

2025-2026 SAN Advisory Group Nominee List

Listed below are the names and responses of **11** compliance professionals and SAN colleagues who wish to serve on the SAN Advisory Group. The candidates will represent specified sectors or groups. Candidates are listed in alphabetical order by last name. Please note the following:

- All SAN members are encouraged to review the nomination submissions below prior to voting.
- Voting is intended for wcetMIX participants in the State Authorization Network Community.
- We ask that the members who receive the notification, please *vote only once*.
- Voting will take place via the [2025-2026 Advisory Group Election Form](#) and will **close at 11:59 pm on Wednesday, August 13, 2025 (Alaska Time)**.
- Questions may be sent to Kathryn Kerensky (kkerensky@wiche.edu).

The SAN team thanks you in advance for your participation!

****SAN members may vote once in the [2025-2026 Advisory Group Election Form](#)****

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Independent Institutions with FTE less than 2,500

Candidate	Institution / Organization	Share your job title and briefly describe your role	Please explain briefly (in 3-4 sentences) why you would like to join the SAN Advisory Group. What perspective would you bring to the team?	What projects and/or priorities do you deem to most important for SAN going forward?
Blake Halladay	Nightingale College	Director, Regulatory & Legislative Strategy. I oversee all state-authorization regulatory compliance as well as legislative actions for the college. I interact regularly with state and federal regulatory bodies to ensure compliance and to advocate for meaningful change across the country.	It has been a pleasure serving with the SAN Advisory Group and I would very much like to continue with a second term. I represent a private college that focuses on professional licensure programs in every state in the nation (e.g. nursing). I have worked directly with every nursing licensure board in the country and have extensive experience in licensure compliance and distance education regulation (i.e., NC-SARA/state authorization regs). I also work regularly with the federal government and actively advocate for needed change in the higher education space. This experience has given me a unique state and federal perspective and a set of skills that I am more than happy to share with the SAN community by continuing to serve in the SAN Advisory Group.	The current instability of the higher education industry should be a top priority for SAN, especially with the uncertain future of the US Department of Education and the many regulations and programs governed by that department. Additionally, SAN should continue to work together with federal and state regulators to advocate for laws and regulations that protect the public while creating greater access to education, especially in traditionally underserved areas. SAN is a great resource for information and networking with national groups such as NC-SARA, as well as state and federal level regulators, and continuing to provide info and networking opportunities for SAN members should always be a SAN priority.

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Hasan Karaburk	Washington University of Science and Technology	As the President of Washington University of Science and Technology (WUST), I provide strategic leadership and oversee all institutional operations, ensuring the delivery of high-quality, career-oriented academic programs in Business and Information Technology at both undergraduate and graduate levels. My role includes fostering academic innovation, ensuring compliance with federal and state regulations, and promoting student success, particularly among our diverse and predominantly international student body. I am also actively involved in regulatory matters, including those related to state authorization, which is a crucial component of our institution's domestic outreach beyond Virginia. This engagement provides me with a comprehensive understanding of the challenges and opportunities institutions face within the State Authorization Network (SAN) framework.	One meaningful way the SAN Advisory Group could enhance collaboration is by establishing structured peer-to-peer mentorship circles that pair experienced SAN members with newer or under-resourced institutions. These circles could focus on practical compliance strategies, emerging policy implications, and innovative solutions for distance education authorization. This initiative would create a stronger sense of community and promote continuous knowledge exchange, particularly among institutions with varying sizes, missions, and student populations. Such collaboration would help bridge gaps in understanding and implementation across the network, especially for for-profit and career-oriented institutions like mine.	Looking ahead, SAN should prioritize providing deeper guidance on emerging regulatory trends impacting online learning, including reciprocity agreements, consumer protection, and data privacy. Additionally, SAN can play a critical role in helping institutions navigate the evolving federal landscape—particularly around compliance reporting, accreditation expectations, and the regulation of out-of-state learning placements (e.g., internships and clinicals). The growing diversity of higher education providers—including for-profit, career-focused, and international-facing institutions—makes it essential for SAN to adopt an inclusive approach to best practices and advocacy. As hybrid and remote learning modalities continue to expand, SAN's role in facilitating timely and practical policy interpretation will be increasingly vital.

Public 4-Year institution with FTE Greater than 10,000

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Senenge Andzenge	University of Minnesota	Assistant Vice Provost, Director of Program Design & Innovation, I serve as the State Authorization Officer for the University of Minnesota and coordinate all State Authorization activities for University institutions.	I would like to join the SAN Advisory Group to bring a perspective from a multi-campus institution in a state that enjoys good collaboration between public and private institutions, k12, and state development agencies. I hope to share how these collaborations work together to advance support for learners in areas around online and blended learning as well as alternative professional education credentials and pathways to for-credit programs.	As alternative and micro-credentials gain foothold, I think it is important for SAN to work on frameworks for recognising and alternative credentials...especially those recognized by industry.

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Cheryl Carroll	University of Virginia	<p>I serve the University of Virginia as the institutional liaison for the State Council of Higher Education for Virginia (SCHEV) and liaison for NC-SARA and SAN. My role as it relates to SCHEV requires managing the internal and external governance process for academic program actions and their compliance. My role as it relates to NC-SARA and SAN is to provide guidance to faculty and administration on matters that impact distance learning compliance. My responsibilities that cross both liaison roles are developing/sustaining systemic ways to track 1. academic program actions moving through the governance process as well as 2. learning placements for NC-SARA reporting and 3. licensure program disclosures and compliance.</p>	<p>I have first-hand knowledge and experience navigating the pain points of managing a state authorizations compliance program in a large, decentralized institution. These pain points include: specialized licensure program research strategy by school, educating new leadership on benefits/challenges in state authorization and licensure programs, identifying and implementing centralized systems to track and report learning placements, licensure program determinations and related disclosures required.</p> <p>Working toward moving the needle on "checking the required compliance boxes" to a state authorizations compliance program based on best practice can be a slow, incremental process in a large public institution. Developing streamlined ways to educate new program faculty and leadership is key to successful buy-in to developing a robust, student-centered state authorizations compliance program.</p>	<p>Disseminating and providing current information and updates that is easily accessible in a consistent format as inconsistent messaging and directives rule the flow of information from state and federal agencies; explore initiating a resource by where state by state critical happenings is shared; exploring ways to strengthen SPE/institutional engagement.</p> <p>Expanding available resources to member institutions in the current environment where various actors can be adversarial to post-secondary institutions and higher education at large.</p>

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Allison Diekhoff	University of Colorado Denver Anschutz Medical Campus	As the University Registrar, I provide strategic leadership and operational oversight for the Registrar's Office and constituents across campus that maintain student data. I am responsible for ensuring compliance with state, federal, and university policies and regulations, including NC-SARA and state authorization.	I would like to join the SAN advisory group because I find value in learning from others and would like to share my knowledge and support the network that supported me when I first started navigating state authorization. As someone newer to the world of state authorization, I found the mentor program incredibly helpful in building a supportive network of resources and problem-solvers and would like to continue to bring that perspective to the advisory group.	I think more information and guidance is needed related to microcredentials, non-credit experiences, third-party partnerships like Coursera, and continuing to help navigate requirements for online programs/courses.

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Jennifer Hurwitz	University of Louisville	As the Distance Education Compliance Specialist, I am responsible for managing campus-wide compliance efforts to meet regulatory and accreditation requirements for distance education activities. This includes ensuring the university complies with all state and federal regulations specific to distance education including state authorization, licensure, misrepresentation, as well as adhering to accreditation standards for distance education. I serve as the subject matter expert and point person for administration, faculty, staff, and student questions concerning compliance with out-of-state education activities. Additionally, I research and implement best practices related to regulatory and accreditation compliance in collaboration with various university administrators (Vice Provosts, University Counsel, Compliance Officers). My role is responsible for anticipating distance education compliance issues, developing strategic compliance processes and procedures, and recommending viable solutions for a decentralized institutional environment. Other important aspects of my role include ensuring sound documentation exists, creating presentations/reports to effectively distill complex compliance requirements, and managing the state authorization budget.	My diverse professional background equips me with strategic insights that I believe would bring unique value to the SAN Advisory Group's important work. I moved around the globe as a military spouse for twenty years, and during that time I worked as a speech-language pathologist, an adjunct professor teaching hybrid and online courses, and a researcher for military non-profit organizations. Now nearly four years into my current role as the Distance Education Compliance Specialist, I offer a blend of experience and motivation to make this work as streamlined as possible. Because I am responsible for providing leadership, oversight and strategic thought related to all distance education compliance initiatives, my top priority is always keeping institutional risk as low as possible while helping the campus community understand the importance of distance education compliance and how it should fit seamlessly with academic compliance.	I believe SAN and the SAN Advisory Group should continue to primarily focus on the compliance issues that impact SAN members the most in their day-to-day work: state authorization and professional licensure. This work should include collaborative efforts to help members understand state authorization and program approvals, and the restrictions that may need to be put into place to ensure compliance with state licensing board requirements. Additionally, given the rapid changes happening at the federal level, SAN should be prepared to address federal rulemaking and share timely guidance with its members.

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Corrine McCawley	Northern Arizona University	My title is Assistant Vice Provost for NAU Online. In my role, I collaborate with NAU academic leaders to offer online programs at Northern Arizona University, serving as an internal online program manager (OPM) with things like program/curriculum approvals, program launch and support, and professional licensure reporting. I serve as one of NAU's SAN Coordinators, helping to ensure NAU's online and state authorization compliance. I am new to serving as a SAN Coordinator and had the opportunity to complete the SAN State Authorizations Foundations course this past spring. Even though I am new to serving as a SAN Coordinator this year, my role at NAU has been focused on distance learning policy and compliance since 2012, specializing in competency-based education and ensuring regular and substantive interaction. I have served on the Advisory Board for the Competency-Based Education Network (C-BEN) since 2020 and formerly served on C-BEN's Board of Directors.	I am very interested to learn more and contribute more to the State Authorization Network; I bring with me a great deal of enthusiasm, energy, and collegiality. I have been involved with online learning for 21 years, having taught online, developed and designed online curriculum and learning environments, and served as an administrator for an exclusively online portfolio of programs since 2015. I have served on the Advisory Board and Board of Directors for the Competency-Based Education Network, where I had the opportunity to speak to lawmakers in D.C. about distance learning regulations, policy, and negotiated rule making.	The work that SAN is doing to "teach the teachers" is of critical importance. Continuing to educate the public, institutions, and institutional representatives about state authorization is a service to the greater good. There are "bad actors" in the online learning space, and the State Authorization Network helps to protect learners and institutions from fly-by-night organizations by educating organizations and producing high-quality professional resources.

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Erin McLaughlin	Ohio State University	<p>State Authorization Program Manager</p> <p>As part of Ohio State University Ohio State Online, I lead the state authorization team and oversee the initial and verification research to determine whether OSU's programs that lead to licensure or certification meet the educational requirement to obtain licensure or certification in each of the fifty states and territories. I am also responsible for completing the applications and reports necessary for operating and maintaining a physical presence outside Ohio.</p> <p>Additionally, I work with our state authorizations liaisons, which are located in each of the university's schools and colleges, and our data analysts to facilitate the out-of-state placements data collection for the NC-SARA annual data report.</p>	<p>State Authorization is an ever-changing industry with new programs and regulations constantly evolving mixed with an element of the unknown. This is true now more than ever with the downsizing of the U.S. DOE. The members of WCET SAN are always learning and improving upon their policies and procedures and sharing them with each other through the SAN network and other local state authorization communities. As a member of the SAN Advisory Group, I would bring the perspective of someone who, in a matter of five years, has had to deal with a lot of unknowns and changes internally and at the federal level.</p>	<p>Through my participation in WCET SAN, NC-SARA, discussion posts, and the State Authorization Network of Ohio (SAN-O), there are a couple of projects that I feel SAN should prioritize for the benefit of its members.</p> <p>First, I believe institutions would benefit greatly from having more resources on what is required when authorization is needed to provide online programming to students located abroad and potential pitfalls. More international students are seeking opportunities to complete online programs from institutions located within the United States and, unfortunately, many of these institutions do not have the bandwidth to complete the research necessary to determine from which countries they can enroll students or whether they can allow current students to continue their program should life take them out of the country. By focusing on the mobility of students today, SAN can help its members ready themselves for international online program research and expand students' educational possibilities.</p> <p>Next, the creation of templates and resources for drafting and submitting public comment for the DOE's negotiated rulemaking is of critical importance. With the recent downsizing of the department and announcement of an upcoming rulemaking session, examples of how to write a public comment, and discussion around the importance of having a high volume of</p>

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Kristy Tipton	Purdue University	<p>Job Title: Reporting and Compliance Analyst</p> <p>In the compliance responsibilities of my role, I serve as the primary point of contact and coordinator for all compliance activities pertaining to online education, encompassing continuous proactive monitoring and interpretation of best practices, legislative updates, and regulatory changes from state, federal, and other relevant agencies and organizations. Responsibilities include reviewing both new and existing non-credit and credit programs to ensure compliance with Purdue policies, guidelines set forth by the Indiana Commission for Higher Education, federal Department of Education regulations, and standards established by accrediting bodies such as the Higher Learning Commission. This position entails maintaining active membership in and fulfilling all reporting obligations to key organizations such as NC-SARA, State Authorization Network (SAN), and WICHE Cooperative for Educational Technologies (WCET).</p>	<p>I'm interested in joining the SAN Advisory Group to contribute to shaping practical solutions around compliance, licensure, and state authorization, especially as these issues evolve with the expansion of online and hybrid learning. I bring the perspective of a compliance and reporting analyst supporting a large-scale online education division, with hands-on experience translating complex regulatory requirements into actionable guidance for operations and student support teams. My work often intersects with licensure notifications, consumer disclosures, and cross-institutional coordination, giving me insight into both policy and implementation challenges. I'm eager to share that perspective and learn from others tackling similar issues across diverse institutional contexts.</p>	<p>One of the most important priorities for SAN going forward is addressing the increasing variation in state requirements, particularly in states like Washington that are adopting standards beyond NC-SARA. As institutions navigate this shifting regulatory landscape, SAN can provide critical support in interpreting new rules, facilitating collaboration, and ensuring transparent communication with students. In addition, continued guidance around professional licensure, especially as it intersects with interstate compacts and reciprocity agreements, will be essential. It's also wise to provide additional guidance regarding out-of-state learning placement requirements, as those often vary by state.</p>

Association/System affiliate/coordinator of a group

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Ping Jiang	University of Kentucky	<p>I serve as the Assistant Director for Distance Learning Compliance at the University of Kentucky (UK) in our UK Online – Distance Learning unit. In this role, I lead the university's Distance Learning Compliance Team, which is responsible for researching and monitoring compliance with out-of-state educational activity regulations, including state authorization, state licensure, and global compliance, across all academic programs, regardless of modality.</p> <p>My responsibilities include overseeing the university's inventory of academic programs with compliance attributes, such as those requiring state licensure or state authorization for distance education. I conduct in-depth research on state authorization, licensure, and global compliance; serve as the primary data contact for compliance-related data management; coordinate cross-campus compliance initiatives; manage disclosures required by federal regulations; develop and implement related policies and procedures; and lead the multi-departmental Global Compliance Research Group at UK.</p>	<p>I have been actively engaged in SAN community activities, including serving in a leading role in the SAN Global Compliance Special Interest Team, presenting on key compliance topics, and sharing best practices with institutions seeking guidance. I also co-lead the SAN-Kentucky group and coordinate activities among our members. I'm eager to deepen my involvement by joining the SAN Advisory Group, where I can continue learning from peers and contribute best practices in state authorization, licensure, and global compliance to help strengthen and support the broader community.</p>	<p>The first recommendation I would make is to provide State Authorization resources and research training tailored to each profession. We have ample resources for state licensure requirements and discussions, but state authorization research often receives less attention, partly due to SARA coverage. Unlike licensure requirements, which vary significantly based on program curricula, state authorization is typically influenced more by the type of institution. Creating a centralized, profession-specific resource hub would save time and resources across SAN institutions and ensure consistent compliance with state authorization regulations—especially in highly regulated fields.</p> <p>Secondly, I suggest offering on-demand research training tailored to institutions' current compliance capabilities and needs. This training could cover key topics such as state authorization, state licensure, and global compliance research, equipping institutions with the skills necessary to navigate complex regulatory landscapes effectively.</p>
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Erika Swain	University of Colorado System	Associate Director for State Authorization - Engages and coordinates stakeholders across the University of Colorado campuses to advise and guide those responsible in the collection and reporting of data and documentation related to state authorization as well all as the necessary information needed to seek and maintain state and professional licensure board authorizations and membership, communicating pertinent informational well as providing additional advising on related topics/issues and other consulting services on these topics and issues to all University of Colorado campuses and System Administration.	I'm eager to continue serving on the SAN Advisory Group because I'm deeply committed to guiding SAN's priorities—such as emerging regulatory challenges, research initiatives, and engagement strategies—to best meet the needs of our compliance community. With my experience navigating state and federal authorization landscape, I feel that I have been able to contribute insights that help shape SAN's annual Statement of Work and inform its Special Interest Teams. I value the opportunity to collaborate with SAN staff and peers from diverse institutions to develop innovative, member-driven solutions and professional development offerings. I look forward to continuing to advocate for timely, strategic support to ensure SAN remains a trusted resource in digital learning compliance.	1) Develop guidance on navigating dual regulation (e.g., noncredit vs. credit-bearing programs, third-party servicer scrutiny). 2) Examine how SARA and state regulations intersect—or fail to—when it comes to non-degree credentials, microcredentials, and certificates (credit and noncredit) and develop model practices for disclosures, outcome tracking, and state oversight in this space. 3) Expand training for early-career compliance professionals, and support succession planning within institutions to address workforce turnover in regulatory affairs roles.
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