

COMPLETE COLLEGE AMERICA

Fourth Annual Convening: October 28-29, 2013

RESPONDENT AND SPEAKER BIOGRAPHIES

Larry Abele is Director of the Institute for Academic Leadership at the State University System of Florida and Provost Emeritus at Florida State University. A national authority on the use of student and institutional data to redesign academic programs and student support systems, Abele has improved retention and graduation rates through a strong commitment to data-driven actions and focused attention to details. He has demonstrated that success and progress requires many actions sustained over a long period of time. Some examples of successful actions he has been involved with include creating Freshmen Interest Groups; adding a "Successful Learning Strategy" course; adding tutors, both drop-in and by appointment, for certain courses; adding advisors; and adding coaches. To the extent possible, each of these actions was tested with randomized, controlled trials.

Malcolm Adams is Professor and Department Head of Mathematics at the University of Georgia. He holds a Ph.D. from the Massachusetts Institute of Technology and has held positions at the University of California at Berkeley and the Institute for Advanced Studies in Princeton, New Jersey. His research interests include differential equations from mathematical physics and mathematical biology.

Peter Adams is Professor of English and Director of the Accelerated Learning Program (ALP) at the Community College of Baltimore County. As the architect of the ALP model, Adams has become the nation's preeminent authority on the application of the corequisite model of academic support in the instruction of college-level English. The model, which is available to the vast majority of students placed into developmental English at his campus, has seen dramatic increases in the completion of gateway English courses among developmental students. Significantly, these increases have occurred in half the time of traditional remediation. The ALP model framework is becoming a cornerstone of several state and system level reforms in places like Colorado, Michigan and Connecticut. ALP has become a national model and is now implemented at over 90 campuses across the country.

Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. In addition, he serves as the Director of the Community College Research Center at Teachers College, which he established in 1996. Bailey also serves as director of the national Center for Analysis of Postsecondary Education and Employment (CAPSEE). In June 2010, U.S. Secretary of Education Arne Duncan appointed Bailey chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act. Bailey's work has appeared in a wide variety of education, policy-oriented and academic journals, and he has authored or co-authored eight books. He received the AERA Division J (Postsecondary Education) Exemplary Research Award in 2012 and in the same year was elected as a member of the National Academy of Education.

Jason Bearce has served as Associate Commissioner for Strategic Communications & Initiatives at the Indiana Commission for Higher Education since 2009. Bearce serves as a policy adviser to the Commissioner and directs the agency's communication and outreach efforts. Bearce's policy contributions include overseeing the development of Indiana's *"Reaching Higher, Achieving More"* strategic plan and spearheading reforms to the state's 21st Century Scholars program designed to increase college completion rates for low-income Hoosier students. As director of the state's Learn More Indiana outreach initiative, Bearce leads a team working to increase education attainment for students of all ages through annual college success campaigns, a statewide college mentoring program and Indiana's College Success Coalition, a growing network of local organizations working to increase college completion and student success. Bearce previously served as staff liaison for Indiana's Education Roundtable and held leadership positions at the Indiana Department of Education as communications director and policy adviser.

Julie Bell is Group Director, Education Program, for the National Conference of State Legislatures (NCSL). She has been with NCSL for 21 years and has directed the Education Program for 19 years. In that capacity, she oversees the 12-person Education Program staff and is responsible for setting Program priorities, responding to constituent needs and requests, developing new education projects, and interfacing with other national education policy organizations. Bell also serves as the program policy specialist for higher education issues. She received her Ph.D. in Political Science from the University of California at Davis in 1986. Prior to joining NCSL, Bell was a policy associate with the Center for Policy Research in Denver and taught political science courses at the University of Colorado.

Senator Beth Bye was elected to the Connecticut General Assembly to represent the 5th Senate District towns of West Hartford, Bloomfield, Burlington and Farmington on November 2, 2010. She is co-chair of the Higher Education and Employment Advancement Committee and is a member of the Appropriations, Education, and Judiciary committees. Bye has been a program director at Capitol Region Education Council, The University of Saint Joseph and Trinity College. She has a strong interest in program and facility development and has had a role in the development of four model preschool programs in the Hartford region over the past 10 years. Bye was named "Legislator of the Year" in 2009 and 2011 by the Connecticut Early Childhood Alliance. She has been named one of a dozen "Environmental Champions" by the Connecticut League of Conservation Voters. She also served as vice chair of the West Hartford Board of Education for five years.

Ben Castleman is Acting Assistant Professor of Education at the Curry School of Education at the University of Virginia. His research focuses on policies to improve college access and success for low-income students. Several of his papers examine innovative strategies to deliver high-quality information about the college-going process to low-income students and their families, and to ease the process of students and families getting professional support when they need assistance. Castleman has conducted several randomized trials to investigate how the offer of additional support during the summer after high school impacts the rate and quality of low-income students' college enrollment. In addition, he uses quasi-experimental methods to study the impact of state and federal need-based grant programs on students' long-term collegiate outcomes. Castleman is a Lumina Foundation/Institute for Higher Education Policy Academic Fellow, and is a recipient of the K. Patricia Cross Future Leaders award, given annually by The Association of American Colleges and Universities. His research has been featured on National Public Radio's *Morning Edition*, as well as in Time Magazine, USA Today, and the Huffington Post.

Tristan Denley is Vice Chancellor for Academic Affairs at the Tennessee Board of Regents. Prior to joining the T.B.R., Denley served as Provost and Vice President for Academic and Student Affairs at Austin Peay State University. Originally from Penzance, England, Denley held positions in Sweden, Canada and the University of Mississippi prior to his tenure at Austin Peay. Throughout his career, he has taken a hands-on approach in a variety of initiatives for student success. He earned national recognition for designing and implementing the Degree Compass software program using predictive analytics to increase student retention in college by helping them select courses they need and would most likely complete.

Angela Duckworth is a 2013 MacArthur Fellow and Associate Professor of Psychology at the University of Pennsylvania. Her studies focus on clarifying the role that intellectual strengths and personality traits play in educational achievement. Duckworth's work primarily examines two traits that she demonstrates predict success in life: grit-the tendency to sustain interest in and effort toward long-term goals—and self-control-the voluntary regulation of behavioral, emotional, and attentional impulses. More recently, in pioneering research showing that children can learn and practice strategies for internalizing self-control, Duckworth has turned intuitions about self-regulation into scientifically informed, highly practical approaches to teaching and learning. Prior to joining the faculty of the University of Pennsylvania in 2007, she taught math and science at the high school level. Her articles have appeared in such publications as *PNAS*, the *Journal of Educational Psychology*, *Psychological Science*, and the *Journal of Personality and Social Psychology*.

Christie Fox is Director of Utah Scholars and Completion Initiatives at the Utah System of Higher Education since 2012. She has spent her entire working life in higher education, starting in recruitment and then—eventually—moving into teaching and administration. She directed the Honors Program at Utah State University for 8 years, but for the past year, she has worked at the state level as the This position offers the view of increasing access while helping to ensure that those recruited students leave with a meaningful credential. She has a Ph.D. from Indiana University, and her academic background is in dramatic literature and folklore. Having taught at 5 institutions in 3 states, she'll be adding the sixth this spring when she teaches a class at the University of Utah on culture and policy.

Daniel Greenstein serves as Director of Education, Postsecondary Success in the United States Program at the Bill and Melinda Gates Foundation. He oversees work to substantially increase the number of students that acquire a postsecondary degree or certificate. Before joining the Foundation, Greenstein was Vice Provost for Academic Planning and Programs at the University of California Office of the President. In that role, he oversaw what academic planning was required at the university-wide level for this ten-campus 220,000-student system. He had administrative responsibility for system-wide academic programs – the University of California Press, the California Digital Library, the University's Education Abroad Program and internship programs in Washington D.C. and Sacramento – and acted as the director for UC Online Education – a new effort to integrate online education into the university's undergraduate curriculum. Greenstein has led, in some cases founded, several internet-based academic information services in the US (the California Digital Library) and the United Kingdom (the Arts and Humanities Data Service), and served on boards and acted in strategic consulting roles for educational, cultural heritage, and information organizations.

Loretta Ussery Griffy is Professor of Mathematics and Statistics and Director for the Center of Teaching and Learning at Austin Peay State University (APSU). Her teaching experiences are founded on development studies mathematics. She was a key leader in the development and implementation of APSU's Structured Assistance Program (SAP). SAP utilizes a corequisite form of academic support in both math and English. Students who were traditionally placed in up to two semesters of remedial education are instead concurrently enrolled in college-level gateway courses. A two-hour lab where they receive customized instruction in basic skills is also required. The SAP model has seen improvements in student success in gateway courses at three to four times the traditional sequence. The SAP math model is implemented in both gateway statistics and quantitative reasoning courses.

Nate Johnson is the founder and principal consultant of Postsecondary Analytics, LLC. He specializes in higher education policy, funding, and student success issues. He has worked in education policy, plan and institutional research at the national, state, and institutional levels. He served for five years as Executive Director of Planning and Analysis for the State University System of Florida in the Office of the Chancellor. During that time, he facilitated the first statewide strategic plan for the Board of Governors after it was created in the Florida Constitution in 2003. He has also served as associate director of institutional research at the University of Florida, and as a policy analyst in Florida's nationally respected Office of Articulation, where he helped develop policies related to inter-sector transfer, high school graduation standards, and college admissions. He currently serves as the Lumina Foundation's external higher education productivity adviser to the state of Tennessee, as the leader of a Lumina-sponsored "strategy lab" on student incentives to complete courses and programs, and as a member of the National Academy of Sciences panel on measuring higher education productivity.

Linda Johnsrud, Executive Vice President for Academic Affairs and Provost, serves as the chief academic officer for the University of Hawai'i System. She collaborates with lead campus academic officers to set forth the overall academic vision, goals and strategic plan for the system. She also advises the president on matters relating to system wide planning, policy development and analysis and oversees institutional research, international education and P-20 initiatives. Johnsrud was named interim associate vice president for planning and policy in 2003 and appointed interim vice president in 2005. She has also served as acting/interim chancellor for UH West O'ahu. In 2000, she was elected to lead the Postsecondary Division of the American Educational Research Association and served on the AERA executive council (2000-02). She has also served as associate dean for academic affairs for the College of Education, past director of the University of Hawai'i Professional Assembly and chair of the UH Manoa faculty senate.

Dennis Jones is President of the National Center for Higher Education Management Systems (NCHEMS), a nonprofit research and development center founded to improve strategic decision-making in institutions and agencies of higher education. A member of the staff since 1969, Mr. Jones is widely recognized for his work in areas of developing "public agendas" to guide state higher education policymaking; financing, budgeting, and resource allocation methodologies for use at both state and institutional levels; linking higher education with states' workforce and economic development needs; and developing and using information to inform policymaking. Jones has written many monographs and articles on these topics, has presented his work at many regional, national, and international conferences, and has consulted with hundreds of institutions and state higher education agencies on management issues of all kinds. Prior to joining NCHEMS, Jones served as an administrator (in business and in institutional planning) at Rensselaer Polytechnic Institute.

Stan Jones is President of Complete College America, an organization he founded to build a network of states committed to substantially increasing the number of Americans with a postsecondary credential. Jones began his longstanding commitment to education in 1974, when, at the age of 24, he was elected to the Indiana House of Representatives. As a member of both the House Education and State Budget committees, he developed expertise in higher education and higher-education finance. Jones served 16 years in the Indiana State Legislature, more than five years as a senior advisor to Governor Evan Bayh, and 12 years as Indiana Commissioner for Higher Education during the tenure of four different governors from both political parties. As Commissioner, he was credited as a primary architect of several landmark education policy initiatives in Indiana, including the 21st Century Scholars program, the development of Indiana's new community college system; the creation of Indiana's Education Roundtable; and the implementation of Core 40, a college prep curriculum that has contributed to a significant increase in high school seniors going to college.

Jennifer Joslin is Associate Director for Content at the National Academic Advising Association (NACADA). NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. Joslin previously served as President of NACADA and worked as Director of Academic Advising at the University of Oregon.

Alison Kadlec is Senior Vice President and Director of the Center for Advances in Public Engagement at Public Agenda. She leads the design and implementation of all of public and stakeholder engagement work and is active in the development and execution of many of the organization's research projects. She is the author of a book on the democratic theory of John Dewey, *Dewey's Critical Pragmatism*, and was also among the co-authors of *Toward Wiser Public Judgment*, edited by Daniel Yankelovich and Will Friedman. Kadlec is also the author or co-author of a number of papers on the subject of stakeholder engagement. Before joining Public Agenda, Kadlec was a visiting professor and lecturer in the political science departments at the University of Minnesota, Macalester College, Baruch College and Hunter College.

Saundra King is Assistant Vice President of Remediation and Innovation at Ivy Tech Community College in Indiana. She is responsible for directing developmental education across the College by leading and collaborating with faculty, program chairs, deans, vice chancellors and other academic administrators. King has more than 25 years of experience in higher education and, prior to joining Ivy Tech, served as Director of Transitional Studies at Chattanooga State Community College in Tennessee. She has also served as Director of the Testing and Advising Center at Mass Bay Community College in Massachusetts.

Elaine Maimon is President of Governors State University (GSU) in Illinois. Internationally recognized as an expert in the teaching of writing, Maimon was a pioneer in the Writing Across the Curriculum movement, which has changed the way instructors teach writing in universities, colleges, and schools. Among her many publications, *A Writer's Resource* (4th edition, 2012) and *The McGraw-Hill Handbook* (3rd edition, 2012) are helping college students across the country to become independent writers and thinkers. She is the convener of the Council of Illinois Public University Presidents and Chancellors and is a member of the Illinois statewide Complete College Task Force. She is the recipient of numerous academic and community awards and honors and is a nationally elected board member of the American

Association of State Colleges and Universities (AASCU). Prior to joining GSU, she was the Chancellor of the University of Alaska Anchorage and also held positions as Provost at Arizona State University West and Vice President of Arizona State University.

Charlie McCormick serves as Provost and Vice President for Academic Affairs at Schreiner University in Kerrville, Texas. He is responsible for the university's academic programs and faculty, and oversees the leadership of its day-to-day operations in the absence of the president. Prior to joining Schreiner, McCormick served as dean of academic affairs at Cabrini College in Pennsylvania.

Brian Mikesell is Vice President of Product Management at Hobsons. As head of the Solutions team, he has designed, developed and delivered many solutions during his 10 years at Hobsons, focusing on CRM, online applications, student marketing, recruitment, and enrollment management. Over 1,500 higher education institutions in the country are using these solutions to meet their enrollment goals. Over the last three years, his team has been focused on the next frontier; solutions focused on improving student planning, retention, and advising. Mikesell obtained his bachelor's degree in Human Factors Engineering from Wright State University and a master's degree in Industrial Engineering specialized in Human Computer Interaction from SUNY at Buffalo.

Mary Parker is Professor of Mathematics at Austin Community College. She has taught mathematics and statistics at Austin Community College for over 30 years, as well as one mathematical statistics course each semester at the University of Texas at Austin. She was involved with the development of the Carnegie Foundation for the Advancement of Teaching's Pathways project and was part of the writing team for the original curriculum materials. She taught the Statway course in 2011-2012. Parker is a past President of the Texas Community College Teachers Association, a 6000-member organization with a reputation for outstanding work in promoting professional development in all areas of teaching and for advocating for community colleges with the Texas legislature and the state government. She has been active in the American Statistical Association, the Mathematical Association of America, having served on numerous committees. Most recently, Parker co-authored the statistics portion of the report of the Committee on Undergraduate Programs (CUPM) of the Mathematical Association of America. She holds a Ph.D. in mathematical statistics.

Landon K. Pirius is the Vice President of Student Affairs and Enrollment Management at North Hennepin Community College in Minnesota. Following his undergraduate degree in Russian Studies and Environmental Studies from Gustavus Adolphus College, he completed his M.A. and Ph.D. in Educational Policy and Administration from the University of Minnesota. Prior to his current position, he served as Dean of Students at Inver Hills Community College and as adjunct faculty at numerous other institutions. At North Hennepin, Pirius provides leadership and direction for Student Affairs, including strategic enrollment management, student services, and institutional research. He is committed to building a culture of data, strategic planning, and continuous quality improvement. He provides leadership for the institution-wide strategic enrollment management plan, which received the 2013 Minnesota State Colleges and Universities (MnSCU) Innovative Student Affairs Program award. At his core, Pirius has dedicated his career to improving student success and ensuring the long-term viability of the institution.

Michael Reilly is the Executive Director of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Reilly previously served as the Executive Director of the Council of Presidents in the state of Washington, an association of the presidents of Washington State's six public baccalaureate degree-granting institutions. In his role as Executive Director, Reilly represented the presidents and the institutions in the state legislature and served as their liaison with the Governor's office and with multiple state agencies. Prior to his work with the Council of Presidents, Reilly served as the Associate Vice President for Enrollment Management at Humboldt State University in California and at Central Washington University. His higher education experience includes work in both admissions and student affairs at Washington State University, Seattle University, and Iowa State University.

Philip "Uri" Treisman is Professor of Mathematics and of Public Affairs at the University of Texas at Austin and is the founder and director of the University's Charles A. Dana Center. He is a senior advisor to the Aspen Institute's Urban Superintendents' Network, a senior fellow at the Carnegie Foundation for the Advancement of Teaching, and serves on the boards of the New Teacher Project, Education Resource Strategies, and the AFT Innovation Fund. He served on the STEM working group of the President's Council of Advisors on Science and Technology and on the Carnegie Corporation--Institute for Advanced Study Commission on Mathematics and Science Education. He serves on the American Association of Community College's Commission on the Future of Community Colleges. Treisman was named a MacArthur Fellow in 1992 for his work on nurturing minority student high achievement in college mathematics and 2006 Scientist of the Year by the Harvard Foundation of Harvard University for his outstanding contributions to mathematics.

Representative Roberta Willis is serving her seventh term in the Connecticut General Assembly, representing the 64th District which includes the nine towns of Salisbury, Cornwall, Sharon, Goshen, Falls Village, Kent, Canaan, Norfolk, and Torrington. She is the Co-Chair of Higher Education and Employment Advancement and a member of the Appropriations Committee and the Environment Committee. Willis has worked as a radio show host and for many years in the K-12 education. For over 20 years, Willis served on the Regional Advisory Council and Foundation Board to the Northwestern Connecticut Community College. She has received state and national recognition for her dedicated efforts on several important issues.