

WORKFORCE DEVELOPMENT COMMITTEE MEETING

(Committee Members: Mike Foster, Chair, Lynn Morrison-Hamilton, Lila Taylor, and John Mercer)

**Library Conference Room
Thursday, March 2, 2006
3:30 – 5:30 p.m.**

Note: *The Board of Regents may take action on any item on the committee agendas.*
(Public Comment is welcome during all meetings)

Final Committee Minutes from the November, 2005 meeting are attached (pg. 247)

- a. Review recommendations for expanding WWAMI, expanding physician residency program(s), and improving physician location incentives. (Document will be provided to the Committee next week)
- b. Healthcare panel discussion: how can the university system most effectively train the healthcare workers needed in Montana in the next decade? (pg. 250)
- c. Discuss progress of the effort to develop speech pathology programs at UM–Missoula and MSU-Billings.
- d. Discuss proposal for a public sector workforce needs survey. (pg. 252)
- e. Discuss workforce development initiatives of other states. (pg. 262)
- f. Public Comment

Workforce Development Committee Minutes
November 17, 2005
Regent Foster, Chair

Opening Remarks:

Regent Foster provided comment on the career fairs as an excellent way to showcase all programs at an institution, but should be careful to not target one or two programs at the detriment of others. He also requested campuses investigate and submit an application for the \$150 million that Congress has targeted to address nursing shortages. The "Your Guide" brochure was highlighted as a good example of marketing opportunities at our two-year institutions in the state. He noted that healthcare workers and teachers are a priority for workforce training.

Dean Paul Williamson provided a handout on the plan for UM Missoula COT use of the HB2 funds (\$200,000) given to two-year colleges for program development. Regent Foster requested that OCHE provide to the committee the plan for the other colleges as they become available.

Two-Year Education Council Charter

Arlene Parisot reviewed the Charter reflecting changes that address the issues brought forward during the September Regents' meeting. These changes expanded membership of the committee, defined participation of business and industry on ad hoc committees and identified voting members.

The charter was approved unanimously. Regent Hamilton and Regent French added two amendments to the charter. These amendments added language as follows:

Role and Responsibility

- Advise and assist the Board of Regents and its committees on issues, opportunities, or challenges related to two-year education from a statewide, systemic focus.
Amended to read:
- Collaborate with all educational levels, K12 through higher education, to assure smooth transition of students.
- Provide a comprehensive annual report to the Board of Regents on the status of two-year education and workforce development in Montana.

Membership

- **Amended to read:**
One designee representing students will be a voting member

Information Item: Establish committee priorities for workforce development based on BBER (Dr. Polzin) research

Regent Foster requests that Dave Gibson and Arlene Parisot research other states that have models for delivery of workforce training in two-year institutions across the state and to bring four or five items for the Regents to consider during the March meeting. He

also made reference to Pennsylvania and its efforts to encourage high school students to consider and prepare for healthcare occupations.

Regent Hamilton questions how we define workforce need and does it mean local, regional or statewide. We can't have a program in demand in every institution in the state. System approach needs to be considered. Two-year council is important for this, but also needs to be an issue for the board and this committee to consider.

Roger Barber indicated that program wish lists would address this issue. Underlying factor is that we can't afford to have programs at every site.

Jane Karas pointed out that the mission of community colleges and colleges of technology is to meet local area needs, but recognizes that more collaboration and coordination required for delivery of programs across the state.

Dave Gibson will have a conversation with BBER before January meeting to design a simplified study on public sector needs.

Review options and establish priorities for physician training and rural location incentives/education.

Linda Hyman's presentation gave an update on the medical school issue held over from the September meeting. It targeted clinical expansion, Montana Rural Physician Incentive Program (MRPIP), and expansion of residency. The RFP for establishing a 3rd year of medical school in five Montana communities was approved by University of Washington. This will not result in additional cost to the system

The program MRPIP – supported by WAMI and WICHE - has a retention rate of 77% in Montana. It is difficult to provide the incentives other states have such as scholarships and loan repayment – Montana does not have any state sponsored programs.

Recommendations for the Board to consider are: 1) prepare a position paper for Board and legislative action in 2007, and 2) convene a working group to complete the task.

Regent Hamilton moved the board adopt recommendations and the board unanimously approved.

Information Item: Establishing speech pathologist undergraduate and advanced degree programs.

Presentation was given by President of the SPL/A Association on data showing the needs in Montana as well as nationally. It also identified masters level programs in other states. Montana SPL/A's primarily work in public schools. Montana is 48th for salaries. Establishing a Pre-Audiology program was recommended.

UM Provost Lois Muir reported on the potential of reestablishing BA/MA programs at UM Missoula in SLP/A as the campus has existing facilities from previous program. Provost Muir suggested that a graduate level program would be started first and then

move to the undergraduate level. A major concern is the low salary paid for an SPL/A in Montana. Question: What is the level of education for SPLA/A aides. There are three levels: High School diploma, some college, and bachelor degree.

The first step should be to put a full proposal before the board.

Regent Foster: the committee and board will need more information before making a recommendation. Provost Muir could put forth a proposal for the January meeting.

Public comments: John Cech – Audry Conner Roseberg- faculty member in MSU Billings COT nursing program elected as new president of MSU Billings Academic Senate. This is the first time this position has been held by a College of Technology faculty member.

Emily Lipp-Sirrota, Governor's Office of Economic Opportunity will help Arlene and Dave on recommending models to the Board that identify workforce needs in the state.

The following is a DRAFT proposal, which outlines programs and alternatives which should be considered in developing a comprehensive and systematic approach to healthcare worker training in Montana. Cost estimates are approximations only.

Goal: Develop a comprehensive plan, including associated costs, to close the healthcare worker gap in ten years with the most cost-effective combination of programs.

1. Establish a healthcare data team to evaluate, over time, the state's healthcare worker shortages (both existing and anticipated).

This team should consist of, as a minimum, representatives of the following agencies or organizations:

- Montana Department of Labor and Industry Research and Analysis Bureau
- Montana Department of Labor and Industry Licensing Business and Occupational Licensing Bureau.
- Office of Commissioner of Higher Education
- MHA
- DPHHS
- Others? (agencies or organizations that track data related to healthcare worker shortages).

2. Establish an advisory group to evaluate proposals and make recommendations on the most cost-effective options to train, recruit, and retain healthcare workers.

This group should consist of 10-15 individuals and have approximately 50% of its members from non-government organizations. The group should also contain representatives of the Montana University System, including the state's community colleges and tribal colleges.

3. Work with the advisory group to evaluate options to reduce shortages of non-physician healthcare workers:

- Improve efficiency of current programs, including transferability and use of common curriculum across institutions, to lower attrition rates and speed graduation rates.
- Expand capacity in existing programs.
- Create funding pool to attract and retain targeted faculty in high-demand healthcare fields.
- Create new programs at strategically targeted institutions.
- Expand partnership with tribal colleges to offer more allied health training programs.
- Expand distance learning, either in-state or in cooperation with other states' programs (e.g. expand participation in WICHE's WRGP nursing Ph.D. program or offer on-line advanced degree programs similar to Arizona and Colorado).
- Expand partnerships with rural hospitals (or other options) to increase the number and size of clinical training sites.
- Create a fast-track for BA degree holders wanting to become nurses.
- Create programs to encourage/facilitate professionals not in the workforce to re-enter the workforce through re-certifications or incentives.
- Increase career pathways and dual-enrollment programs to increase supply of students wanting to enter healthcare professions.
- Expand programs to offer and encourage advanced degrees in nursing to build stronger base of potential instructors.

Cost: The advisory group should estimate the total costs, over the next 10 years, to reach our goal of eliminating worker shortages. The group should also make recommendations for priority funding requests in the next biennium.

4. Develop stronger support from industry (primarily hospitals and clinics) to provide additional matching funds for expanding the number of trained healthcare workers in the state in a systematic way.

Cost: none to general fund or MUS

5. Actively solicit federal and/or non-profit grants and funds, as a state or university system, to help eliminate the healthcare shortage in Montana.

Cost: none to general fund or MUS

6. Designate campuses as “centers of excellence” to be the lead institution for specific types of healthcare education.

Cost: \$1 million to establish first three centers of excellence in next biennium.

7. Consider developing an incentive program (loan forgiveness, perhaps from industry partners) for allied health professionals in addition to physicians who locate in rural areas.

Cost: \$250,000 for pilot program in first biennium.

8. Expand physician education to increase the number of physicians in Montana, with particular emphasis on increasing the number of primary care physicians practicing in rural areas.

- Increase WWAMI slots for entering class from 20/year to 40/year (total in 4-year program increases from 80 to 160 after four years).
Cost: \$1.9 million next biennium, \$3.4 million subsequently
- Implement selection criteria for WWAMI to increase percentage of physicians returning to Montana rural areas in primary care specialties.
Cost: none to MUS or general fund
- Implement a third year WWAMI medical training program in Montana.
Cost: none to MUS or general fund
- Develop a proposal to expand MT Family Practice Residency Program.
Cost: none in the next biennium, possibly funding required subsequently
- Consider adding residency program in another specialty area in 3 years, possibly in a community other than Billings.
Cost: none in the next biennium, possibly funding required subsequently.

9. Increase the funding for, and more carefully target, incentives to encourage primary care physicians to locate in high-need areas by considering the following options:

- Charge higher rates (on par with all other WWAMI states) for first year WWAMI students and put funds into Montana Rural Physician Incentive Program (MRPIP) and WWAMI program.
Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana high-need areas.
- Phase out current Rural Physician Tax Incentive (grandfather current enrollees for time left under current law), put equivalent funds into MRPIP.
Cost: none to general fund or MUS. Requires legislative action to change tax code and reallocate funds.
- Increase “surcharge” for WWAMI program from \$2K to \$4-5K per year, put additional funds into MRPIP.
Cost: none to general fund or MUS. Increases tuition for medical students that is more-than-offset by future incentives if they return to practice in Montana’s high-need areas.
- Use combination of above proposals to generate approximately \$1 million per year for MRPIP. Revise MRPIP to increase incentive amounts and to better target locations in most need of primary care physician with a goal to eliminate all Health Professional Shortage Areas (HPSAs) in 10 years. Include a larger selection team for awards to have greater rural representation and to ensure incentives are targeted at highest-need areas.
Cost: none to general fund or MUS.

10. Continue to evaluate options for increasing the number of dentists through expanded partnerships with other states (including WICHE and WWAMI).

This is currently being evaluated by the Montana Dental Association and the MUS through a \$5,000 grant from the Legislature and a \$20,000 grant from the American Dental Association. Particular emphasis is being placed on training dentists likely to practice in Montana’s rural areas.

Center for Business Information and Research (CBIR)
Flathead Valley Community College
January 2006

Proposal for the Assessment of Workforce
Preparation and Retention in the Montana Public Sector

Several issues emerge when considering the ability of the public sector to recruit and retain qualified employees, particularly in occupations where technical expertise is required. The private sector is subject to the forces of demand and supply in its resource markets. Wages and benefits, along with job amenities, enter into the ability to attract and retain employees in a highly mobile employment economy.

This study proposes to identify and inventory government employment requiring technical expertise and which most likely confronts competitive challenges in recruiting and retaining qualified employees. Once identified and inventoried, key informants will be interviewed to assess individual departments and their ability to attract and retain technically qualified employees. A case study approach is proposed, using input from Bureau Chiefs and their counter-parts to determine public sector success in recruiting employees with at least minimal qualifications. Additionally, job retention will also be addressed. Important here is the ability of government compensation and promotion to parallel with compensation and promotion opportunities in the private sector.

The case study approach will identify three government sectors where employment recruitment and retention are most likely problematic. These sectors will be identified through preliminary interviews with Agency Heads and personnel from the Economic Development Office of the Commissioner of Higher Education. Critical occupations will be identified based on the ability to attract and retain qualified employees. Key informants will then be interviewed in several economic areas to assess any geographical considerations in recruiting and retaining employees. The economic areas could include, but not be limited to, two metro and one rural area representing different geographical locales in the state.

The study will serve as a possible template for further investigation into the public sector challenges with respect to workforce recruitment and retention.

Budget:

In cooperation with the Economic Development Office of the Commissioner of Higher Education, the Center for Business Information and Research will develop a timeline for project monitoring and completion. The CBIR will provide all services necessary to complete the study, and will submit progress reports once step by step project timelines are established.

Interviews will be conducted via a mix of on-site personal interviews and telephone conversations. The CBIR will also be available for all personal appearances necessary to present and report the study's findings.

A Research Assistant will work with the Director of CBIR to provide technical assistance and report generation.

Travel:

1500 miles @ \$.445/mile	\$667.50
5 days @ \$23.00/day	\$115.00

Office Supplies

Paper, telephone, copy charges	\$313.00
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Personnel

Research Assistant @ \$12.00/hour	\$1,200.00
Benefits @ 11%	\$132.00

Director, CBIR @ \$110.00/hour	\$8,250.00
Benefits @ \$13%	\$,072.50

CBIR/FVCC Overhead @ 10%	\$1,175.00
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TOTAL	\$12,925.00
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January 1990 to July 1990	Acting Chairman of Economics Department of Economics Marshall University
August 1988 to December 1989	Assistant Professor of Economics Department of Economics Marshall University
May 1988 to July 1988	Visiting Professor for Graduate Studies in Economics Shue Yan College Hong Kong
August 1985 to May 1988	Assistant Professor of Economics Department of Economics Northeast Louisiana University
January 1985 to May 1985	Teaching Assistant Department of Mineral & Energy Resources West Virginia University
August 1982 to December 1984	Research Assistant Department of Mineral & Energy Resources West Virginia University
January 1982 to July 1982	Health Planning Supervisor Montana Health Systems Agency, Inc. Helena, Montana
March 1981 to December 1981	Health Planning Consultant Helena, Montana
1979 to March 1981	Assistant Director Montana Health Systems Agency, Inc. Helena, Montana
Spring 1976	Teaching Assistant in Economics University of Montana Missoula, Montana

PUBLICATIONS

"The Revenue Contribution of Montana Department of Transportation Expenditures to the Montana General Fund," December 2002.

"An Economic Assessment for the U.S. Highway 93 Supplemental Environmental Impact Statement," October 2002.

"Economic Evaluation of Section 36, Montana Department of Natural Resources and Conservation," Supplemental Environmental Impact Statement, May 2001.

"A Statistical Tabulation of the Kalispell Area of Commerce 60 Second Survey," October, 2000

"If It's Money That Matters, How Do You Know If You Have More Of It?" Kalispell Chamber of Commerce Newsletter, March, 1999

"Everything in Life is Relative, It Need Not Be All Bad News," Kalispell Chamber of Commerce

"Understanding the Barrage of Federal Statistics, A Primer," Kalispell Chamber of Commerce Newsletter, February, 1999

"An Assessment of the Community Attitudes on Financial Services in the Flathead Valley," Glacier Bancorp, Inc., First Security Bank, Valley Bank and Bank West, December, 1996

"A Quality Assessment of Banking Services: A Shop of Glacier Bancorp, Inc.," October, 1997

The Teaching Economist, Southwestern Publishing, 1996.

"Eastern Kentucky Bio-Solids Study," U.S. Army Corps of Engineers, 1994.

"Economic Feasibility of a Front End Separation Unit," U.S. Army Corps of Engineers, 1993.

"A Readership Survey of the Ceramics Monthly Subscribing Population: Analysis and Summary Data," excerpted in Ceramics Monthly, Fall, 1993.

"Athletes on Steroids and the Law of Diminishing Returns," Great Ideas for Teaching Economics, 5th edition, Harper-Collins Publishers, 1992.

"Investments, Profits, and Your Waistline," Great Ideas for Teaching Economics, 5th edition, Harper-Collins Publishers, 1992.

Faculty Research Inventory, prepared for the College of Business, Marshall University, 1991.

"Small Investors and Mutual Fund Ownership," Central State Business Review, Central State University, Edmond, Oklahoma, January 1991 (co-author).

"Assessing Who Gains and Who Loses from Natural Resource Policy: Distributional Information and the Public Participation Process," Resources Policy, Vol. 15, No. 4, Dec., 1989 (co-author).

"Inside the Job Market for Economists: The Market Valuation of Attributes," Southern Business and Economic Journal, Vol. 12, No. 4, July 1989 (co-author).

"Diversification by Individual Stockholders," Central State Business Review, Vol. VII, No. 2, 1988 (co-author).

Natural Resource Policy and Income Distribution, with a foreword by Wassily Leontief, John Hopkins University Press, 1988 (co-author).

"Who Gains and Who Loses from Natural Resource Policy: An Application to Coal Surface Mining," Social Science Perspectives Journal Proceedings 1, 1986 (co-author).

The Regional Income Distribution Effects Resulting from Energy Resource Development on Public Lands: A Case Study. Dissertation, 1986.

"An Input-Output Approach to Modeling Income Distribution Effects from Surface-Mined Coal Production on Public Land," Journal of Modeling and Policy Simulation, Proceedings 16, 1985 (co-author).

Procedures for Estimating Income Distribution Effects. Report submitted to U.S. Department of Agriculture, Forest Service, Rocky Mountain Experiment Station, Fort Collins, Colorado, 1984 (co-author).

Economic Impacts of Whitewater Boating on the Gauley River. Report submitted to Corps of Engineers, Huntington, West Virginia, 1984 (co-author).

CONTRACT OR GRANT AWARDS

"A Study to Quantify the Economic Contribution of State Highway Spending on the Montana General Fund," Montana Department of Transportation, December 2002.

"An Economic Assessment for the U.S. Highway 93 Supplemental Environmental Impact Statement," Herrera Environmental Consultants, October 2002.

"A Statistical Analysis of the Kalispell Chamber of Commerce 60 Second Survey," Kalispell Chamber of Commerce, October 2002.

"Economic Impact of Kalispell Regional Hospital," Ongoing, 2001.

"Fitness Needs Assessment," The Summit, Ongoing, 2001.

"A Statistical Analysis of the Kalispell Chamber of Commerce 60 Second Survey," Kalispell Chamber of Commerce, 2001.

"Economic Evaluation of Section 36," Environmental Impact Statement for the Department of Natural Resources, State of Montana, May, 2001.

Loss of Earnings/Wrongful Death and Injury, for attorneys in Ohio, Kentucky, West Virginia and Montana:

Kentucky: 1989, 1990, 1992, 1993

Ohio: 194

West Virginia: 1993

Montana: 1996, 2001

"Purchasing Parity Index for Canadian Tourists in Montana," Flathead Convention and Visitor's Bureau, September, 2000.

"An Analysis and Summary of Responses to the YMCA Family Survey", Center for Business and Education Research, Marshall University, June, 1994.

"An Economic Analysis of Group B Streptococcal Infection in Pre-natal Care: A Model for West Virginia," submitted to Department of Obstetrics and Gynecology, Marshall University, December, 1993.

"A Proposal to Statistically Analyze the Ceramics Monthly Readership Population," submitted to Professional Publications, Columbus, Ohio, 1993.

U.S. Army Corps of Engineers, 1992, 1993: "Regional Bio-Solid Treatment: A Study for Eastern Kentucky; Development of a Front-End Separator at the Solid Waste Reduction Facility," (market feasibility studies).

U.S. Army Corps of Engineers, "Partners for Environmental Progress," economic analysis, 1992.

"1988 Middle South Institute," Middle South Utilities System, Inc., July 1988 .

"The Regional Economic Implications of the Ridgeway Mine Development in Fairfield County, South Carolina," submitted to Gold Camouflage, August, 1987.

"Educational Seminars for Organized Labor on the Automobile Business Climate, General Motors, Fisher-Guide Division, Monroe, Louisiana, 1987.

A Quantification of Motorboat Fuel Use in Montana. Master's Thesis, submitted to Montana Department of Fish and Game for use in the 1977 Montana Legislative Session, Helena, Montana, 1977.

PROFESSIONAL PROGRAM PRESENTATIONS

"Building a Purchasing Parity Index for Marketing Tourism," Association for University Business and Economic Research, Annual Conference, October 2002.

Academy of Learning, Workforce 2020, Helena and Bozeman, 2002.

Annual Montana Outlook Conference, Bureau of Business and Economic Research, University of Montana, 1995 to present.

Academy of Learning, Workforce 2020, Kalispell, Montana, September, 2001.

Academy of Learning, Workforce 2020, Kalispell, Montana, June, 2000.

"Assessing Learning Proficiencies," Washington Assessment Conference, 1997.

"Student Class Audits at Assessment Feedback," State of Washington's Higher Education Assessment Conference, 1996.

"Regional Bio-Solids Treatment for Reclaiming Disturbed Mining Lands," 34th annual meeting of Southern Regional Science Association, April, 1995, San Antonio, Texas.

"Bush, Clinton and the Environment," a public forum presented by the Department of Economics, Marshall University, October, 1992.

"Minority Employment in the Energy Sectors of the Economy: Projections for the 1990s," Socioeconomic Energy Research and Analysis Conference, Department of Energy, Washington, DC, May, 1987 (co-author).

"Who Gains and Who Loses From Natural Resource Policy: An Application to Coal Surface Mining," National Social Science Association, San Antonio, Texas, 1986 (co-author).

"A Social Accounting Matrix Approach to Evaluation of the Gains and Losses of Alternative Uses of Public Lands," Regional Science Association Meetings in Philadelphia, November 1985 (co-author).

NON-COMPENSATED PROFESSIONAL ACTIVITIES

Media Resource for Local Television and Newspaper, Kalispell, Montana

Select Featured Articles include:

"Great Growth," Daily Interlake, February, 1998.

"Job Dilemma," Daily Interlake, February, 1999.

"Puzzled About Pay?" The Great Falls Tribune, February, 1999.

"Big Mac Index," Daily Interlake, February, 2000.

Numerous presentations to Chambers of Commerce, Investment Groups, etc. 1987 to present.

Speaker, FVCC Honors Symposium, February, 1995.

"Recycling and the Economic Environment," Economic Development Through Recycling, Greenbrier Community Services, 1993.

"Economic Impact of the Owens Brockway Closing," television, October, 1993.

"Housing Starts and the Huntington Economy," television, October 1992.

"Credit Cards and Cash: How to Buy for the Christmas Season," television, November, 1992.

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Media Resource for the Herald Dispatch, the Ashland Daily Independent, the Charleston Gazette and the Daily Mail, 1988-1994.

Invited Lecture, "Walt Disney's Law: Does it Work for the Environment?," Marshall University Earth Day Activities, Brown Bag Series, April 27, 1990.

Coordinator, Videoconference on "Corporate America and the Environment," for the College of Business, in cooperation with the College of Science, Marshall University, 1990.

Non-Compensated Professional Activities (continued)

Invited Lecture, "Environmental Economics," Biological Sciences, College of Science, Marshall University, Graduate Class BSC 481/581, September 24, 1990.

Invited Lecture, "Energy Policy in the U.S.," Students for an Active and Vital Earth (SAVE), October 17, 1990.

Invited Lecture for Alcohol Awareness Week, "Economics of a Private Good with Social Consequences," Marshall University, 1989.

FUNDED INTERNAL RESEARCH/PROJECTS

Mini Grants, FVCC, 1998 to present.

"Recycling as a Landfill Reduction Strategy: Perceptions by the Public Using the Contingent Valuation Method," Summer Research Award, 1991, Marshall University.

"College of Business Research Newsletter: Pilot Program" College of Business, Marshall University, 1990.

MANUSCRIPT REVIEWS

Reviewer for Journal of Ecological Economics, 1991 to present.

"The Impact of a Local Hospital on a Rural Economy: The Case of Southampton Hospital," The Review of Regional Studies, 1999.

"The Distributional Effects of Using a Before-Tax Standard in Damage Awards," Journal of Forensic Economics, 1993.

"The Effect of Government Size on Economic Growth: Evidence from Gross State Product Data," The Review of Regional Studies, 1991.

GRANT REVIEWS

"Net Economic Value and Local and State Impacts of Public Site Recreation in Coastal Georgia," School of Marine Programs, University of Georgia, December, 1993.

WORKSHOPS/CONTINUING EDUCATION

Association of Universities in Business and Economic Research, annual meetings, October, 1995 to present.

National Association for Business Economists, Washington Policy Conference, March, 2001.

Economic Development Summit: Focus on Education, invitation by Senator Max Baucus, Bozeman, Montana, February, 2001.

Minnesota IMPLAN Group, Input-Output Modeling, Fall, 2000.

Northwest Regional Service-Learning Institute, September, 1997.

Workshops/Continuing Education (continued)

Campus Compact Center for Community Colleges, 4th National Conference, Scottsdale, Arizona, May, 1995.

Classroom Research, Workshop, FVCC, January 1995.

AACSB Teaching Effectiveness Workshop, The Wharton School, University of Pennsylvania, February 1993.

Master Teacher Program, College of Business, Georgia State University, June 1993.

Writing Across the Curriculum, Marshall University, Hawk's Nest State Park, May 1993.

Faculty Training and Development Computer Seminars: MUnet, EMAIL, and BITNET and the Internet, 1993.

Institute for Professional Education, Economic Modeling and Forecasting, Arlington, Virginia, November 1992.

COMPENSATED BOOK REVIEWS

Explorations in Macroeconomics, Willis, CAT Publishing, 2001

Explorations in Microeconomics, Willis, CAT Publishing, 2001

Economics, John Taylor, Houghton Mifflin Company, 1993.

Principles of Economics, Harcourt, Brace, Jovanovich College Publishers, 1993.

Principles of Economics, West Educational Publishing, 1993.

Real World Economic Applications, M. Lehmann, Richard D. Irwin, 1990.

Basic Macroeconomics, Gregory and Ruffin; Scott, Foresman and Company, 1990.

Microeconomics, Michael Katz and Harvey Rosen, Richard D. Irwin, Inc., 1989.

REFERENCES

Dr. Jane Karas, President
Flathead Valley Community College
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Hal Greer Boulevard
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(304) 696-2615

Dr. Roger Adkins
Department of Economics
Marshall University
Hal Greer Boulevard
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(304) 696-2609

Dr. Paul Polzin, Director
Bureau of Business and Economic Research
Business Administration Building
University of Montana
Missoula, MT 59812
(406) 243-5113

Recent State Policies/Activities

Economic/Workforce Development

This listing of examples of state policies enacted since 2000 was compiled using the Education Commission of the States (2006) summaries collected from state Web sites, state newsletters, *StateNet* and *Westlaw*. *StateNet* and *Westlaw* descriptions reflect the content of bills as introduced and may not reflect changes made during the legislative process. Following each example is the website to access the text of the bill or statute.

OREGON Signed into Law 08/2005 Postsecondary/Community Colleges

Creates the **Oregon Innovation Council** to provide advice to the Governor, the Legislative Assembly, public and private post-secondary educational institutions, public agencies that provide economic development and the private sector on issues related to:

- Promoting agreements between public and private post-secondary educational institutions and private industry that increase technology transfer and the commercialization of research;
- Promoting investment in specialized research facilities and signature research centers where Oregon has a distinct or emerging advantage for creating new products and businesses;
- Stimulating seed and start-up capital investment and entrepreneurial capacity that will promote economic growth in Oregon traded sector industries;
- Developing the entrepreneurial and management capacity critical to the competitiveness of Oregon traded sector industries and rapidly growing global markets;
- Enhancing the international competitiveness of Oregon traded sector industries; and (f) Identifying workforce issues for occupations critical to the competitiveness of Oregon traded sector industries, including but not limited to scientific, engineering, information technology and business management occupations.

<http://www.leg.state.or.us/05reg/measpdf/sb0800.dir/sb0838.en.pdf>

CONNECTICUT Signed into Law 07/2005 Postsecondary

Allows the **Commissioner of Higher Education** to create degree programs and pathways in the field of nanoscale science and engineering. Requires the Board for State Academic Awards and the Commissioner of Higher Education, in consultation with the Office of Workforce Competitiveness, to review how the state can accelerate the inclusion of discussion and segments of learning about nanotechnology, molecular manufacturing and advanced and developing technologies at institutions of higher education. <ftp://159.247.160.79/textofbill/s/2005SB-01167-R03-SB.htm>

TEXAS Sent to Governor 06/2005 Pre-K12/Postsecondary

The bill creates the **Texas Emerging Technology Fund** as a dedicated account in the general revenue fund. Requires that 50 percent of the money appropriated to the Texas Emerging Technology Fund be used for incentives for private or nonprofit entities to collaborate with public or private institutions of higher education on emerging technology projects.

The bill requires that 25 percent of the money appropriated to the Texas Emerging Technology Fund be used to match funding from research sponsors. The bill requires that 25 percent of the money appropriated to the Texas Emerging Technology Fund be used to acquire new or enhance existing research superiority at public institutions of higher education. The bill provides that the governor may reallocate money from one component of the fund to another component with prior approval of the lieutenant governor and speaker of the house of representatives.

<http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?>

UTAH Signed into Law 03/2005 Postsecondary/Community College

This bill establishes a **Jobs Now Economic Development Initiative** within the state system of higher education to promote workforce preparation programs that meet critical needs and shortages throughout the state; and provides a distribution process for moneys received under the initiative to institutions within the state system of higher education, including the Utah College of Applied Technology. The initiative must provide support for technical training expansion that trains skilled potential employees within a period not to exceed 12 months for technical jobs in critical needs occupations.

<http://www.le.state.ut.us/~2005/bills/hbillenr/hb0313.pdf>

ARKANSAS Signed into Law 02/2005 Postsecondary

Defines a "**center of excellence**" as a consortium of two or more institutions of higher education working in collaboration with regional economic developers to address the workforce education and training needs of a region for existing, expanding, or attracting new business and industry in each of the economic development regions of the state. It authorizes the Arkansas Higher Education Coordinating Board to create centers of excellence at colleges and universities in Arkansas to improve the state's ability to compete in the knowledge-based economy. It also establishes a system for submission, review and approval of proposals.

<http://www.arkleg.state.ar.us/ftproot/bills/2005/public/sb285.pdf>

VIRGINIA Signed into Law 04/2004 Postsecondary

Directs the **State Council of Higher Education** to develop policies and strategies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. More specifically, the State Council of Higher Education for Virginia (SCHEV) shall develop policies to eliminate the barriers between the Commonwealth's institutions of higher education and industry and enhance the development of human capital in the Commonwealth. These policies and strategies shall include a review of :

- Offering incentives for industry to partner with universities in the practical training of undergraduate and graduate students;
- Providing opportunities and incentives for corporate scientists and engineers to have adjunct appointments at universities to train and collaborate with faculty and students;
- Assisting universities in acquiring funding to build or buy facilities where academic labs and corporate entities can work together;
- Providing opportunities and assistance for academic researchers to take one- to two-year sabbaticals in a corporate setting or national lab and bring that experience back to the institution;
- Increasing the two-year leave of absence for science and engineering faculty to generate more industrial-sponsored research;
- Allowing industry to fully fund faculty salaries and allow the faculty to work in industry while remaining a university employee, with proper safeguards in place; and
- Allowing faculty to be part-time university employees and part-time industry employees, also with proper safeguards in place.

<http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+HB547ER>

NEW MEXICO Signed into Law 04/2003 Postsecondary

Provides a means for post-secondary educational institutions to address and improve the state's response to critical social, economic, educational and other issues; creates the **Higher Education Program Development Enhancement Fund**. At the beginning of each fiscal year in which the commission determines that the balance of the fund is sufficient to make awards, the commission must define or reaffirm no more than four critical issues to be addressed through awards from the fund. Issues to be addressed may include:

- Expanding instructional programs to meet critical statewide work force and professional training needs;
- Enhancing instructional programs that provide employment opportunity for New Mexico students in a global economy; and
- Developing mission-specific instructional programs that build on existing institutional academic strengths.

Grants are to be made based on competitive proposals submitted by postsecondary educational institutions. <http://legis.state.nm.us/Sessions/03%20Regular/FinalVersions/senate/SB0370.pdf>

NEW MEXICO Signed into Law 04/2003 Postsecondary/Community College

Creates the "**work force skills development fund**" in the state treasury. Provides matching funds for community college programs.

<http://legis.state.nm.us/Sessions/03%>

MAINE Signed into Law 04/2002 Pre-K12/Postsecondary

Establishes a tax credit for individuals or corporations that provide a contribution that promotes the postsecondary educational attainment of State residents or that promotes the migration of college-educated persons to work in the State.

H.B. 1655

OREGON Signed into Law 06/2001 Pre-K12/Postsecondary

Establishes the **Oregon Council for Knowledge and Economic Development** to advise the governor, the legislature, the state boards of K-12 and higher education, the Oregon Economic and Community Development Commission, the Oregon Growth Account Board and the Oregon Resource and Technology Development Board in matters pertaining to knowledge based economic development in Oregon and the collaboration of Oregon's higher education, business, industry and capital resources to promote the following:

- High quality research and development;
- Private-public models for sharing profit and intellectual property;
- The transfer and commercialization of technology and knowledge from higher education to the private sector;
- A technologically skilled workforce; and
- Capital resources for investment in and commercialization of technology developed by higher education or other research institutions, including but not limited to national labs and health care related research entities

<http://www.leg.state.or.us/01reg/measures/sb0200.dir/sb0273.en.html>

NEW MEXICO Signed into Law 04/2005 Postsecondary/Community College

Creates the **technology research collaborative** and relates to higher education. The purposes of the collaborative are to:

- Establish advanced technology centers based on the wealth of scientific and technical talent that exists in the member institutions;
- Develop and create new intellectual property for the state and encourage new opportunities for business and increased jobs;
- Commercialize the intellectual property; and
- Create a work force to support enterprises based on the intellectual property.

<http://legis.state.nm.us/Sessions/05%20Regular/final/SB0169.pdf>

CALIFORNIA 09/2005 Pre-K12/Postsecondary

Defines the competencies and personal skills identified in the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report. Establishes legislative intent to investigate how and to what degree SCANS competencies can be incorporated into **teacher preparation programs** to ensure that pupils are well-rounded and prepared to enter the workforce by the time they complete high school. Requires the Commission on Teacher Credentialing to conduct a study about how any or all components of skills identified by the SCANS report can be integrated into existing teacher training programs to better prepare pupils for the workforce. Requires the commission to report the results of this study to the legislature on or before January 1, 2007.

http://www.leginfo.ca.gov/pub/bill/asm/ab_0651-0700/ab_693_bill_20050901_enrolled.pdf

NORTH CAROLINA Signed into Law 06/2005 Community Colleges

The **Community Colleges System Office** is designated as the primary lead agency for delivering workforce development training, adult literacy training, and adult education programs in the State.

<http://www.ncleg.net/Sessions/2005/Bills/House/HTML/H583v5.html>

NEW YORK Signed into Law 09/2003 Postsecondary

Amends the education law, in relation to university-related economic development facilities; authorizes the state university to establish an account to receive payments from leases of the pharmaceutical technology manufacturing building; allows any payments deposited in this account to be transferred to the fund for payments related to design, construction, reconstruction, rehabilitation or improvement of a certain academic incubator.

Title: S.B. 4000

Recent State Policies/Activities

Healthcare Workforce Development (Education Commissioner of the States., 2006)

ARIZONA Signed into Law 05/2005 Postsecondary

Establishes the **joint study committee on medical school education**. Requires the committee to: Evaluate the medical education and training needs for health professions and careers throughout the state, including the medical and nursing fields;

- Review and evaluate public and privately provided education programs in health professions and careers;
- Review plans submitted by the Arizona commission on medical education and research;
- Review and evaluate the funding necessary to address the medical education needs of the state;
- Review the implications of family practice on graduate medical education in the state;
- Study methods to retain medical practitioners trained in the state;
- Review locations for medical training facilities that are the most economical and that provide the most benefit to the state;
- Study the medical needs of the communities of the state as they relate to special health care districts and their coordination with existing medical training facilities;
- Study the funding for any phase of a newly established state medical campus and identify additional funding and capital commitments from other public and private entities;
- Study any other market or environmental factors that create barriers to the practice of medicine in Arizona; and,
- Submit a report by December 1, 2005 that summarizes the joint study committee's findings and conclusions to the governor, the president of the senate and the speaker of the house of representatives.

Requires the Committee to provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records.

http://www.azleg.state.az.us/DocumentsForBill.asp?Bill_Number=1517

OREGON Signed into Law 06/2005 Postsecondary/Community College

Requires the Employment Department, in consultation with health care industry employers, to perform a statewide and regional needs assessment for health care occupations to identify emerging occupations and occupations for which there is high demand or a shortage of workers.

<http://www.leg.state.or.us/05reg/measpdf/sb0800.dir/sb0882.en.pdf>

CONNECTICUT Signed into Law 06/2004 Postsecondary/Community College

Creates a **State Allied Health Workforce Policy Board** to monitor data and trends in the allied health workforce including the state's current and future supply and demand for health professionals, identify recruitment and retention strategies and the capacity of the state system of higher education to educate and train students in health care professions.

<http://www.cga.state.ct.us/2004/act/Pa/2004PA-00220-R00SB-00519-PA.htm>

TEXAS Signed into Law 06/2005 Postsecondary/Community College

Gives nursing schools the tools to address the nursing shortage. This bill sets statewide goals for increasing the number of initial RN graduates, developing strategies for increasing graduation rates from nursing programs, and promoting innovation in nursing education through the regionalization of common administrative and instructional functions, interdisciplinary instruction, pooled or shared faculty, and new clinical instruction models to maximize use of existing resources and faculty.

<http://www.capitol.state.tx.us/cgi-bin/tlo/textframe.cmd?>

ARIZONA Signed into Law 05/2005 Postsecondary/Community College

Establishes the **Arizona partnership for nursing education demonstration project** to increase the capacity of nursing education programs in the state by fostering collaboration among the state's education and health care communities and the state and federal governments. Requires the demonstration project to address the state's nursing shortage by increasing the number of nurses graduating from the state's nursing education programs with the goal of doubling the number of nursing graduates by the end of fiscal year 2009-2010 from the number graduating in fiscal year 2004-2005.

Establishes the nursing education demonstration project fund and appropriates monies to this fund. States that the fund consists of monies appropriated to the fund and monies provided by any federal agency, entity or program for nursing education and workforce expansion, and that monies in the fund are exempt from the provisions of section 35-190, Arizona Revised Statutes, relating to lapsing of appropriations. Requires monies in the nursing education demonstration project fund to be used to:

- Pay for salaries, benefits, training and related expenses and operational costs necessary to increase the number of qualified nursing education faculty members teaching in nursing degree programs operated or overseen by the Arizona board of regents or by community college districts.
- Pay for certain expenses only for additional nursing education faculty members based on the number of faculty members who provide this education on June 30, 2005.
- Supplement and not supplant monies that are appropriated by the legislature for the fiscal years 2005-2006 through 2009-2010 by funding the number of nursing education faculty members who provide this education in fiscal year 2004-2005.

This statute requires fund monies to be distributed in a manner designed to increase the number of nurses graduating from universities and community colleges by increasing available faculty and teaching resources in a manner that provides for the efficient use of available monies and shared resources, geographic distribution of nurses in this state and increased diversity in the nursing workforce. Allows the distribution systems to include grant programs that provide monies to universities and community colleges after submission of grant proposals.

http://www.azleg.state.az.us/DocumentsForBill.asp?Bill_Number=1517

ARKANSAS Signed into Law 04/2005 Postsecondary

Expands the opportunities for nurses to receive graduate education through the student loan and scholarship program. Defines "advanced nursing practice," "advanced practice nursing" and "nurse administrator." Eliminates definition of "primary care nursing." Allows **Graduate Nurse Educator Loan and Scholarship Board** to provide advanced nursing practice loans. Eliminates requirement that nurse education loans be for rural nurses. Allows loans to be granted to students studying to be a nurse anesthetist, nurse midwife, clinical nurse specialist, or nursing supervisor. Allows nurse educator recipient to teach as a nurse administrator or work as a nursing administrator in an Arkansas complex health care agency for one year. Requires the board to adopt regulations on the requirements for ensuring a pool of advanced nursing practitioners to serve the state with a priority on health professions shortage areas.

<http://www.arkleg.state.ar.us/ftproot/bills/2005/public/SB578.pdf>

WYOMING Emergency Rule Adoption 07/2004 Postsecondary

Establishes emergency rules to make funding available to individuals who wish to pursue a career in nursing and to alleviate a shortage of nurses within a state. Covers definitions, application and approval process, eligibility requirements, loan terms, loan amounts, interest, terms of repayment, and procedures for default.

[WYOMING REG 4505 \(SN\)](#)

RHODE ISLAND Became Law without Governor's Signature 07/2004 Postsecondary

Addresses the shortage of nurses in health care facilities by establishing a nursing education repayment program to provide loan repayment for nurses who agree to serve in health care facilities for designated periods of time; takes effect upon passage.

[H.B. 7680](#)

CONNECTICUT Signed into Law 06/2004 Community College

Establishes a **State Nursing Incentive Program** within the Department of Higher Education to provide program assistance to the state's 4 regional community-technical colleges; requires the Office of Workforce Competitiveness to establish a challenge grant program for regional workforce development boards for FY-2004-05.

<http://www.cga.state.ct.us/2004/act/Pa/2004PA-00253-R00HB-05571-PA.htm>

TENNESSEE Signed into law 06/2004 Postsecondary/Community College

Amends Tennessee Code Annotated, Title 49. Requires the Tennessee higher education commission to study and report to the general assembly by February 1, 2005, on the appropriateness and the relevance of current training and educational programs offered by institutions authorized for members of the allied health care professions to determine the extent to which training and educational activities are structured to assure the availability of up to date training that reflects current responsibilities of the various allied health fields. The regionally accredited, degree granting institutions are exempted from this provision. Authorizes the commission to require an institution to publish placement rates and other information indicating actual employment and earnings in relevant occupations post successful completion of offered programs. Creates a special committee to study issues related to the cost and adequacy of certain programs.

<http://www.legislature.state.tn.us/bills/currentga/Chapter/PC0831.pdf>