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MEETING AGENDA
NC-SARA Board Meeting Agenda
October 26 – 28, 2022
Airport Marriott, Seattle, WA
Meeting Rooms: Salons F-H

PLEASE NOTE: All times are Pacific Time Zone

Wednesday October 26, 2022
6:00 pm Reception (Salon I)

6:15 pm Update from NC-SARA President Search Committee – Rob Anderson and Lanna Dueck (co-chairs)

6:30 pm Board Meeting Dinner

Thursday October 27, 2022
7:00 am Breakfast (Salon I)

8:30 am Welcome & Roll Call

8:45 am Approval of Board Meeting Minutes (Draft minutes available on Board Secure Website)
1. (ACTION) May 5-6, 2022, Board Meeting Minutes
2. (ACTION) June 27, 2022, Board Meeting Minutes
3. (ACTION) August 29, 2022, Board Meeting Minutes

9:00 am Update on SARA Progress, Projects, and Strategic Plan (See NC-SARA Meeting Materials in Board Meeting Book)
Marianne Boeke, Interim President and Vice President, Research and State Partnerships; Melanie Booth, Vice President, Educational Programs and Communications; and Jeannie Yockey-Fine, General Counsel and Vice President, Policy and Regulatory Affairs - NC-SARA
9:30 am  **Update from Regional Compacts and Regional Steering Committee Chairs on SARA** (No Materials)
1. Midwestern Higher Education Compact (MHEC) - Susan Heegaard, President, MHEC; Betsy Talbot, Chair, MHEC Steering Committee
2. New England Board of Higher Education (NEBHE) - Michael Thomas, President; Ed Klonoski, Chair, NEBHE Steering Committee
3. Southern Regional Education Board (SREB) - Stephen Pruitt, President; Angela Lee, Chair, SREB Steering Committee
4. Western Interstate Commission for Higher Education (WICHE) - Demarée Michelau, President; Heather DeLange, Chair, WICHE Steering Committee

10:45 am  **Break**

11:15 am  **Presentation and Discussion: Federal Actions Regarding SARA**
Vic Klatt, Principal; Alex Nock, Principal; D’Arcy Philps, Principal - Penn Hill Group

12:15 pm  **Lunch (Salon I)**

1:15 pm  **Report and Recommendations from the Finance Committee - Leroy Wade, Treasurer** (Materials available on Board Secure Website)
1. Presentation of the NC-SARA FY22 Financial Audit
   Steve Corder, CPA, CGMA, President; Amanda Good, CPA, Manager - Kundinger, Corder, & Montoya
2. NC-SARA Finance Report - Ashley Rasmussen, Director of Finance, NC-SARA
3. Regional Compact SARA State and Territory Grant Proposal - Leroy Wade, Treasurer

2:00 pm  **Report and Recommendations from the Executive Committee – Ed Ray, Chair** (Materials available on Board Secure Website unless noted)
1.  **(ACTION)** approval of NC-SARA FY 2022 Financial Audit
2.  **(ACTION)** discuss and vote on next steps for the seven board members slated to leave the board at the end of 2022
   a. Chris Bustamante (2013)
   b. Pamela Quinn (2013)
   c. Patricia O’Brien (2013)
   d. Paul Shiffman (2013)
   e. Peter Smith (2017)
f. Larry Tremblay (2017)
g. Leroy Wade (2013)

3. **(ACTION)** re-nomination of board members to a three-year term: 2022 to 2025
   a. Robert Anderson
   b. Laurie Dodge
   c. John Cavanaugh
   d. Art Coleman

4. **(ACTION)** election of the chair of the finance committee
   a. John Cavanaugh

5. **(ACTION)** discuss and vote on bylaw change regarding the board secretary (see Proposed Revisions to NC-SARA Bylaws in Board Meeting Book)

6. **(ACTION)** discuss and vote on bylaw change regarding alignment of new policy modification process in the *SARA Policy Manual* with the bylaws (see Proposed Revisions to NC-SARA Bylaws in Board Meeting Book)

3:15 pm       Break

3:30 pm       **Board Committee & Task Force Updates and Discussion** (Materials on Board Secure Website; committee member lists in Board Meeting Book)

1. Policy Committee – Angela Lee (chair)
   a. Draft charter/purpose
   b. Short- and long-term goals

2. Governance & Nominations Committee – Eduardo Ochoa (chair)
   a. Draft charter/purpose
   b. Board succession planning

3. Strategic Planning Committee – Barbara Gellman-Danley (chair)
   a. Draft charter/purpose
   b. Strategic planning objectives for FY23

4. Consumer Protection Task Force – Art Coleman (chair)
   a. Draft charter/purpose
   b. Prospective decision points and timeline

5. President Search Committee Update – Robert Anderson and Lanna Dueck (co-chairs)

5:00 pm       Adjourn

6:00 pm       **Board Meeting Dinner (Salon I)**
Friday October 28, 2022

8:30 am  Welcome & Roll Call & Unfinished Business

9:00 am  Board Discussion - Public Portion
This portion of the meeting is open to the public; board member discussion will be limited to the following agenda items:

1. 21st Century Guidelines Working Group Update (See Working Group Memo in Board Meeting Book)
   Pat O’Brien (co-chair, 21st Century Guidelines Working Group)
2. Updates from Board Committees & Task Force (No Materials)
   a. Governance and Nominations Committee - Eduardo Ochoa (chair)
   b. Policy Committee - Angela Lee (chair)
   c. Strategic Planning Committee - Barbara Gellman-Danley (chair)
   d. Consumer Protection Task Force - Art Coleman (chair)
3. Update on the Policy Modification Process (Presentation)
   Jared Abdirkin, SARA Director, NEBHE; Sam Loftin, Director of Consumer Protection, Washington Student Achievement Council; and Yovani Pina, Director of Information Technology, NC-SARA

10:45 am  Break

11:00 am  Executive Session – CLOSED
1. President Search Committee Discussion
2. Board Annual Survey Discussion

Noon  Adjourn (boxed lunches will be provided)
MEETING PARTICIPANTS
NC-SARA Fall 2022 Board Meeting Participants

Board Directors (in-person)

1. **Ed Ray (Chair)**, President Emeritus & Professor of Economics, Oregon State University
2. **Rob Anderson (Vice Chair)**, President, State Higher Education Executive Officers (SHEEO)
3. **Leroy Wade (Treasurer)**, Deputy Commissioner, Missouri Department of Higher Education and Workforce Development
4. **John Cavanaugh**, Former President and CEO, Consortium of Universities of the Washington Metropolitan Area
5. **Lanna Dueck**, Executive Director of the Arizona SARA Council
6. **Barbara Gellman-Danley**, President, Higher Learning Commission
7. **Susan Heegaard**, President, Midwestern Higher Education Compact (MHEC)
8. **Demi Michelau**, President, Western Interstate Commission for Higher Education (WICHE)
9. **Carlos Morales**, President, Tarrant County Colleges Connect Campus
10. **Pat O’Brien**, Senior Vice President, New England Commission for Higher Education
11. **Eduardo Ochoa**, President (Retired), California State University Monterey Bay
12. **Stephen Pruitt**, President, Southern Regional Education Board (SREB)
13. **Pam Quinn**, CEO/Provost (Retired), LeCroy Center and Dallas Colleges Online, Dallas College
14. **Elise Scanlon**, Principal, Elise Scanlon Law Group
15. **Paul Shiffman**, Chief Executive Officer (Retired), Presidents’ Forum at Excelsior College
16. **Peter Smith**, Orkand Chair and Professor of Innovative Practices in Higher Education, University of Maryland Global Campus
17. **Michael Thomas**, President, New England Board of Higher Education (NEBHE)
18. **Larry Tremblay**, Deputy Commissioner for Planning, Research, and Academic Affairs (Retired), Louisiana Board of Regents
Board Directors (virtual)

1. **Chris Bustamante**, Executive Director, Arizona Community College Coordinating Council
2. **Art Coleman**, Managing Partner and Co-Founder, EducationCounsel, LLC
3. **Laurie Dodge**, Executive Vice Chancellor of Academic Affairs & Provost, University of Massachusetts Global
4. **Angela Lee**, Executive Director, District of Columbia Higher Education Licensure Commission
5. **Jason Rojas**, Majority Leader, Connecticut House of Representatives
6. **Sarah Armstrong Tucker**, Chancellor, West Virginia Higher Education Policy Commission

Regional Compact SARA Staff (in-person)

1. **Jared Abdirkin**, Director, State Authorization Reciprocity Agreements (NEBHE)
2. **Sara Appel**, Director of M-SARA (MHEC)
3. **Molly Hall-Martin**, Director, State Authorization Reciprocity Agreement, Policy Analysis and Research (WICHE)
4. **Elisa Jaden**, Program Specialist, Regional SARA Director, Postsecondary Student Access and Success (SREB)
5. **Patrick Lane**, Vice President, Policy Analysis and Research (WICHE)
6. **Jenny Parks**, Vice President of Policy and Research (MHEC)
7. **Shelley Plutto**, Project Manager - W-SARA (WICHE)

Regional Compact SARA Staff (virtual)

1. **Annika Many**, Consultant M-SARA (MHEC)
2. **Leah Reinert**, Policy and Research Manager (MHEC)

Guests (in-person)

1. **Heather DeLange**, Director - OPPE, Colorado Department of Higher Education, RSC Chair (WICHE)
2. **Sam Loftin**, Director of Consumer Protection, Washington Student Achievement Council
3. **Betsy Talbot,** Manager, Institutional Registration & Licensing, Minnesota Office of Higher Education, RSC Chair (MHEC)

**Guests (virtual)**

1. **Steven R. Corder,** CPA, CGMA, President, Kundinger, Corder & Montoya, P.C.
2. **Amanda Good,** CPA, Manager, Kundinger, Corder & Montoya, P.C.
3. **Vic Klatt,** Principal, Penn Hill Group
4. **Ed Klonoski,** President, Charter Oak State College, RSC Chair (NEBHE)
5. **Alex Nock,** Principal, Penn Hill Group
6. **D’Arcy Philps,** Principal, Penn Hill Group

**NC-SARA Staff (in-person)**

1. **Marianne Boeke,** Interim President & CEO; Vice President, Research and State Partnerships
2. **Melanie Booth,** Vice President, Educational Programs and Communications
3. **Stacey Hogan,** Project and Events Manager
4. **Schuyler Perry,** Senior Executive Assistant
5. **Yovani Pina,** Director of Information Technology
6. **Ashley Rasmussen,** Director of Finance
7. **Shannon Walker,** Associate Director for Business Operations/HR

**NC-SARA Staff (virtual)**

1. **Nick Ortiz,** Application Programmer/Analyst
2. **Jeannie Yockey-Fine,** General Counsel and Vice President, Policy and Regulatory Affairs
MEETING MATERIALS
NC-SARA’S MATERIALS
NC-SARA CORE WORK – AUGUST 2022

The following items, which include activities related to Year 3 of the Strategic Plan, are the primary work areas for NC-SARA’s staff starting August 1, 2022.

1. Supporting the Board, Board Committees (5), and Task Force (1)
   a. October 2022 Board Meeting – F2F
   b. January 2023 Board Meeting – Virtual
   c. March 2023 Board Meeting – F2F
   d. May 2023 Board Meeting – F2F
   e. October 2023 Board Meeting – F2F
   f. Staffing Board Committees and Task Force
   g. Support hiring and onboarding permanent president

2. Supporting Regional Compacts, RSCs, SPEs, and Institutions
   a. SPE Annual Conference
   b. Create a Groups, Teams, & Committees – SARA Community (visual)
   c. Educational Programming
   d. Institutional participation date changes
   e. Electronic form submission
   f. SARA Portal (Salesforce) updates and changes
   g. Conduct and attend meetings, webinars, and presentations

3. Facilitating the Policy Modification Process
   a. Facilitating implementation (with the regional compacts, RSCs, and SPEs)
   b. Creating a Proposal Management System (with the regional compacts, RSCs, and SPEs)

4. Strategic Plan Activities for Year 3 (and continued Yr 1 and Yr 2 initiatives)
   a. Objective 2 - Employ NC-SARA’s broad collaborative relationships with accreditors, states, and institutions to promote improvements in access to, and quality of distance education programs.
      i. Goal 1 – Training
      ii. Goal 2 – Collaborate with stakeholders to improve and expand services
5. **Data Work**
   a. Annual Data Collection and Reporting
   b. Quarterly SARA Student Complaint Reporting
   c. Surveys: Board Annual Survey, SPE Annual Survey, etc.
   d. SARA Student Complaints - webpages
   e. Data Sheets for SPEs
   f. Data Webinars for Institutions/SPES
   g. Dashboards 2021

6. **Internal Operations**
   a. Onboard new Director for Student and Institution Support
   b. Finalizing organization chart of NC-SARA staff
   c. Organize contracts and details for future events and activities
   d. Continue to practice project management and team communication
   e. Continue day-to-day NC-SARA operations (IT troubleshooting; info@; accounting@; data@; education@; etc. etc.)
NC-SARA YEAR 3 STRATEGIC PLAN UPDATE
October 2022

Introduction
As shared with NC-SARA’s Board in May 2022 and updated in August 2022, all goals associated with year 1 (July 2020 - June 2021) and year 2 (July 2021 – June 2022) were accomplished. As of October 2022, all the initiatives in support of the year 3 goals have begun and are on track to be completed by June 2023. This memo provides a summary update on year 3 activities.

Overview of Year 3 (July 2022 - June 2023)
NC-SARA is working on activities in support of the objectives and goals for year 3 (2022-2023), which focuses primarily on Strategic Objective 2: Employ NC-SARA’s broad collaborative relationships with accreditors, states, and institutions to promote improvements in access to, and quality of distance education programs.

Goal 1. Training
a) All SARA regional compact staff, State Portal Entity staff, and SARA-participating institution staff understand and correctly apply all SARA policies
b) State Portal Entity staff are provided clear and comprehensive information about demonstrated best practices in postsecondary education oversight and regulation
c) SARA regional compact staff and State Portal Entity staff are cross-trained
d) Educate students about:
   • The consumer protection and quality assurance that NC-SARA provides;
   • The program catalog; and
   • The value of accreditation

Goal 2. Collaborate with stakeholders to improve and expand services
a) Create quality, user-friendly data reports for states
b) Provide training for institutions and states in understanding and complying with SARA requirements

Highlights of this work in progress are shared in this section.
**Update on Goal 1 – Training**

Beginning in 2020, NC-SARA launched many of the initiatives aimed at ensuring well-informed and well-prepared SPEs, institution staff, and regional compact staff in support of Goals 1a – 1c.

**Institution-specific Training, Resources, & Support**

- **SARA Quick Start Guides:** To date, ten SARA Quick Start Guides have been developed to aid people in understanding and correctly applying SARA policy. Additional Quick Start Guides are in process for release in 2023. All Quick Start Guides are shared with SPEs for their feedback prior to public release. (Available here: [https://nc-sara.org/sara-quick-start-guides](https://nc-sara.org/sara-quick-start-guides))

- **In The Field – NC-SARA’s Institution Conference** – has been offered in 2021 and 2022.
  - 2021: Featured 2 days of presentations, including a pre-conference for people or institutions new to SARA; there were more than 900 registrants
  - 2022: Featured 2 days of presentations and workshops on a variety of SARA-related topics; there were more than 600 registrants
    (Conference resources available here: [https://nc-sara.org/nc-sara-institution-conference](https://nc-sara.org/nc-sara-institution-conference))

- Multiple workshops and webinars for institutions on SARA-related topics have also been offered; recordings, slides, and materials are always shared on the NC-SARA website.
  - Workshops and webinars for institutions offered in 2022 have included Annual Data Reporting in March 2022, An Introduction to SARA (offered in partnership with WCET/SAN) in July and August 2022, Annual Data Report Release in October 2022, and in December 2022, we will offer a webinar to help institution staff with planning strategies for OOSLP data management and reporting.

Public educational resources are all available on the SARA Learning Station page of the NC-SARA Website: [https://nc-sara.org/sara-learning-station](https://nc-sara.org/sara-learning-station)

**Online Courses for SPEs and Institutions**

Online courses about SARA for SPEs, institution staff, and the general public are being co-created with content and materials from SARA subject matter experts (SPEs, compact staff, and others) and are reviewed by numerous members of the SARA community prior to release.

- To date, NC-SARA has launched SARA 101 and Foundations of Annual Data Reporting to the general public, and an additional two online courses for SPES, An Overview of
**Essential Duties of SPE Staff Related to SARA and Managing Initial and Renewal Institution Applications.**

- An additional course for SPEs on *Managing Student Complaints* is planned for launch in Fall 2022, and a course for institutions about the *Institutional Application and Renewal Process* is currently under development and will be released in early 2023.

**SPE-specific Training, Resources, & Support**

- NC-SARA has continued offerings of the SPE Conference, SPE Summit, as well as workshops and webinars for SPEs on SARA-related topics.
  - The SPE Conference in September 2022 was attended by 74 participants outside of NC-SARA, representing 41 states as well as regional compact staff, board members, and guests, and featured 5 in-depth sessions over a day and a half. All attendees who participated in the conference evaluation rated it “Excellent” or “Very Good”
  - February 2021 and 2022: SPE Summits (Managing Student Complaints, Branch Campuses)
  - June 2021 and 2022: SPE Workshops (Professional Licensure, Department of Education Regulations & Potential SARA Impact)
  - SPE Webinars, including: Neg Reg Update (March 2022); 2-Part Webinar on Institutional Financial Health (July 2020, March 2021)
  - SPE SARA Portal Workshops and Office Hours with NC-SARA’s IT Team

- The development and curation of all of these resources, as well as the *SPE SARA Portal Handbook* (updated annually) and SARA Portal Release Notes, as well as numerous other materials and resources curated directly from the SPE community, are all shared with SPEs on the SPE Website (Secure Docs for States).

- **Development of the SPE Leadership Institute:** NC-SARA has engaged several SPEs and other stakeholders in the SPE Leadership Institute Design Team, which is working together through an externally facilitated design process during 2022 in order to offer the first SPE Leadership Institute in 2023. The intent of the design team format is that SPEs are designing the institute for SPEs. SPEs representative of each region, regional compact staff, and two board members are serving on the design team. Four focus groups were conducted in late July/early August to gather insights regarding challenges of the SPE role and themes that will inform the design of the SPE Leadership Institute. Eighteen SPEs participated in the focus groups representing New SPEs (up to 3 years’ experience), Medium SPEs (3-5 years’ experience), Experienced SPEs (5+ years’ experience), and Historical Perspective (founding members of SARA and retired SPEs).
- **New SPE Onboarding Process:** NC-SARA, in collaboration with regional compact staff and SPEs, has been developing a SPE Welcome Kit and onboarding process for new SPEs to ensure that new SPEs are well-prepared for their roles and responsibilities and know what resources NC-SARA has available to support them. An onboarding session will be piloted with nine new SPEs in October 2022.

**Student-specific Resources & Support**

- The Spring 2022 public launch of SARA Source and its associated materials and resources for participating institutions served to further educate students about the value of attending a SARA institution.
- NC-SARA staff contributed to the Higher Learning Commission and Higher Learning Advocates student guide.
- The new Director of Student and Institution Support will be helping the Educational Programming team in further needs analysis and materials development for a student-facing audience regarding student complaints and additional SARA-related topics; we will add resources to the NC-SARA website accordingly in 2023.

**Update on Goal 2 – Collaborate with stakeholders to improve and expand services**

In support of Goal 2a:

- In collaboration with the regional compacts, SPEs, and the Data Advisory Committee, NC-SARA created quality, user-friendly data reports for states in 2021. These reports are now called the NC-SARA Data Dashboards (available here: https://nc-sara.org/data-dashboards) and are updated annually and publicly available as a resource.

- NC-SARA has begun work with NCHEMS on a research project that combines SARA data with additional context-setting data sources to create short reports for each SARA member state outlining individual state distance education enrollments, college attainment, and workforce development data to aid our states and SPEs with information to assist in their strategic budget and program development planning. These reports will be finalized and shared and also discussed in a webinar in winter 2022/23.

- NC-SARA is facilitating the operationalization of the new Policy Modification Process by engaging and supporting the work of the regional compacts, RSCs, and SPEs as we work together to create an operational process based on the new policy. This includes finalizing the calendar, communicating with all stakeholders and the public, developing and maintaining a webpage of information, and helping to organize meetings of various task groups involved. In addition, NC-SARA’s IT team is developing a Proposal Management System based in Salesforce, with input from and collaboration from the regional compacts, RSCs, and SPEs. The system will launch in January 2023 and be able to receive submissions of proposed modifications to the SARA Policy Manual from all stakeholders.
Conclusion
As we continue our work on Year 3 initiatives, NC-SARA staff continue to be focused on 1) maintaining the momentum established, and 2) ensuring continuous improvement of the variety of initiatives and projects implemented in years 1 and 2, as well as working with the board and other stakeholders to design the next 3-Year Strategic Plan for NC-SARA: 2023 – 2026. We look forward to providing the NC-SARA Board with an update on these and other activities in future board meetings.
NC-SARA “BY THE NUMBERS” DATA REPORT

The purpose of this NC-SARA by the Numbers, a new report from NC-SARA staff, is to share with the board a set of metrics that NC-SARA tracks on a regular basis. It provides a snapshot of SARA-related activities and will be updated twice a year. We welcome the board’s feedback about what would be helpful to add, remove, or revise.

Participating Institutions

As of September 30, 2022, 2,369 institutions participate in SARA. Of these, 23, or less than 1%, are currently on Provisional status.

- More than 75% of eligible U.S. postsecondary institutions that offer distance education participate in SARA.
- 50% of the total HBCUs in the US participate in SARA
- In fall 2020, 597 community colleges were SARA participants, representing 94% of all community colleges’ distance education enrollments reported to IPEDS.

Participating Institutions by Sector

![Circle chart showing distribution of participating institutions by sector.]

Participating Institutions by Regional Compact and Size

![Bar chart showing distribution of participating institutions by regional compact and size.]

NC-SARA Data Reporting

The number of participating institutions has continued to increase throughout the pandemic, at 5% a year the past 2 years. In the 2021 data collection, 2,311 institutions reported data.

- In Fall 2021, 1.5 million students attended out-of-state institutions exclusively through distance education under SARA. This is down from 1.7 million in Fall 2020 (-12%), but up from 1.27 million in Fall 2019 (19%). (This is excluding students from CA and other non-SARA members.)
• Overall, 4,258,806 students attended SARA institutions exclusively through distance education, down from 5.8 million in Fall 2020 (-27%), but up more than 1.2 million from Fall 2019 (pre-pandemic) (41%).
• 315,504 students from SARA institutions participated in an out-of-state learning placement in 2021, up from 261,275 in 2020.
• The majority of these placements were in health professions (57.9%), followed by education (9.6%), business (5.2%), and public administration (3.7%).

SARA Cost Savings

Institutions participating in SARA currently spend (on average, depending on state and institution size) between $3,258 and $11,033 on their SARA annual renewal.

• If these institutions were not SARA participants, we estimate that on average, an institution could expect to spend $72,000 annually on state authorization costs.
• Overall, the average institution would spend 13.6 times as much annually on renewal as a non-SARA participant.
• Based on these figures, SARA-participating institutions will save an estimated $155 million dollars in 2022 on renewal costs.
• Since 2014, we estimate that institutions that participate in SARA have saved more than one billion dollars.

NC-SARA Operations and Engagement

Service Metrics
• Between January 1, 2022 and September 30, 2022, NC-SARA staff responded to nearly 17,000 tickets through our various support email accounts. The total for 2021 was 11,287.

SARA Source
• Participation since launch in February 2022, as of September 30, 2022:
  o # of institutions = 195
  o # of programs = 1,381

SARA Community Engagement & Educational Programming Metrics
• SPE Activities & Resources
  o The SPE Annual Conference on Sept. 12-13, 2022 was attended by 74 individuals outside of NC-SARA, representing 41 SARA member states. All attendees who participated in the conference evaluation rated it “Excellent” or “Very Good”
  o SPE Advisory Committee meetings in 2022: 5
  o Initiated and hosted IT Office Hours for SPEs (SARA Portal Support): 6
  o State SARA meetings attended and presented at: 2
o Developed and tested two SPE courses, An Overview of Essential Duties of SPE Staff Related to SARA and Managing Initial and Renewal Institution Applications and Renewals (to be launched in October)
o In 2022, we directly engaged 15 additional SPEs in committees, educational programming, presentations, etc. Overall, 35 SPEs have been formally engaged in various activities since 2020.

• Institutional Activities & Resources
  o 2022 Institution Virtual Conference attendance: 828 registered participants
  o Institution Advisory Committee meetings in 2022: 3
  o 69 enrollments in SARA 101 and Foundations of Annual Data Reporting online courses (launched on 6/16/22)

• Other Engagement, Education, & Support Activities
  o Data Advisory Committee meetings in 2022: 3
  o Other Webinars in 2022: 4 public, 4 internal for SPEs
  o Attended and presented at RSC Meetings: 4

Website Analytics

Overall web hits - 75,549
  • State Authorization Guides: 7,801
  • Professional Licensure Directory: 6,191
  • Data Dashboards: 3,142
  • Complaints: 456 (this is for the complaint reports webpage: https://nc-sara.org/complaint-reports)
  • Student Complaints: 3,405 (this is for the student complaints webpage: https://nc-sara.org/student-complaints)

SARA Source Analytics (from launch date March 2022)
  • Overall SARA Source web hits: 4,357
  • Catalog search: 1,436

Communications & Social Media Engagement

  • Email contact list subscribers: 6,986
  • LinkedIn followers: 422
  • Twitter followers: 671
NC-SARA MEDIA COVERAGE REPORT

May 2022 – September 2022

These media-related activities and links share the media presence of NC-SARA from May 2022 – September 2022.

Demand for strong written communication skills is soaring — why isn’t the support? HigherEd Dive article citing NC-SARA’s Annual Data Report and survey. September 19, 2022.

Taking Online Classes is Easy, Fun, and Surprisingly Cheap. Men’s Health article citing NC-SARA’s Annual Data Report and the growth of distance education as a result of the pandemic. August 18, 2022.


Assessing Far and Wide: The Accreditation of Distance Education. Podcast from Weave featuring Leah Matthews; NC-SARA / SARA discussed in podcast and listed as resource on website / social. July 18, 2022.

Community College Daily: “Is it time to expand your distance learning program?” – July 14, 2022. (This article is part of a monthly series provided by the Instructional Technology Council, an affiliated council of the American Association of Community Colleges.)

Inside Higher Ed – Various release notifications of NC-SARA sponsored report, webcast, and podcast, “The Evolving Conversation about Quality in Online Learning” – May 2022

- Whiteboard Advisors Daily Higher Ed Newsletter “What We’re Reading” Newsletter – May 5, 2022

NC-SARA ORGANIZATION CHART
21st CENTURY GUIDELINES BOARD WORKING GROUP MEMO
(Update; No Action at this Time)

Summary of NC-SARA Board’s 21st Century Working Group
November 2021 – August 2022

To: NC-SARA Board

From: Pat O’Brien and Leah Matthews, co-chairs

Date: August 8, 2022

Background:
In the Fall 2021 NC-SARA Board meeting, the board established the 21st Century Guidelines Working Group to review and consider input from multiple stakeholders, and to make recommendations to the NC-SARA Board in order to resolve issues associated with SARA policy regarding the retired 2011 C-RAC Interregional Guidelines for the Evaluation of Distance Education and the accreditors’ 21st Century Distance Education Guidelines. (This charge and process of the working group, as well as a list of its original members, were posted on the NC-SARA website shortly after the Fall 2021 board meeting.)

Members:
The working group was chaired by NC-SARA Board Member Pat O’Brien and former NC-SARA Board Member Leah Matthews.

Members of the working group were:
- Pam Quinn, NC-SARA Board
- Laurie Dodge, NC-SARA Board
- Chris Bustamante, NC-SARA Board
- Peter Smith, NC-SARA Board
- Michael Thomas, Regional Compact President; NC-SARA Board
- Leroy Wade, NC-SARA Board; SPE representative, MHEC
- Heather DeLange, SPE representative, WICHE
- Alexander Nally, SPE representative, NEBHE
- Lynette Kuhn replaced Sarah Levy after first meeting, SPE representative, SREB

The working group was staffed from NC-SARA by Lori Williams and then Melanie Booth.

Meetings:
The working group held its first meeting on December 16, 2021 to review its charge and create an action plan. It finalized its recommendation to the Board in its final meeting on August 1, 2022. Meeting dates were as follows:
Summary of Working Group Process and Discussion Points:
The working group received and discussed several background documents, including the 21st Century Guidelines document, a board memo prepared by NC-SARA staff about the development of and feedback on the Guidelines; and NC-SARA’s recommended changes to the SARA Policy Manual that had gone in front of the NC-SARA Board in October 2021. Additionally, all of the original comments about the proposed policy change were shared with the members. In addition to the review of these multiple documents, the working group discussed the historical context for the inclusion of the 2011 C-RAC Guidelines in SARA policy.

The working group also heard from those SARA State Portal Entities on the working group about their experiences of using the 2011 C-RAC Guidelines in their work with institutions and their perspectives about the 21st Century Guidelines. In a subsequent meeting, additional SPEs joined as guests to share their perspectives on the C-RAC Guidelines and the 21st Century Guidelines. Guest SPEs were:

- Brady Lyon – Florida
- Emily Bjornberg – Connecticut
- Monique Curry – Wisconsin
- Cynthia Grua – Utah

The working group then drafted, discussed, and came to agreement on three potential alternative recommendations to the NC-SARA board. Furthermore, the working group considered additional needs for implementation, such as an appropriate transition time period and the need for guidance for SARA State Portal Entities and institutions regarding how the Guidelines would be utilized for SARA purposes.

After additional discussion regarding alternatives, it was agreed that a shift to use of the new 21st Century Guidelines in SARA policy would be recommended, with specific language added about the use of the guidelines as a tool or resource for SPEs. This recommendation and the proposed change to SARA policy is detailed in the following “Recommendation” document.

Finally, it was noted by many members of the working group that the 21st Century Guidelines themselves are a significant improvement over the 2011 C-RAC Guidelines in that they represent more current understandings of distance education quality. It was also acknowledged that there will not be consistency in how they are used or referenced by accreditors. Furthermore, the working group noted that the significant concerns about 21st Century Guidelines from the SARA
community were generated more from how they were developed and shared with SARA stakeholders than the content of the Guidelines themselves.

**Recommendation from the 21st Century Guidelines Working Group to the NC-SARA Board**

Approve changes to policy Sections 2.5, 2.5(p), 4.3(h), 4.7, 8.1, the addition of the definition of the 21st Century Distance Education Guidelines, and an adjustment to the definition of C-RAC Guidelines.

**Background:** The Council of Regional Accrediting Commissions (C-RAC) has retired use of the 2011 Interregional Guidelines for the Evaluation of Distance Education. Instead, they have posted 21st Century Distance Education Guidelines for accreditor use. As a result, NC-SARA must now determine whether and how to include the 21st Century Distance Education Guidelines in the SARA Policy Manual. The 21st Century Guidelines Working Group recommends substituting the new Guidelines for the retired guidelines to be adopted one year from the date that the NC-SARA board approves the policy change to allow institutions and SPEs time for this transition. In the meantime, both documents will remain in policy.

**Alternatives Considered and Rationales**

1. **Do Nothing Scenario – Not Recommended**
   a. Not changing these policy sections will cause confusion as the 2011 C-RAC Guidelines have been retired.

2. **Revise policy to align with the change to replace the 2011 C-RAC Guidelines with the new Guidelines, to be adopted one year from the date that the NC-SARA board approves the policy change. - Recommended**
   a. This change will permit time for institutions and states to transition to the updated guidelines.
   b. The change includes additional language regarding SPE use of the Guidelines as a tool or resource, and language regarding updated attestations for institutions.
   c. SARA recognizes that the Guidelines preserve accreditors' role in quality assurance for distance education.

3. **Revise policy to describe the use of the guidelines by accreditors, through reference to them in an appendix to the SARA Policy Manual. This change would mean that SARA state portal entity (SPE) staff might choose to use them to guide additional review of institutions that demonstrate signs of potential quality concerns, but not require use of them in the context of initial or renewal applications for SARA participation. – Alternative Recommendation**

See red lined version of recommended modifications below.
Alternative 2 Recommendation.

21st Century Distance Education Guidelines

SARA Policy Manual, Title page:
Includes as appendices information about SARA’s use of the U.S. Department of Education (ED) Financial Responsibility Composite Scores, C-RAC Guidelines Information, 21st Century Distance Education Guidelines, and NC-SARA Administrative Forms

SARA Policy Manual, page 4; Questions about SARA?

SARA Policies and Procedures – to REGIONAL COMPACT
  State application status
  State renewal status
  Questions about C-RAC Guidelines and 21st Century Distance Education Guidelines

SARA Policy Manual Definitions
  “C-RAC means: the Council of Regional Accrediting Commissions.

  “C-RAC Guidelines” refers to the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance education developed by leading practitioners of distance education and adopted by the Council of Regional Accrediting Commissions (C-RAC). Between 2014 and May 5, 2021, the C-RAC Guidelines were used by NC-SARA as a measure of distance education quality. Following the retirement of these guidelines and the C-RAC reference to the 21st Century Distance Education Guidelines, the new guidelines are now used by NC-SARA.

  21st Century Distance Education Guidelines means: The Guidelines provide direction for assuring quality in distance education programs. The criteria are designed to inform, but not limit, accreditors and states in their judgment of satisfactory levels of quality in the offering of programs through distance education. SARA participating institutions will transition to the 21st Century Distance Education Guidelines, since the 2011 Guidelines have been retired. The 21st Century Guidelines Working Group recommends an effective date of adoption to be one year following the approval of the policy change by the NC-SARA Board, to allow institutions and SPEs time for this transition. In the meantime, both documents will remain in policy.
2.5 Functional responsibilities of SARA States

EXPLANATORY NOTES

N1 - Can a SARA State Portal Entity (SPE) require a SARA applicant institution to provide additional evidence that it will meet policies for operating under SARA before allowing it to participate in SARA?
No. A state must accept an institution's self-certification affirmation that it will meet the policies set forth in the SARA Policy Manual and commitments contained in the institutional application to participate in SARA once it is allowed to participate. However, as soon as an institution is accepted into SARA, the state portal entity has a right to evaluate whether the institution in its work through SARA meets the C-RAC Guidelines or 21st Century Distance Education Guidelines or other SARA requirements and must investigate any claims that the institution does not meet these requirements. Under certain conditions, a state may approve an institution’s participation in SARA on a Provisional basis. See 3.2 and 3.3 below.

p. The state agrees to require each SARA applicant institution to apply for home state approval using the standard SARA institutional application including the institution's agreement to operate under the C-RAC Guidelines or 21st Century Distance Education Guidelines (See Appendix b).

q. SARA state portal entity (SPE) staff may use the 21st Century Distance Education Guidelines as a framework in reviewing ongoing institutional eligibility to participate in SARA, and/or as a tool or resource to guide a review by SPE staff of institutions that demonstrate signs of potential concerns.

4.3 Examples of Consumer Protection Issues

h. Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines or 21st Century Distance Education Guidelines

4.7 Incorporation and use of the C-RAC Guidelines or 21st Century Distance Education Guidelines

Consumer protection within SARA, in addition to dealing with alleged fraudulent activity also provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the
C-RAC Guidelines or 21st Century Distance Education Guidelines in such a way that a student is harmed. (The Interregional Guidelines for the Evaluation of Distance Education [Online Learning] are referred to as “C-RAC Guidelines” in this document). C-RAC Guidelines adopted by the Council of Regional Accrediting Commissions Effective one year following the approval of the policy change by the NC-SARA Board, the 21st Century Distance Education Guidelines are incorporated in the requirements of SARA as policies. States that join SARA need to base their oversight of SARA activity and their investigative actions on the following expectations.¹ The president or chief academic officer of each institution participating in SARA (whether accredited by a “regional” or other recognized accreditor shall attest that their institution meets and agrees to comply with the following C-RAC or 21st Century Distance Education Guidelines provisions.

21st Century Distance Education Guidelines

Effective one year following the approval of the policy change by the NC-SARA Board, the 21st Century Distance Education Guidelines are incorporated into SARA Policy – either can be used prior to this implementation date.

The following elements for assuring quality in distance education programs are proposed.

Institutional Capacity

1. The institution offering distance learning programs regularly evaluates and demonstrates its capacity along multiple dimensions, including financial resources, technology infrastructure, data security, content expertise, instructional design, support for students and assessment of, and access to information resources.

2. Financial support for distance learning is sufficient given the scope of programming, enrollment, student body, methods of delivery, and support.

3. The institution supports diversity, equity, and inclusion through its learning environments and student support as appropriate to its mission and student body.

¹ The complete C-RAC Guidelines or 21st Century Distance Education Guidelines for distance education framework and examples of good practices are a part of the institutional application process. The numbering system used in this section of the SARA Policy Manual is retained from the C-RAC framework.
4. Educational quality is supported through continuing investment in technology and professional development for faculty as well as other academic, technical, and student support staff. Professional development is ongoing and includes attention to: technology, instructional design, learning science, pedagogy, assessment, and methods of using data for improvement.

5. The institution ensures that learning resources used for instruction and tools used for access to services are sufficiently supported and ensure accessibility and privacy for students. The institution provides clear policies regarding intellectual property.

6. Relevant information that orients students to their courses—such as syllabus, prerequisites, course delivery structure, class schedule, modes of communication—is provided to students on the institution’s learning management platform. Students have ready access to available technical support services.

7. Online program management (OPM) and other contractual and consortial arrangements are reviewed to ensure that the institution retains appropriate authority and responsibility for the academic program and student privacy.

Institutional Transparency and Disclosures

8. During the admissions process, information readily available to prospective students includes:
   a. a clear description of the program, including curriculum, learning outcomes, and appropriate measures of student success (e.g., graduation rates, licensure passage rates by state, employment in the field, progression to the higher degree) disaggregated by modality;
   b. all costs, including tuition, fees (including any additional charges associated with verification of student identity), books, materials, travel for any on-site clinical or internship requirements, and refund policy;
   c. requisite skills for using technology tools (websites, software, and hardware) that are clearly stated and reinforced through admissions, orientation, and matriculation;
   d. processes for authenticating student identification;
   e. information regarding what students need to be successful in the program, including pre-requisites, technology, internet connection, and expected amount of engagement per week or
per term;
f. expectations for students’ engagement as active learners with learning resources, faculty, other students, and assignments as appropriate;
g. support services available to students; and
h. information about professional licensure requirements, where appropriate, and advice on licensing in the state(s) of intended employment.

9. Students are oriented in ways suitable to the student body, in stages tailored to the backgrounds and needs of students, varying as germane by program and degree level.
   a. Orientation is provided to the learning environment; to technology; to academic resources; to support for students (including advising, tutoring, mentoring, coaching, accessibility); and to special opportunities for students.
   b. Orientation includes opportunities for students to demonstrate their competence with the technology and learning format used in courses.

Academic Programs

10. The academic team includes individuals with expertise in the subject-matter, instructional design, interaction with students, and assessment of student learning.

11. The institution collects, analyzes, and uses data on student engagement, achievement, and feedback for improvement of the academic program and of student success.

12. Institutions that offer the same program in multiple modalities ensure learning outcomes and levels of student achievement are comparable across modalities.

13. Learning activities and assessments are aligned with measurable learning outcomes. Formative and summative assessments of student learning provide feedback to students and serve as a basis for program improvement.

Support for Students

14. Academic and support staff who interact with students are able to guide them to the range of support services offered by the institution.
15. Continuing support helps students develop as engaged learners, with
the information and skills to seek special opportunities to enhance their success.

16. Academic and student support services are available remotely, easy to access, and available at times when students need them.

17. Collective responsibility for student success is accepted by academic, technical, and student support staff.

Program Review

18. Programs offered through distance learning are reviewed on a regular cycle that includes external perspectives. Reviews are informed by empirical evidence including feedback from students and graduates about the academic program and information about graduates’ success (e.g., employment and further education).

19. The institution documents improvements made as a result of the program reviews and other feedback.

Academic and Institutional Integrity

20. The institution promotes a culture of academic integrity. The process for addressing academic integrity issues is clearly outlined by the institution and includes the opportunity for appeal.

21. Distance learning programs are appropriately integrated into the academic, administrative, and governance systems of the institution.

22. Learning outcomes are clear to prospective students and the public.

23. The institution demonstrates its understanding of the requirements and obligations of participation in NC-SARA, such as SARA consumer protection provisions.

   Note: This item is the responsibility of the states.

Section 8 Responding to Questions and to Requests to Modify SARA Policies

8.1 Basic Procedure for Questions about SARA

   SARA Policies and Procedures – to REGIONAL COMPACT
   State application status
   State renewal status
   Questions about C-RAC-Guidelines or 21st Century Distance Education Guidelines
Alternative 3 Recommendation.

21st Century Distance Education Guidelines

SARA Policy Manual, Title page:
Includes as appendices information about SARA’s use of the U.S. Department of Education (ED) Financial Responsibility Composite Scores, and NC-SARA Administrative Forms

SARA Policy Manual, page 4; Questions about SARA?

SARA Policies and Procedures – to REGIONAL COMPACT
State application status
State renewal status

SARA Policy Manual Definitions
“C-RAC Guidelines” refers to the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance education developed by leading practitioners of distance education and adopted by the Council of Regional Accrediting Commissions (C-RAC).

2.5 Functional responsibilities of SARA States

EXPLANATORY NOTES
N1 - Can a SARA State Portal Entity (SPE) require a SARA applicant institution to provide additional evidence that it will meet policies for operating under SARA before allowing it to participate in SARA?
No. A state must accept an institution’s self-certification affirmation that it will meet the policies set forth in the SARA Policy Manual and commitments contained in the institutional application to participate in SARA once it is allowed to participate. However, as soon as an institution is accepted into SARA, the state portal entity has a right to evaluate whether the institution in its work through SARA meets the C-RAC Guidelines or other SARA requirements and must investigate any claims that the institution does not meet these requirements.
Under certain conditions, a state may approve an institution’s participation in SARA on a Provisional basis. See 3.2 and 3.3 below.
p. The state agrees to require each SARA applicant institution to apply for home state approval using the standard SARA institutional application—
including the institution’s agreement to operate under the C-RAC Guidelines.

4.3 Examples of Consumer Protection Issues
h. Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors). and/or the C-RAC Guidelines

4.7 Incorporation and use of the C-RAC Guidelines or 21st Century Distance Education Guidelines

Consumer protection within SARA, in addition to dealing with alleged fraudulent activity also provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the C-RAC Guidelines 21st Century Distance Education Guidelines in such a way that a student is harmed. (The Interregional Guidelines for the Evaluation of Distance Education [Online Learning] are referred to as “C-RAC Guidelines” in this document). C-RAC Guidelines adopted by the Council of Regional Accrediting Commissions are incorporated in the requirements of SARA as policies. States that join SARA need to base may choose to use the 21st Century Distance Education Guidelines as a tool in the context of their oversight of SARA activity and their investigative actions on the following expectations. The president or chief academic officer of each institution participating in SARA (whether accredited by a “regional” or other recognized accreditor) shall attest that their institution meets and agrees to comply with the following 21st Century Distance Education Guidelines C-RAC provisions.

Section 8 Responding to Questions and to Requests to Modify SARA Policies

8.1 Basic Procedure for Questions about SARA
SARA Policies and Procedures – to REGIONAL COMPACT
State application status
State renewal status
Questions about C-RAC Guidelines

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2 The complete C-RAC Guidelines 21st Century Distance Education Guidelines for distance education framework and examples of good practices are included in Appendix B, a part of the institutional application process. The numbering system used in this section of the SARA Policy Manual is retained from the C-RAC framework.
21st Century Distance Education Guidelines

21st Century Distance Education Guidelines
Effective one year following the approval of the policy change by the NC-SARA Board, the 21st Century Distance Education Guidelines are incorporated into SARA Policy – either can be used prior to this implementation date.

The following elements for assuring quality in distance education programs are proposed.

Institutional Capacity

1. The institution offering distance learning programs regularly evaluates and demonstrates its capacity along multiple dimensions, including financial resources, technology infrastructure, data security, content expertise, instructional design, support for students and assessment of, and access to information resources.

2. Financial support for distance learning is sufficient given the scope of programming, enrollment, student body, methods of delivery, and support.

3. The institution supports diversity, equity, and inclusion through its learning environments and student support as appropriate to its mission and student body.

4. Educational quality is supported through continuing investment in technology and professional development for faculty as well as other academic, technical, and student support staff. Professional development is ongoing and includes attention to: technology, instructional design, learning science, pedagogy, assessment, and methods of using data for improvement.

5. The institution ensures that learning resources used for instruction and tools used for access to services are sufficiently supported and ensure accessibility and privacy for students. The institution provides clear policies regarding intellectual property.

6. Relevant information that orients students to their courses—such as syllabus, prerequisites, course delivery structure, class schedule, modes of communication—is provided to students on the institution's
learning management platform. Students have ready access to available technical support services.

7. Online program management (OPM) and other contractual and consortial arrangements are reviewed to ensure that the institution retains appropriate authority and responsibility for the academic program and student privacy.

Institutional Transparency and Disclosures

8. During the admissions process, information readily available to prospective students includes:
   a. a clear description of the program, including curriculum, learning outcomes, and appropriate measures of student success (e.g., graduation rates, licensure passage rates by state, employment in the field, progression to the higher degree) disaggregated by modality;
   b. all costs, including tuition, fees (including any additional charges associated with verification of student identity), books, materials, travel for any on-site clinical or internship requirements, and refund policy;
   c. requisite skills for using technology tools (websites, software, and hardware) that are clearly stated and reinforced through admissions, orientation, and matriculation;
   d. processes for authenticating student identification;
   e. information regarding what students need to be successful in the program, including pre-requisites, technology, internet connection, and expected amount of engagement per week or per term;
   f. expectations for students’ engagement as active learners with learning resources, faculty, other students, and assignments as appropriate;
   g. support services available to students; and
   h. information about professional licensure requirements, where appropriate, and advice on licensing in the state(s) of intended employment.

9. Students are oriented in ways suitable to the student body, in stages tailored to the backgrounds and needs of students, varying as germane by program and degree level.
   a. Orientation is provided to the learning environment; to technology; to academic resources; to support for students (including advising, tutoring, mentoring, coaching, accessibility); and to special opportunities for students.
b. Orientation includes opportunities for students to demonstrate their competence with the technology and learning format used in courses.

**Academic Programs**

10. The academic team includes individuals with expertise in the subject-matter, instructional design, interaction with students, and assessment of student learning.

11. The institution collects, analyzes, and uses data on student engagement, achievement, and feedback for improvement of the academic program and of student success.

12. Institutions that offer the same program in multiple modalities ensure learning outcomes and levels of student achievement are comparable across modalities.

13. Learning activities and assessments are aligned with measurable learning outcomes. Formative and summative assessments of student learning provide feedback to students and serve as a basis for program improvement.

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14. Academic and support staff who interact with students are able to guide them to the range of support services offered by the institution.

15. Continuing support helps students develop as engaged learners, with the information and skills to seek special opportunities to enhance their success.

16. Academic and student support services are available remotely, easy to access, and available at times when students need them.

17. Collective responsibility for student success is accepted by academic, technical, and student support staff.

**Program Review**

18. Programs offered through distance learning are reviewed on a regular cycle that includes external perspectives. Reviews are informed by empirical evidence including feedback from students and graduates about the academic program and information about graduates’
success (e.g., employment and further education).

19. The institution documents improvements made as a result of the program reviews and other feedback.

**Academic and Institutional Integrity**

20. The institution promotes a culture of academic integrity. The process for addressing academic integrity issues is clearly outlined by the institution and includes the opportunity for appeal.

21. Distance learning programs are appropriately integrated into the academic, administrative, and governance systems of the institution.

22. Learning outcomes are clear to prospective students and the public.

23. The institution demonstrates its understanding of the requirements and obligations of participation in NC-SARA, such as SARA consumer protection provisions.

   *Note: This item is the responsibility of the states.*
PROPOSED REVISIONS TO NC-SARA BOARD BYLAWS

(Action)

The NC-SARA Executive Committee recommends an amendment to Article II, Sections 1(j)(4) and (k) to change the Board Secretary from the President and CEO to an NC-SARA staff member.

Article II, Section 1: NC-SARA Governing Board

j. Officers. NC-SARA shall have four officers: Chair, Vice Chair, Secretary, and Treasurer. The Chair and Vice Chair shall each serve a maximum of two, two-year terms, ending at the conclusion of the final NC-SARA Board meeting of the last calendar year of their specified term. The Treasurer shall serve a maximum of three, two-year terms, ending at the conclusion of the final NC-SARA Board meeting of the last calendar year of their specified term. The Secretary role is not term limited. Officers shall have the following duties:

1. The Chair. The Chair shall convene and preside over all meetings of the NC-SARA Board and of its Executive Committee and is an ex officio member of all other standing committees. He or she shall additionally perform such other duties and have such other authority, and such other powers as the Board of Directors may from time to time prescribe.

2. The Vice Chair. The Vice Chair shall serve on the Executive Committee and preside over meetings in the absence of or at the request of the Chair.

3. The Treasurer. The Treasurer shall serve on the Executive Committee and oversee the management and reporting of NC-SARA finances.

4. The Secretary. The Board of Directors designates the NC-SARA President and CEO to serve as Secretary and prepare and maintain minutes of meetings of the Board of Directors and other records as required to be kept by NC-SARA under Colorado Revised Statutes and for authenticating records of NC-SARA.

Draft amended language (j)(4):

The Secretary. The Board of Directors designates, in consultation with the NC-SARA President and CEO, an NC-SARA staff member to serve as Secretary to prepare and maintain minutes of meetings of the Board of Directors, and other records as required to be kept by NC-SARA under the Colorado Revised Statutes and for authenticating records of NC-SARA, and related administrative duties.

k. Procedures for Electing and Designating Officers of the Corporation

The Board of Directors elects a Chair, Vice Chair, and Treasurer to serve as Officers of the corporation and designates the President and CEO to serve as Secretary. Officers of the corporation shall serve on the Executive Committee of the Board of Directors.
Draft amended language (k):

Procedures for Electing and Designating Officers of the Corporation

The Board of Directors elects a Chair, Vice Chair, and Treasurer to serve as Officers of the corporation and designates, in consultation with the President and CEO, an NC-SARA staff member to serve as Secretary. Officers of the corporation shall serve on the Executive Committee of the Board of Directors.

The NC-SARA Executive Committee recommends an amendment to Article II, Section 2(c)(iv) to better align with the policy modification process in Section 8.2 of the SARA Policy Manual.

Article II. Section 2: Executive Committee

Section 2: Executive Committee

An Executive Committee shall provide support and guidance to the President and CEO on a regular basis.

a. Executive Committee Action. When matters require timely execution and, for practical reasons, cannot wait for a meeting of the full NC-SARA Board, the Executive Committee may act for and exercise all the powers of NC-SARA Board between meetings, except as such actions and powers are reserved to the Board in accordance with these bylaws. Such actions by the Executive Committee shall be promptly reported to the full Board.

b. Membership. The Executive Committee shall be elected by the NC-SARA Board. Protocol for the election of Executive Committee members follows the same protocol as for the election of officers. There shall be up to eight members of the Executive Committee, all of whom shall be currently serving the NC-SARA Board and two of whom shall be the president of a participating Regional Compact. The four Regional Compact presidents shall choose which two of their members shall serve on the Executive Committee, and those designated members shall serve on the Committee without term limits. Executive Committee members not serving as Regional Compact presidents shall serve a two-year term, ending at the conclusion of the final NC-SARA Board meeting of the last calendar year of their specified term. Such Executive Committee members shall have an option to serve an additional two-year term, with the approval of the NC-SARA Board. The Chair, Vice Chair, and Treasurer of NC-SARA shall serve on the Executive Committee ex officio, without regard to Executive Committee term limits. The Chair and Vice-Chair of the NC-SARA Board shall be Chair and Vice-Chair, respectively, of the Executive Committee. The Executive Committee shall also include the following non-voting individuals in its meetings:

i. President and Chief Executive Officer. The President and CEO - described in Article III, Section 2 - shall serve on the Executive Committee, but shall not
vote on any matters.

ii. **Past Chair.** The Chair from the previous term shall serve as confidante and advisor to the new Chair, but he/she shall not be required to attend Executive Committee meetings.

c. **Specified duties.** The Executive Committee shall meet regularly and have the following responsibilities:

i. Solicit and consider nominations for NC-SARA Board Members and recommend candidates to the NC-SARA Board for the Board’s consideration and election.

ii. Solicit nominations for NC-SARA officers, Executive Committee and Finance Committee members from the full Board, and recommend candidates to the Board for its consideration and election.

iii. Evaluate the performance of the NC-SARA President and CEO and, in consultation with the Finance Committee, recommend his/her compensation to the NC-SARA Board prior to the beginning of each fiscal year.

iv. Assess evolving distance education issues and practices, receive and review proposals or requests for substantive changes to SARA policies, procedures and agreements from NC-SARA Board members and other stakeholders, and recommend any necessary or advisable changes to the Board.

v. Receive audits from the Finance Committee, review audits, and recommend audit findings to the Board for its approval. Upon recommendation of the Finance Committee, approves an auditing firm to be presented by the Chair to the full Board for a vote. The Finance Committee, in collaboration with the NC-SARA Finance Director and President and CEO, will recommend a new auditing firm every five years. When acting in the capacity of Executive Committee member, the Treasurer will be recused from voting to approve the audit.

vi. Any other duties enumerated elsewhere in these bylaws or assigned to the Executive Committee by the Chair of NC-SARA and not otherwise the exclusive province of the NC-SARA Board.

**Draft amended language (c)(iv):**

iv. Assess evolving distance education issues and practices, **participate in the policy modification process as outlined in the SARA Policy Manual**, receive and review proposals or requests for substantive changes to SARA policies, procedures and agreements from NC-SARA Board members and other stakeholders, and recommend any necessary or advisable changes to the Board.
NC-SARA BOARD COMMITTEE MEMBERSHIP LISTS
October 2022

Executive Committee

Member List:

1. **Ed Ray (Chair)**, President Emeritus & Professor of Economics, Oregon State University
2. **Rob Anderson (Vice Chair)**, President, State Higher Education Executive Officers (SHEEO)
3. **Chris Bustamante**, Executive Director, Arizona Community College Coordinating Council
4. **Art Coleman**, Managing Partner and Co-Founder, EducationCounsel, LLC
5. **Pat O’Brien**, Senior Vice President, New England Commission for Higher Education
6. **Stephen Pruitt**, President, Southern Regional Education Board (SREB)
7. **Peter Smith**, Orkand Chair and Professor of Innovative Practices in Higher Education, University of Maryland Global Campus
8. **Michael Thomas**, President and CEO, New England Board of Higher Education (NEBHE)
9. **Larry Tremblay**, Deputy Commissioner for Planning, Research and Academic Affairs (Retired), Louisiana Board of Regents
10. **Leroy Wade (Treasurer)**, Deputy Commissioner, Missouri Department of Higher Education and Workforce Development

NC-SARA Staff Support:

1. **Marianne Boeke**, Vice President of Research and State Partnerships, NC-SARA
2. **Schuyler Perry**, Senior Executive Assistant, NC-SARA
3. **Jeannie Yockey-Fine**, General Counsel and Vice President, Policy and Regulatory Affairs
Finance Committee

Member List:

1. **Leroy Wade** (Chair), Deputy Commissioner, Missouri Department of Higher Education and Workforce Development
2. **Rob Anderson**, President, State Higher Education Executive Officers (SHEEO)
3. **John Cavanaugh**, Former President and CEO, Consortium of Universities of the Washington Metropolitan Area
4. **Laurie Dodge**, Executive Vice Chancellor of Academic Affairs & Provost, University of Massachusetts Global
5. **Susan Heegaard**, President, Midwestern Higher Education Compact (MHEC)
6. **Paul Shiffman**, Chief Executive Officer (Retired), Presidents’ Forum at Excelsior College
7. **Ed Ray**, President Emeritus & Professor of Economics, Oregon State University

NC-SARA Staff Support:

1. **Schuyler Perry**, Senior Executive Assistant, NC-SARA
2. **Ashley Rasmussen**, Director of Finance, NC-SARA
3. **Jeannie Yockey-Fine**, General Counsel and Vice President, Policy and Regulatory Affairs, NC-SARA
Governance and Nominations Committee

Member List:

1. **Eduardo Ochoa (Chair)**, President (Retired), California State University Monterey Bay
2. **John Cavanaugh**, Former President and CEO, Consortium of Universities of the Washington Metropolitan Area
3. **Barbara Gellman-Danley**, President, Higher Learning Commission
4. **Jason Rojas**, Majority Leader, Connecticut House of Representatives
5. **Elise Scanlon**, Principal, Elise Scanlon Law Group
6. **Michael Thomas**, President, New England Board of Higher Education (NEBHE)

NC-SARA Staff Support:

1. **Marianne Boeke**, Vice President of Research and State Partnerships, NC-SARA
2. **Melanie Booth**, Vice President of Educational Programs and Communications, NC-SARA
Policy Committee

Member List:

1. Angela Lee (Chair), Executive Director, District of Columbia Higher Education Licensure Commission
2. Demi Michelau, President, Western Interstate Commission for Higher Education (WICHE)
3. Pat O’Brien, Senior Vice President, New England Commission for Higher Education
4. Paul Shiffman, Chief Executive Officer (Retired), Presidents’ Forum at Excelsior College
5. Larry Tremblay, Deputy Commissioner for Planning, Research, and Academic Affairs (Retired), Louisiana Board of Regents
7. Leroy Wade, Deputy Commissioner, Missouri Department of Higher Education and Workforce Development

NC-SARA Staff Support:

1. Marianne Boeke, Vice President of Research and State Partnerships, NC-SARA
2. Jeannie Yockey-Fine, General Counsel and Vice President, Policy and Regulatory Affairs, NC-SARA
Strategic Planning Committee

Member List:

1. **Barbara Gellman-Danley (Chair)**, President, Higher Learning Commission

2. **Chris Bustamante**, Executive Director, Arizona Community College Coordinating Council

3. **Laurie Dodge**, Executive Vice Chancellor of Academic Affairs & Provost, University of Massachusetts Global

4. **Susan Heegaard**, President, Midwestern Higher Education Compact (MHEC)

5. **Stephen Pruitt**, President, Southern Regional Education Board (SREB)

6. **Pam Quinn**, CEO/Provost (Retired), LeCroy Center and Dallas Colleges Online, Dallas College

7. **Peter Smith**, Orkand Chair and Professor of Innovative Practices in Higher Education, University of Maryland Global Campus

NC-SARA Staff Support:

1. **Marianne Boeke**, Vice President of Research and State Partnerships, NC-SARA

2. **Melanie Booth**, Vice President of Educational Programs and Communications, NC-SARA
Consumer Protection Task Force

Member List:

1. **Art Coleman (Chair)\textsuperscript{,} Managing Partner and Co-Founder, EducationCounsel, LLC**
2. **Lanna Dueck\textsuperscript{,} Executive Director of the Arizona SARA Council**
3. **Carlos Morales\textsuperscript{,} President, Tarrant County Colleges Connect Campus**
4. **Pam Quinn\textsuperscript{,} CEO/Provost (Retired), LeCroy Center and Dallas Colleges Online, Dallas College**
5. **Sarah Armstrong-Tucker\textsuperscript{,} Chancellor, West Virginia Higher Education Policy Commission**
6. **Leroy Wade\textsuperscript{,} Deputy Commissioner, Missouri Department of Higher Education and Workforce Development**

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2. **Jeannie Yockey-Fine\textsuperscript{,} General Counsel and Vice President, Policy and Regulatory Affairs**
Presidential Search Committee

Member List:

1. Rob Anderson (Co-Chair), President, State Higher Education Executive Officers (SHEEO)
2. Lanna Dueck (Co-Chair), Executive Director of the Arizona SARA Council
3. Barbara Gellman-Danley, President, Higher Learning Commission
4. Demi Michelau, President, Western Interstate Commission for Higher Education (WICHE)
5. Carlos Morales, President, Tarrant County Colleges Connect Campus
6. Terrence Scarborough, Director, SARA North Carolina
7. Paul Shiffman, Chief Executive Officer (Retired), Presidents' Forum at Excelsior College
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