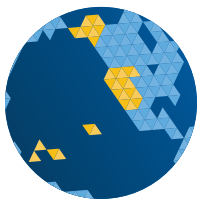




FY 2022 WICHE ANNUAL REPORT

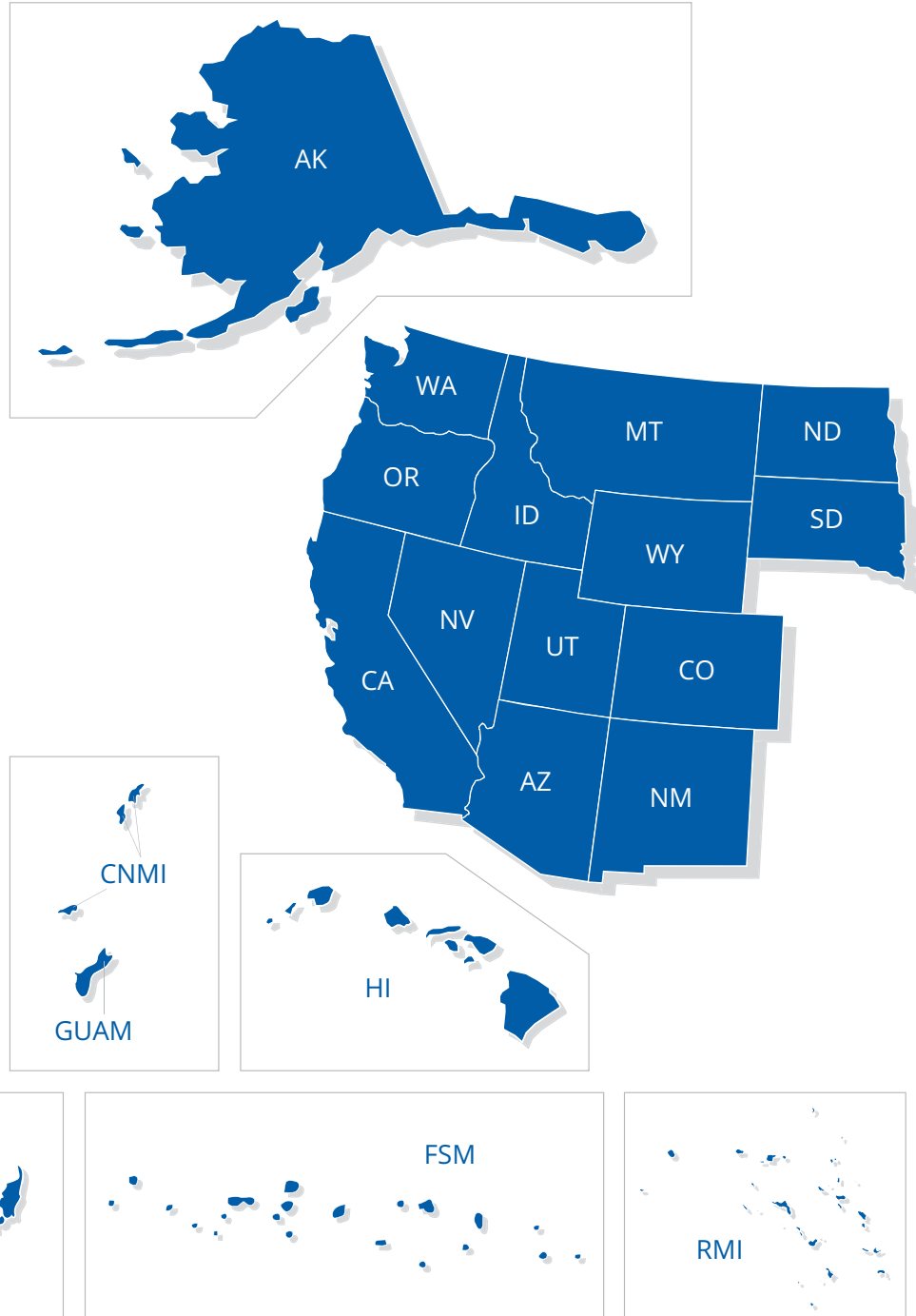


ALASKA • ARIZONA • CALIFORNIA • COLORADO • HAWAII • IDAHO • MONTANA •
NEVADA • NEW MEXICO • NORTH DAKOTA • OREGON • SOUTH DAKOTA • U.S. PACIFIC
TERRITORIES AND FREELY ASSOCIATED STATES • UTAH • WASHINGTON • WYOMING

OUR MISSION

WICHE works collaboratively to expand educational access and excellence for all residents of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

- Alaska (AK)
- Arizona (AZ)
- California (CA)
- Colorado (CO)
- Hawai'i (HI)
- Idaho (ID)
- Montana (MT)
- Nevada (NV)
- New Mexico (NM)
- North Dakota (ND)
- Oregon (OR)
- South Dakota (SD)
- U.S. Pacific Territories & Freely Associated States
 - ▶ Commonwealth of the Northern Mariana Islands (CNMI)
 - ▶ Guam
 - ▶ Republic of the Marshall Islands (RMI)
 - ▶ Federated States of Micronesia (FSM)
 - ▶ Republic of Palau
- Utah (UT)
- Washington (WA)
- Wyoming (WY)



WELCOME

We are pleased to present the WICHE Annual Report for fiscal year 2022 (July 1, 2021 – June 30, 2022). This report invites us to recall some of our many achievements made possible through WICHE’s leadership and collaboration across our vast region.

Our partnerships across the region continue to flourish.

Last fiscal year, the WICHE membership of the U.S. Pacific Territories and Freely Associated States expanded to include five members. The Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau have now joined prior WICHE members, the Commonwealth of the Northern Mariana Islands and Guam. This unique shared membership succeeds thanks to substantial vision, collaboration, and leadership and is now supported by a grant awarded for the second consecutive year to WICHE from the U.S. Department of Interior, Office of Insular Affairs. Together, we are providing more students in the vital Pacific region with access to tuition savings, workforce development, and behavioral health programs.



Demarée Michelau
President, WICHE



David Lassner
Chair, WICHE Commission

The Guam Psychology Internship Consortium launched last fall with two psychology doctoral student interns, part of an effort to get more homegrown health professionals working on the island. Guam is partnering with WICHE and the Guam Behavioral Health and Wellness Center on this important program, which will help those in Guam who are medically underserved, including adults, children, the corrections system, and those living with substance abuse addictions. [SEE PAGE 18.](#)

Our expert analyses continue to help our members in the West ensure that their efforts in postsecondary education make as positive an impact on student outcomes as possible. One example last year was the Policy and Research team’s report examining the impacts and return on investment of Idaho’s dual credit programs, which have seen substantial growth in recent years.

The No Holding Back community of practice met at the WICHE offices in Boulder, Colorado, in 2022, to set goals for understanding the impacts of institutional hold policies and practices on college students. Thanks to a generous grant from Ascendium Education Group and Lumina Foundation, this 18-month project is building upon existing work by our partners at the American Association of Collegiate Registrars and Admissions Officers (AACRAO). We look forward to the project’s findings in the coming year. [SEE PAGE 5.](#)

And, after more than two long years, we are happy to report that the WICHE Commission met in person once again — first in Rapid City, South Dakota, for the May meeting, and in Portland, Oregon, for the November meeting. Portland has waited patiently for WICHE Commissioners and staff to arrive in Stumptown, as this city was originally slated to host us back in May 2020! We are grateful to be together once again to share ideas and connect with each other.

And, of course, WICHE’s ability to deliver so effectively on our mission is enabled by our financial strength and stability, which I am pleased to report is on solid ground. You can learn more on [PAGE 19.](#)

As you can see, it has been quite a year. These highlights and our many other achievements would not have been possible without the expertise, dedication, hard work, and passion of our Commissioners, our staff, our partners, and our funders. On behalf of the WICHE Commission, we thank you for the privilege of working together to serve communities and our students across the West and the Pacific through enhanced higher education opportunities.

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ACCESS AFFORDABILITY OPPORTUNITY

From its signature tuition savings programs and its groundbreaking Interstate Passport® initiative to strategies for closing postsecondary attainment gaps, WICHE works to increase access and success for students in higher education through sharing resources and ideas.

Western Undergraduate Exchange (WUE)

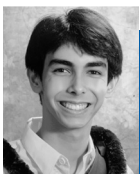
WUE, the nation's largest tuition savings program, broadened access to postsecondary education and saved 46,170 students an estimated \$503 million in tuition in AY 2021–22. The 162 public two- and four-year institutions in WICHE's 16 member states, freely associated states, and territories charge WUE students no more than 150% of resident tuition instead of the full nonresident rate.

While WUE institutions may tailor participation criteria, including admission requirements, eligible majors, and number of students accepted, most offer the reduced tuition rate to incoming transfer students and first-time-in-college students from the West. Students have access to majors that may not be offered by public institutions in their home state or territory.

WICHE member states and territories also benefit. WUE helps their public colleges and universities meet their recruitment and enrollment goals. Some graduates stay in the state where they studied, a bonus for states seeking to bolster and diversify their college-educated workforce. And for states with more demand for public higher education than supply, WUE is an ideal solution, allowing their residents access to postsecondary education without adding capacity at home.

Despite the challenges faced by higher education during the COVID-19 pandemic, WUE enrollment overall increased by 8.7% from AY 2020–21, counter to the national trend of a 3.1% decrease in undergraduate enrollment. Compared to pre-pandemic AY 2019–20, WUE four-year enrollments were up 12%. Meanwhile, WUE two-year enrollments were down 17% compared to AY 2019–20, following community college enrollments nationwide.

WUE.WICHE.EDU



“I am so very thankful for the opportunity that WUE has given me. I would not have been able to major in supply chain management without it. My home state of Hawai'i relies heavily on imported goods. After graduation, I plan on returning to Hawai'i and using my expertise in the field to help improve my state's supply chain.”

JUSTIN Hawai'i resident, California State University, Sacramento, Supply Chain Management student, Class 2026



“As a California resident, I can attend New Mexico State University and pay in-state tuition with WRGP. It has allowed me to branch out into a new field and make new connections. Thanks to WRGP and the support of my department, I'll be presenting at a national archaeology conference before I graduate.”

ANDREW California resident, New Mexico State University, Anthropology student, Class of 2023

Western Regional Graduate Program (WRGP)

WRG^P allows students in the WICHE region to enroll out of state and pay no more than 150% of resident tuition for some 1,700 master's, graduate certificate, and doctoral programs at 65 participating public universities. In AY 2021–22, a record 2,947 students saved nearly \$43.8 million in tuition through WRGP. The additional 500+ graduate students using WRGP last year marked an increase of 21% from AY 2020–21 (whereas nationally, graduate/professional school enrollment at public four-year institutions increased by only 1%). The number of graduate programs available through WRGP has continued to grow because participating public universities may make any graduate program eligible at the WRGP tuition rate.

WICHE member states and territories and their participating public universities also benefit from WRGP. WRGP attracts and incentivizes a broader pool of students to pursue varied disciplines at their public institutions. Residents of the WICHE region take advantage of high-quality programs throughout the West without paying a nonresident tuition rate.

WRGP remains an important alternative for students pursuing healthcare credentials (such as audiology, speech-language pathology, graduate nursing, public health, and psychology) not offered through WICHE's Professional Student Exchange Program. Some WRGP programs are offered online, enabling place-bound and working students the opportunity to enhance or build up their credentials.

WRGP.WICHE.EDU

Professional Student Exchange Program (PSEP)

PSEP provides affordable access to some 130 accredited professional health care programs at 60 institutions and in 10 fields — ranging from optometry to dentistry to veterinary medicine — for students in the Western region. In AY 2021–22, 586 students received \$14.5 million (reflecting investment by their home legislatures) in tuition benefits through PSEP. Since 1953, PSEP has supported some 15,700 students, many of whom return home to fill key healthcare positions.

Thanks to PSEP, a student can save between \$34,100 and \$133,600 on tuition throughout a professional health degree program depending on the field of study — reducing financial pressures and possibly enabling them to afford to work in rural areas that typically have lower salaries compared to urban areas, or to pursue professional options that are less lucrative but sorely needed.

Western states, freely associated states, and territories benefit by inspiring and, in most participating states, requiring professionals to return home to practice and strengthen their communities' professional health care workforce. Guam passed the Biråda Act, or Return Act, in April 2022 and is in the process of establishing a scholarship office to administer Guam's participation in PSEP for its residents. We anticipate the first students may enroll in the program as early as fall 2023.

PSEP.WICHE.EDU



“ PSEP made veterinary school affordable. With the steeply rising costs of professional education — particularly for vet school — I was concerned I wouldn't be able to afford my education. I look forward to returning to Phoenix with my family; I plan to work in general practice treating small animals as well as exotics such as lizards, snakes, and guinea pigs. Thanks to PSEP, I have participated in specialized programs and conferences that helped me gain expertise in specialized areas, including exotics and biomedical research. ”

KRISTEN Arizona resident, Oregon State University, Doctor of Veterinary Medicine student, Class of 2025

Interstate Passport®

Interstate Passport is a national network of institutions that enables block transfer of students' lower-division general education attainment based on learning outcomes. Its primary purpose is to benefit students by simplifying transfer and reducing repetition of learning already achieved, thus saving them time and money and fostering their successful degree completion. Currently in its sixth year of operation, 72 institutions spanning 21 states are members, including all the public two-year and four-year institutions in four of those states. To date, roughly 85,000 students had earned a Passport.

Students who earn a Passport and transfer to another Network-member institution need not repeat courses to meet that institution's lower-division general education requirements. Multiple quality assurance measures are embedded in the Interstate Passport program. Students must earn a grade of C or better in every course counted toward a Passport that encompasses nine knowledge and skill areas. Also, the academic progress of students who transfer with a Passport to other Network-member institutions is tracked through the National Student Clearinghouse and reported to students' sending institutions for use in continuous improvement and sustainability efforts.

In AY 2021–22, WICHE has continued to grow the Interstate Passport program with support from two grants. ECMC Foundation, as part of its Catalyzing Transfer Initiative, provided a two-year \$500,000 grant to enable WICHE staff to recruit and enroll 20 additional member institutions in the Interstate Passport program — including at least 10 Minority Serving Institutions (MSIs) — by offering a two-year waiver of membership fees. The National Science Foundation (NSF) awarded WICHE and New Mexico State University, in collaboration with its branch community colleges, a one-year \$300,000 grant aimed at bringing more undergraduate transfer students majoring in science, technology, engineering, and math (STEM) to graduation and, ultimately, the job market. WICHE and NMSU are testing the feasibility of using sets of lower-division student learning outcomes as the basis of block transfer into undergraduate engineering programs.

INTERSTATEPASSPORT.WICHE.EDU



“ Interstate Passport was of interest at Laramie County Community College from the very beginning because there was general agreement that student transfer was going to happen, that it would occur both within Wyoming and outside, and that current practices and policies could be improved. We felt it was in the institution's best interest, and its students', to make it as 'friction-free' as possible, which meant adopting this innovation at LCCC. I am proud of the work that my institution has done over the past decade to help design the Interstate Passport program, implement it on our campus, and bring it to other institutions in our state. ”

KARI BROWN-HERBST Vice President of Academic Affairs, Laramie County Community College, and Co-chair of the Interstate Passport Review Board, 2020-22

Cost-Saving Opportunities

Postsecondary institutions; K-12 districts; state, county, and local governments; and education-related nonprofits in the WICHE region are benefitting from WICHE’s collaboration with the Midwestern Higher Education Compact (MHEC) to offer four costs-savings programs to institutions and other entities.

The largest of the programs in terms of purchasing volumes is **MHECtech**, a costs-savings program that provides competitively bid purchasing contracts for an array of hardware, software, and technology services. It is offered to higher education institutions, local and county governments and state agencies, and education-related nonprofits. More than 1,300 entities spanning these categories benefitted by purchasing via the competitively bid MHECtech contracts offered by DELL, HP Enterprise, HP Inc., Info-Tech, Oracle, SAS Institute, VMWare, and XEROX during FY22.

The other three programs are offered exclusively to postsecondary institutions and systems, including **MHECare**, student health insurance plan; a **MHEC Cyber Insurance Program**; and the **Master Property Program**, a property insurance coverage and risk management service that is sunsetting in June 2023.

No Holding Back Community of Practice

Lumina Foundation and Ascendium Education Group jointly awarded \$452,500 in grants to WICHE and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to help institutions better understand the impact that the practice and policies of administrative and/or student success holds can have on student success. Called **No Holding Back**, the 18-month project began in May 2022 and builds upon existing work by AACRAO. Twelve postsecondary institutions in the WICHE region were selected to participate:

- ▶ California State University Fullerton
- ▶ Central Washington University
- ▶ Eastern Oregon University
- ▶ Flathead Valley Community College (Montana)
- ▶ Great Basin College (Nevada)
- ▶ Idaho State University
- ▶ Laramie County Community College (Wyoming)
- ▶ Portland State University (Oregon)
- ▶ University of Alaska Southeast
- ▶ University of Arizona
- ▶ University of Guam
- ▶ University of Nevada, Las Vegas

Institution teams comprised of registrars, business officers, academic affairs leaders, and institutional researchers will gain the tools to evaluate their administrative holds policies and better use data in their policy formation. Ultimately, the goal is to develop a technical handbook, webinars, and a comprehensive report on the findings to enable other institutions to replicate this work.

[WICHE.EDU/KEY-INITIATIVES/NO-HOLDING-BACK](https://www.wiche.edu/key-initiatives/no-holding-back)



“ AACRAO envisions a community centered on learner success. We encourage our member institutions to seek means other than the use of transcript holds for the purposes of collecting trivial or minor debt. We also understand that the ability to use holds to prompt a student to take an action is one of the few resources in an institution's toolkit that supports student success. In fact, some view it as a vital part of a student success program. However, these programs have significant room for improvement. ”

MELANIE GOTTLIEB Executive Director of AACRAO

Connecting Higher Education Professionals in the West

WICHE brings together senior academic leaders and provides direct dialogue on current issues facing individual institutions through its leadership and professional development groups.

The **Western Academic Leadership Forum (Forum)** serves WICHE-region chief academic leaders from four-year institutions and associated systems and state coordinating and governing boards. In AY 2021–22, the Forum was comprised of 62 members: 52 institutions and 10 systems. The **Western Alliance of Community College Academic Leaders (Alliance)** serves academic leaders from two-year institutions and systems. In AY 2021–22, the Alliance was comprised of 77 members: 69 institutions and eight systems.

The highly rated in-person annual meeting, virtual meeting series, and online forums lend themselves to constant idea generation around pressing issues while also facilitating professional development. Over 75 individuals representing institutions, systems, other organizations in higher education, and workforce development gathered for the Forum Annual Meeting in Portland, Oregon, in April 2022. The 2022 Alliance Annual Meeting was postponed from March 2022 to October 26–28, 2022, and took place outside of Boulder, Colorado.

The **Western Academic Leadership Academy (Academy)** is designed to expand the pipeline of qualified chief academic leaders for institutions in the West and participants are nominated by members of the Forum and Alliance. Academy activities focus on understanding the context of academic leadership, setting academic goals and priorities, and developing specific skill sets required of chief academic officers. The Academy's faculty consists of WICHE-region provosts and chief academic officers who are active in the Forum and Alliance. The seventh cohort of participants met in July 2022 with Academy faculty and guest speakers.

Equity centeredness, justice, and intercultural communication are core to the **WICHE Academy for Leaders in the Humanities**, funded by a generous \$1.5 million grant from the Mellon Foundation. The new program will allow institutions in the West to grow and diversify their academic administration by preparing humanities faculty to take on leadership roles effectively and confidently. The WICHE Academy will provide campus-based and external mentoring and professional development to fellows selected from institutions in the WICHE region.

Academic Leaders Toolkit

The executive committee recognizes a winning submission of the **Academic Leaders Toolkit** at its annual meeting. The toolkit, a joint project of the Forum and Alliance, is a peer-reviewed repository of programs and practices that have been successfully deployed in postsecondary institutions around the West. Forum and Alliance members can access the Academic Leaders Toolkit throughout the year.

The University of North Dakota (UND) was the recipient of the **2022 Colleagues Choice Innovation Award**. UND was honored for its innovative use of Open Educational Resources (OER), classroom materials that improve access and affordability for students, at the Forum Annual Meeting. More than 90 faculty from every school and college at UND have adapted, adopted, or created OERs to replace costly texts, saving students \$11 million since 2015.

Dr. Gillian McKnight-Tutein, vice president for enrollment administration and student success, received the **2022 Bernice Joseph Leadership Award** from the Alliance. Dr. McKnight-Tutein was presented the award at the Alliance annual meeting held in October 2022 for her Stellar Student Experience initiative at the Community College of Denver. The Stellar Student Experience has created a sense of belonging among students, extending available resources to nontraditional students and increasing retention rates and student engagement at the Community College of Denver since 2021.



Dr. McKnight-Tutein (center) stands with Lynn Colgin (left), senior vice president of Quottly, which sponsored the Forum meeting in October 2022, and Carli Schiffner (right), 2022 vice chair of the Alliance executive committee and deputy executive director of education, Washington State Board for Community and Technical Colleges.

“ The Bernice Joseph Leadership Award honors efforts to make high-quality higher education accessible to all. The work that Dr. Gillian McKnight-Tutein has done at the Community College of Denver is an exemplary student-centered approach. We are pleased to honor her work. ”

CARLI SCHIFFNER 2022 Vice Chair of the Alliance Executive Committee and Deputy Executive Director of Education, Washington State Board for Community and Technical Colleges



Gail Burd (left) stands with Eric Link (center) of the University of North Dakota and Brittany Winkelman (right) of TIAA, which sponsored the Forum meeting in April 2022.

“ WICHE is dedicated to improving student access and success at the postsecondary educational level, and the Forum celebrates our partners in the West who seek solutions to shared challenges in this space. The University of North Dakota stood out for its leadership on Open Educational Resources and serves as a model for other institutions interested in exploring how to use OERs for the benefit of both students and faculty. ”

GAIL D. BURD 2022 Forum Vice Chair; Senior Vice Provost for Academic Affairs, Teaching, and Learning; and a Distinguished Professor in Molecular and Cellular Biology, University of Arizona



RESEARCH AND POLICY

From data analysis to policy guidance to leadership training, WICHE assists higher education decision-makers in planning wisely, benchmarking their progress, advancing their agendas, and investing their resources strategically.

Knocking at the College Door

Although WICHE released its most recent full **Knocking at the College Door** report on high school demographics projections in December 2020, subsequent updates and analyses are crucial for helping WICHE members and others in the postsecondary ecosystem understand future trends. WICHE's efforts over the past fiscal year include a July 2021 follow-up report where WICHE showed how the public high school graduating Classes of 2020 and 2021 weathered the pandemic-induced transitions to mostly remote learning and the stakes for future graduating classes as states and schools attempt to catch students up.

WICHE also provided an in-depth analysis of racial and ethnic identity of youth in the West, using data from the U.S. Census. In this brief, released in August 2021, the data show the complexity and diversity within the categories of "two or more races" and Hispanic individuals. The data showed increasing youth populations from 2010 to 2020 across the West, along with increasing diversification.

WICHE experts continue to regularly provide insight for key higher education stakeholder groups, state policymakers, and trade and general media working to understand the potential impact of future demographic shifts on state higher education and workforce systems.

Regional Support and Resources

WICHE's Policy Analysis and Research unit provides a range of regional support to help WICHE members respond to the COVID-19 pandemic and continue to identify and scale effective solutions for improving access to high-quality postsecondary education. WICHE has continued to convene chief academic officers in the region, focusing on policy and practice issues along with federal rulemaking concerns. These calls continue to serve as a resource for staff from state agencies, systems, and institutions in the region to learn from one another.

WICHE also continues to collect, analyze, and curate data on a range of topics focused on higher education in the West. This includes:

- ▶ An updated data resource on **Tuition and Fees in the West**. The resource includes tuition and fees information for more than 350 public colleges and universities in the West.
- ▶ A collection of information titled **Benchmarks: WICHE Region** that presents information on the West's progress in improving access to, success in, and financing of higher education.
- ▶ Data on over 35 indicators in WICHE's **Regional Fact Book for Higher Education in the West**.

These resources include downloadable datasets and data visualizations. Another resource is a WICHE *Insights* brief released in May 2022 highlighting the recent trends in tuition and fees, state appropriations and state grant aid as well as a summary of recent federal funding packages.

Additionally, WICHE has convened state and territorial staff focused on increasing their health care workforce supply for regular virtual meetings. WICHE expects that these calls will continue, with formal policy roundtables leading to potential policy and practice approaches that can be deployed throughout the region.

A Leader in Original Research

WICHE utilizes an advanced and secure research environment to carry out studies on a range of topics of high importance to policymakers in the West. In December 2021 WICHE published an evaluation of dual credit offerings in Idaho. Like many WICHE members, Idaho provides opportunities and funding for high school students to earn postsecondary credit prior to completing their high school diploma. Idaho's model provides students with a self-directed account of funding they can use for dual-credit courses, as well as other programs to speed high school completion, workforce preparation, and postsecondary enrollment.

WICHE's research concluded that Idaho's dual credit is an appropriate usage of state funds and likely improves postsecondary access and completion. WICHE staff provided testimony to the Idaho legislature discussing the report.

WICHE is also using this secure research environment for a forthcoming analysis of the impact of Open Educational Resources on student success.



“Distilling complex material into understandable and actionable data for policymakers is critically important yet oftentimes not well executed. WICHE excels in this space, as demonstrated in the legislative-mandated dual credit evaluation it conducted for Idaho. WICHE presented its findings to Idaho's House and Senate Education Committees, and these legislators, even those skeptical of continuing to provide funding for access to dual credit courses, found the evaluation informative and its findings compelling.”

MATT FREEMAN Executive Director of the Idaho State Board of Education and 2022 Vice Chair of the WICHE Commission

Digital Learning Policy Analysis and Research

WCET – WICHE Cooperative for Educational Technologies is widely recognized as the leader in the practice, policy, and advocacy of digital learning in higher education. Its growing membership includes institutions, higher education agencies and systems, nonprofit organizations, government agencies, and corporations in all U.S. states, and a few countries. During the last year, WCET was especially active in providing institutions and other stakeholders with information on emerging policy issues, with a special focus on compliance with new distance education federal regulations. WCET's thorough analysis of these regulations — in the form of a series of posts on its *Frontiers* blog, webinars, and member communications — included examining implications of new distance education regulations, especially understanding the impact of “regular and substantive interaction.” WCET, in collaboration with the State Authorization Network (SAN), also provided members with analysis on professional licensure regulations.

SEE PAGES 13 AND 14 FOR MORE ABOUT WCET AND SAN.

Legislative Advisory Committee (LAC)

Created by the WICHE Commission in 1995, the LAC works to strengthen state-level policymaking in higher education by engaging state legislators in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration. Due to the ongoing pandemic, WICHE convened LAC members virtually for multiple separate virtual meetings. At the main meeting in November 2021, 25 legislators from 12 WICHE members participated, with representation from Alaska, Guam, Hawai'i, Idaho, Montana, North Dakota, Nevada, Oregon, South Dakota, Utah, Washington, and Wyoming. The meeting continued to focus on the pandemic's effect on higher education, how changing demographics continue to interact with policy and politics to shape the future of postsecondary education, and the ways in which federal and state policy interacted in shaping the pandemic response. WICHE also convened legislators for two informal virtual discussions about pandemic responses and legislative priorities. Each WICHE member is allotted up to four LAC members.

WICHE State Authorization Reciprocity Agreement (W-SARA)

WICHE continues to be an important partner in the **State Authorization Reciprocity Agreement (SARA)**. Created in 2013, SARA helps expand access to quality higher education through the establishment of standards for the regulation of distance education across state lines. SARA ensures meaningful consumer protections for students while reducing regulatory red tape for institutions. The agreement is coordinated by NC-SARA in collaboration with the four regional higher education compacts. As the compact serving the West, WICHE is responsible for coordinating the participation of the 13 SARA member states in the region through the WICHE State Authorization Reciprocity Agreement (W-SARA).

The W-SARA Regional Steering Committee (RSC) is composed of representatives from each W-SARA member state. The RSC reviews state applications and renewals and recommends action to the WICHE Commission. Steering Committee members serve as valuable thought partners to one another, as well as to colleagues across the country, with their deep commitment to improving SARA practices across varied state contexts. The RSC also plays a pivotal role in the SARA policy modification process. This year, the RSC continued to regularly meet virtually and was able to host an in-person meeting. The in-person meeting provided members with the opportunity to engage in in-depth discussions about policy issues facing the region and the SARA universe.

This year, key members of the W-SARA RSC, in collaboration with partners from other regions, played a leadership role in the development of a revised policy modification process for SARA. The NC-SARA board voted to adopt this new process at its June 2022 retreat. The new policy modification process represents an incredible investment of time, effort, and leadership on the part of WICHE and key state staff who work on SARA issues. The guiding principles of the new process are transparency; collaboration; consistency; and clear and open communication among regional compacts, states, institutions, NC-SARA, and other stakeholders.

The newly adopted process increases participation and collaboration in the SARA policy modification process by inviting proposals from any interested party, including institutions, states, regional compacts, and other stakeholders, such as consumer protection advocates and state attorneys general. The process also includes a public comment period and time to incorporate feedback into amended versions of policy proposals. In the interest of transparency, public reporting is included in nearly every step including rationales for decisions not to approve a proposed modification.

The new policy modification process centers state voices in the development of SARA policy in a way that the previous process did not. In this vein, a key feature of the new process is that every proposed policy modification must be approved by all four regional compacts and the NC-SARA board before adoption into SARA policy. WICHE and the W-SARA RSC will take on a vital role in the development and implementation of distance education policy in the West and across the country.

“The W-SARA Regional Steering Committee is a fundamental resource for NC-SARA member states in the WICHE region. The Committee provides a system for peers to work together to administer the reciprocity agreement, foster new ideas, and share resources. The collaborative spirit of the Committee will continue to grow as we work with stakeholders, other regions, and NC-SARA to accomplish the important work of the new NC-SARA Policy Modification process.”

ALICIA ARMIJO Constituent Services Coordinator and NC-SARA Coordinator, Legal Division



LEADERSHIP IN DIGITAL LEARNING

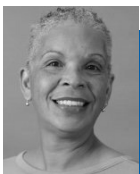
WICHE helps higher education leaders effectively deploy technology to enhance learning and increase student access and success.

A Cooperative Exchange of Resources, Solutions, and Services

WCET – WICHE Cooperative for Educational Technologies focuses on expanding access to and improving the quality of digital learning instruction and student support services. WCET has 405 members, 33% which are in the WICHE region. During this last year, WCET has provided members with information on federal distance education regulations, open educational resources, educational innovations, creating digital community, and diversity, equity, and inclusion in digital learning. WCET's blog, *Frontiers*, featured entries on several topics such as new federal regulations related to accreditation, microcredentials, badges, mental health in higher education, cybersecurity, equity, and digital accessibility. Additionally, WCET co-authored with the Online Learning Consortium (OLC) a report on the use of adjunct faculty in online courses, *Online Adjunct Faculty: A Survey of Institutional Policies and Practices*. WCET has also emphasized the creation of members-only content and resources through:

- ▶ Ongoing webcasts for experts and peers alike
- ▶ WCET's online community platform *wcetMIX* to promote community and discussion
- ▶ A monthly featured expert in the new *Ask the Expert* online community

WCET.WICHE.EDU



“In addition to being my primary resource for timely policy analysis and the sharing of evidence-based practices in digital learning, WCET's advocacy for improving educational equity through high-quality digital learning opportunities aligns with my core values as a digital learning leader.”

DR. GLORIA NILES Director of Online Learning, University of Hawai'i System

Every Learner Everywhere

Every Learner Everywhere is a solution network funded by the Bill & Melinda Gates Foundation and hosted within WCET. Every Learner Everywhere consists of 12 partner organizations committed to helping higher education institutions use digital learning and evidence-based teaching practices to enhance teaching and learning and improve academic outcomes, particularly for poverty-affected, first-generation, and racially minoritized students. The network provides two- and four-year institutions with consulting, training, and resources to support the adoption and implementation of digital learning and evidence-based teaching practices.

In the past year, Every Learner Everywhere partners provided professional development and technical assistance to 490 institutions. In response to the ongoing pandemic, Every Learner developed robust resources for institutions to leverage available federal COVID-19 funding to invest now in digital learning infrastructure and training. Every Learner also offered two services open to all institutions — Strategies for Success in Online Teaching and Learning, and Disciplinary Communities of Practice. The Every Learner network successfully completed the Equity and Digital Learning Research Practice Partnership, a program that addresses equity and aims to achieve equitable student outcomes. Every Learner helps institutions improve student success by creating a series of publications — including teaching practices of faculty adopting adaptive courseware, blended institutional models, caring for students, and professional development and institutional support strategies for online faculty.

EVERYLEARNEREVERYWHERE.ORG/RESOURCES

State Authorization Network (SAN)

Developed by WCET in 2011, **SAN** is a national membership organization that empowers its more than 800 participating institutions and agencies to successfully resolve statutory and regulatory requirements to improve student protections in digital learning and other activities that occur across state lines.

SAN provides policy analysis, training, tools, and networking to implement compliance strategies for institutions to lawfully and effectively operate across state lines to deliver instruction to students. The SANSational Award annually recognizes outstanding efforts of SAN members in developing a high-quality, comprehensive solution to a challenging state authorization issue. The 2022 SANSational Award winners are:

- ▶ Campbell University (NC)
- ▶ University of Cincinnati (OH)
- ▶ Utah Tech University

SAN has been and continues to be very active with the most recent U.S. Department of Education rulemaking. A rulemaking webpage was created on the SAN website to follow and update the development of new regulations affecting interstate education and provides tools and analysis regarding the rulemaking process. Public comment was shared by SAN in week one of the negotiated rulemaking meetings to stress the need for harmonization with state oversight when addressing proposed Federal regulatory language affecting programs leading to a state license or certification.

SAN teamed up with WCET to communicate with other higher education organizations, the four regional compacts, and consumer advocates to inform them about the nuances of reciprocity and licensed programs related issues as well as develop alternate language during the negotiated rulemaking process. These collaborations were focused on meeting the goal of strong student consumer protections that could be effectively implemented by institutions to support the educational goals of the students.

WCETSAN.WICHE.EDU



“SAN has been absolutely essential for me as I learned to navigate the complex world of compliance on the state and federal levels. In addition to its robust web resources for state authorization and related issues — I frequent the section on professional licensure — SAN helps keep me in the loop on changes to federal regulations that affect my institution. Overall, SAN prepares its member institutions to be well-informed on matters of compliance when seeking to offer distance education across state borders, and most importantly, it prepares them to offer education that is centered on the students’ interest.”

KATIE HOFFMAN Project Manager, Office of Assessment & Accreditation Support, University of San Francisco – California

Recognizing Excellence and Innovation

Each year, WCET bestows several awards honoring significant contributions to the higher education technology community.



▶ Sally Johnstone Award

Dr. Chantae Recasner, equity research manager for advanced analytics at Western Governors University, was the 2021 recipient. The Sally Johnstone Award recognizes a professional who has made an outsized contribution to the digital teaching and learning community with the intention of recognizing thought leadership, excellence in practice, and demonstrated leadership capabilities.



▶ Dick Jonsen & Mollie McGill Award

Dr. John Opper, executive director of distance learning and student services at the Florida Virtual Campus, was the 2021 recipient. Since 1998, WCET’s highest honor has been the Richard “Dick” Jonsen and Mollie McGill Award, given each year to an individual who has made a significant contribution to the higher education digital learning community and to WCET. Jonsen, as WICHE’s executive director, nurtured the idea of a technology cooperative and founded WCET in 1989. In 2020, the award was renamed to honor both Dick Jonsen and Mollie McGill who both performed so much work to make WCET a reality.

▶ The WCET Outstanding Work (WOW) Award

The WOW Award recognizes outstanding efforts by member institutions and organizations in applying an innovative, technology-based solution to a challenging educational need. The 2020/21 winners were Colorado Technical University, Miami University Regionals E-Campus, University of Alabama, University of Louisville, University of North Dakota, and University of Texas at San Antonio.

Open Educational Resources (OER)

OER comprises teaching, learning, and research materials in any medium — digital or otherwise — that reside in the public domain or have been released under an open license.

In addition to cost savings for students, the use of OER unlocks the potential to design courses and programs that have proven effective in increasing student course completion, particularly for traditionally underserved students.

Working with the other regional higher education compacts, WICHE formed the National Consortium for Open Education Resources (NCOER) to advance OER adoption across their member states and the nation. WCET coordinates NCOER and organizes collaborative relationships, priorities, and activities among the compact regions and corresponding states, while WICHE's Policy Analysis and Research Unit works directly with Western states and institutions to boost the usage of OER.

Collaboratively, the OERwest Network identified research areas of need to better understand the impact of OER on student outcomes. WICHE, in partnership with several western institutions, embarked on a time-to-completion study to research whether participation in courses featuring OER impact student's credential completion. Preliminary findings are set to be released this fall. Additionally, the Network identified the need for communication and marketing tools that practitioners can use to promote and advance OER within their sphere of work — whether that is raising awareness of OER among students, conveying the importance of OER on student persistence and retention to administrators, the role OER can play in academic freedom for faculty, or among state-level policymakers, the return on investment that OER can support.

WICHE also partnered with OpenStax to offer a three-part webinar series on advancing equity in our workplaces and within Open Education. Additionally, WICHE highlighted the great work of institutions advancing equity such as that of the California Consortium for Equitable Change in Hispanic-Serving Institutions Open Educational Resources among chief academic officers from the West in partnership with WICHE's Program and Services division. WICHE looks forward to the work it will conduct over the next coming years to advance and scale OER across the west and nationally through its membership in NCOER.

[WICHE.EDU/OER](https://wiche.edu/oer)

WICHE Online Course Exchange (OCE)

OCE has offered various consortia the ability to seamlessly enroll students, through their home institutions, in online courses offered by other two- and four-year institutions. The Nursing Education Xchange (NEXus) consortia contracted with WICHE to use its robust OCE platform, designed to support the exchange of online course enrollments to provide more options for students and optimize use of institutional resources. This program sunsets at the end of 2022.



“Our participation in NCOER has helped us drastically expand upon our own regional efforts and goals with Open Education. Our member states have benefited enormously from opportunities afforded by the collaboration. For example, we were able to take advantage of the Midwestern Higher Education Compact's contract with the Creative Commons Certificate Course and offer 17 full scholarships to practitioners in our region.”

LINDSEY GUMB Fellow, Open Education, New England Board of Higher Education



OPTIMAL BEHAVIORAL HEALTHCARE

WICHE helps states and territories prepare a qualified behavioral health workforce and optimize their delivery of behavioral healthcare services, ranging from suicide prevention to student mental health and wellness to the acute shortage of behavioral health specialists in rural areas.

Mountain Plains Mental Health Technology Transfer Center (MHTTC)

MH^{HTTC} focuses on augmenting the skills and capacity of the behavioral health workforce in rural areas of Region 8, which includes Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming, through free training, presentations, and technical assistance.

The **WICHE Behavioral Health Program (BHP)**, in partnership with the University of North Dakota, administers the federally funded Region 8 MHTTC program. Among this year's activities, many of which continued to be offered online because of the COVID-19 pandemic, were:

- ▶ Webinars and Trainings: the Region 8 MHTTC sponsored more than 60 webinars and training opportunities for over 1,200 participants on topics such as rural mental health, crisis response and safety planning, traumatic brain injury, and direct technical assistance with tribal communities.
- ▶ The third annual MHTTC Leadership Academy, with sessions at the WICHE offices in Boulder, Colorado, as well as virtual sessions from January 2022 through June 2022, provided an opportunity for emerging leaders from all six states in Region 8 to engage with their peers, network, and learn about their individual leadership styles.
- ▶ Continuation of the College Mental Health Professionals Community of Practice (CoP) featuring clinicians from the New York-Presbyterian Hospital Youth Anxiety Center that focused on wellness strategies and resiliency-building exercises through evidence-based mindfulness practices.

Research and Evaluation

The WICHE BHP, in collaboration with the Northwest Indian College, the Center for Alaska Native Health Research, and the Alaska Native Tribal Health Consortium, was awarded a National Institutes of Health (NIH) research grant to evaluate the efficacy of the Alaska Native Tribal Health Consortium's innovative approach to training behavioral health aides. The program provides culturally relevant training and education to village-based counselors which increases the workforce in remote areas. This research will provide pilot data for a test of the BHA training curriculum effectiveness, with a long-term goal of establishing an evidence-base for effectiveness of the ANTHC's BHA program in building local capacity for place-based behavioral health services in rural and remote American Indian and Alaska Native community settings.

In support of quality evidence-based treatment, WICHE conducts fidelity reviews of Assertive Community Treatment (ACT) in Arizona, South Dakota, and Montana, assessing the degree to which they meet national standards. In all three states, training and technical assistance are provided to address areas for improvement identified in the reviews. In Arizona, the BHP offered a training series open to the public on four evidence-based practices. The trainings reached more than 100 people and have given staff and consumers across the continuum of care a deeper understanding of each evidence-based practice.

In addition, the MHTTC School Mental Health initiative facilitated a seven-part community of practice series, allowing participants to learn new skills, explore and understand resources, and practice therapeutic skills and techniques to support families coping with stress and trauma during the COVID-19 pandemic.

The School Mental Health Initiative also collaborated with the Addition Technology Transfer Center (ATTC) to host a five-part training series on skills and best practices for supporting individuals experiencing co-occurring mental health and substance use disorders.

Suicide Prevention

Through the **Together With Veterans (TWW) Rural Veteran Suicide Prevention Program**, funded by the U.S. Department of Veterans Affairs, WICHE BHP engages Veteran-led public health planning efforts in rural communities using suicide prevention best practices.

TWW sites conduct community needs assessments and develop and implement local suicide prevention action plans that incorporate these guiding principles:

- ▶ Veteran-driven: utilizing a local Veteran majority leadership structure
- ▶ Collaborative: engaging community partners to strengthen relationships across Veteran-serving programs
- ▶ Evidence-informed: leveraging evidence-informed suicide prevention best practices
- ▶ Community-centered: to address the unique strengths, needs, and resources of the community it serves

Since the program's inception in 2015, 31 sites have been launched across 25 states and territories, including 11 WICHE member states and territories.



“Rural Veterans provide the leadership in their community to develop an evidence-informed suicide prevention process. Together With Veterans gives local Veterans a meaningful and informed platform to advocate for themselves and for each other.”

JASON ALVES Director of Veterans Initiatives, WICHE BHP

Rural Psychology Internship Consortia

The WICHE BHP has helped establish and supports 10 rural psychology internship consortia in Alaska, Guam, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, and Utah. These consortia represent collaborative initiatives that attract well-qualified advanced behavioral health trainees to underserved areas with the goal of providing high-quality and culturally competent services to residents and retaining the trainees in state once their internships are completed. The consortia collectively achieve an annual graduation rate of well over 90%, with, on average, nearly 60% staying and working in the states where they completed their internships.

Technical Assistance

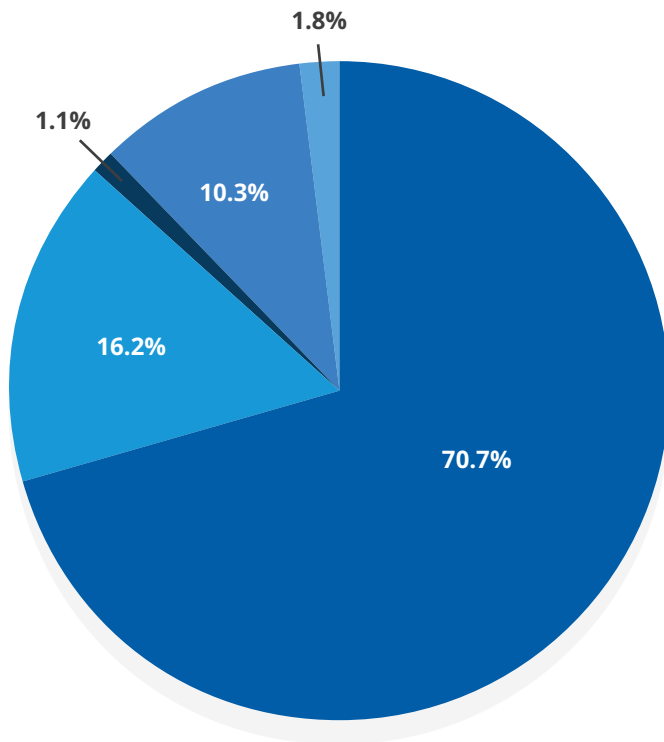
The WICHE BHP was engaged by numerous federal, state, and tribal partners to provide training and technical assistance in a variety of areas, including:

- ▶ The Rocky Boy Health Center: The WICHE BHP provided technical assistance to the Rocky Boy Health Center's Department of Behavioral Health regarding implementation of their Tribal Assertive Community Treatment Team (TACT).
- ▶ University of Wisconsin: WICHE's BHP serves as a lead agency to provide training to a pre-determined learning collaborative. Trainings at the UoW consisted of six remote sessions over 12 weeks, educating students, educators, and paraprofessionals on the integration of behavioral health in rural communities. Trainings were conducted in collaboration with the Montana Primary Care Association.
- ▶ Montana Crisis Services: Montana's Addictive and Mental Disorders Division contracted with the WICHE BHP to work with existing Crisis Coalitions in four counties to evaluate current needs and resources necessary to implement crisis receiving and stabilization facilities.
- ▶ Rural Communities Opioid Response Program: The WICHE BHP continues to be responsible for coordinating and executing technical assistance and support for the Health Resources and Services Administration (HRSA) Rural Communities Opioid Response Program (RCORP)-Technical Assistance Project. As a sub-awardee to JBS International, WICHE BHP staff delivers innovative technical assistance to improve prevention, treatment, and recovery services and systems for persons with opioid use and substance use disorders to support 63 designated grant award recipients.

FINANCIAL SNAPSHOT

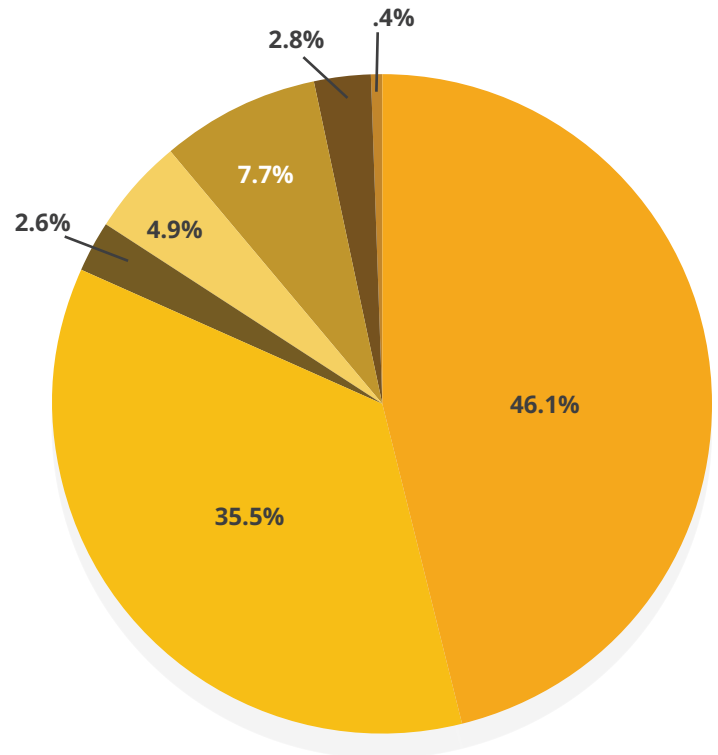
In fiscal year 2022, WICHE had an annual operating budget of a little more than \$19.1 million. Beyond that, WICHE paid out over \$14.2 million in Professional Student Exchange Program (PSEP) fees that is passed from our states and territories on to participating institutions which support students pursuing careers in 10 high-demand health fields, especially in underserved rural areas of the West.

FY 2022 Operating Revenue



GRANTS AND CONTRACTS	\$13,534,428
WICHE DUES AND OPERATIONS	\$3,098,484
BEHAVIORAL HEALTH MEMBERSHIP	\$210,000
INSTITUTIONAL DUES AND FEES	\$1,964,441
REGISTRATION FEES AND OTHER INCOME	\$336,049
TOTAL	\$19,143,402

FY 2022 Operating Expense



EDUCATIONAL TECHNOLOGIES	\$7,695,130
BEHAVIORAL MENTAL HEALTH	\$5,931,337
COMMUNICATIONS AND PUBLIC AFFAIRS	\$426,784
PROGRAMS AND SERVICES	\$812,026
POLICY ANALYSIS AND RESEARCH	\$1,288,027
STUDENT EXCHANGE	\$466,390
SELF-SUPPORTING SERVICES	\$65,725
TOTAL	\$16,685,419

ABOUT WICHE

WICHE Commission

WICHE is governed by three gubernatorially appointed commissioners from each state and territory. The WICHE Commission has fiduciary responsibility, stewards the organization's mission, and sets its priorities. *As of June 30, 2022.*

ALASKA

Susan Anderson (*WICHE Immediate Past Chair*) – President and CEO, The CIRI Foundation

James Johnsen – Senior Fellow, National Association of System Heads

ARIZONA

John Arnold – Executive Director, Arizona Board of Regents

Kathleen Goeppinger – President and CEO, Midwestern University

José Luis Cruz Rivera – President, Northern Arizona University

CALIFORNIA

Ellen Junn – President, California State University, Stanislaus

Robert Shireman – Director of Higher Education Excellence and Senior Fellow, The Century Foundation

COLORADO

Jim Chavez – Past Executive Director, Latin American Educational Foundation (LAEF)

Antwan Jefferson – Associate Professor, CTT; Associate Dean for EDI, University of Colorado Denver, School of Education & Human Development

Angie Paccione – Executive Director, Colorado Department of Higher Education

HAWAII

David Lassner (*WICHE Chair*) – President, University of Hawai'i

John Morton – Vice President Emeritus, University of Hawai'i Community Colleges

Colleen Sathre – Vice President Emeritus, Policy and Planning, University of Hawai'i

IDAHO

Rick Aman – President, College of Eastern Idaho

Matt Freeman (*WICHE Vice Chair*) – Executive Director, Office of the Idaho State Board of Education

Dave Lent – Senator, Idaho State Legislature

MONTANA

Laurie Bishop – Representative, Montana State Legislature

Clayton Christian – Commissioner of Higher Education, Montana University System

Sheila Stearns – Past President, University of Montana

NEVADA

Catherine (Cathy) Dinauer – Executive Director, Nevada State Board of Nursing

Fred Lokken – Professor, Truckee Meadows Community College

NEW MEXICO

Barbara Damron – Professor and Senior Advisor to the Dean, University of New Mexico

Mark Moores – Senator, New Mexico State Senate

Patricia Sullivan – Director, Office of Strategic Initiatives, New Mexico State University

NORTH DAKOTA

Kyle Davison – Senator, North Dakota Legislative Assembly

Mark Hagerott – Chancellor, North Dakota University System

Danita Bye – Board Member, North Dakota State Board of Higher Education

OREGON

Ben Cannon – Executive Director, Oregon Higher Education Coordinating Commission

Camille Preus – Past Executive Director, Oregon Community College Association

Hilda Rosselli – Educational Policy Consultant

SOUTH DAKOTA

Brian Maher – Executive Director and CEO, South Dakota Board of Regents

Larry Tidemann – Representative, South Dakota State Legislature

Diana VanderWoude – Vice President, Learning, Education & Development, Sanford Health

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

Frankie M. Eliptico – Vice President, Administration and Advancement, Northern Marianas College

Rodney J. Jacob – Attorney, Calvo Fisher & Jacob LLP

UTAH

Patricia Jones – CEO, Women's Leadership Institute and Member, Utah Board of Regents

Ann Millner – Senator, Utah State Senate

David R. Woolstenhulme – Commissioner of Higher Education, Utah System of Higher Education

WASHINGTON

Gerry Pollet – Representative, Washington State Legislature

Thomas L. (Les) Purce – President Emeritus, The Evergreen State College

WYOMING

Fred Baldwin – Senator, Wyoming State Legislature

Kimberly Dale – President, Western Wyoming Community College

David L. Jones – Dean and Professor, College of Health Sciences, University of Wyoming

Legislative Advisory Committee

WICHE's Legislative Advisory Committee works to strengthen state policymaking in higher education in the West by engaging legislators who are appointed by the WICHE Commission in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration. *As of June 30, 2022.*

ALASKA

Senator Tom Begich
Representative Mike Cronk
Senator Roger Holland
Representative Andi Story

ARIZONA

VACANCY

CALIFORNIA

Senator Richard Roth

COLORADO

Representative Jennifer Bacon
Representative Dafna Michaelson Jenet

HAWAI'I

Representative Aaron Ling Johanson
Senator Michelle Kidani
Senator Donna Mercado Kim
Representative Gregg Takayama

IDAHO

Representative Paul Amador
Senator Kevin Cook
*Senator Dave Lent
Senator Melissa Wintrow

MONTANA

Representative David Bedey
*Representative Laurie Bishop
Senator JP Pomnichowski
Senator Daniel Salomon

NEVADA

Assemblywoman Teresa Benitez-Thompson
Senator Marilyn Dondero Loop

NEW MEXICO

*Senator Mark Moores
Representative G. Andrés Romero
Senator Bill Soules
Representative Christine Trujillo

NORTH DAKOTA

*Senator Kyle Davison
Senator Karen Krebsbach
Representative Bob Martinson
Representative Mark Sanford

OREGON

Representative Teresa Alonso León
Senator Michael Dembrow
Senator Rob Wagner

SOUTH DAKOTA

Senator Casey Crabtree
Senator Reynold Nesiba
Representative Tim Reed
*Representative Larry Tidemann

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

Senator Tina Rose Muña-Barnes
Senator Amanda Shelton

UTAH

Representative Melissa Ballard
Senator Michael McKell
Representative Kelly Miles
*Senator Ann Millner

WASHINGTON

Representative Debra Entenman
Representative Mari Leavitt
*Representative Gerry Pollet
Representative Vandana Slatter

WYOMING

*Senator Fred Baldwin
Representative Mark Kinner
Representative Sue Wilson

**Denotes WICHE Commissioner*

Our Team *As of June 30, 2022*

PRESIDENT'S OFFICE

Demarée Michelau, President
Laura Ewing, Executive Assistant to the President and to the Commission
Jeanette Porter, Senior Administrative Coordinator

PROGRAMS AND SERVICES

Raymonda Burgman Gallegos, Vice President
Margo Colalancia, Director of Student Access Programs
Cherie Curtin, Senior Administrative Coordinator
Kay Hulstrom, Associate Director of Operations & Leadership Initiatives
Sarah Leibrandt, Director of Academic Leadership Initiatives
Jennifer Raby, Project Coordinator
Kate Springsteen, Assistant Director of Student Access Programs
Olivia Tufo, Member Services Coordinator

POLICY ANALYSIS AND RESEARCH

Patrick Lane, Vice President
Peace Bransberger, Senior Research Analyst
Liliana Diaz Solodukhin, Policy Analyst
Colleen Falkenstern, Senior Research Analyst
Shelley Plutto, Project Manager, W-SARA
Melissa Sanders, Administrative Assistant III
Christina Sedney, Director of Policy and Strategic Initiatives
Molly Hall-Martin, Director, W-SARA

BEHAVIORAL HEALTH PROGRAM

Dennis Mohatt, Vice President, Behavioral Health and Co-Director, MHTTC
Jason Alves, Director of Veterans Initiatives
Genevieve Berry, Project Manager, MHTTC
Erin Briley, MHTTC School Mental Health Coordinator
Madison Chamberlain, Data Specialist
Janell Daly, Senior Administrative Coordinator
Jasmine Davis, Technical Assistance Associate
Karly Dickinson, Technical Assistance Associate – Psychologist
Nicole Eastin, Fidelity Reviewer (AZ)
Ashley Fortier, Technical Assistance Lead – Psychologist
John Gomez, Director of Operations
Vanessa Gonzalez, Technical Assistance Associate
Andie Hancock, Budget Coordinator
Todd Helvig, Director of Education and Training
Ann Jones, Director of Research and Evaluation
Sarah Jordon, Together With Veterans Program Manager
Mikayla Nelson, Administrative Assistant III, Together With Veterans

Bobbi Perkins, Technical Expert Lead, Rural Communities Opioid Response Project
Annette Robertson, Senior EPB Fidelity Reviewer (AZ)
Emma Tilson, Technical Assistance Coordinator
Ivory Tubbs, Technical Expert Lead, Rural Communities Opioid Response Project

WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES (WCET)

Russell Poulin, Executive Director, WCET, and Vice President for Technology-Enhanced Education
Jenni Atwood, Grant Manager, Every Learner Everywhere
Rosa Calabrese, Manager, Digital Design
Emilie Cook, Manager, Communications, Every Learner Everywhere
Laura DaVinci, Associate Director, Every Learner Everywhere
Van Davis, Chief Strategy Officer, WCET, and Service Design and Strategy Officer, Every Learner Everywhere
Cheryl Dowd, Senior Director, State Authorization Network and WCET Policy Innovations
Lindsey Downs, Assistant Director, Communications and Community
Leigha Fletcher, Administrative Assistant III
Sherri Artz Gilbert, Senior Director, Operations and Membership Administration
Norma Hollebeke, Manager of Network Programs and Services, Every Learner Everywhere
Joyce Holliday, Administrative Assistant III, Every Learner Everywhere
Kathryn Kerensky, Director, Digital Learning, Policy and Compliance
Kim Nawrocki, Assistant Director, Events and Programs
Patricia O'Sullivan, Content Manager, Every Learner Everywhere
Megan Raymond, Senior Director, Membership and Programs
Jessica Rowland Williams, Director, Every Learner Everywhere
Tanya Spilovoy, Director, Open Policy

(Continued on next page)

Our Team *(continued)*

ACCOUNTING SERVICES

Craig Milburn, Chief Financial Officer
Drew Elkshouder, Accounting Specialist
Diane Haslett, Accountant I

COMMUNICATIONS

Melanie Sidwell, Director of Communications
Joseph Garcia, Graphic Designer
Nathaniel Longmore, Digital Communications Coordinator

HUMAN RESOURCES

Deirdre Coulter, Director of Human Resources
Bonny Godoy, Human Resources Administrator

IT SERVICES

Dave Clark, Chief of Digital Services
Gary Toon, IT Systems Engineer

84

TOTAL NUMBER OF EMPLOYEES

68

Standard Employees

16

Interns and Postdoctoral Fellows

FY 2022 Workplan

Each May, WICHE's 48-member Commission develops and approves the organization's annual workplan. This workplan outlines the diverse set of activities, projects, and initiatives that the WICHE Commission prioritized for the fiscal year beginning July 1, 2021, all five of which are intended to advance WICHE's mission:

- ▶ **Finance and Affordability:** supporting the alignment of appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal levels to increase postsecondary affordability
- ▶ **Access and Success:** improving students' access to and success in higher education, especially those who are traditionally underserved
- ▶ **Workforce and Society:** collaborating across sectors to meet the region's workforce and societal needs
- ▶ **Technology and Innovation:** developing and supporting innovations in technology and beyond that improve the quality of postsecondary education and reduce costs
- ▶ **Accountability:** striving to ensure that students receive an education that is valuable to them and that government is receiving a strong return on its investment

THANK YOU

PARTNERS

ActiveClass
Active Minds
Alaska Native Tribal Health Consortium
Arizona Veterinary Medical Foundation
BibliU
Biometric Signature ID
Blackboard/Anthology
Cambridge International
Cengage
Colorado State University
Cooley LLP
Coursera
Coursetune, Inc.
D2L
EMSI/Burning Glass
EnGen
Guild Education
Harmonize by 42 Lines
Honorlock
iDesign
Innovative Educators
JBS International
Labster
Lakefield Veterinary Group
LearningMate
Lightcast
Mentor Collective
Midwestern University – College of Veterinary Medicine
MindWires
National Rural Health Association
National Association for Rural Mental Health
National Association of State Mental Health Program
Directors
New Mexico State University
Northwest Indian College
O'Donnell Learn
Open Syllabus
Oregon State University
Pacific Behavioral Health Collaboration Council
Pearson Learning Solutions
Pistis.io Inc.
Quottly
Resilient Futures
Russ Adkins, Inc.
Sophia Learning
StraighterLine
Strategic Education, Inc.
Thrive Pet Healthcare

Turnitin
University of Alaska – Center for Alaska Native Health
Research
University of North Dakota – College of Education and
Human Development (CEHD)
VISN 19 Rocky Mountain MIRECC
Washington State University
Wiley University Services
Yellowdig

FUNDERS

Alaska Division of Behavioral Health
Alaska Mental Health Trust Authority
Alaska Native Tribal Health Consortium
Alaska Psychiatric Institute
Arizona Health Care Cost Containment System
Art and Science Group
Ascendium Education Group
Bill & Melinda Gates Foundation
Guam Behavioral Health and Wellness Center
Hawai'i Department of Education
Hawai'i Department of Health
Hawai'i Department of Public Safety
Hewlett Foundation
Idaho State Board of Education
Lumina Foundation
Mellon Foundation
Mercy Care Arizona
Montana Department of Public Health and Human Services,
Addictive and Mental Disorders Division
National Institutes of Health – National Institute of Mental
Health
National Institutes of Health – Native American Research
Centers for Health
Nevada Division of Public and Behavioral Health
New Mexico Department of Human Services
Oregon Health Authority
Sanford Health North Dakota
South Dakota Department of Social Services
Southern Utah University
University of South Dakota – Department of Psychology
University of Wisconsin-Madison
U.S. Department of Health and Human Services, Health
Resources Administration
U.S. Department of Interior, Office of Insular
U.S. Department of Veterans Affairs



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