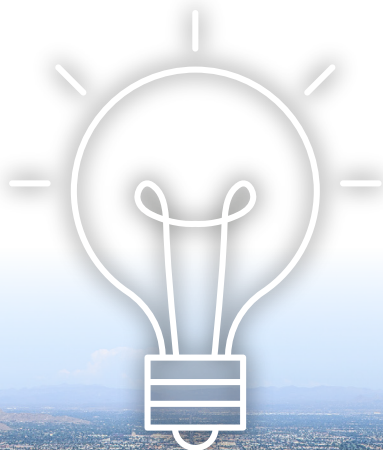




HIGHER ED 2016

ACCELERATING INNOVATION:
NEW IDEAS FOR COLLEGES & NEWSROOMS



SEPTEMBER 16-17
TEMPE, ARIZONA

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WELCOME

Dear Colleague,

Welcome to Tempe! We're so glad you could join us for EWA's 2016 Higher Education Seminar.

U.S. colleges and universities arguably have never faced more scrutiny than they do today. Faced with questions over their price tags, government funding, and academic quality, postsecondary institutions are under pressure to adapt to better serve a nation whose needs are quickly changing.

In response, some schools are adopting new approaches. Whether by breaking down barriers between departments, giving students more chances to tackle real-world problems, or using data to help students dodge pitfalls, colleges are retooling how they guide students toward success. They are also rethinking revenues, adapting to new performance-based funding policies and exploring options such as income-share agreements.

In theory, colleges and universities are committed to learning and exploring new ideas. Yet it is not always easy for institutions themselves to disrupt the status quo. As schools experiment, debate abounds over whether such changes are genuinely moving higher education forward.

During our time together, we hope to open new windows on such discussions and give you fresh context — and contacts — to take back to your newsrooms and enrich your work. As always, I can't wait to see how you use what you learn!

Sincerely,

Caroline Hendrie
Executive Director
Education Writers Association

EWA thanks Arizona State University for hosting this year's higher education seminar. This seminar is made possible in part by grants to EWA from Lumina Foundation, as well as sponsorships from the American Council on Education, Pearson, and USA Funds. EWA retains editorial control over all programming.

SCHEDULE

FRIDAY, SEPTEMBER 16

LUNCH

12:00 – 12:45 p.m.

INNOVATION AND THE FUTURE OF HIGHER EDUCATION

1:00 – 2:15 p.m.

In many industries, innovation is the engine that pushes businesses toward success, but colleges and universities haven't changed much in centuries. What are some universities doing to change the academic experience for students and break down the barriers between departments, for example, making courses in science and engineering more attractive to more students? And how can students use these experiences to solve real-world problems? This session will examine how schools geared to global grand challenges can heighten student engagement, as well as how the growing intersection of digital and on-campus courses can change the student experience.

- **David Neidorf** Deep Springs College
- **Sethuraman Panchanathan** Arizona State University
- **Kyle Squires** Arizona State University
- **Erica Muhl** University of Southern California
- **Caroline Hendrie** Education Writers Association (moderator)

ANALYZE THIS: USING DATA TO IMPROVE STUDENT SUCCESS

2:30 – 3:45 p.m.

More colleges and universities are using information about students' backgrounds and past experiences to stop bad academic habits before they begin. It's called predictive analytics, and its potential has higher-education reformers excited. By looking at trends among students with similar characteristics, some colleges have steered students toward positive behaviors like declaring a major early, meeting with mentors, or going online to look at homework material. But data-privacy experts and skeptics say data breaches and unclear intentions could color this fast-moving trend. Learn about the ethics, possible gains and past pitfalls of predictive analytics.

- **Frederick Corey** Arizona State University
- **Brenda Leong** Future of Privacy Forum
- **Mark Milliron** Civitas Learning
- **Carrie Wells** Baltimore Sun (moderator)

COMMAND PERFORMANCE: OUTCOMES-BASED FUNDING AND STUDENT SUCCESS

4:00 – 5:15 p.m.

A majority of states have created some type of performance-based model that provides public colleges and universities with extra dollars for showing better results, like graduating more students. To some, these policies force colleges to make sure they are getting the most out of taxpayers' dollars. To critics, the outcomes-based approach encourages administrators to enroll fewer low-income or first-generation students, as those pupils are less likely to graduate and might hurt the school's finances. What does the evidence show about these arguments? How might these policies affect students and universities today?

- **Tiffany Jones** Southern Education Foundation
- **Eileen Klein** Arizona Board of Regents
- **Dustin Weeden** National Conference of State Legislatures
- **Alia Wong** The Atlantic (moderator)

DINNER AND KEYNOTE: MICHAEL CROW, PRESIDENT OF ARIZONA STATE UNIVERSITY

6:30 p.m. | Walter Cronkite School of Journalism and Mass Communication

Michael Crow is guiding the transformation of ASU into one of the nation's leading public metropolitan research universities, an institution that seeks to combine the highest levels of academic excellence, inclusiveness to a broad demographic, and maximum societal impact — a model he terms the "New American University." Crow was recently named one of "America's Ten Most Innovative College Presidents" by Washington Monthly magazine, which said "his ideas are getting lots of attention from a higher ed community that's always looking for ways to get more degrees in the hands of less-advantaged students."

RECEPTION

8:00 – 9:30 p.m. | Tapacubo Rooftop, Graduate Tempe Hotel

For more info and Twitter names visit ewa.org/HigherED16

SCHEDULE

SATURDAY, SEPTEMBER 17

BREAKFAST

8:30 a.m.

TOP 10 HIGHER ED STORIES YOU SHOULD BE COVERING THIS YEAR

9:00 – 10:00 a.m.

From the presidential election to racial tensions on college campuses, recent developments could change the nature of higher education for years to come. Inside Higher Ed Co-Founder and Editor Scott Jaschik shares his insights on these two topics, along with other topics journalists should track this fall.

- **Scott Jaschik** Inside Higher Ed

BORROWING TROUBLE? INCOME SHARE AGREEMENTS, LOAN FORGIVENESS & REFINANCING

10:00 – 11:15 a.m.

Few news articles about student financial aid omit the staggering fact that total student loan debt for former college-goers stands at \$1.3 trillion. While the U.S. Department of Education has aggressively enrolled more borrowers into repayment plans that are based on how much they earn, millions of people remain either in default or near it. As a result, several efforts — both private and public — have emerged to potentially help students manage their college loans. Learn about investors paying for college expenses in exchange for a share of the student's future income; the federal government forgiving debt of students who attended for-profit colleges; and the rise of a new kind of private lender encouraging borrowers to refinance their loans at purportedly low interest rates.

- **Debbie Cochrane** The Institute for College Access & Success
- **Brianna McGurran** NerdWallet
- **Miguel Palacios** Vanderbilt University
- U.S. Department of Education (invited)
- **Joshua Mitchell** The Wall Street Journal (moderator)

WHAT REPORTERS NEED TO KNOW ABOUT COMPETENCY-BASED EDUCATION

11:30 a.m. – 12:30 p.m.

For years, advocates of competency-based education — awarding students college credits based on the skills and knowledge they demonstrate rather than the time spent in a classroom — have argued that the approach will enable more students to earn degrees and make college more affordable. But will this approach to education, which some say has largely centered on skills development, undermine colleges' commitments to providing students with a broader base of knowledge? As competency-based education develops more momentum among politicians and administrators, what questions should journalists be asking?

- **Laurie Dodge** Competency-Based Education Network
- **Corrine Gordon** Northern Arizona University
- **Matthew Soldner** American Institutes for Research
- **Michael Stratford** Politico (moderator)

LUNCH

12:30 – 1:30 p.m.

BUILDING BETTER STORIES: IDEAS FOR COVERING INNOVATION

1:30 – 2:30 p.m.

In this workshop led by veteran higher education reporters, journalists brainstorm story ideas and share their reporting tips and advice with one another.

SCHEDULE

FIRST IN THE FAMILY: WHAT WORKS FOR FIRST-GENERATION COLLEGE STUDENTS

2:45 – 4:00 p.m.

For students who are the first in their families to attend college, navigating higher education can be particularly challenging, in part because they can't turn to their families for guidance from experience. But some programs are starting to work with families before students even apply to college, offering information and support to help the students succeed once they enroll. How might such programs, in addition to other ways of supporting first-generation students, help them better adapt to college?

- **Audree Hernandez** College Advising Corps
- **Maureen Hoyler** Council for Opportunity in Education
- **Ricardo Nieland Jr.** Arizona State University
- **Alejandro Perilla** American Dream Academy
- **Andrew Theen** The Oregonian (moderator)



The American Council on Education, the nation's most influential and visible higher education association, is pleased to support EWA's higher education seminar. Our experts are available to provide data, context, and historical perspective on the latest demographic trends, as well as on federal policy, attainment and leadership issues.

For more info and Twitter names visit ewa.org/HigherED16





Coming Soon: A New Resource to Add the Consumer Perspective to Your Higher Education Reporting

The Gallup-USA Funds Daily Education Index will combine the insights of U.S. adults surveyed daily — 122,500 surveys per year — to provide authoritative answers to critical questions about higher education, such as:

- ♦ Do Americans believe they need additional education to advance their careers?
- ♦ Have they pursued any professional development programs or education since high school?
- ♦ Would they have pursued a different academic major or a different college?
- ♦ Is their college coursework directly relevant to their jobs?

Regular research reports – including timely trends, in-depth analyses and an annual review – based on the survey will be issued beginning in early 2017.

To receive notification of the latest research, publications and forums, send your contact information to gallup@usafunds.org.

BIOGRAPHIES

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Frederick C. Corey is vice provost for undergraduate education at Arizona State University. Corey focuses on undergraduate student success through academic advising, degree planning, and major and career exploration. His research and instruction interests focus on communication and culture with an emphasis on ethnographic writing, cultural performance and narrative. Corey has published widely in journals and edited collections in communication studies. His articles have appeared in *Text and Performance Quarterly*, *Canadian Journal of Political and Social Theory*, *Western Journal of Communication*, *Journal of Homosexuality*, *Communication Studies*, and *Communication and the Disenfranchised*. His work in HIV education has been funded by the Centers for Disease Control and Prevention. Corey received his bachelor's degree in political science from Central Michigan University, master's in communication from Southern Illinois University, and doctorate in communication from the University of Arizona.

Laurie Dodge is the vice chancellor of institutional assessment and planning and vice provost at Brandman University, part of the Chapman University System. She oversees program assessment, new program development, regional accreditation and state authorization. Dodge was a key leader in the development of Brandman's two competency-based education programs. She is the university's accreditation liaison officer and a member of the Substantive Change Committee for Western Association of Schools and Colleges' Senior College and University Commission. At the national level, Dodge serves as the chair of the board of directors for C-BEN (Competency-Based Education Network), an invited collaborative group of 30 institutions and four public university systems across the nation working together to address design and development of quality competency-based education programs. She also conducts national workshops on competency-based education. Dodge holds a doctorate in school psychology from Ball State University and worked as a school psychologist prior to her career in higher education.

Corinne "Cori" Gordon is the faculty coordinator and lead faculty of liberal arts for Northern Arizona University's personalized learning program, a division of competency-based degree programs. Gordon was part of the faculty team that developed and launched the competency-based education division, and she works daily with both students and faculty. She has taught various subjects, including English, theatre, storytelling, puppetry, literature, and composition to students in sixth grade through postsecondary, and she specializes in digital storytelling. Gordon has a doctorate in English education and a master's degree in theatre, both from Arizona State University, and a bachelor's in secondary English education from Indiana University.

BIOGRAPHIES

Audree Hernandez, a first-generation college graduate, works as a regional program director for College Advising Corps, overseeing programs in Alaska, Arizona, California and Texas. Hernandez has dedicated more than nine years in higher education to working with college access programs and student support services. She most recently served as project director with the Trinity University College Advising Corps, where her responsibilities included supervising and managing 16 advisers in the San Antonio area. Hernandez previously served as the assistant director/counselor for Trinity University's Upward Bound program and was responsible for providing direct advising to high school students to support their college preparation and transition and was instrumental in the establishment of Trinity University's McNair Scholars Program that prepares undergraduate students for graduate studies. Hernandez holds a bachelor's degree in communication and a master's in adult and higher education from The University of Texas at San Antonio.

Maureen Hoyler is the president of the Council for Opportunity in Education. Hoyler has dedicated her life to helping low-income and first-generation students attend college, starting more than 30 years ago when she worked in the educational opportunity office at Marquette University as an undergraduate student. Hoyler helped set up the Washington, D.C., office of COE in 1981 and served as COE's executive vice president before she became president. Her decades of experience give her a wide-ranging perspective on the problems of high student debt, the difficulties many families face in paying for a college education, and the non-financial barriers that keep working-class students from succeeding. Hoyler's passion is the mission of COE: To strengthen programs that help low-income, first-generation students, veterans and students with disabilities attend college. Among these programs are Upward Bound and Talent Search, which began after the Higher Education Act passed in the mid-1960s. Both programs operate on the local level in hundreds of communities and have helped millions of students in need attend college.

Scott Jaschik is the editor and co-founder of Inside Higher Ed. He co-leads the outlet's editorial operations, overseeing news content, opinion pieces, resources and interactive features. Jaschik has published articles on colleges in The New York Times, The Boston Globe, The Washington Post and Salon. From 1999 to 2003, Jaschik was the editor of The Chronicle of Higher Education. He is a graduate of Cornell University.

Tiffany Jones is the program director for higher education research and policy at the Southern Education Foundation. Prior to joining the foundation, Jones was a dean's fellow at the Center for Urban Education at the University of Southern California. She has published book chapters, scholarly articles and policy reports that have focused on the ways that policies and practice facilitate college access and success for students of color. She also has specific interests in higher education accountability

and assessment, developmental education, institutional effectiveness, and data use at minority-serving institutions. Prior to the Center for Urban Education, Jones worked with the Pullias Center for Higher Education, with pre-college programs, and also served as an intern for the Pell Institute for the Study of Opportunity in Higher Education. Jones earned a bachelor's degree in family studies from Central Michigan University, a master's in higher education administration from the University of Maryland, College Park and a doctorate from the University of Southern California.

Eileen I. Klein is the president of the Arizona Board of Regents. With more than 20 years of strategic fiscal and executive management experience in the public and private sector, Klein is uniquely positioned in her role as president to guide and support the state's public universities to achieve critical goals to transform Arizona's economy. Klein oversees the \$4 billion Arizona public university system and guides the board to inform effective governance of the system. She manages the Enterprise Executive Committee, comprised of the university presidents, which is responsible for achieving the 2025 goals outlined in the board's strategic plan that calls for significant gains in degree production and research activity, and major reforms in both the instructional delivery model and financing of the university system to support and stimulate Arizona's economy. Prior to joining the Board of Regents, Klein was chief of staff for former Arizona Gov. Jan Brewer.

Brenda Leong is senior counsel and director of operations at the Future of Privacy Forum. She oversees strategic planning and budget management and manages support to privacy issues across the FPF portfolio – from student privacy, consumer wellness and wearables to big data, de-identification standards and privacy by design, as well as smart technologies and ethical considerations of data use. She works on industry standards and collaboration on privacy concerns and partners with stakeholders and advocates to reach practical solutions to the privacy challenges for consumer and commercial data uses. Prior to working at FPF, Leong served in the U.S. Air Force, including on policy and legislative affairs work from the Pentagon and the U.S. Department of State. She is a 2014 graduate of George Mason University School of Law and has earned a CIPP/US credential.

Brianna McGurran is a staff writer at NerdWallet, where she writes about how 20-somethings can manage money, pay off student loans and find jobs they love. Before joining NerdWallet, McGurran wrote for the New York Observer and contributed to the NPR-affiliate stations Oregon Public Broadcasting and WNYC. She studied business and economics reporting at the CUNY Graduate School of Journalism.

BIOGRAPHIES

Mark David Milliron is co-founder and chief learning officer of Civitas Learning, a company that uses the best of data science and design thinking to help students learn well and finish strong academically. An award-winning author, speaker and consultant, Milliron works with colleges, K-12 schools, foundations, corporations, associations, and government agencies. Previously, he was the deputy director for postsecondary improvement at the Bill & Melinda Gates Foundation, founding chancellor of Western Governors University Texas, endowed fellow and director of the National Institute of Staff and Organizational Development, vice president for education and medical practice with SAS, and president and CEO of the League for Innovation in the Community College. Milliron was named a distinguished graduate of The University of Texas at Austin College of Education in 1999, received the American Association of Community Colleges' National Leadership Award in 2007, and was inducted into the United States Distance Learning Association's Hall of Fame in 2013. The Chronicle of Higher Education recently named him one of the "Top Technology Innovators" in higher education.

Erica Muhl is the founding executive director of the University of Southern California Iovine and Young Academy for Arts, Technology and the Business of Innovation, which welcomed its first freshman class in fall 2014. Simultaneously, she serves as the dean of the USC Roski School of Art and Design. Previously, she was the associate dean of the USC Thornton School of Music. Muhl joined USC in 1991 as an assistant professor of composition in the Thornton School. She now holds a dual appointment as professor of art and design and composition. As a creative artist, scholar, teacher and administrator, Muhl has remained committed to maintaining rigorous standards for academic excellence, while helping to forge new paradigms and models for higher education. She has been a catalyst for change in the field of education, in particular as a strong public advocate for multidisciplinary and integrative programs that support unique and individual pathways to the degree.

David Neidorf is the president of Deep Springs College. He was formerly dean and vice president for operations at Deep Springs, and director of the integrated studies program at Middlebury College. He has served on the faculty of Shimer College and Saint Mary's College of California, as curriculum director of the nonprofit Bioethics-In-Action, and as a fellow at the Center of Inquiry in the Liberal Arts. For over two decades he worked seasonally as an instructor and course director for Outward Bound and similar wilderness programs.

Miguel Palacios is an assistant professor of finance at the Vanderbilt University Owen Graduate School of Management. His academic work focuses on the intersection of human capital and asset-pricing, studying the size and riskiness of human capital, and measuring the effect that human capital has on the riskiness of firms. Palacios also works on alternative instruments for financing education. On



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BIOGRAPHIES

this subject he authored “Investing in Human Capital,” published by Cambridge University Press in 2004, and co-founded Lumni Inc. Lumni, which is a practical implementation of the ideas presented in his book, has financed more than 8,000 students in Chile, Colombia, Mexico, Peru, and the U.S. Palacios holds a doctorate in business administration and a master’s degree in economics from the University of California, Berkeley. He also has a master’s in business administration from the University of Virginia Darden School of Business and a bachelor’s in mechanical engineering from the Universidad de los Andes in Colombia.

Seithuraman “Panch” Panchanathan leads knowledge enterprise development at Arizona State University, which advances research, innovation, strategic partnerships, entrepreneurship, and global and economic development at ASU. Panchanathan was the founding director of the School of Computing and Informatics and was instrumental in developing the Biomedical Informatics Department at ASU. He also founded ASU’s Center for Cognitive Ubiquitous Computing (CUBiC). In 2014, Panchanathan was appointed by President Barack Obama to the U.S. National Science Board. His research interests are in the areas of human-centered multimedia computing, haptic user interfaces, person-centered tools and ubiquitous computing technologies for enhancing the quality of life for individuals with disabilities, and machine learning for multimedia applications. Panchanathan has published over 425 papers in refereed journals and conferences and has mentored over 100 graduate students, post-docs, research engineers and research scientists who occupy leading positions in academia and industry.

Alejandro Perilla is the director of the Arizona State University American Dream Academy, a position he has held since co-founding the organization in 2005. Previously, Perilla was vice president of National Council of La Raza, where he was responsible for corporate fundraising and events. Perilla’s leadership of the American Dream Academy has grown the program from a mission to improve student achievement in Arizona by involving families in the college preparation process to a well-established presence in more than 290 schools in 50 school districts in Arizona that has served nearly 375,000 parents and students. Perilla and the organization have been recognized with multiple awards, including the White House’s Bright Spots in Hispanic Education Award in 2015. Perilla has consulted in the U.S. and Mexico and for USAID in Ecuador on systems, leadership transitions and board leadership and has testified to Congress on education policy and community engagement. He received his bachelor’s degree in economic theory and international relations from American University and a master’s in public administration from the Harvard Kennedy School.

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15

BIOGRAPHIES


Matthew Soldner is a principal researcher focused on postsecondary education at American Institutes for Research. Soldner is an expert in the analysis and translation of federal, state, and/or institutional data into products and tools that can inform the work of postsecondary policymakers, institutional leaders, and students and their families. His areas of expertise include transitions from high school or the workforce to college, undergraduate persistence and attainment outcomes, college financing and federal student aid programs, and career and technical education at the postsecondary level. Prior to joining AIR, Soldner was a senior technical advisor for the U.S. Department of Education's National Center for Education Statistics, providing methodological and analytic guidance on the National Postsecondary Study Aid Study, the Beginning Postsecondary Students Longitudinal Study, the Baccalaureate and Beyond Longitudinal Study, and the Integrated Postsecondary Education Data System. His work has been published as book chapters and in journals such as the *Journal of Higher Education*, *Research in Higher Education*, and the *Journal of College Student Development*.

Kyle Squires is the dean of the Ira A. Fulton Schools of Engineering at Arizona State University and a professor of mechanical and aerospace engineering. With 19,000 students and nearly 60 degree options offered on two campuses and online, the Fulton Schools of Engineering is one of the largest and most comprehensive engineering schools in the U.S. The schools focus on improving student outcomes and promoting innovative programming and curricula that create the "Fulton Difference." Experiential opportunities — internships, entrepreneurship, research, student organizations and community service — are essential components of the overall student experience. Prior to joining ASU in 1997, Squires was on the faculty of the mechanical engineering department at the University of Vermont. Previously, he was a postdoctoral research associate at the Center for Turbulence Research at Stanford University. He has held numerous visiting appointments in the U.S., Japan, and France and was elected a fellow of the American Physical Society in 2008. Squires holds a bachelor's degree in mechanical engineering from Washington State University and master's and doctoral degrees in mechanical engineering from Stanford University.

Dustin Weeden is a policy specialist with the National Conference of State Legislatures' education program. Weeden tracks and analyzes legislation on higher education issues, including affordability, finance, student aid, performance-based funding, college savings plans, student loans, tuition policy, governance, technology transfer, and educational attainment. Additionally, he authors policy briefs and research reports. Prior to joining NCSL, Weeden was a doctoral student in higher education at the University of Iowa. During his graduate studies, he worked with several higher education policy organizations, including the Western Interstate Commission for Higher Education and the West Virginia Higher Education Policy Commission. Weeden also holds degrees from Kansas State University and the University of Denver.



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