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for Higher Education

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2011 WICHE WORKPLAN

危机  
weiji

CRISIS/OPPORTUNITY

转机  
zhuaji

## Crisis/Opportunity

Popular wisdom has it that the Chinese word for “crisis,” *weiji* (the first character on our workplan cover) combines two Mandarin characters, one meaning “danger” and the other “opportunity.” It’s a rhetorical device that’s been used by speakers as diverse as John F. Kennedy, Richard Nixon, and Al Gore. And it’s an intriguing notion – the thought that our best chances spring from our worst times, that every cloud has a silver lining. But as far as the Chinese language goes, it’s not quite true. *Weiji* denotes bad times, plain and simple. In other words, in Mandarin Chinese as in English (and in life), a crisis is a crisis.

Public higher education has faced a crisis of massive proportions in the first decade of this millennium: a dramatic downshifting of state and federal funding that began in 2001 – with the September 11 bombings and the collapse of the dot.com bubble – followed by a few years of reprieve and then a deeper downward spiraling in 2007 with a global economic collapse from which the U.S. and the world are still reeling. We are, economists say, “in recovery.” But it’s unlikely that the country’s higher education institutions will “recover” their previous levels of funding, at least not for years to come.

Nevertheless, for higher education, this year represents a turning point (that’s the meaning of the second Chinese term on our workplan cover, *zhuanji*) and, yes, an opportunity. For one thing sets higher education apart. Even while funding to our colleges and universities has declined, a college degree has retained its value. As a nation, and as individuals, we can’t afford to be poorly educated today. As President Obama said in his state of the union address, “In the 21st century, the best anti-poverty program around is a world-class education.”

The opportunity, then, for the West is one that generations of Americans are familiar with: to do more with less. Dealing with scarcity – whether of institutions or programs or dollars – has been at the heart of WICHE’s mission since the beginning. In fiscal 2011 WICHE’s Policy Analysis and Research unit, Programs and Services unit, Mental Health Program, WCET, and Technology and Innovation initiative will be working hard to make sure that the West’s students don’t get shortchanged on their education and to

help the region’s states and institutions find innovative ways to stretch each educational dollar. Our work will focus on five areas: finance, access and success, workforce and society, technology and innovation, and accountability.

## Finance

Finding ways to make higher education more affordable for students and their families – and for states and institutions, as well – is a major piece of WICHE’s mission, and several of our programs and initiatives address it.

Tough fiscal times make WICHE’s **Student Exchange Programs** increasingly essential for students, institutions, and states. As many states shrink their higher education budgets, institutions are determining if they can continue to offer a full array of programs or if they must scale back. Students’ access to certain programs may decline in the coming years unless institutional leaders and educational policymakers work together on innovative solutions. WICHE has demonstrated over the past half century that regional collaboration enables institutions to maximize their available capacity, broaden student access, and reduce unnecessary duplication of programs. Our current mix of programs help college students gain access to a wide array of postsecondary offerings at reduced tuition, and WICHE is eager to explore additional exchange mechanisms to preserve vital educational options for students in the West. Our largest exchange program, the **Western Undergraduate Exchange (WUE)** enables students from WICHE states to enroll in participating community colleges and universities at 150 percent of the enrolling institution’s resident tuition. Students also save on tuition expenses by enrolling through our graduate and professional programs, the **Professional Student Exchange Program (PSEP)** and the **Western Regional Graduate Program (WRGP)**. WICHE’s Programs and Services staff direct these programs and will continue to work with our member states to broaden student participation in fiscal 2011 (for more on student exchange, see the Access & Success section).

Enabling institutions to share scarce resources is also the concept behind WICHE’s newest exchange, the **Internet Course Exchange (ICE)**, an alliance

of member institutions and systems that broadens student access to online courses and programs. WICHE ICE is an institutional resource that enables students to seamlessly access other two- and four-year member institutions' courses while using the advising, registration, and financial aid services provided at their home campuses (read more about ICE in the Workforce & Society section).

In 2011 WICHE will continue to provide options for institutions to reduce administrative costs. In collaboration with the Midwestern Higher Education Compact (MHEC), we'll offer the MHEC **Master Property Program (MPP)** to institutions and higher education systems in the West, helping them save money and obtain comprehensive property insurance coverage tailored to higher education needs. Two-year, four-year, public, and private institutions in the MHEC, WICHE, and New England Board of Higher Education regions are eligible to join. Institutions that participate in the program are eligible to receive yearly dividends if the group, collectively, does not have significant property claims and losses. Forty-seven institutions, encompassing more than 100 campuses, are members, and their combined property values, exceeding \$65 billion, provide significant market leverage. This group saved an estimated \$7.6 million in 2009-10; the cumulative savings since the program began (premium and dividends) are approximately \$59 million. Members – whose property values range from \$98 million to \$9.9 billion – must carry a minimum deductible of \$25,000. The MPP also provides engineering and loss control strategies that help institutions protect their assets while saving on their insurance costs. Administrators and facilities managers from participating institutions attend an annual loss control workshop to gain additional risk management expertise. Current WICHE-region members include: the Nevada System of Higher Education (seven colleges and universities and the desert research institute); Lewis & Clark College, Pima Community College District, Reed College, Seattle Pacific University, University of Northern Colorado, University of Wyoming, Westminster College, and Willamette University. The MPP is governed by a leadership committee; WICHE currently has two risk managers from its member institutions serving on the committee.

During 2011 WICHE will continue its partnership with MHEC to provide **discounted purchasing options** to higher education institutions, state agencies, county and municipal governments, and other nonprofit organizations that want to buy computers, software, printers and peripherals, and data and voice networking. The program, called **MHECtech**, invests the time and expense of extensive competitive procurement processes (RFPs), reduces the duplication of procurement processes, helps campuses save money, and increases the range of purchasing options from which institutions can choose. Participating vendors include: Dell, Fujitsu, Sun, and Systemax (also known as CompUSA) computers; Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks. The participating colleges and universities and other entities can purchase a variety of products or services knowing that due diligence in selecting the vendor has already been done; they can also benefit from volume discounts.

In 2011 WICHE will continue working closely with its **Legislative Advisory Committee (LAC)**, a group of state legislators from the West who inform the WICHE Commission and staff about significant legislative issues related to higher education; provide input on WICHE initiatives; and advise staff on program and participant considerations related to WICHE's policy forums. Staff serves the LAC by informing members about emerging policy issues in the West. As in years past, the focus of the annual LAC meeting will be on important higher education issues facing the Western states and their legislatures.

Also in fiscal 2011, the Policy Analysis and Research unit will publish an article in *Change* magazine based on its analysis of the impact of **Colorado's College Opportunity Fund (COF)** legislation. COF is the policy through which the state funds higher education, principally through vouchers. Under a contract with the Colorado Department of Higher Education, Policy conducted an evaluation of COF, which focused on the original intent of the policy, its impact on access, and its implementation and supply-side effects. In addition, the Policy unit tracks trends in pricing at all public institutions in the region. Its ***Tuition and Fees in Public Higher Education in the West*** report is updated and released every fall.

## Access & Success

Expanding access to higher education in the West has been WICHE's focus since its creation in the early 1950s. Our three **Student Exchange Programs** are central to this mission; they reduce tuition costs for students and provide them with opportunities to enroll in specialized programs that may not be available within their home state. Institutions have the benefit of diversifying their enrollments while using extra capacity.

This academic year 24,670 students enrolled in public two- and four-year institutions in the West through WICHE's **Western Undergraduate Exchange**. Out-of-state WUE students pay 150 percent of the enrolling institution's resident tuition. WUE students and their families saved an estimated \$173.4 million in tuition costs in 2009-10. Since WUE's inception in 1988, students have saved on 273,407 annual tuition bills, and in just the last 10 years, WUE has provided \$1.1 billion in tuition savings.

In all, over 145 campuses have opened their doors to WUE students. Colleges and universities can tailor their participation (including admission requirements and available programs of study) to their individual campus needs. WUE recently welcomed Eastern New Mexico University's Portales campus and Arizona State University's West, Polytechnic, and Downtown campuses into the network. WICHE staff will continue to encourage more institutions to join WUE, including some in California, and will increase its outreach efforts by connecting with high school counselors through their regional associations.

The **Professional Student Exchange Program** provides access to 10 professional healthcare fields for students in 12 WICHE states. In 2009-10 almost 700 students enrolled through PSEP to become allopathic or osteopathic doctors, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists. Participating states determine the fields and the numbers of students they will support. Students pay reduced tuition at some 50 out-of-state public and private institutions. Since the program's inception in the early 1950s, more than 14,000 professionals have received their education through PSEP. In addition to providing affordable professional education to

## Programs and Services

WICHE's Programs and Services unit expands access to higher education through its three Student Exchange Programs and WICHE ICE (Internet Course Exchange). The staff fosters collaboration and resource sharing in higher education through several regional initiatives; convenes and partners with academic leaders throughout the West; and works to help institutions and states reduce their operating costs through several innovative programs. The unit also develops and disseminates WICHE electronic and print publications, as well as managing the WICHE Website and media relations. Its programs and initiatives include:

- ◆ Western Undergraduate Exchange
- ◆ Western Regional Graduate Program
- ◆ Professional Student Exchange Program
- ◆ WICHE ICE (Internet Course Exchange)
- ◆ Western Academic Leadership Forum
- ◆ A new forum for academic leaders of two-year institutions
- ◆ Western rural healthcare initiatives
- ◆ MHEC/WICHE/NEBHE Master Property Program (an insurance and risk management consortium)
- ◆ Collaborative purchasing: by expanding the MHECtech cost-savings programs to the West
- ◆ Bridges to the Professoriate
- ◆ Coordinating WICHE participation in the U.S. Department of Education's ED-SAT program
- ◆ Electronic and print communications: *NewsCap*, factsheets, Website, annual reports, state briefings, commission agenda books, annual workplan, electronic networking
- ◆ Workforce briefs
- ◆ *Innovations in the WICHE West*, a series of brief reports highlighting new academic and research initiatives, and institutional collaborations

students, the program has spared Western states with limited resources or declining populations the cost of creating new and expensive programs. Programs and Services staff will explore member states' interest in adding additional fields to PSEP or adding new dimensions to this important regional resource.

The **Western Regional Graduate Program** is another exceptional educational resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of the 15 participating states to enroll in some 220 high-quality, distinctive programs at 45 participating institutions on a resident tuition basis. WRGP is a tuition-reciprocity arrangement similar to WUE; students enroll directly in the participating programs. In fall 2009 more than 500 students enrolled through WRGP and saved an estimated \$5 million dollars in tuition (based on full-time enrollment). Enrollment numbers for WRGP programs continue to increase, largely because California residents are now eligible to enroll, thanks to California State University East Bay's offering of two WRGP programs, effective fall 2009. WRGP currently includes more than 50 healthcare-related programs: graduate nursing degrees, public health, mental health and psychology, audiology and speech pathology, biomedical informatics, and more. WRGP also offers a post-professional doctorate in physical therapy, as well as a master's in dental hygiene to train future faculty members. Graduate programs in a range of other disciplines are offered, including the arts, biological and biomedical sciences, business and public administration, engineering and applied sciences, languages, natural resources and conservation, and the social sciences.

Staff will disseminate the next call for nominations for new WRGP programs in fall 2010. Graduate deans at all public institutions in the WICHE region will be notified of the deadline and the process for nominating new programs. To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Given the tremendous needs in the healthcare workforce, programs related to health are not subject to the distinctiveness criteria but must be of high quality.

WICHE directs the **Bridges to the Professoriate** project with funding from the U.S. Department of Health and Human Services. The program provides academic support services to underrepresented minority doctoral students to better prepare them for research and teaching careers. Participating students are predoctoral fellows in the Minority Access to

Research Careers (MARC) program. The fellows benefit by participating in the annual Institute on Teaching and Mentoring, sponsored by the Compact for Faculty Diversity, a partnership of WICHE, the Southern Regional Education Board, and the New England Board of Higher Education. In addition to the institute, the Bridges program monitors the predoctoral fellows' progress toward completion of their degree and provides information pertinent to graduate school issues and biomedical careers.

The **Western Academic Leadership Forum (WALF)** gives academic leaders in the WICHE states – provosts, academic vice presidents at bachelor's, master's and doctoral-level institutions, and chief executives and chief academic officers for system and state governing boards – a forum for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The 2010 annual meeting, hosted by the South Dakota Board of Regents and the South Dakota School of Mines and Technology in April, was themed "Academic Leadership: Charting the Future in a Sea of National and International Initiatives." Attendees shared approaches they are taking to integrate state, national, and international initiatives into their institutions and systems so that they support and enhance their organization's mission. Topics of special focus included postsecondary readiness, the Bologna Process, and accreditation.

Making its debut at the annual meeting was a prototype for a new Web-based strategic-planning toolkit. This WALF member service will be a repository of descriptions about processes and links to tools and other resources used by academic leaders in decision making. The toolkit will address a wide range of issues, such as retention, program elimination, and faculty workload. Members will contribute profiles about approaches and tools they have used to address specific issues with information about the goals, outcomes, lessons learned and costs. As other members use the tools, they will add reviews and ratings so that an even stronger knowledge pool emerges for future users. During fiscal 2011 the focus will be on building a working version of the WALF toolkit and developing its initial collection. The 2011 annual meeting will be held in April at Colorado State University.

A **new forum for academic leaders** of two-year institutions, systems, and state agencies will be established in 2011. Modeled after the Western Academic Leadership Forum, the members of this new organization will share information, resources, and expertise as they address issues of common concern across the region and work on innovative solutions. Fifteen academic leaders – one from each WICHE state – will serve on the executive committee. During this charter year, the committee will focus on shaping the organization to provide the services most needed by their peers in the region. This work will culminate in building awareness for the services provided by this new organization, promoting membership, and hosting its first annual meeting.

The Policy Analysis and Research unit oversees several projects related to access and success. It has formalized a partnership with the Center for Urban Education (CUE) at the University of Southern California, funded by the Ford Foundation. CUE researchers have been involved in groundbreaking work addressing educational equity. Our partnership is taking two forms. The first is a series of institutes, called the Association for the Study of Higher Education (ASHE) Institutes on Equity and Critical Policy Analysis, which will bring together promising early-career policy analysts, advanced doctoral students, and junior faculty to learn new tools and skills to become more equity-minded in their work and research. The second is a two-year project called **Education Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis**, which will explore how students from different racial/ethnic backgrounds progress differently through college, with a focus on gateway courses or experiences, such as remediation. This venture will allow WICHE and CUE to complement and build on one another's strengths in helping policymakers better attend to concerns related to equity and will feature some state-level data analysis. It will also feature an affiliate program to provide a more in-depth experience to a select group of the ASHE Institutes' attendees (or similarly situated individuals).

Another Policy project, **Non-traditional No More: Policy Solutions for Adult Learners**, is a comprehensive effort to stimulate and guide policy and practice changes to create a more navigable

path to degree attainment for "ready adults" – those who are just shy of having enough credits to obtain a degree but have not yet returned to college. Funded by Lumina Foundation for Education, Non-traditional No More focuses on removing barriers related to data, academic affairs, financial aid and financing, student support services, and communications. Having met the grant obligations with some project funds remaining, WICHE was granted a no-cost extension by Lumina Foundation to continue working on these important issues. In addition, staff continue to guide policy and practice change in South Dakota, which is part of the project's expansion.

In addition the Policy unit collaborates with the **Pathways to College Network**, an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Department of Education. Pathways, which includes researchers, policy analysts, educators, K-12 administrators, and representatives from government, business, foundations, and community organizations, uses research-based knowledge to improve postsecondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities. WICHE staff helps determine Pathways' overall focus and policy components through representation on its policy committee.

The Policy unit manages the **College Access Challenge Grant (CACG) Consortium and Network** to assist the Western states with program implementation and administration related to CACG, a federal program that fosters partnerships among national, state, and local governments and philanthropic organizations through matching grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Through the CACG Consortium, WICHE is working closely with state leaders in Alaska and Nevada to successfully implement their CACG programs. Simultaneously, the CACG Network, composed of the two consortium states plus North Dakota and Washington, provides a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can discuss issues related to the administration of

## Policy Analysis and Research

The Policy Analysis and Research unit furnishes accurate and timely information and expertise that advance WICHE's mission of expanding educational access and excellence. It does so by providing analysis of relevant data related to K-12 and postsecondary education, demography, labor market information, and higher education finances; by supplying assistance with policy design and implementation; and by developing and managing projects that serve the needs of policymakers in the West and throughout the nation. Among its externally funded activities are:

- ◆ Non-traditional No More: Policy Solutions for Adult Learners
- ◆ College Access Challenge Grant Consortium and Network
- ◆ Best Practices in Statewide Articulation and Transfer Systems
- ◆ State and regional longitudinal data systems development
- ◆ Evaluation of Colorado's College Opportunity Fund

Additional ongoing activities and services include:

- ◆ *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*
- ◆ SPIDO (State Policy Inventory Database Online)
- ◆ *Tuition and Fees in Public Higher Education in the West*
- ◆ *Policy Alerts and Stat Alerts*
- ◆ *Policy Insights*, a series of brief papers addressing issues in higher education
- ◆ Policy Publications Clearinghouse
- ◆ *Benchmarks and a Web-based Fact Book of Policy Indicators for Higher Education in the West*
- ◆ Legislative Advisory Committee
- ◆ State-specific technical assistance on a variety of topics, including financial aid

their programs. Through this network state leaders and policymakers share promising practices, lessons learned, common challenges, and the latest research. Under the recently passed Student Aid and Fiscal Responsibility Act, we hope to expand this effort to other WICHE states.

Building on our earlier Changing Direction project, the Policy unit is partnering with the National Conference of State Legislatures (NCSL) to promote informed decision making and the alignment of higher education appropriations, tuition, and financial aid by educating state legislators, news media (especially state house and higher education reporters), and others about these issues, in an effort to increase student access and success. This project, funded by Lumina Foundation for Education and called **Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid**, will wind down in 2011. WICHE and NCSL collaborated with the Hechinger Institute on Education and the Media to produce eight policy briefs about important issues related to policy integration, which were disseminated to every state legislator in the country. WICHE staff will continue to provide targeted assistance to states on these issues.

**Best Practices in Statewide Articulation and Transfer Systems**, a joint project of WICHE, WCET, and Hezel Associates, with funding from Lumina Foundation for Education, seeks to develop a deeper understanding of how states coordinate their articulation and transfer programs for students who move from two-year to four-year institutions. In addition to surveying all 50 states and developing in-depth case studies of selected state systems, WICHE's Policy unit and WCET are examining how state colleges and universities use Web portals in the articulation and transfer process to determine the characteristics that make them effective, as well as whether similar models can be used in other states. Upon completion of the initial research and case studies, WICHE and Hezel Associates will disseminate key findings and policy recommendations through a promising practices guide and 50 state profiles, as well as a policy brief on the findings of the Web portal research, providing a valuable resource to SHEEOs and other policymakers as they deal with issues related to postsecondary access and affordability.

***Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*** (7th edition), released in March 2008, is widely used by politicians, policymakers, librarians, researchers, the media, businesses, state agencies (including SHEEO offices and education departments), postsecondary institutions, school districts, and individual public and private schools. Policy will be working with our traditional partners on the project, ACT and the College Board, to begin preparing the next edition of the publication. That effort will include a review of the methodology behind the projections, which has changed little since WICHE published the first edition of the projections in 1979, and an investigation into ways to incorporate additional analyses sought by our constituents, such as income-based projections. Finally, Policy will modernize the content and delivery of the data through an interactive and dynamic Web application, allowing users to develop meaningful, real-time reports for their specific needs.

In 2011 Policy will continue to update **SPIDO** (State Policy Inventory Database Online, at <http://wiche.edu/SPIDO>), the nation's only online searchable database of higher education policies. Staff will conduct presentations about SPIDO at national meetings to highlight how the database can be used to support college access and success and other higher education efforts in the states.

## Technology & Innovation

WICHE's work in technology and innovation is pursued by two arms of the organizations: the membership organization **WCET** and the **Technology and Innovation** initiative.

In November WICHE announced the appointment of Ellen Wagner as WCET's new executive director. Wagner is an internationally known expert on learning technologies who possesses broad experience with technology companies and commercial partners, as well as a solid understanding of state and federal policy as it relates to learning and technology. WICHE established a one-year agreement with Sage Road Solutions, where Wagner is the principal analyst (she will continue in this role). The terms of the contract also give WCET access to the business development

expertise of Beth Davis, managing director of Sage Road Solutions.

Under the new executive leadership, WCET completed a competitive analysis of its membership composition and trends, a needs assessment of WCET members, and an environmental scan of other associations and organizations in the e-learning market space. In February the results of this internal audit were presented to WCET's Executive Council. Some of the findings:

- ◆ Growth in new membership has been coming from outside the Western region and from the non-public higher education sector.
- ◆ With technology-enabled learning now an integral component of traditional learning formats, the technology and course design expertise found in online/distance education programs has relevance campuswide.
- ◆ Based on member feedback, WCET's programmatic agenda excels in these areas: tracking learning technology trends; policy research and advocacy (federal, state); technology implementation and integration; faculty development; research and good practices; and networking among peers.
- ◆ WCET members often represent key decision makers in their institution/organization, making WCET a desirable organization for corporate involvement and support.
- ◆ WCET's bond to WICHE places it in a unique and strong position in the higher education policy arena that distinguishes it from other e-learning organizations.

In fiscal 2011 WCET will continue to provide the suite of services that are valued by its member institutions and organizations, such as the annual conference, the Catalyst Camp professional development program, the popular biweekly digest of news about technology in higher education, and best practice strategies for compliance with new federal distance education requirements. It will also undertake a number of new efforts. During the first quarter of 2010, WCET was engaged in redefining and realigning its services/program plan, business plan, and messaging/leadership campaign plan. These plans require the implementation of new communications tools, such



as a WCET blog and fully redesigned Website, and this work is underway. Another priority is to strengthen the membership base, in terms of financial resources as well as the ideas and innovation that additional members can contribute.

## WCET

WCET accelerates the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. A cooperative association of like-minded institutions, vendors, and stakeholders who support excellence in technology-enabled, distributed, distance, and e-learning initiatives, it provides a level playing field, where all members can collaborate and share ideas, information, and solutions for improving teaching and learning with technology. It actively supports communities of interest that promote the accelerated adoption of learning technologies innovations.

WCET informs stakeholders about emerging learning technology innovations; offers techniques for predicting relevance and value; and shares tactics for accelerating adoption of learning technology innovation in your institution. It connects members to peers, colleagues, experts, and decision makers, giving them unparalleled access to trusted advisors, and advances practices and policies that accelerate the effective adoption of learning technologies while supporting teaching and learning excellence. Some of WCET's projects and areas of interest include the following.

- ◆ National higher ed technology conference
- ◆ Transparency By Design/College Choices for Adults
- ◆ Catalyst Camp professional development
- ◆ Case studies of learning technologies innovations
- ◆ News and analysis on academics, students, technology, and policy
- ◆ Interventions to promote student retention in online learning
- ◆ E-learning consortia strategies
- ◆ Academic integrity and student authentication good practices
- ◆ Evaluation and ownership of learning management systems
- ◆ Recruitment and retention of quality online faculty

In fiscal 2011 WCET will also begin to expand its scope beyond online and distance education to a broader set of technology adoption challenges in higher education. Initially, WCET's agenda will address mobile learning, open content, use of social media, innovations to improve math/science education, and adjunct faculty policies and practices, among others. Specifically, the organization plans to:

- ◆ Launch a **new electronic publication series** on best practices, technology adoption trends, and policy developments. These resources will draw from innovative work by WCET institutions, corporations, and other organizational members.
- ◆ **Collaborate with WICHE units**, such as the Policy unit, to extend its research and policy work (such as that on state policies and practices to better serve adult learners) by disseminating it more broadly to institutional leaders who are engaged with WCET.
- ◆ Build upon WCET's recent **partnership with the Campus Computing Project** to conduct more surveys to better understand the adoption and management of educational technologies in higher education. Other surveys may be done independently or with other organizational partners.
- ◆ Redesign the highly successful **EduTools** Website to take advantage of more contemporary Web 2.0 models and practices. Initial plans are to launch the product category of identity verification or authentication solutions. The higher education community will be able to comment on these products and discuss implementation issues from a user perspective, not a vendor perspective.
- ◆ Continue to support the **development of resources and shared practices**, an effort led by common interest groups on e-learning consortia, student retention, ownership of learning management systems, and institutional practices concerning adjunct faculty.
- ◆ Convene **invitational summits** of higher education leaders, educational technology innovators, and corporate and other stakeholders to strategize on hot topics, future opportunities, research needs, and partnerships. WCET's membership includes some of the country's leaders in the adoption of technology learning

innovations, an informed and influential group from whom corporations and funders seek advice.

- ◆ Expand WCET's capacity to provide **technical assistance** in grants management and oversight. WCET will work with institutions, foundations, and other partners to identify ways in which the organization – an experienced third-party project manager – can advance complex projects in the arena of learning technology innovations.

The primary focus of the **Technology and Innovation initiative** is **providing access to research and education (R&E) networks** – including regional optical networks (RONs), Internet2, National Lambda Rail, Department of Energy's ESN, and international networks – and **e-science**. Aside from research universities in the WICHE West, very few other institutions have adequate access to advanced R&E networks in the Asia Pacific and beyond. These networks are the foundation for much of contemporary science, or e-science.

For centuries, there were only two modes of scientific discovery: theory and experiment. In the past several decades, a third mode has risen to equal status: simulation. Like simulation, e-science relies on the power of the digital computer, but in e-science, the focus is on data rather than computation. The data comes from real-time sensors that can be located virtually anywhere and on anything we want to learn about: from the sea floor to buildings and roadways, telescopes, gene sequencers, and living organisms. The volume of data is overwhelming, and the challenge is to store, organize, mine, visualize, and interpret it in order to extract knowledge. This data explosion, layered with the fundamental challenge of understanding massively complex systems in general, lies at the heart of 21st century discovery and education. At present our research universities have access to the R&E networks and necessary applications to support e-science. Our goal is to ensure that all WICHE institutions have similar access and opportunities.

Our ability to offer rich forms of education has the potential to increase tenfold through the adoption of various new technologies and to provide access to expertise, tools, experiences, and communities in ways that have, to date, not been possible. There are now

## Technology and Innovation

Access to research and education (R&E) networks for all higher education institutions in the West and e-science are the twin foci of the Technology and Innovation initiative, whose projects and interests include the following.

- ◆ Programs helping underserved and unserved institutions connect to R&E networks and participate in e-science
- ◆ HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals
- ◆ An e-science institute for WICHE commissioners, higher education leaders, and other public policy leaders
- ◆ Health sciences education, telehealth, and telemedicine
- ◆ Open educational resources
- ◆ Global education and IT
- ◆ Science, technology, engineering and math education (STEM)

70,000 institutions in 40 states that are connected to regional optical networks (and national networks like Internet2 and National Lambda Rail), but educational applications lag behind research applications. WICHE, in partnership the technology organizations like Internet2, could have a significant impact here.

In fiscal 2011 Technology and Innovation will continue to partner with Department of Congress National Telecommunications and Information Administration (NTIA) program staff (and Secretary Locke), Internet2, and the Pacific Northwest Gigapop to **develop workshops and programs to support underserved and unserved institutions**, with a particular focus on minority-serving institutions, connectivity to R&E networks, and participation in e-science. Where possible, we'll help shape grant programs and RFPs with the NTIA, the National Science Foundation, and others.

The initiative will also pursue its ongoing work on **HealthNet, LibraryNet, JusticeNet, and K20Net** concepts and proposals. To date, workshops for the library, health, and courts/justice system have been held across Washington – and they are potential models for what can be done in other WICHE states.

We will continue to work with states to help develop these networks, in partnership with Internet2 and regional networks.

Technology and Innovation will plan an **e-science institute** for WICHE commissioners, higher education leaders, and other public policy leaders.

Technology and Innovation will continue its work on **health sciences education, telehealth, and telemedicine**. Partnering with the Mental Health Program, we have begun leveraging our expertise in mental health and IT-supported clinical services and education, beginning with a modest project in California and now working with the University of Nebraska Medical Center and the State of Nebraska. Opportunities abound in the health information technology arena, and WICHE is uniquely positioned to bring value to this area of work.

Other areas of prospective work, depending upon time and resources, may include the following:

**Open educational resources (OER)** is another area of interest. OER has the potential to have numerous impacts on teaching and learning. What if OER went beyond course content and included things like access to data, remote instruments, and expertise in the national and international research and education communities? There is a strong community built around OER, but no one is working across the higher education community to move it to broad practice. WICHE can serve this role. There are several foundations eager to see us do so, and there may be opportunities to work with the U.S. Department of Education in this arena.

**Global education and IT.** IT has helped “internationalize” education – for all students, regardless of whether they have the resources or time to travel. No organization has its arms around this issue – innovation abounds, but little has been done to leverage these activities. This is another area where WICHE could have an impact.

IT also offers the opportunity to **change the educational model**, where time is the constant and learning the variable, to a model where learning is the constant and time is the variable, and where we can tailor the education to the student. A fertile area for more work and research is in the chasm

between secondary and postsecondary education in science, technology, engineering, and math education (STEM), where there is significant experimentation and opportunity – though little of it is systematized. California, New Mexico, and Washington are developing STEM consortiums to engage and train secondary students in STEM fields and assist with the transition to postsecondary education, with support from the Gates Foundation. WICHE has been involved in the initial effort to bring these groups together and share best practices.

### Workforce & Society

WICHE was founded in the early 1950s to help the region’s states affordably educate healthcare practitioners. Since the creation of the Professional Student Exchange Program 57 years ago, more than 14,000 professionals have graduated through the program, most of them in the healthcare professions. Despite these efforts, persistent workforce shortages across the West continue to affect rural and underserved areas.

Programs and Services staff will continue to explore partnerships with federal and state agencies and private funders, seeking support for regional strategies to alleviate healthcare workforce shortages and to prepare more professionals to practice in rural and underserved areas of the West. WICHE staff will seek out participation of additional **nurse practitioner** programs in WRGP during the upcoming nominations round in September, as midlevel providers play a crucial role in healthcare services to the West’s rural residents. Staff also continues to work with member states to **promote rural track programs** among PSEP’s cooperating schools of medicine and will encourage cooperating schools of dentistry to develop similar programs. WICHE staff is also monitoring the development of state loan repayment programs (WICHE published a regional inventory of these programs in 2007); the programs generally have proved very successful in attracting graduates to underserved rural areas.

Staff also is exploring creating **new student exchange models** in emerging career fields. These programs could allow our member states’ institutions to collaborate on offerings and share faculty, as well

## Mental Health

The WICHE Mental Health Program seeks to enhance the public systems of care for persons with mental illnesses, children with serious emotional disturbances, and their families. The program approaches this mission through partnerships with state mental health authorities, advocacy and consumer groups, federal agencies, and higher education institutions. Activities focus upon direct technical assistance to state and local agencies, policy analysis and research, support of state mental health agency data analysis, and liaison activities with higher education to enhance workforce development. Current projects include the following.

**National Institute of Mental Health Challenge Grant.** The WICHE Mental Health Program is partnering with the University of Michigan School of Public Health to test whether a community mental health intervention program reduces some of the barriers that keep college students from seeking mental health services. This is the first multicampus, randomized study of a college mental health intervention.

**Mental health first aid training.** The Mental Health Program continues to offer mental health first aid training opportunities in the Western states. Mental health first aid is a 12-hour training course designed to give members of the public key skills to help someone who is developing a mental health problem or experiencing a mental health crisis.

**Mental health first aid training for military communities.** The program submitted a proposal to work with the Department of Defense on adapting mental health first aid training for military communities.

**Suicide prevention.** The program has two initiatives in this area.

- ◆ A suicide prevention toolkit for rural primary care providers offers important tools and information to be used in primary care practices that will enable identification of patients at risk for suicide, assure appropriate planning to establish safety for these patients and strengthen integration with behavioral health.

- ◆ Mental Health Program staff members are currently the evaluators for a federally funded suicide prevention grant in South Dakota.

**Promising practices in rural behavioral health.** In collaboration with the Health Resources and Services Administration's Office of Rural Health Policy and the Nakamoto Group, the program is working to identify promising practices and evidence-based practices in rural behavioral health.

**WICHE Center for Rural Mental Health Research.** Initially funded by the Office of Rural Health Policy of the Health Resources and Services Administration (HRSA), this research institute conducts studies that help inform rural behavioral health services and policy at multiple levels of decision making. For the first four years, the center focused on research to expand knowledge around supporting adoption of evidence-based practices in primary care and the potential impact of such adoption on health outcomes for the consumer. Recently, the center expanded its focus beyond rural primary care to include all rural behavioral health research and evaluation science projects that Mental Health Program staff are engaged in.

**Western States Decision Support Group (WSDSG).** Through a partnership in funding between the federal Center for Mental Health Services and 15 WICHE states, the Mental Health Program coordinates a regional effort to enhance and coordinate program evaluation and data-driven decision support in the public mental health systems of the WICHE West. WSDSG meets face to face three times yearly to focus on regional issues related to enhancing accountability through sound data management to support quality improvement, policy formation, and administration.

**Workforce development.** The Mental Health Program is engaged in an array of activities to improve the preparation and continuing education of the public mental health workforce in the WICHE West, including the following:

## Mental Health (continued)

- ◆ The program, in partnership with the Annapolis Coalition, developed a set of core competencies for direct care workers in Alaska. The focus of the most recent phase of work is to develop assessment tools and curriculum to assist in the implementation of the competency model.
- ◆ The program is coordinating an effort to establish a new internship consortium in Alaska for doctoral internships in psychology.
- ◆ Mental Health is preparing a status report of the behavioral health workforce in Colorado.

**Collaboration in training.** The Mental Health Program continues its work with the Western states to improve collaboration in training between state mental health systems and higher education training programs.

**Webinars.** The program produces Webinars on a variety of topics to enable professionals and policymakers to better understand current issues behavioral health practice in rural and underserved areas.

**Technical assistance.** The Mental Health Program is routinely called upon by member states and others to offer state-specific technical assistance, facilitating activities focused upon system improvement, planning, and needs assessment.

**Care for children and families.** The program has an ongoing project in South Dakota related to supporting the development of systems of care for children and families. It's providing technical assistance and conducting surveys of consumers.

**Needs assessment and gap analysis.** Staff members frequently work with states across the region in areas of needs assessment and gap analysis. An epidemiologist has updated the model estimating the prevalence of serious disorders. New estimates, based on the National Comorbidity Survey Replication Study, include individuals with serious emotional disturbances, serious mental illness, and substance use disorders. Eight Western states have contracted with WICHE for state-specific synthetic estimates of serious disorders at the county level.

as providing more robust educational opportunities for students in high-demand fields, including health information technology, energy development and management, and biotechnologies.

The **WICHE Internet Course Exchange** offers students of its member institutions increased access to online courses and programs while they are enrolled at their home institution. Currently, WICHE ICE has 10 institutional members and four consortia members, totaling some 28 institutions. In fiscal 2011 ICE will focus on expanding membership and enrollments by building awareness about ICE as a cost-effective tool to address institutional budget shortages and to reduce course and program duplication. For example, through ICE institutions can reduce the duplication of low enrollment courses and make the remaining ones more financially viable by aggregating student demand across institutions; institutions can collaborate to offer these programs and take turns teaching the courses. If an institution opts to eliminate a program, it can partner with other ICE institutions to import seats in courses from other institutions so that it fulfills its obligations to its students. Programs and Services staff will work with the ICE Steering Board members to expand the volume of seat and program exchanges in 2010-2011.

In addition, ICE will increase the visibility of its work in developing and supporting **discipline-specific collaborative initiatives in areas of faculty interest and workforce needs**. Currently, ICE supports collaborative initiatives in frontier social work and graduate-level nursing, and this work will be ongoing in the coming year. In 2011 ICE will complete its work with the Colorado Department of Labor and Employment in a U.S. Department of Labor demonstration project to enroll students in high-need workforce areas. In that collaborative initiative, three Colorado institutions have supplied online courses in information technology, healthcare, and energy, mostly at the undergraduate level, to students identified by the state agency. Pending grant funding, ICE will also work with its members to develop and share high-quality online lab courses in math and science for undergraduates; develop and administer a needs assessment for education and training in health information technology (HIT) and telehealth in selected states; and support the exchange of online courses in

HIT, public health, sustainability, and other areas of need in the WICHE states.

WICHE's Policy Analysis and Research unit is seeking funding for a project that will build on its previous Ford Foundation-supported work in helping states **build stronger linkages between their higher education investments and their labor force needs**. The proposed project will more explicitly focus on how well institutions are recruiting, retaining, and preparing students from underrepresented populations in fields for which the state projects a substantial demand.

### **Accountability**

WCET is coordinating the **Transparency By Design** project, which helps prospective adult learners become better consumers of higher education offered at a distance. The project is funded by Lumina Foundation and the member institutions participating in the project. WCET has created the **College Choices for Adults Website** to display data that helps adults select institutions and programs that best meet their needs. In addition, it is assisting in the development of the data to be displayed and will serve as a neutral reviewer of data before it is posted on the site. The site will offer guidance and tools for adult students, including comparisons of participating institutions.

## Information Resources

Part of WICHE's mission is to provide state higher education executive officers, legislators, and other decision makers with the data and information they need. In 2011 WICHE will provide the following resources on our Website ([www.wiche.edu](http://www.wiche.edu)), in print, and via email.

**Policy Alerts** and **Stat Alerts** offer weekly e-mail notices of new policy and data-related reports.

**Policy Insights**, our short report series, covers numerous higher education topics.

**Policy Publications Clearinghouse** (<http://www.wiche.edu/policy/Clearinghouse>), maintained by the Policy Analysis and Research unit, is a database of policy publications, offered in a continuing effort to provide those in the West with access to the latest studies, reports, surveys, and policy briefs published by various research and public policy organizations.

**Regional Fact Book for Higher Education in the West**, updated annually by the Policy Analysis and Research unit, provides a wealth of data on access, affordability, finance, faculty, technology, and workforce issues.

**Tuition and Fees in Public Higher Education in the West** is an annual survey produced by the Policy Analysis and Research unit, with detailed data on tuition and fees at all public institutions in the West. While the data collected for this publication go back in some cases to the mid-1980s, in recent years the unit has sought to improve the reliability of the data through additional accuracy checks and improved survey instructions and definitions. This past year the unit also queried respondents about the degree to which public institutions in the West employ tuition differentiation policies and practices, the first such attempt to gather this information at the institutional level. This annual project supports the development of a *Policy Insights*

on tuition and fees and also provides the vital information on tuition required by the Student Exchange Programs.

**Workforce reports** make the connection between education and work clear. The Programs and Services unit's workforce-brief series *A Closer Look at Healthcare Workforce Needs in the West*, informs policymakers and higher education decision makers in the Western states about education and employment trends. In fiscal 2011 we will analyze the regional workforce needs in veterinary medicine, with an emphasis on veterinarians who are willing to serve in critical areas, such as public health, food safety, biosecurity, and food/animal practices. Future briefs are planned on mid-level providers (physician assistants and nurse practitioners), telemedicine, public health, and the allied health professions. In addition to providing much needed information, these briefs will help WICHE determine if other fields with significant workforce shortages should be added to PSEP, WRGP or ICE.

**Innovations in the WICHE West** is a new series of reports by the Programs and Services unit, will describe cutting-edge academic programs and research initiatives, as well as institutional collaborations, that are strengthening the economic, scientific, social and educational systems in the West.

**Other publications and services:** Our Website ([www.wiche.edu](http://www.wiche.edu)) posts a range of reports and newsletters (such as *NewsCap*), as well as hosting the WCET online community and archiving a host of resources, including the Mental Health Grand Rounds Webcasts.

**Follow us on Twitter:**  
[www.twitter.com/wicheEDU](http://www.twitter.com/wicheEDU).

## WICHE WORKPLAN 2011 EXISTING ACTIVITIES

### Finance

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- Annual *Tuition and Fees* report (general fund - GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- Performance measurement improvement in the Western states public mental health programs (Mental Health)
- Property insurance and risk consortium (self-funding)
- Collaborative purchasing via MHECtech (self-funding)
- Legislative Advisory Committee (GF)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)

### Access & Success

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- Student Exchange Programs: Professional Student Exchange Program, Western Regional Graduate Program, Western Undergraduate Exchange (state-funded)
- WICHE ICE – Internet Course Exchange (member dues and GF)
- Bridges to the Professoriate (NSF)
- Getting What You Pay For: Understanding Higher Education Appropriations, Tuition, and Financial Aid (Lumina)
- *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, including a methodology review and expansion (ACT, College Board, and GF)
- Non-Traditional No More: Policy Solutions for Adult Learners (Lumina)
- Evaluation of Colorado's College Opportunity Fund (Colorado Department of Higher Education, Donnell-Kay Foundation)
- SPIDO – State Policy Inventory Database Online (GF, Lumina)
- Children's mental health improvement project in South Dakota (Mental Health)
- College Access Challenge Grant Program Consortium and Network (state subcontracts, U.S. Department of Education)
- Best Practices in Statewide Articulation and Transfer Systems (Lumina)
- Education Equity and Postsecondary Student Success, a CUE and WICHE Partnership for Policy Research and Analysis (Ford)
- Association for the Study of Higher Education Institutes on Equity and Critical Policy Analysis (Ford)
- National Institute of Mental Health challenge grant to improve identification of persons with behavioral health issues on college campuses (NIMH, Mental Health)
- Identifying promising practices in rural behavioral health (Mental Health)

### Technology & Innovation

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- Facilitation of Internet2 connectivity throughout the West (Technology and Innovation)
- Ongoing work on HealthNet, LibraryNet, JusticeNet, and K20Net concepts and proposals (Technology and Innovation)
- Providing technical assistance services for creating/managing data-driven Websites (TBD, Hewlett/EduTools)
- Launching new electronic publication series on innovative practices, technology trends, and policy on developments related to technology-enhanced teaching and learning in higher education (WCET)



- Expanding WCET's knowledge base and member resources that can help institutions and organizations evaluate their own policies and practices in: student retention in online learning; recruitment and retention of quality adjunct faculty; strategies for learning management systems' transitions; and management of e-learning consortia (WCET)
- Transitioning EduTools to a new model focused on community contributions and user experiences, initially in the areas of identity authentication technologies and learning management systems (WCET)
- Providing professional development in e-learning for the higher education community through WCET's signature annual conference event, Catalyst Camp, and invitational summits (WCET)
- Serving as a knowledgeable resource for higher education on promising practices and policies that address academic integrity and student verification in online learning (WCET)
- Webinar series of national education technology debates: retention strategies, authentication, completion strategies (WCET)
- Extend the reach of WICHE's policy and research work by leveraging WCET's national network and technical assistance with new media communications (WCET)
- Build out WCET's capacity as a third-party provider of grants management and oversight for complex technology-related projects among WCET member institutions and other partners (WCET)
- WALF – Western Academic Leadership Forum (member dues and TIAA-CREF grant)
- Webinar series to enhance information exchange in rural behavioral health (Mental Health)
- Providing technical assistance in a pooled group of experts on health information technology (Mental Health)

## Workforce & Society

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- Development of Student Exchange Program responses to critical workforce shortages, especially in rural and underserved areas (GF)
- Regional Veterinary Medicine Advisory Council (GF)
- Collaboration with the Colorado Department of Labor and Employment in its U.S. Department of Labor-funded demonstration project to address pressing education and workforce training needs through online learning (U.S. Department of Labor and CO Department of Labor and Employment)
- Mental health student exchange (Mental Health)
- Building partnerships for competency: public behavioral health workforce development (Mental Health)
- Behavioral health training initiatives to expand the rural workforce capacity (Mental Health)
- Increasing knowledge of the state behavioral/health workforce capacity (Mental Health)
- Suicide prevention toolkit for rural primary care providers (Mental Health)
- Increasing health and behavioral health provider knowledge of returning veterans' service needs (Mental Health)

## Accountability

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- *Benchmarks: WICHE Region* (GF)
- *Electronic Regional Fact Book: Policy Indicators for Higher Education* (GF)
- *Policy Insights* on a range of higher education issues (GF)
- Facilitation of the Western States Decision Support Group for Public Mental Health (state-funded)
- *Electronic Policy Alerts* and *Stat Alerts* (GF)
- Policy Publications Clearinghouse (GF)
- Launching the next phase of Transparency By Design's College Choices for Adults Website, to educate adult students to become better-informed consumers of online education (WCET)

## NEW DIRECTIONS

(approved by the commission)

### Finance

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- Technical assistance with state financial aid program design and funding (single-state support, as requested)

### Access & Success

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- Expanding access to cyberinfrastructure, research and education networks, and applications for geographically remote or underserved institutions, including minority-serving institutions in the West (Technology and Innovation)
- Expanding the opportunities for rural rotations for healthcare students participating in PSEP (GF)
- Creating a new regionwide academic forum for community college administrators (member dues)

### Technology & Innovation

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- Conducting a national survey of the instructional, operational, and technological infrastructure of distance education through the Managing Online Education survey, in partnership with the Campus Computing Project (WCET)
- Develop action and information agendas to assist higher education institutions with issues of mobility (mobility of learners, mobile technologies, mobile services), digital content ownership and use (copyright, e-textbooks, virtual labs), and e-learning programs and services for adult learners (WCET)
- Working with Internet2 and National Lambda Rail on the Unified Community Anchor Network (UCAN) project (National Telecommunications and Information Administration, pending funding)
- Creation of an “eScience Institute” for WICHE states’ commissioners, higher education leaders, and other public policy leaders (Technology and Innovation)
- Project to broaden the use of open educational resources in teaching, learning, and other areas of higher education (WCET, Technology and Innovation)
- Technology and Innovation and Mental Health partnership to expand research and education networks (state, regional, and national) for health and mental health services and educational outreach (WCET, Technology and Innovation, Mental Health)
- Developing a regional learning center for State Higher Education Policy Center
- Expansion of ICE (member dues)
- Development of a new WALF forum to support academic leaders of two-year institutions, systems, and state agencies (member dues)
- Facilitating Development of a Multistate Longitudinal Data Exchange program (Bill & Melinda Gates Foundation)

### Workforce & Society

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- Surveying Professional Student Exchange Program medical, dental, and veterinary medicine schools’ rural track and pipeline programs to identify best practices (GF)
- Expanding a behavioral health training program for military communities (Department of Defense)
- Expansion of WICHE ICE to develop and support new multi-institution collaborations to exchange online courses and programs in high-need and niche disciplines (member dues)

### Accountability

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- Launching comparison functionality on Transparency By Design’s College Choices for Adults Website, to allow potential adult learners to compare institutions and programs side by side (WCET)

## ON THE HORIZON

(not yet submitted to the commission)

### Finance

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- Explore data, policies, and issues related to undocumented students
- Research and analysis of outcome-based funding approaches

### Access & Success

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- Expansion of the State Scholars Initiative with new funding and a focus on rural and inner city students' college readiness (in partnership with the Colorado GEAR UP program and Gallup, pending funding)
- Improving access and outcomes for people with co-occurring behavioral health disorders (State of Alaska)
- Exploring strategies for improving the delivery of remedial and developmental education
- Identifying the most effective college persistence and success projects and working to bring them to scale
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce
- Serving Student Soldiers of the West: Policy and Practice Solutions

### Technology & Innovation

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- Establishing a data-driven decision-support center for proactively deploying student retention, authentication, and management solutions at demonstrated points of need
- Developing more effective Web portals
- Development of WALF toolkit, a Web-based repository of strategic-planning and decision-making tools for academic leaders (membership dues)
- Broaden access to innovative new academic programs on energy research and development in the West through WICHE's Student Exchange Programs
- Seek funding to convene an energy summit for Western states involving higher education, relevant state agencies, and the private sector

### Workforce & Society

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- Policy and Mental Health collaboration on recidivism reduction in the prison population
- Assisting states in identifying academic program development needs or collaboration options when existing programs are eliminated
- Health and allied health workforce development and policy
- Workforce credentialing systems
- Forging collaborations between Western higher education agencies and institutions and state departments of labor and workforce development
- Expanding the Rocky Mountain Collaborative to Transform the Health Professions Workforce

### Accountability

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- Assessing the landscape for state policy on student-learning outcomes
- Research and analysis of outcomes-based funding approaches
- Continued development of Transparency By Design's College Choices for Adults Website, to improve the institutional and program data offered, recruit more institutions to participate, amplify marketing to attract more users, and expand resources for adult learners

## WICHE COMMISSION

WICHE's 45 commissioners are appointed by their governors from among State Higher Education Executive Officers, college and university presidents, legislators, and business leaders from the 15 Western states. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Thomas Buchanan, president of the University of Wyoming, is the 2010 chair of the WICHE Commission; Joseph Garcia, president of the Colorado State University-Pueblo, is vice chair.

### ALASKA

\*Diane Barrans (WICHE chair, 2005), executive director,  
Alaska Commission on Postsecondary Education  
Patricia Brown Heller, retired state director, U.S. Senate

### ARIZONA

\*Leah Bornstein, president, Coconino Community College  
David Lorenz, retired vice president of administration and finance,  
Northern Arizona University  
Joel Sideman, executive director, Arizona Board of Regents

### CALIFORNIA

Roy Ashburn, state senator  
Jim Silva, state assemblyman

### COLORADO

\*Joseph Garcia (WICHE vice chair), president, Colorado State University–  
Pueblo  
Kaye Howe, executive director, National Science Digital Library  
\*D. Rico Munn, executive director, Colorado Department of Higher  
Education

### HAWAII

\*Roy Ogawa (WICHE chair, 2008), attorney,  
Ogawa, Lau, Nakamura & Jew  
Roberta Richards, principal, Pauoa Elementary School  
Steven Wheelwright, president, Brigham Young University Hawaii

### IDAHO

Robert Kustra, president, Boise State University  
\*Michael Rush, executive director, Idaho State Board of Education  
Arthur Vailas, president, Idaho State University

### MONTANA

Dan Harrington, former state senator  
\*Mary Sheehy Moe, deputy commissioner for two-year education,  
Montana University System

### NEVADA

Warren Hardy, former state senator  
\*Jane Nichols (WICHE chair, 2009), vice chancellor for academic  
and student affairs, Nevada System of Higher Education  
\*Carl Shaff, educational consultant

### NEW MEXICO

Dede Feldman, state senator  
Viola Florez, cabinet secretary, New Mexico Department of Higher  
Education  
\*Patricia Sullivan, assistant dean, College of Engineering, New Mexico  
State University

### NORTH DAKOTA

Duaine Espegard, member, State Board of Higher Education  
Bill Goetz, chancellor, North Dakota University System  
\*David Nething (WICHE chair, 2006), state senator

### OREGON

Ryan Deckert, president, Oregon Business Association  
Tim Nesbitt, deputy chief of staff, Office of the Governor  
\*Camille Preus, commissioner, Oregon Department of Community  
Colleges and Workforce Development

### SOUTH DAKOTA

Robert Burns, distinguished professor emeritus, Political Science  
Department, South Dakota State University, and Dean Emeritus,  
SDSU Honors College  
\*James Hansen, regent, South Dakota Board of Regents  
Jack Warner, executive director, South Dakota Board of Regents

### UTAH

Bonnie Jean Beesley, vice chair, Utah Board of Regents  
Peter Knudson, state senator  
\*William Sederburg, commissioner, Utah System of Higher Education

### WASHINGTON

\*Ann Daley, former executive director, Higher Education Coordinating  
Board  
Phyllis Gutierrez Kenney, state representative  
Jeanne Kohl-Welles, state senator

### WYOMING

\*Thomas Buchanan (WICHE chair), president, University of Wyoming  
Debbie Hammons, state representative  
\*Klaus Hanson, emeritus professor of German, University of Wyoming  
\*Executive Committee member

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**Margo Schultz**, director, Student Exchange Programs  
**Pat Shea**, director, WICHE ICE and Western Academic Leadership  
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