45,000	\$44,500	(\$500)	-1.1%
Expense	\$6,963,695		\$7,179,540	\$7,500,414	\$320,874	4.5%
Total Expense	\$6,963,695		\$7,179,540	\$7,500,414	\$320,874	4.5%
Revenue over (under) Expense	\$1,194,818		\$439,844	\$317,764	(\$122,080)	

WCET Budget

Western Interstate Commission for Higher Education Two Year Budget for FY 2022 and FY 2023

WCT
Mar 2022

WCET

Object / Description	FY 2022		FY 2023		Variance	%
	Total	Budget	Budget	Budget		
	Actual > 01-Jul-21 -- 31-Mar-22	01-Jul-21	01-Jul-22	01-Jul-22	FY 2023 budget higher	
	Forecast > 01-Apr-22 -- 30-Jun-22	30-Jun-22	30-Jun-23	30-Jun-23	or (lower) than FY 22	
9 months elapsed						
3 months remaining						
20-01 WCET Core Revenue	\$2,884				\$0	
20-02 WCET Indirect Cost Share	\$183,889	\$105,000	\$165,000		\$60,000	57.1%
20-03 WCET Membership Dues	\$897,501	\$850,000	\$900,000		\$50,000	5.9%
20-04 WCET Sponsorships	\$95,747	\$75,000	\$75,000		\$0	0.0%
20-05 WCET Dues Alt	\$7,074				\$0	
20-10 WCET - Administration	(\$1,322)				\$0	
20-21 WCET - Annual Meeting 2021	\$22,495	\$43,100			(\$43,100)	-100.0%
20-22 WCET Annual Meeting 2022	\$25,997		\$205,420		\$205,420	
20-41 WCET Summit Spring 2021	\$3,673				\$0	
20-42 WCET Summit Spring 2022	\$1,646				\$0	
21-08 State Authorization Net Yr 11	\$616,305	\$610,000			(\$610,000)	-100.0%
21-09 State Auth Workshop June 2021	\$11,825				\$0	
22-43 WCET OER General	\$4,632	\$0			\$0	#Num!
23-35 OER - Hewlett NCOER (WCET)	\$110,162	\$123,562	\$24,467		(\$99,095)	-80.2%
23-36 WCET NCOER Hewlett Org Efft	\$101,247				\$0	
24-02 WCET ELE RPA Strategies for S	\$13,249				\$0	
24-03 WCET ELE RPA-AASCU-01	\$88,415				\$0	
24-04 WCET ELE APLU Cohort	\$0		\$91,530		\$91,530	
24-20 Gates Backbone	\$2,419,860	\$1,400,000	\$308,034		(\$1,091,966)	-78.0%
24-22 WCET ELE - AFP Planning	\$99,995		\$39,757		\$39,757	
24-23 Gates - Bridge Funding Grant	\$1,310,056		\$880,900		\$880,900	
24-25 Gates-Partnership Refresh DLS	\$1,499,896		\$429,684		\$429,684	
24-26 Gates ITA DL Rubric Refresh 22	\$106,473				\$0	
24-40 Gates - ELE Network Investment	\$2,337,134	\$2,600,000	\$393,750		(\$2,206,250)	-84.9%
24-43 RPA Frontier Set Coordination	\$38,186	\$0			\$0	#Num!
24-44 WCET - ELE COVID Supplement	\$459,960	\$0			\$0	#Num!
24-48 WCET OLC Adjunct Faculty Proj	\$39,545				\$0	
24-49 WCET ELE General	\$853				\$0	
25-12 State Authorization Net Yr 12	\$0		\$610,000		\$610,000	
26-22 State Auth Wrkshp March 2022	\$12,456				\$0	
Revenue	\$10,509,833	\$5,806,662	\$4,123,542		(\$1,683,120)	-29.0%
Total Revenue	\$10,509,833	\$5,806,662	\$4,123,542		(\$1,683,120)	-29.0%

WCET Budget (continued)

Object / Description	FY 2022		FY 2022	FY 2023	Variance	%
	<i>Total</i>		<i>Budget</i>	<i>Budget</i>		
	<i>Actual ></i> 01-Jul-21 -- 31-Mar-22	<i>Forecast ></i> 01-Apr-22 -- 30-Jun-22	01-Jul-21 30-Jun-22	01-Jul-22 30-Jun-23		
9 months elapsed 3 months remaining						
						FY 2023 budget higher or (lower) than FY 22
20-10 WCET - Administration	\$1,042,022		\$1,004,557	\$1,190,025	\$185,468	18.5%
20-21 WCET - Annual Meeting 2021	\$16,943		\$67,454		(\$67,454)	-100.0%
20-22 WCET Annual Meeting 2022	\$25,997			\$205,420	\$205,420	
20-41 WCET Summit Spring 2021	\$1,387				\$0	
20-42 WCET Summit Spring 2022	\$898				\$0	
21-08 State Authorization Net Yr 11	\$465,927		\$504,815		(\$504,815)	-100.0%
21-09 State Auth Workshop June 2021	\$5,367				\$0	
22-43 WCET OER General	\$4,633		\$0		\$0	#Num!
23-35 OER - Hewlett NCOER (WCET)	\$110,162		\$123,562	\$24,467	(\$99,095)	-80.2%
23-36 WCET NCOER Hewlett Org Efft	\$99,925				\$0	
24-02 WCET ELE RPA Strategies for S	\$13,249				\$0	
24-03 WCET ELE RPA-AASCU-01	\$88,415				\$0	
24-04 WCET ELE APLU Cohort	\$0			\$91,530	\$91,530	
24-20 Gates Backbone	\$2,419,859		\$1,399,999	\$308,034	(\$1,091,965)	-78.0%
24-22 WCET ELE - AFP Planning	\$99,995			\$39,757	\$39,757	
24-23 Gates - Bridge Funding Grant	\$1,310,056			\$880,900	\$880,900	
24-25 Gates-Partnership Refresh DLS	\$1,499,896			\$429,684	\$429,684	
24-40 Gates - ELE Network Investment	\$2,337,135		\$2,600,000	\$393,750	(\$2,206,250)	-84.9%
24-26 Gates ITA DL Rubric Refresh 22	\$106,473				\$0	
24-43 RPA Frontier Set Coordination	\$38,186		\$0		\$0	#Num!
24-44 WCET - ELE COVID Supplement	\$459,960				\$0	
24-48 WCET OLC Adjunct Faculty Proj	\$39,545				\$0	
24-49 WCET ELE General	\$853				\$0	
25-12 State Authorization Net Yr 12	\$0			\$553,466	\$553,466	
26-22 State Auth Wrkshp March 2022	\$4,599				\$0	
Expense	\$10,191,480		\$5,700,388	\$4,117,033	(\$1,583,354)	-27.8%
Total Expense	\$10,191,480		\$5,700,388	\$4,117,033	(\$1,583,354)	-27.8%
Revenue over (under) Expense	\$318,353		\$106,274	\$6,509	(\$99,766)	

ACTION ITEM: APPROVAL OF DEDICATED RESERVE LEVELS FOR NON-GENERAL FUND ACTIVITIES

Background

WICHE policy states that dedicated reserves for non-general fund activities, categorized into minimum reserve, reserve for unexpected shortfall, and program development, shall be approved by the WICHE Commission (the Commission) for the upcoming fiscal year as part of the WICHE annual budget at the spring meeting.

Just as the general fund requires and accumulates reserves, non-general fund accounts require and accumulate reserves as well. The Commission in the past has recognized this in establishing policy that the self-funded units strive to achieve reserves of at least 25 percent of their annual operating funds. Like the general fund, these reserves serve to cover three categories of unbudgeted expenditures:

Minimum reserves to cover the cost of closing the operation, if circumstances require that;

- Unanticipated shortfalls, such as contract or grant overruns, bridge funding between contracts or grants, unanticipated
- Salary or service cost adjustments, etc.; and
- A reasonable amount for one-time unbudgeted program development activities, such as proposal writing, unique software requirements, unique meeting opportunities, etc.

Approval of Non-General Fund Reserve Amounts for the WICHE Behavioral Health Program:

FY 2023 Budget to be Approved May 2022	\$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

Justification: The minimum reserve requirement, though higher than the percentage required in the general fund, is the amount that would be required to meet financial obligations of the Behavioral Health unit, should it be terminated. The reserve for unanticipated expenses is slightly higher than the percentage included in the general fund account because of the reliance on grants and contracts as revenue in which risk of unanticipated expenses is higher. The modest amount for program development would suffice for that purpose in the Behavioral Health unit. Should the Behavioral Health unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the General Fund reserve.

Approval of Non-General Fund Reserve Amounts for WCET (WICHE Cooperative for Educational Technologies):

FY 2023 Budget to be Approved May 2022	\$3,563,567
20% Minimum Reserve	\$712,713
20% Unanticipated Expenses	\$712,713
10% Program Development	\$356,357
FY 2022 Target Reserve	\$1,781,784

Justification: The minimum reserve requirement, though higher than the percentage required in the general fund, is the amount that would be required to meet financial obligations of WCET, should it be terminated. The comparatively high required unanticipated expenses reflect the unique nature of WCET as a large membership organization, with substantially greater risk in the unanticipated event of an economic downturn or forced cancelation of a large meeting venue. Should WCET exceed its target reserve, after closing out contracts, grants, other revenues, and expenses, WICHE would transfer those funds to the general fund reserve.

Approval of Non-General Fund Reserve Amounts for the WICHE State Authorization Network (SAN):

FY 2023 Budget to be Approved May 2022	\$553,466
20% Minimum Reserve	\$110,693
50% Unanticipated Expenses	\$276,733
30% Program Development	\$166,040
FY 2023 Target Reserve	\$553,466

Justification: The minimum reserve requirement, though higher than the percentage required in the general fund, is the amount that would be required to meet financial obligations of the State Authorization Network (SAN), should it be terminated. The more substantial amount for the reserve for unanticipated expenses is requested to provide enough coverage in the unexpected but possible liabilities incurred if one or more meetings or other planned event has to be canceled. The more substantial amount for the program development reserve reflects the membership nature of SAN, because most of the initiative’s revenues come directly from its members through dues and conference fees, and not from contracts and grants. If the resources available from SAN exceed its reserve requirements, it is proposed that the excess funds transfer to the WCET reserve.

Approval of Non-General Fund Reserve Amounts for Policy Analysis and Research unit:

FY 2023 Budget to be Approved May 2022	\$524,624
0% Minimum Reserve	\$0
N/A Unanticipated Expenses	\$100,000
25% Program Development	\$131,156
FY 2023 Target Reserve	\$231,156

Justification: Because Policy Analysis and Research has only one program that annually generates revenues, its only source of revenues in excess of expenses (reserves) are funds remaining in grants and contracts, if WICHE is allowed by the funding source to retain those funds. As a result, there is no need for a minimum reserve fund, given that the WICHE general fund covers this potential liability. The unit, however, does need funds to cover unanticipated expenditures, such as possible grant or contract overruns, or bridge funding to sustain a project between funding cycles. The \$100,000 request does not represent a percentage of the unit’s annual appropriation, but rather simply an amount deemed reasonable for FY 2023 to cover such unanticipated expenditures. The unit can also benefit from a modest amount of funding to pursue program development activities, such as grant writing, seed funding for prospective projects, etc. Annual general fund financing of 25 percent would adequately cover this type of expenditure. Should the Policy Analysis and Research unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the general fund reserve.

Request for Approval of Non-General Fund Reserve Amounts for the WICHE State Authorization Reciprocity Agreement (W-SARA):

FY 2023 Budget to be Approved May 2022	\$494,532
100% Minimum Reserve	\$494,532
0% Unanticipated Expenses	\$0
0% Program Development	\$0
FY 2023 Target Reserve (Required NC-SARA Reserve)	\$494,532

Justification: NC-SARA has a reserve requirement of 100 percent of annual revenues. If the resources available from W-SARA exceed its reserve requirements, it is proposed that the excess funds transfer to the Policy Analysis and Research unit reserve.

Approval of Non-General Fund Reserve Amounts for the Programs and Services unit:

FY 2023 Budget to be Approved May 2022	\$1,232,760
0% Minimum Reserve	\$0
N/A Unanticipated Expenses	\$100,000
25% Program Development	\$308,190
FY 2023 Target Reserve	\$408,190

Justification: In addition to its general fund support and revenues garnered from non-general fund programs that generate annual revenues, the Programs and Services unit, like the Policy Analysis and Research unit, receives support from various grants and contracts. As a result, there is no need for a minimum reserve fund, given that the WICHE general fund covers this potential liability. This unit also needs some reserves to support unanticipated expenses and to fund modest amounts of program development funds to cover unanticipated expenditures. The \$100,000 recommended for FY 2023, commensurate with the request for Policy Analysis and Research, is not reflected as a percent of the unit's operating budget, but rather as a reasonable reserve to cover unanticipated but possible expenditures, such as possible grant or contract overruns, or bridge funding to sustain a project between funding cycles. The unit can also benefit from a modest amount of funding (25 percent) to pursue program development activities, such as grant writing, seed funding for prospective projects, etc. If the resources available in the Academic Leadership Initiatives or the joint-purchasing collaboratives exceed their reserve requirements, it is once again proposed as the Commission approved last year that the excess funds transfer to the Programs and Services reserve. Should the Programs and Services unit exceed its target reserve, after closing out contracts and grants, WICHE would transfer those funds to the general fund reserve.

Approval of Non-General Fund Reserve Amounts for the Joint Purchasing Collaboratives (within the Programs and Services unit)

FY 2023 Budget to be Approved May 2022	\$180,739
20% Minimum Reserve	\$36,148
50% Unanticipated Expenses	\$90,370
30% Program Development	\$54,222
FY 2023 Target Reserve	\$180,739

Justification: The minimum reserve requirement, though higher than the percentage in the general fund, is the amount that would be required to meet financial obligations of the four-program collaboration, should they be terminated. The quite substantial program development reserve is necessary at this time because these Joint Purchasing Collaboratives continue to be developed and thus have more needs for funds to pursue new ventures and secure existing ones. If the resources available from the Joint Purchasing Collaboratives exceed their reserve requirements, it is proposed that the excess funds transfer to a Programs and Services unit reserve.

Approval of Non-General Fund Reserve Amounts for the Academic Leadership Initiatives (within the Programs and Services unit)

FY 2023 Budget to be Approved May 2022	\$364,257
20% Minimum Reserve	\$72,851
50% Unanticipated Expenses	\$182,129
30% Program Development	\$109,277
FY 2023 Target Reserve	\$364,257

Justification: The minimum reserve requirement, though higher than the percentage required in the general fund, is the amount that would be required to meet financial obligations of the Academic Leadership Initiatives, should one or more be terminated. The more substantial amount for the reserve for unanticipated expenses is requested to provide enough coverage in the unexpected but possible liabilities incurred if an annual meeting or other planned event must be canceled. The more substantial amount for the program development reserve reflects the membership nature of the Academic Leadership Initiatives, particularly the Western Alliance of Community College Academic Leaders and Western Academic Leadership Forum, because most of these initiatives' revenues come directly from their members through dues and conference fees, and not from contracts and grants. The Alliance and Forum have intentionally set their dues at rates higher than annual expenditures in order to garner enough resources to explore unique academic issues that arise over time and that are not being addressed by WICHE, per se. If the resources available from the Academic Leadership Initiatives exceed their reserve requirements, it is proposed that the excess funds transfer to a Programs and Services unit reserve.

Action Requested

Approval of the categories and amounts reflected above.

ACTION ITEM: APPROVAL OF DUES FOR THE FY 2024 AND FY 2025 BIENNIUM

Summary

The WICHE Commission (the Commission) approves dues in May every other year for the coming biennium, and action on the dues for FY 2024 and FY 2025 is necessary at this meeting. 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.

Rationale for Dues Increases

For many years, the Commission has adhered to a philosophy that it was best to gradually increase dues each year to adjust for inflation rather than to have 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 (and increased demand for WICHE services), salaries, health insurance, and goods and services purchased by WICHE. The Commission has asked staff to articulate the return on investment with respect to the WICHE dues. The next four pages reflect the value that WICHE provides to its states and territories.

Current Circumstances of WICHE Dues

Dues for the upcoming fiscal year, FY 2023, were established at \$159,000 at the May 2020 Commission Meeting. At that time, the Commission held dues flat for both FY 2022 and FY 2023. The world was in the early months of the COVID-19 pandemic, and there were serious concerns about raising dues when states and territories were facing financial uncertainty.

In March 2022, staff reported to the Executive Committee the intention to seek a modest three percent increase in dues for both FY 2024 and FY 2025 and that is the request being made at this time. The rationale for the increase is not only to return to the philosophy of a gradual dues increase to cover natural inflationary increases in costs of service delivery, etc., but also because of the previous two years of flat general fund revenue. WICHE dues comprise on average approximately 25 percent of WICHE's budget; the remaining budget is made up of membership dues, grants, contracts, and other sources. While WICHE has a considerable reserve, the organization cannot spend the reserve on operating costs, such as personnel and salary. The dues increase is needed to keep up with natural inflation in costs of service delivery, which is currently quite high, as well as to remain equitable with the non-general fund side of the budget, including personnel costs. Further, while rising, interest rates are not likely to generate as much revenue as in previous years.

The ample reserves for the organization are both an opportunity and a challenge. For the last two years, there were considerable additions to the general fund reserves. This was primarily due to the impacts of COVID-19 and restrictions on in-person convenings and travel. With COVID-19 restrictions largely lifted, WICHE is now convening in-person meetings, and staff expects the spending in the operating budget to be more in line with the budget going forward. Further, as IT needs increase and costs rise, particularly around Salesforce, budgeting software, and cybersecurity, staff anticipate the need for expanded capacity and resources, likely through consulting services, to support the organization.

Staff recommends increasing the dues by \$5,000 in FY 2024 and \$5,000 in FY 2025 (the same dollar amount as in the previous two fiscal years). The dues would be as follows:

FISCAL YEAR	DUES	AMOUNT	PERCENTAGE INCREASE
FY 2022 (approved)	\$159,000	\$0	0%
FY 2023 (approved)	\$159,000	\$0	0%
FY 2024 (proposed)	\$164,000	\$5,000	3.05%
FY 2025 (proposed)	\$169,000	\$5,000	2.96%

Action Requested

Approval of WICHE dues at \$164,000 in FY 2024 and \$169,000 in FY 2025.

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

WRGP

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 WRGP 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.

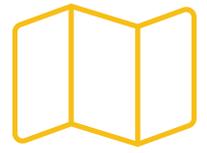
Resource sharing



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 RECIPROCAL 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.

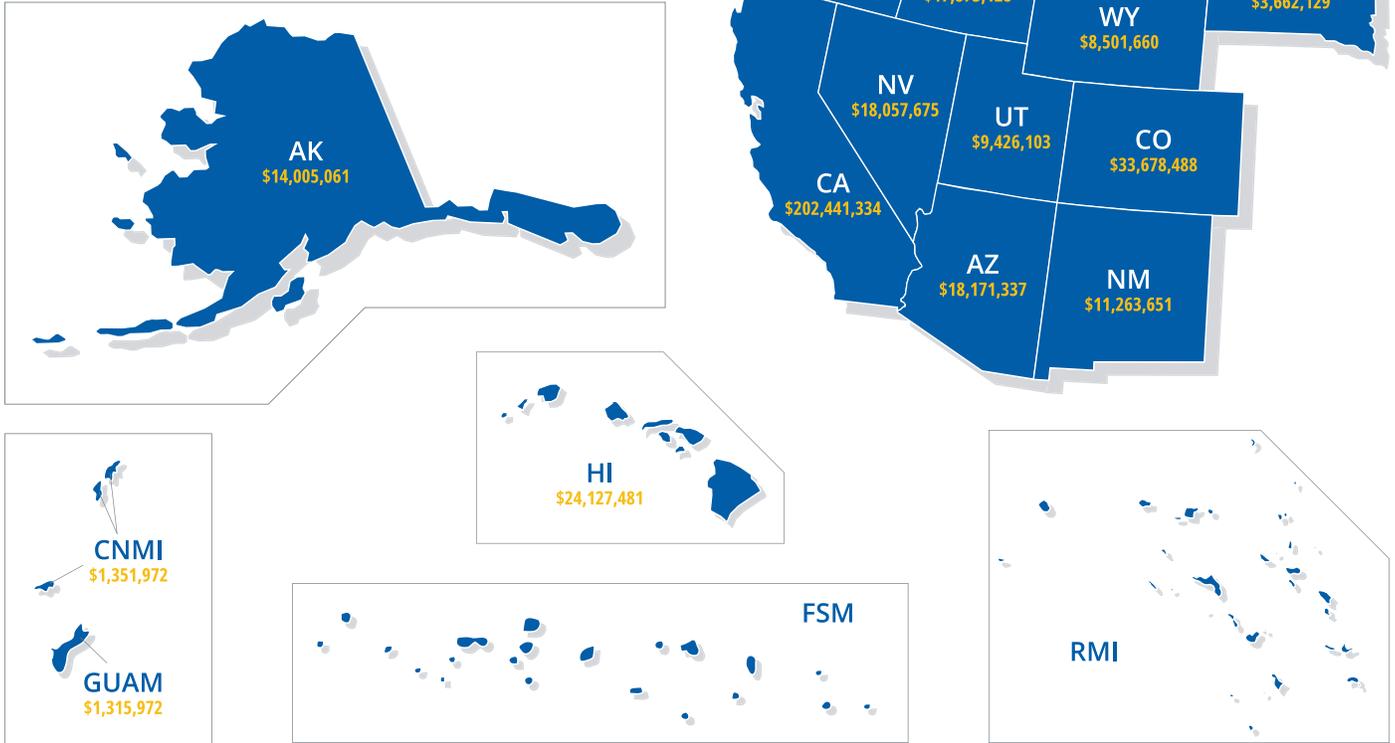
BENCHMARKS, an interactive online dashboard, features the most recent data available on the West's progress in improving access to, success in, and the financing of higher education.

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 April 2022

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(Immediate Past Chair)
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José L. Cruz Rivera
Kathleen Goeppinger

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Robert Shireman

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HAWAII

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IDAHO

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Sheila Stearns

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Jill Louters

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Ben Cannon
Camille Preus
Hilda Rosselli

SOUTH DAKOTA

Brian Maher
Larry Tidemann
Diana VanderWoude

U.S. PACIFIC TERRITORIES & FREELY ASSOCIATED STATES

Frankie Eliptico (CNMI)
Rodney Jacob (Guam)

UTAH

Patricia Jones
Ann Millner
David Woolstenhulme

WASHINGTON

Don Bennett
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WYOMING

Fred Baldwin
Kimberly Dale
David Jones

ACTION ITEM: APPROVAL OF WICHE PRESIDENT EVALUATION PROCESS

Summary

In 2012, the WICHE Commission approved a process for evaluating the WICHE president. Since that time, 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, at which time, they passed a motion to bring the vote about 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.

Since that vote did not take place, the organization is currently bound by the 2012 policy, and to act in good faith with the previous Executive Committee's wishes, staff connected with the current Executive Committee and are now bringing the revised proposed policy back to the full Commission for consideration.

Background

In 2012, the WICHE Commission approved the following process for evaluating the WICHE president.

2012 Policy

The commission's evaluation of the president: Except for those years when the commission secures an external consultant to review the president's performance (every five years), each year the chair of the Commission, in concert with the commission officers, will prepare for the May commission meeting an evaluation of the president's performance, judged against the objectives that have been established and approved by the commission at the previous May commission meeting.

- *On the years when an external consultant has been secured by the commission to review the president's performance, the chair of the commission, in concert with the commission officers, will still make an independent judgment of the president's performance but will take into account the external review.*
- *Each year, the commissioners' evaluation of the president will be informed by surveys of staff and commissioners, which will be secured and reported to the commission by WICHE's human resources officer (except in the year in which such information is reported by the external evaluator).*

In January 2018, the WICHE Commission Officers adopted the following policy:

2018 Policy

The purposes of the annual evaluation are threefold: To determine the extent to which the president has fulfilled the responsibilities of his/her position over the previous year and whether he/she 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 his 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 per 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 by the Commission 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. If so, 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 modify an existing one and will establish the salary and benefits for the President. That recommendation shall be discussed in a closed Executive session and then submitted to the Commission of the whole at an open session for ratification. The Chief Administrative Officer, CFO, or Director of Human Relations 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.

The Executive Committee considered the officers' proposal on February 27, 2018. In response, they streamlined the evaluation process and voted to bring the process to the full Commission for consideration at the May 2018 meeting. Specifically, they amended it to include a provision in which the president would write his or her self-evaluation on an annual basis measuring performance against Commission-approved goals. And the WICHE Chair would conduct an evaluation annually and present it to the Executive Committee at the May meeting and thereafter to the Committee of the Whole during the May business session. In addition to the annual evaluation, the officers may engage an outside consultant to conduct a more thorough "360" evaluation when they deem it appropriate (a 3–5-year time frame was discussed). The action item to consider in this process was never brought before the full Commission.

Subsequently, at the Executive Committee meeting on April 12, 2022, the Executive Committee supported bringing the revised policy to the full Commission in May 2022 with modest clarifications; the staff also suggested clarifying job titles.

The policy for consideration today is presented below:

Proposed Policy (with Modest Revisions from 2018 Redlined)

*The purposes of the annual evaluation are threefold: To determine the extent to which the president has fulfilled the responsibilities of **his/her-his or her** position over the previous year and whether **he/she-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 his **or 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 per 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 by the Commission 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. If so, 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 modify an existing one and will establish the salary and benefits for the President. That recommendation shall be discussed in a closed Executive session and then submitted to the **Commission of the whole-Committee of the Whole** at an open session for ratification. The **Chief Administrative Officer**, Chief Financial Officer or Director of Human **Relations**-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.*

Action Requested

Approval of the revised process for evaluation of the WICHE president.

ACTION ITEM: APPROVAL OF RECOMMENDED FUTURE COMMISSION MEETING DATES AND LOCATIONS

Summary

Although in 2019, the WICHE Commission (the Commission) approved dates and locations for WICHE Commission meetings through 2024, the COVID-19 pandemic forced a shift in meeting format during the past two years. This necessary shift resulted in skipping the Arizona and Colorado meeting locations, and it is necessary now to reestablish the schedule.

Background

Per the WICHE bylaws, the full WICHE Commission shall meet twice each year. Meetings of the Commission shall be held during the months of May or June and November or December on the day and at a time, and place set at least one meeting in advance of the meeting to be held. During the May 2019 Commission Meeting and the September 2019 Executive Committee Meeting, the Commission approved dates and locations through November 2024. However, the COVID-19 pandemic forced the Commission to switch the May 2020, November 2020, May 2021, and November 2021 Commission meetings to a virtual format. This necessary shift resulted in skipping the Arizona and Colorado meeting locations, and it is now necessary to reestablish the schedule.

The November WICHE Commission meetings are typically held in Colorado because 1) there are significant cost savings due to reduced staff travel and 2) there is value in increased opportunity for staff to watch and participate in Commission meetings. As part of the approvals in 2019, the WICHE Commission approved a short-term shift from holding the November meeting in Colorado to accommodate the California and Hawai'i meetings that are due up next in the rotation. Both locations tend to be quite expensive, and staff and the Commission have indicated their preference to not hold them in the same fiscal year. To restore the order, the proposed dates and locations bring back Arizona into the rotation and further suspend the Colorado-November meetings for the short-term with the intention to return to Colorado in November 2025 and the November meetings thereafter.

Proposed Future Dates and Locations

The following is a list of proposed future dates and locations for WICHE Commission meetings (in red) with a list of Commission meeting locations since 1990, for reference. To the extent possible, the proposed dates all avoid conflicts with Election Day, Veterans Day, WCET Annual Meeting, and the Association of Public and Land-grant Universities' (APLU) annual meeting. *Red italics indicated proposed.*

COMMISSION MEETING LOCATIONS		
YEAR	May/Spring Meeting	November/Fall Meeting
2025	<i>UT (May 5-6)</i>	CO (November 13-14)
2024	<i>NV (May 6-7)</i>	<i>HI (November 14-15)</i>
2023	<i>AZ (May 8-9)</i>	CA (November 12-14)

COMMISSION MEETING LOCATIONS

YEAR	May/Spring Meeting	November/Fall Meeting
2022	Rapid City, SD	Portland, OR (approved CO and subsequently approved Portland, OR, November 10-11)
2021	Virtual (approved AZ)	Virtual (approved CO)
2020	Virtual (approved OR)	Virtual (approved CO)
2019	Bismarck, ND	Denver, CO
2018	Missoula, MT	Broomfield, CO
2017	Coeur d'Alene, ID	Denver, CO
2016	Laramie, WY	Denver/Boulder, CO
2015	Girdwood, AK	Boulder, CO
2014	Santa Fe, NM	Denver, CO
2013	Spokane, WA	Boulder, CO
2012	Fort Collins, CO	Salt Lake City, UT
2011	San Francisco, CA	Laie, HI
2010	Portland, OR	Boulder, CO
2009	Las Vegas, NV	Boulder, CO
2008	Rapid City, SD	Phoenix, AZ
2007	Whitefish, MT	Denver, CO
2006	Bismarck, ND	Boulder, CO
2005	Juneau, AK	Boulder, CO
2004	Boise, ID	Broomfield, CO

COMMISSION MEETING LOCATIONS

YEAR	May/Spring Meeting	November/Fall Meeting
2003	Salt Lake City, UT	Broomfield, CO
2002	Santa Fe, NM	Broomfield, CO
2001	Jackson Hole, WY	Broomfield, CO
2000	Denver, CO	Seattle, WA
1999	Denver, CO	Honolulu, HI
1998	Denver, CO	Portland, OR
1997	Reno, NV	Denver, CO
1996	Denver, CO	Albuquerque, NM
1995	Boulder, CO	San Francisco, CA
1994	Rapid City, SD	Tucson, AZ
1993	Kalispell, MT	Salt Lake City, UT
1992	Bismarck, ND	Boulder, CO
1991	Boulder, CO	Coeur d'Alene, ID
1990	Portland, OR	Seattle, WA

The following table shows the year of WICHE Commission meetings by state:

STATE/YEARS SUMMARY	
Alaska	2015, 2005
Arizona	2008, 1994
California	2011, 1995
Colorado	2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2010, 2009, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999, 1998, 1997, 1996, 1995, 1992, 1991
Hawai'i	2011, 1999
Idaho	2017, 2004, 1991
Montana	2018, 1997, 1993
Nevada	2009, 1997
New Mexico	2014, 2002, 1996
North Dakota	2019, 2006, 1992
Oregon	2022, 2010, 1998, 1990
South Dakota	2022, 2008, 1994
Utah	2012, 2003, 1993
Washington	2013, 2000, 1990
Wyoming	2016, 2001

Action Requested

WICHE staff request approval of the proposed future meeting dates and locations.

ACTION ITEM: APPROVAL OF MISSION STATEMENT MODIFICATION

Summary

WICHE's current mission statement is as follows:

The member states and Pacific Island members of the Commission work 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.

The statement refers to "citizens" of the West, which is problematic with the recent addition of the Pacific Island members. Citizens of the Republic of the Marshall Islands, Federated States of Micronesia, and the Republic of Palau are not citizens of the United States. Unlike citizens of other U.S. territories who are U.S. citizens, American Samoans are U.S. nationals. To be more inclusive of our Pacific Island partners within the WICHE mission, WICHE staff propose changing the word "citizens" to "residents."

Background

A reexamination of WICHE's mission should never be taken lightly. The organization was originally formed by the states and territories, and it is critical that WICHE members today, including governors and legislatures, as well as the staff have a clear understanding of what WICHE does and does not do. Over the years, WICHE Commissioners have engaged in many discussions and have made deliberate, well-thought-out decisions about WICHE's appropriate role, and this proposal is not intended to redirect or reconsider the role that WICHE is currently playing. Instead, this proposed action aims to appropriately recognize members of WICHE, specifically those in the Pacific region, and to do so in a more inclusive way.

WICHE's current mission statement is as follows:

The member states and Pacific Island members of the Commission work 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.

The statement refers to "citizens" of the West, and, with the recent addition of the Pacific Island members, is problematic. People from the Republic of the Marshall Islands, Federated States of Micronesia, and the Republic of Palau are not citizens of the United States, but citizens of their own countries. The potential addition of American Samoa, also raises concerns with the current language. Unlike citizens of other U.S. territories who are U.S. citizens, American Samoans are U.S. nationals. Although the argument could be made that people from these jurisdictions are citizens of the West for WICHE's purposes, the language still would be potentially exclusionary. To be more inclusive of our Pacific Island partners, WICHE staff propose changing the word "citizen" to "resident" within the WICHE mission. If approved, this change will also require a bylaws revision in November 2022.

Action Requested

Approval of the revised WICHE mission statement that replaces the word "citizens" with "residents," which will also require a bylaws revision in November 2022.

ACTION ITEM: AFFIRMATION OF CODE OF ETHICS FOR THE WICHE COMMISSION

Background

The WICHE Commission is expected to abide by a Code of Ethics. The WICHE Commission should review the Commission Code of Ethics annually.

Action Requested

President Michelau is asking the WICHE Commission to reaffirm the Codes of Ethics for the WICHE Commission.

COMMISSION CODE OF ETHICS

The Western Regional Education Compact calls upon commissioners appointed by each participating state to oversee the development of WICHE's programs in order to strengthen higher education's contribution to the social and economic life of the region. Ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct since codes differ by state and do not apply to an interstate agency such as WICHE. In this regard, each WICHE commissioner agrees individually to:

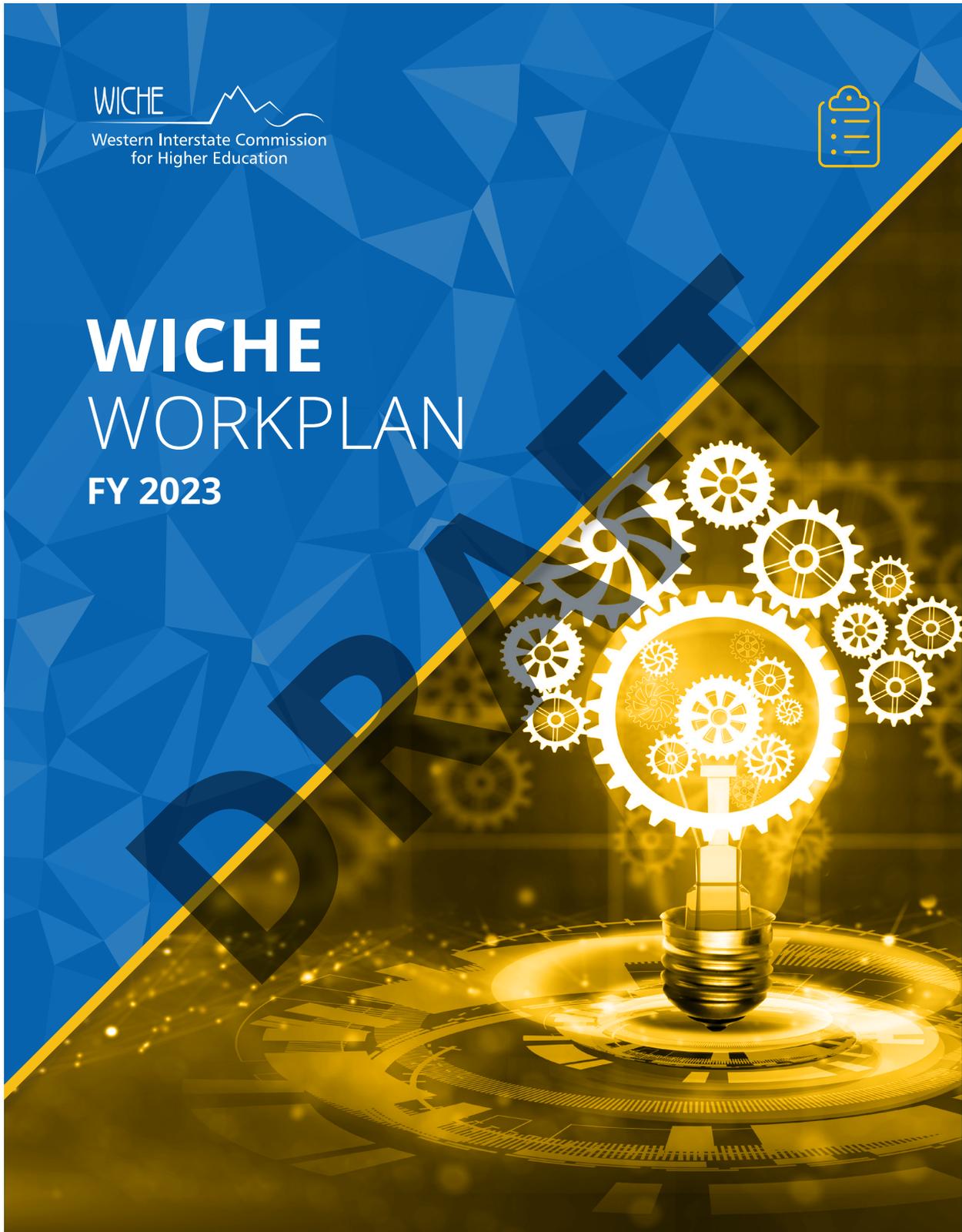
- Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.
- Act in an informed, competent, and responsible manner, and with due diligence to provisions of the Western Regional Education Compact, the WICHE Bylaws, and the approved policies and procedures of the organization.
- Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself for any discussion or actions with regard to the potential conflict of interest.
- Foster high standards of professional and ethical conduct within WICHE and the Commission.
- Support the principles of due process and civil and human rights of all individuals while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.
- Assure that allegations of ethics violations raised by any staff person or citizen served by WICHE concerning a member of the staff or the Commission are thoroughly investigated and resolved.
- Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.
- Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.
- Obey local, state, and national laws and to pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.
- Support this WICHE Code of Ethics (Conduct) as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.

ACTION ITEM: APPROVAL OF THE FY 2023 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
Western Academic Leadership Academy (Academy)	W/S; A	Western	.19 and consultants	Forum and Alliance members
Western Academic Leadership Forum (Forum) • Professional Development: 2023 Annual Meeting • Collaborative projects	A/S; A	Western	.62	All WICHE members; 52 institutions, 9 systems

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 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 **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)	3.25 and consultants (11/20-10/22)	72 institutions in 21 states across the country are members; Institutions in these and several other states are in the exploration stage
			National Science Foundation \$300,000 grant	1.25 and consultants (3/21-2/23)	New Mexico State University and its four community colleges

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.

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
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
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
WICHE Academy for Leaders in the Humanities	A/S; W/S		Western	Adrew 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.

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 **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.

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.

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.

NON-CREDIT TO CREDIT CREDENTIALS IN HIGH DEMAND INDUSTRIES: The U.S. Department of Labor put out a call for proposals for their Strengthening Community College Training Grant program in March 2022 with a deadline of June 2, 2022. WICHE's Programs and Services and Policy Analysis and Research units would like to submit a proposal in collaboration with San Juan College in New Mexico to increase the capacity of community colleges in the WICHE region to close equity gaps in addressing skill development needs of employers and workers. WICHE will provide content expertise in prior learning assessment and project management to support a consortia of WICHE institutions in the Four Corners region, most of whom would identify as native serving non tribal colleges or tribal colleges and universities.

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 (PARD), 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 (PARAD) 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

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

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 wctetMIX to support communication and sharing among its members. During FY 2022, wctetMIX was expanded to include member-only resources in the wctetMIX 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.

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.
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



PLENARY SESSION III

TUESDAY, MAY 17, 2022
10:15 A.M. – 11:30 A.M.
SALONS D&E

PLENARY SESSION III

**Tuesday,
May 17, 2022**

10:15 – 11:30 a.m.
Salons D&E

A Risk to Student Success: Food and Housing Insecurity

Recent years have seen increased attention to students' basic needs, especially housing and food insecurity. While suggesting that students should have access to housing and food is likely not controversial, identifying effective policy solutions and pragmatic approaches can be difficult. Housing prices continue to outpace inflation across the region, with heavy competition for the limited state and local assistance available. While housing and food security were issues of concern at many of our campuses before the pandemic, disruptions during the pandemic likely exacerbated these issues.

While there may not be consensus about the scope of food and housing insecurity nationally, there is general agreement across data sources that these are issues affecting a large number of students. A recent survey of students at four-year universities found that 19 percent of students met the federal definition of food insecurity. An additional 25 percent were at-risk of becoming food insecure.¹ Surveys including a broader range of institutions took place after the pandemic, with the number of food insecure students between 30 and 50 percent during the pandemic.² Research similarly shows that housing insecurity has substantial negative impacts on student success and learning and may affect half of all students.³

Developing and successfully implementing and paying for solutions at a scale commensurate with the problem can be an enormous challenge, but perhaps not an insurmountable one. The complexities of having a number of different policy levers and programs require state and institutional coordination and effective strategies to ensure full usage of available federal resources.

During this session, Commissioners will learn from a national policy expert, hear from a community college leader, and explore state approaches in the West that have coordinated strategies to improve student access to needed resources, resulting in improved retention and completion.

FACILITATOR

Jim Chavez, Executive Director, Latin American Educational Foundation

SPEAKERS

Amy Ellen Duke-Benfield, Senior Director, Policy and Advocacy, The Hope Center for College, Community, and Justice
Elizabeth Guzman Arroyo, Director of STEP & Pathways to Opportunity Statewide, Portland Community College
Patrick Lane, Vice President, Policy Analysis and Research, WICHE

¹ Aseel El Zein, Karla P. Shelnutt, Sarah Colby, Melissa J. Vilaro, Wenjun Zhou, Geoffrey Greene, Melissa D. Olfert, Kristin Riggsbee, Jesse Stabile Morrell, and Anne E. Mathews. "Prevalence and correlates of food insecurity among US college students: a multi-institutional study." *BMC public health* 19, no. 1 (2019): 1-12.

² See for example: Meghan R. Owens, Francilia Brito-Silva, Tracie Kirkland, Carolyn E. Moore, Kathleen E. Davis, Mindy A. Patterson, Derek C. Miketinas, and Wesley J. Tucker. "Prevalence and social determinants of food insecurity among college students during the COVID-19 pandemic." *Nutrients* 12, no. 9 (2020): 2515; Melissa D. Olfert, et al., "Struggling with the basics: food and housing insecurity among college students across twenty-two colleges and universities," *Journal of American College Health* (2021): 1-12.

³ Ronald E. Hallett and Adam Freas, "Community college students' experiences with homelessness and housing insecurity," *Community College Journal of Research and Practice* 42, no. 10 (2018): 724-739; Olfert, et al.

BIOGRAPHICAL INFORMATION



Facilitator, Commissioner Jim Chavez

Jim Chavez is executive director of the Latin American Educational Foundation (LAEF), a Colorado nonprofit providing college assistance (including direct scholarship support) and guidance to Colorado Latino students and their families. Established in 1949, LAEF is Colorado's oldest Latino nonprofit.

Chavez has worked much of his professional life for education-related causes. As a board member and staff member of the Colorado Student Obligation Bond Authority, he was instrumental in creating Colorado's first prepaid college tuition program, now known as Collegenest. He then worked across the U.S. to develop and implement numerous state college savings programs, or Section 529 plans. He began his career as a certified public accountant with Ernst & Young.

Chavez is a WICHE Commissioner, a member of the board of commissioners for the Denver Housing Authority, and a member of the board of directors for the Colorado Nonprofit Association. He is a former trustee for the Clayton Early Learning Center, past board member for the Rocky Mountain Public Broadcasting Corporation, and a past member of the board of trustees for the University of Northern Colorado. He is a graduate of Colorado State University.



Speaker, Amy Ellen Duke-Benfield

Amy Ellen Duke-Benfield is Senior Director of Policy and Advocacy at The Hope Center for College, Community, and Justice, where she leads their state policy work. Previously, she was a Senior Fellow at National Skills Coalition where she led state higher education policy development and implementation. While at the Center for Law and Social Policy, she analyzed and advocated for federal and state higher education and public benefits policies to better serve low-income adults and others, including parenting students and students of color. She developed and advocated for a student aid framework that combines financial aid, public benefits, and refundable tax credits.



Speaker, Elizabeth Guzman Arroyo

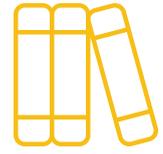
Elizabeth Guzman Arroyo, serves as the Statewide Director of Pathways to Opportunity, bringing together all 17 community colleges and 7 public universities in Oregon through consortium initiatives closing opportunity gaps and increasing economic mobility by expanding the federal, state, and local resources available to students. Elizabeth has over a decade of student-centered program design, development, and management experience in both the K-12 and post-secondary environments. Elizabeth's work centers on systems redesign mitigating barriers, increasing educational access, outcomes, and economic mobility of marginalized populations.



Speaker, Patrick Lane

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 post secondary 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.



REFERENCES

REFERENCES

12-2	WICHE COMMISSION
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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 the U.S. Pacific Territories and 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. David Lassner from Hawai'i is the 2022 chair of the Commission. * Executive Committee member

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Future Commission Meeting Dates

2022

November 10-11, 2022 – Portland, Oregon

2023

May 2023 – TBD

November 9-10, 2023 – California

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Clayton Christian (MT)
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Fred Baldwin (WY)

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Jim Chavez (CO)
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Territories and Freely Associated
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April 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.

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📞 670.664.8868
✉ senator.hofschneider@gmail.com

Representative Ralph N. Yumul (appointed 2020)

Northern Marianas Commonwealth Legislature
P.O. Box 500586, Saipan, MP 96950
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✉ rep.yumul@gmail.com

UTAH

Representative Melissa Ballard (appointed 2021)

Utah House of Representatives
407 Elk Hollow Cir., North Salt Lake, UT 84504
📞 801.633.6561
✉ mballard@le.utah.gov

Senator Michael McKell (appointed 2021)

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✉ mmckell@le.utah.gov

Representative Kelly Miles (appointed 2021)

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6288 S. 1575 E., Ogden, UT 84405
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***Senator Ann Millner** (appointed 2019)

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4287 Harrison Blvd., Room 313, Ogden, UT 84403
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✉ amillner@le.utah.gov

WASHINGTON

***Representative Gerry Pollet** (appointed 2015)

Washington House of Representatives
132C Legislative Building
P.O. Box 40600, Olympia, WA 98504
📞 360.786.7886
✉ gerry.pollet@leg.wa.gov

WYOMING

***Senator Fred Baldwin** (appointed 2017)

Wyoming State Senate
P.O. Box 1032, Kemmerer, WY 83101
📞 307.877.3687
✉ fred.baldwin@wyoleg.gov

Representative Mark Kinner (appointed 2021)

Wyoming House of Representatives
456 Sumner St., Sheridan, WY 82801
📞 307.674.4777
✉ mark.kinner@wyoleg.gov

Representative Sue Wilson

Wyoming House of Representatives
PO Box 21035, Cheyenne, WY 82003
📞 307.316.7497
✉ sue.wilson@wyoleg.gov

Changes to this list should be directed to:

Christina Sedney
📞 303.541.0238
✉ csedney@wiche.edu

WICHE STAFF

Names 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 Elkshouder, 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

IT SERVICES

Dave Clark, Chief of Digital Services
Gary Toon, IT Systems Engineer

PROGRAMS AND SERVICES

Raymonda Burgman, 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 Academic Leadership
Initiatives
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

BEHAVIORAL HEALTH PROGRAM

Dennis Mohatt, Vice President, Behavioral Health and
Co-Director, Mental Health Technology Transfer
Center (MHTTC)
Genevieve Berry, Project Manager, MHTTC
Erin Briley, MHTTC School Mental Health Coordinator
Madison Chamberlain, Data Specialist
Janell Daly, Administrative Assistant III
Jasmine Davis, Technical Assistance Associate
Nicole Eastin, Fidelity Reviewer (AZ)
Ashley Fortier, Technical Assistance Lead - Psychologist
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
Bethany Kronberg, Administrative Temp
Bobbi Perkins, Technical Expert Lead, Rural
Communities Opioid Response Project
Annette Robertson, Senior EPB Fidelity Reviewer (AZ)
Emma Tilson, Technical Assistance Coordinator
Ivory Tubbs, Technical Expert Lead, Rural Communities
Opioid Response Project

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, 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, Events and Programs Coordinator

Patricia O'Sullivan, Content Manager, Every Learner
Everywhere

Megan Raymond, Senior Director, Membership and
Programs

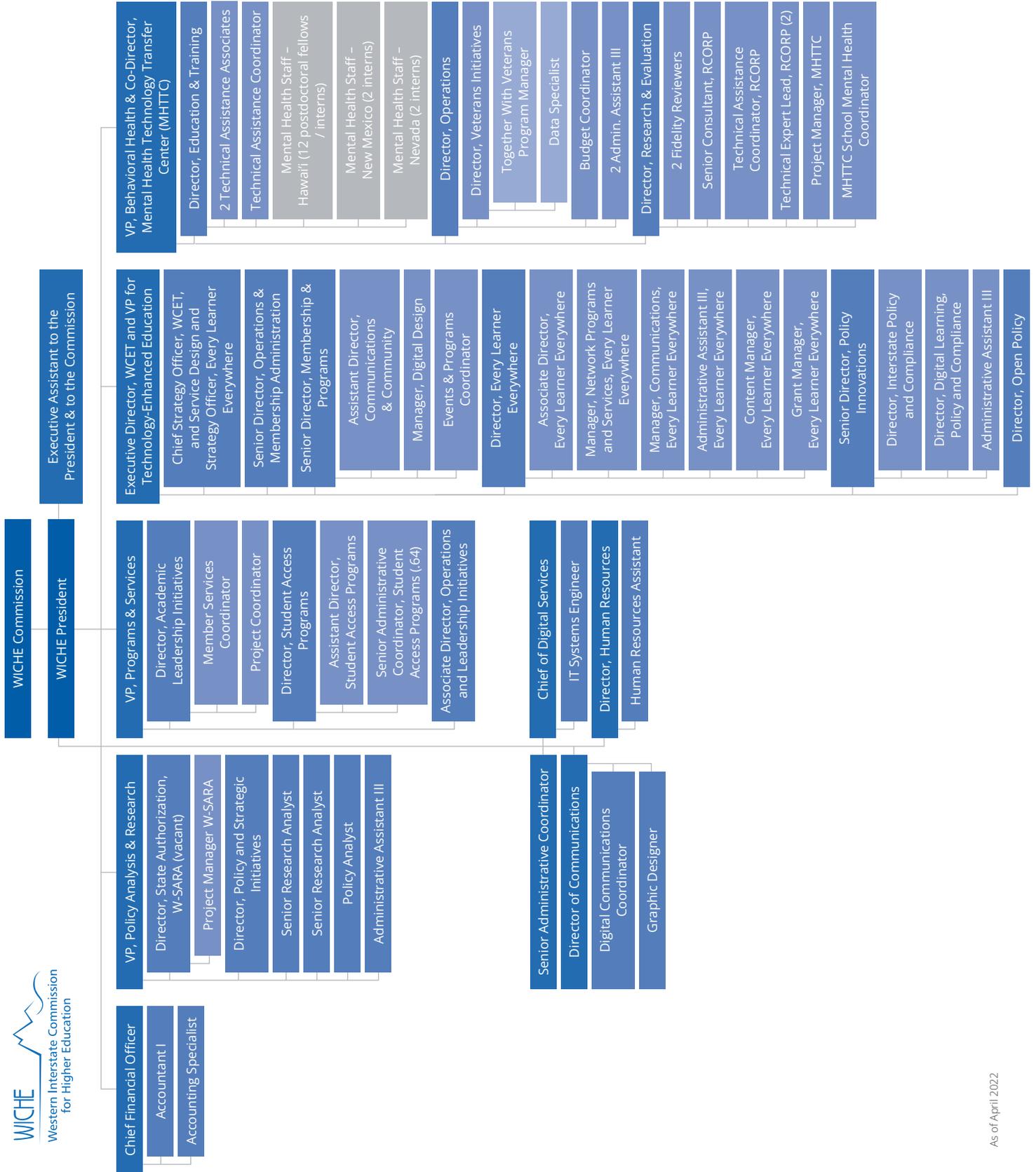
Tanya Spilovoy, Director, Open Policy

Rachael Stachowiak, Director, Interstate Policy and
Compliance

Jessica Rowland Williams, Director, Every Learner
Everywhere

April 2022

WICHE ORGANIZATION

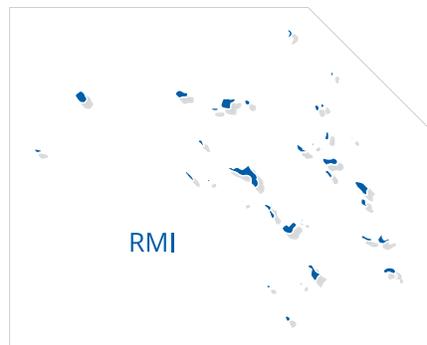
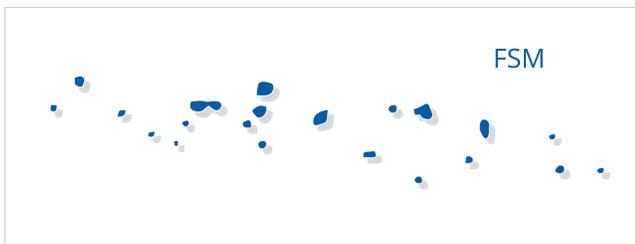
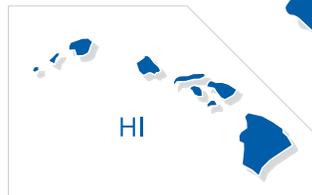
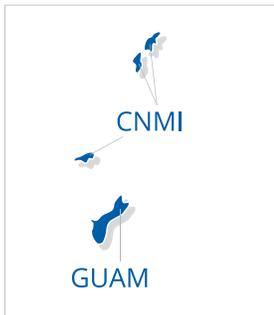
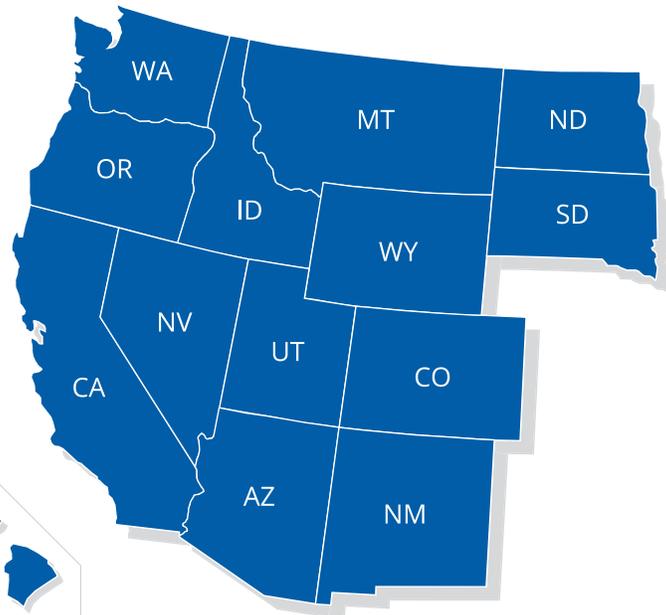


MAPS OF WICHE REGION



WICHE STATES

- Alaska (AK)
- Arizona (AZ)
- California (CA)
- Colorado (CO)
- Hawaii (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 Mariana Islands (CNMI)
Guam (GU)

Republic of the Marshall Islands (RMI)
Federated States of Micronesia (FSM)

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	College admission testing program	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
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
COA	APA Accreditation	accreditation.apa.coa
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
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
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	nafonation.org
NAFSA	An 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	colleageaccess.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
<i>SHEEO Offices in the West:</i>		
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/ccche.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
UAS	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/slds/
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	wpsa.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

Working for the West



Thank you for attending the Spring 2022 Commission Meeting in Rapid City, South Dakota. This is the first time since the start of the COVID-19 pandemic that the WICHE Commission has had a chance to meet in person, and it is an absolute joy to share ideas and work together on behalf of students in the West. Building connections across the WICHE region is one of the most rewarding things we do, and I am grateful for the opportunity to partner with you and to learn from each other.

I look forward to seeing you at the Fall Commission Meeting on **November 10-11, 2022, in Portland, Oregon.**

Stay healthy, be safe, and let's continue to move forward together with hope and perseverance.

-Demi Michelau



Multnomah Falls,
Multnomah County, Oregon