The Politics of Student Success: Meeting the Challenges – from Readiness to Completion
Practical Implications of the Common Core State Standards for the West
A Special Workshop of the Western Academic Leadership Forum

The workshop goal is to broaden awareness about the Common Core State Standards and engage in a productive discussion about the practical implications for Western higher education. Two sessions on the WALF meeting agenda (indicated by the Common Core State Standards icon) will expand on these topics.


8:00 - 8:30 am  Full Breakfast
8:30 - 9:00 am  Welcome and Introductory Remarks
   Speakers:
   David Longanecker, president, Western Interstate Commission for Higher Education
   Sharmila Basu Conger, senior policy analyst, State Higher Education Executive Officers

9:00 - 10:15 am  What are the Common Core State Standards? An Overview
   Though generally understood by the K-12 education community, the Common Core State Standards movement is much less understood or accepted by American higher education. This session will introduce the history and progress of the Common Core State Standards.
   Moderator:
   David Longanecker, president, Western Interstate Commission for Higher Education
   Speakers:
   Carrie Heath Phillips, senior program associate, Council of Chief State School Officers
   Stephanie Shipton, policy analyst, education division, National Governors Association

10:15 - 10:30 am  Break
10:30 - 11:45 am  The Role of Arts and Sciences Faculty in the Development of the Common Core State Standards
   For the Common Core State Standards movement to be successful, faculty must be informed and engaged in the implementation of clear and consistent standards for elementary and secondary education. This session will describe the involvement of arts and sciences faculty in the development of the Mathematics and English/Language Arts standards and feature strategies academic leaders can use to engage postsecondary faculty and successfully align K-12 and postsecondary efforts.
   Moderator:
   Sharmila Basu Conger, senior policy analyst, State Higher Education Executive Officers
   Speakers:
   Jim Patterson, senior program development associate in language arts, ACT
   Jason Zimba, co-founder, Student Achievement Partners

11:45 am - noon  Break
                noon - 1:00 pm  Networking Lunch
Message from the Chair

Welcome to Colorado and Colorado State University!

Student success lies at the heart of the academic enterprise, but how people understand and value the different dimensions of student success varies not only among faculty and administrators but also across institutions and between professional educators and external stakeholders and policymakers. The effects of these differences in views and values are accentuated by differences in each person’s ability to affect the policy and funding choices we make and the outcomes we achieve. These interdependencies make achieving student success inherently political – in both the best and, sometimes, the worse – senses of the word.

During this meeting, we will focus on how we can together meet the challenges of assuring college readiness and access, improving persistence and completion rates, and making sure that the credentials awarded reflect real and significant learning and intellectual maturation. Since these topics are also of great concern to our colleagues who are members of the Western Alliance of Community College Academic Leaders, we are pleased that they could join us this year.

Please plan to participate in this important conversation about how we can better understand and navigate these crucial educational and institutional puzzles.

Alan Lamborn, Forum Chair
Vice Provost for Undergraduate Affairs, Colorado State University

MEETING AGENDA

Wednesday, April 13
Hilton Fort Collins

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am - 4:00 pm</td>
<td>Registration</td>
</tr>
<tr>
<td>8:00 am - 1:00 pm</td>
<td>Special Pre-Meeting Workshop: Practical Implications of the Common Core State Standards for the West</td>
</tr>
<tr>
<td>5:30 - 5:45 pm</td>
<td>Welcome to Colorado and the Forum’s Annual Meeting</td>
</tr>
<tr>
<td>6:00 - 6:30 pm</td>
<td>The Politics of Student Success</td>
</tr>
<tr>
<td>6:30 - 7:00 pm</td>
<td>Discussion</td>
</tr>
<tr>
<td>7:00 - 8:30 pm</td>
<td>Reception/Dinner</td>
</tr>
</tbody>
</table>
Thursday, April 14
All sessions: Colorado State University, Lory Student Center, Ballroom - West

8:00 am  Depart from hotel lobby for CSU campus
8:30 - 9:00 am  Check in and Breakfast
9:00 - 9:15 am  Welcome & Meeting Overview

Speakers:
Alan Lamborn, WALF chair; vice provost for undergraduate affairs, Colorado State University
Rick Miranda, provost, Colorado State University

9:15 - 10:30 am  Common Core State Standards: Status and New Assessments
Two national initiatives are striving to close the alignment gap between high school and college by developing and assessing common core standards. Some WICHE states participate in the Smarter Balanced Assessment Consortium (SBAC). Others participate in the Partnership for Assessment of Readiness for College and Careers (PARCC). Some states participate in both. What are the similarities and differences in these initiatives? How is higher education involved in the development of their assessments?

Moderator:
Stephanie Jacobson, associate vice president for academic and student affairs, Arizona Board of Regents

Speakers:
Allison Jones, Partnership for Assessment of Readiness for College and Careers
Joe Willhoft, executive director, Smarter Balanced Assessment Consortium

10:30 - 10:45 am  Break

10:45 am - noon  Early Assessment and Alignment Programs: Exploring their Validity
In this session we’ll hear about the results of two studies recently conducted by the Educational Policy Improvement Center. The Standards Validity Study was designed to examine entry-level postsecondary courses to determine the degree to which the college- and career-readiness standards represent the knowledge and skills necessary for postsecondary readiness. The Standards-to-Standards Alignment Study was designed to describe the correspondence between the college- and career-readiness standards and six existing sets of standards. In addition, we’ll hear about the California State University system’s Early Assessment Program and Early Start Program and the lessons learned over the last five years.

Moderator:
Sam Gingerich, system vice president for academic affairs, South Dakota Board of Regents

Speakers:
David Conley, chief executive officer, Educational Policy Improvement Center
Ephraim Smith, executive vice chancellor and chief academic officer, California State University System

12:15 - 1:15 pm  Lunch

1:15 - 2:30 pm  Complete to Compete and Complete College America
The United States, once the world’s leader in the proportion of students completing college, is now trailing a dozen countries. In today’s knowledge-based economy, this makes our nation increasingly vulnerable to international competition. How do the Complete to Compete and Complete College America initiatives propose to reverse this trend? What are the metrics that will help states measure the effectiveness of their current policies and drive future funding decisions to increase completion rates?
2:30 - 3:15 pm  
**Overview: Performance-Based Funding Programs**  
Performance-based formulas provide funding for institutions based on their ability to retain and graduate students, rather than funding institutions based on the number of students they enroll. Which institutions are using performance-based formulas? How does this funding strategy affect selective vs. open access institutions? Is grade inflation an issue? What are the lessons learned?  

**Moderator:**  
**Wendy Wilkins**, executive vice president and provost, *New Mexico State University*  

**Speaker:**  
**Kevin Corcoran**, program director, *Lumina Foundation for Education*  

---

3:15 - 3:30 pm  
**Break**  

3:30 - 6:00 pm  
**Tour and Reception**  
CSU College of Veterinary Medicine and Biomedical Sciences and University Center for the Arts  
Shuttle departure from the North Entrance of the Lory Center (by the Transfort Center)  

**Grateful appreciation to our sponsor!**  

6:15 pm  
Shuttle departure to return to hotel.  

Dinner on your own (see Al’s Picks in your packet).

---

**Friday, April 15**  
*Hilton Fort Collins*  

**7:30 - 8:00 am**  
**WICHE Internet Course Exchange: Meeting Student Needs through Institutional Collaboration**  
In this era of fiscal challenges, institutions may be forced to cut low-enrollment programs or scale back offerings in certain disciplines. Find out how your institution can partner with others to offer online courses that bridge the gap caused by cuts. Bring a list of your needs to discuss with colleagues.  

**Moderator:**  
**Myron Allen**, vice president for academic affairs, *University of Wyoming*  

**Speakers:**  
**Tom Miller**, vice provost for accreditation and undergraduate programs, *University of Alaska Anchorage*  
**Maggi Murdock**, associate vice president for academic affairs, *University of Wyoming*  

---

**8:00 - 9:15 am**  
**Breakfast and Forum Annual Business Meeting**  
All are welcome to attend but only Forum members may vote.  

**Grateful appreciation to our sponsor!**
8:00 - 10:15 am
Rams Room

**Breakfast Breakout Session: Implications of the Common Core State Standards for Deans of Colleges of Education**
*breakfast buffet served in Salon 1 - 5*

A major implication of the adoption of the Common Core State Standards relates to teacher education and professional development for in-service teachers. Colleges of education have the opportunity to play a significant role in preparing teachers for the common standards and curriculum in a collaborative environment among the K-12 and higher education sectors. This session will provide a forum for deans of colleges of education to discuss potential strategies for implementing new approaches of preparing teachers for the implementation of the Common Core State Standards.

*Facilitator:*
*Demarée Michelau, director of policy analysis, Western Interstate Commission for Higher Education*

---

9:15 - 10:15 am
Salon 1 - 5

**Washington Community Colleges Performance-Incentive Funding Model:**
*Two- and Four-Year Perspectives*

The performance-incentive funding strategy used by Washington’s community colleges is very popular with the state’s legislators. How is it working for educators at the two-year schools? What’s on the horizon for the four-year schools?

*Moderator:*
*Bill Cathey, vice provost, University of Nevada, Reno*

*Speakers:*
*Jan Yoshiwara, deputy executive director of the education division, Washington State Board for Community and Technical Colleges*

*Jane Sherman, vice provost for academic policy and evaluation, Washington State University*

10:15 - 10:30 am

**Break**

10:30 - 11:30 am

**Advancing the Quality Needle during the Numbers Initiatives**

After some opening remarks about the relationship of readiness and completion initiatives to maintaining and advancing the quality of student learning as well as how the Common Core State Standards fit into these efforts, David Longanecker will pose several questions for consideration by the attendees. During this open forum, all are invited to share their comments.

*Facilitator:*
*David Longanecker, president, Western Interstate Commission for Higher Education*

11:30 am - noon

**Meeting Wrap Up & Adjournment**

*Alan Lamborn, forum chair*

---

**Thank you!**

Special thanks to our host, Colorado State University
Biographical Information on the Speakers

Sharmila Basu Conger is a senior policy analyst with the State Higher Education Executive Officers (SHEEO) national association and the coordinator for the national collaborative of ESEA Title II SAHE grant administrators. Since 2005 she has served as a liaison to foster communication, cooperation, and collaboration between the federal government, state higher education agencies, and national associations on policy issues bridging K-12 and postsecondary education. Immediately prior to joining SHEEO, Conger completed a three-year internship in technology and communications policy at the Western Interstate Commission for Higher Education; previously, Conger served as a science writer and curriculum development specialist at the Biological Sciences Curriculum Study. Conger holds a B.A. in biology from Cornell University and an M.S. and Ph.D. in human genetics from the University of Michigan, Ann Arbor; she completed her postdoctoral training in genetic complexity at the Duke University Center for Human Genetics.

David Conley serves as chief executive officer of the Educational Policy Improvement Center (EPIC); founder and director of the Center for Educational Policy Research (CEPR); and professor of educational leadership at the University of Oregon. He conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His findings have been published in numerous journal articles, technical reports, conference papers, book chapters, and books, including his most recent publication, College and Career Ready (2010). Conley received a B.A. with honors in social sciences from the University of California, Berkeley, and earned his master’s and doctoral degrees at the University of Colorado, Boulder.

Kevin Corcoran is a program director at Lumina Foundation for Education, where he leads an integrated, cross-functional strategy team focused on the critical outcome of improved higher education productivity. The Productivity Team, one of three primary strategy teams, aims to catalyze higher degree attainment by building public will, advocating policy change, and encouraging effective practice that supports increased efficiency and cost effectiveness within colleges and universities through a variety of approaches, including: embracing low-cost, high-quality instructional delivery; rewarding students for completing coursework and degrees and institutions for graduating more students; removing regulatory barriers to innovation, such as distributed education, online degrees, and open courseware; and finding savings from increased operational efficiency that can be used to serve more students within available funding. The team also focuses on quality through efforts to define and measure student learning and improve consumer information. Corcoran graduated in 2007 with an M.B.A. in finance from the Indiana University Kelley School of Business. He puts his experience and training to work by helping grantees execute their strategies and by assessing and managing opportunities for organizational change, such as through participation in Lumina’s efforts to leverage a portion of its $1 billion investment portfolio to invest in companies whose services or products can hasten achievement of its big goal: to increase the proportion of working-age Americans with high-quality degrees and credentials to 60 percent by 2025. He spent nearly 20 years as a journalist, covering complex budget, health policy, and state and local tax issues, before finishing his career at The Indianapolis Star as an investigative reporter.

Carrie Heath Phillips is a senior program associate for Common Core State Standards (Common Core) at the Council of Chief State School Officers (CCSSO). Heath Phillips works on adoption and implementation of the Common Core and state and federal accountability issues. She has been involved with the Common Core initiative since its inception and, during the standards development process, was responsible for building support for the initiative among national education stakeholders. Prior to working at CCSSO, Heath Phillips was a fourth- and fifth-grade classroom teacher in the Chicago Public Schools. She holds a B.S. in social policy and an M.S. in education from Northwestern University.

Allison Jones joined Achieve in November 2010 as the senior fellow for postsecondary engagement. In that role Jones is responsible for advancing Achieve’s college-and career-ready mission through work with the postsecondary community, including leading the higher education engagement strategy for the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium. Prior to joining Achieve, Jones was with the California State University (CSU) system for 25 years, 23 of which were with the Office of the Chancellor. Jones was responsible for leading the CSU’s Early Assessment Program (EAP), the largest effort in the nation to use a college readiness test in high school, enabling students to place into credit-bearing courses based on their high school performance. In addition to providing a clear signal to students of their readiness for college level coursework, EAP also led to specialized curricula and supports to help students get ready for college during their senior year of high school. The program has recently been expanded to the California Community College System and has become a national model for higher education and K-12 collaboration. A similar system is envisioned in PARCC.
Paul E. Lingenfelter is the president of the State Higher Education Executive Officers (SHEEO). His work has focused on successful participation in higher education, accountability, and finance. Under his leadership the SHEEO staff organized the National Commission on Accountability in Higher Education, created the annual study State Higher Education Finance, and published More Student Success: A Systemic Solution. He previously served as vice president of the John D. and Catherine T. MacArthur Foundation, where he established and led the MacArthur Foundation Program on Human and Community Development. Earlier, Lingenfelter served as deputy director for fiscal affairs for the Illinois Board of Higher Education. He received an A.B. from Wheaton College in literature, an M.A. from Michigan State University, and a Ph.D. from the University of Michigan in higher education. He currently serves on the boards of the National Student Clearinghouse and the New Leadership Alliance for Student Learning and Accountability.

David Longanecker has served as the president of the Western Interstate Commission for Higher Education (WICHE) in Boulder, CO, since 1999. WICHE is a regional compact between 15 Western states created to assure access and excellence in higher education through collaboration and resource sharing among the higher education systems of the West. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining America’s strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Demarée K. Michelau is the director of policy analysis at the Western Interstate Commission for Higher Education (WICHE). The author of numerous education reports, policy briefs, and magazine articles, she has experience in higher education policy on issues such as accelerated learning options, adult learners, college affordability and access, articulation and transfer, and K-16 reform. Previously, she worked for the National Conference of State Legislatures as a policy specialist. Michelau received her bachelor’s degree in public law from Northern Illinois University and her master’s degree and Ph.D. in political science from the University of Colorado at Boulder.

Tom Miller has served in the Office of Academic Affairs at the University of Alaska Anchorage (UAA) since 2002. As vice provost for accreditation and undergraduate programs, he currently supports curriculum development, institutional and programmatic accreditation, assessment, and continuous improvement in academic programs. As a professor at UAA, he taught aviation technology and electrical engineering for 20 years. Prior to that he held engineering and technical positions with various companies. Miller holds bachelor’s and master’s degrees in electrical engineering from the University of Maryland and the University of Virginia.

Maggi Maier Murdock serves as the associate provost for academic affairs and dean of the Outreach School at the University of Wyoming (UW). She is responsible for the university’s academic distance education programs, Wyoming Public Radio, and the technological infrastructure for distance delivery of a variety of learning opportunities, as well as for interactions with Wyoming’s community colleges. Murdock has served as the dean of the University of Wyoming Casper College Center and has been a UW faculty member in political science and criminal justice since 1975. She received her Ph.D. and M.A. degrees in political science from Tufts University and her B.A. degree in political science from Creighton University.

Jim Patterson is a senior program development associate in language arts at ACT, where has served as the lead content expert for the ACT, PLAN, and EXPLORE Reading and English tests since 2005 and the lead content expert for the reading tests since 1998. For much of 2009 and 2010, he helped design and write the Common Core State Standards in English language arts and literacy in history/social studies, science, and technical subjects. He has also previously taught junior high and high school English and journalism courses, as well as an undergraduate course in human relations for the classroom teacher. Patterson received his bachelor of journalism from the University of Missouri-Columbia and master of arts in teaching in English education from the University of Iowa. He is ABD in the Social Foundations of Education program at Iowa.
Travis Reindl oversees the postsecondary education work area in the National Governors Association’s (NGA’s) Center for Best Practices. His concentration is on postsecondary access and completion. He is also the lead on the 2010-2011 NGA Chair’s Initiative, which focuses on increasing college completion and productivity. He most recently served as state policy and campaigns director at CommunicationWorks, a Washington, D.C.-based public affairs firm. From 2006 to 2008, he served as program director at the Boston-based Jobs for the Future, where he led the Making Opportunity Affordable initiative. Previously, Reindl headed the state policy analysis unit at the American Association of State Colleges and Universities and oversaw government relations and institutional research for the South Dakota Board of Regents. A native of South Dakota, he holds a B.A. from the University of Notre Dame and an M.P.P. from the University of Maryland-College Park.

Jane C. Sherman is the vice provost for academic policy and evaluation at Washington State University, where she directs institutional planning for internal and external accountability, accreditation, and assessment activities, as well as several other areas of academic policy and planning. Prior to her work at WSU, Sherman was the deputy director for academic affairs with the Washington State Higher Education Coordinating Board. She has also held administrative positions with the Washington State Office of Financial Management, Idaho State Council on Developmental Disabilities, and the College of Idaho. She has held faculty positions at Idaho State University and the College of Idaho, teaching graduate and undergraduate courses in counseling and education. Sherman’s educational credentials include a B.A. in history from Earlham College, an M.Ed. in counseling from Boston University, and an Ed.D. in counseling and counselor education from Idaho State University.

Stephanie Shipton is a policy analyst in the education division of the National Governors Association Center for Best Practices (NGA Center), which provides information and technical assistance to governors and their policy advisors. She is responsible for work on standards implementation, charter schools, adolescent literacy, and expanded learning opportunities. Shipton played an integral role in the development of the Common Core State Standards. Prior to taking this position, she worked as a policy program assistant at the Alliance for Excellent Education, supporting advocacy and policy work on early warning indicator systems, graduation rates, and adolescent literacy. She has served on the Executive Committee of Hands on DC and interned in the Investigations Office of the U.S. Senate Committee on Health, Education, Labor, and Pensions, conducting research on student loan abuses. Shipton holds a bachelor’s degree in political science and a master’s degree in political management with a focus on legislative affairs and education policy from The George Washington University in Washington, D.C.

Ephraim Smith is the executive vice chancellor and chief academic officer of the California State University system, a position he assumed in July 2010. Prior to this appointment, Smith served in several roles at California State University, Fullerton: as vice president for academic affairs, his most recent appointment; dean of the College of Business and Economics; and professor of accounting and member of the Accounting Department. As vice president for academic affairs, Smith was responsible for managing more than 2,000 faculty and 300 staff members, as well as eight colleges, contracts and grants, institutional research, outreach, admissions, and international partnerships. Smith facilitated numerous international agreements in China, Taiwan, Vietnam, and Germany. He also served on the President’s Administrative Board, Council of Deans, and the University Planning, Resource, and Budget Committee. He has published extensively in some of the nation’s leading journals and is the co-author of six books, including CCH Federal Taxation, Basic Principles, now in its 27th edition. Smith has remained active professionally and taught one course each year in the Accounting Department while vice president; his areas of specialization are accounting, taxation, and corporate management. He holds a bachelor’s degree from Providence College, a master’s degree from the University of Massachusetts, and a Ph. D. from the University of Illinois, all in accounting.

Tom Sugar is the senior vice president of Complete College America. He is responsible for Complete College America’s external and legislative affairs. As senior vice president, Sugar oversees engagement with federal policy initiatives, monitors legislative activity relevant to the college completion agenda at both the federal and state levels, and manages Complete College America’s relationships with external partners in state and federal policy venues. As former chief of staff to a senator and with nearly 25 years working in government and political campaigns, he brings a wealth of experience building grassroots initiatives and engaging with a variety of stakeholders at state and federal tiers of government. As a chief of staff, he was the senior strategic and tactical advisor, directed political operations and communications, and engineered successful election campaigns. He also served as director of communications and planning in a governor’s office, where he established numerous new government initiatives to further public policy goals.
Joe Willhoft is the executive director for the Smarter Balanced Assessment Consortium. For the past six years, he has served as assistant superintendent for assessment and student information at the Office of Superintendent of Public Instruction for Washington State. His responsibilities have included design and implementation of Washington’s assessment program and collection and reporting of student information for the state’s longitudinal student database. Before moving to the state level, he directed assessment and evaluation activities at the local level for more than 20 years, primarily in Tacoma Schools in Washington and in Charles County schools in Maryland. Willhoft earned his doctorate in educational measurement and statistics from the University of Maryland. He is past president of both the Maryland Assessment Group and the Washington Educational Research Association and has been involved in several collaborative data and assessment efforts, including the technical work group for a congressionally mandated evaluation of the National Assessment of Educational Progress (NAEP) and as chair of the NAEP Policy Task Force for the National Assessment Governing Board, a collaborative effort cosponsored by the board and the Council of Chief State School Officers.

Jan Yoshiwara currently serves as deputy executive director of the Education Division at the Washington State Board for Community and Technical Colleges. She’s been with the state board since 1984. Her primary responsibility is education policy on behalf of the community and technical college system. She works with college presidents and vice presidents for instruction and for student services, university provosts, state superintendents of public instruction, legislators, and governor’s policy staff on education goals, strategies and policy for the community and technical college system. Areas of responsibility include workforce development, adult basic education, academic transfer, e-learning, student services, student achievement, and education research. She received her B.S. in zoology from the University of California, Davis, and an M.Ed. from Western Washington University.

Jason Zimba is a cofounder of Student Achievement Partners, an organization that designs policy actions for raising student achievement. As a member of the writing team for the Common Core State Standards for Mathematics, he was instrumental in reaching a new state of the art for internationally benchmarked, college- and career-ready standards based on evidence. Zimba graduated summa cum laude from Williams College with a double major in mathematics and astrophysics. He earned his M.Sc. in mathematics from the University of Oxford and his Ph.D. in mathematical physics from the University of California at Berkeley. His published research spans a range of fields, including astronomy, astrophysics, theoretical physics, philosophy of science, and pure mathematics. His academic awards include a Rhodes Scholarship and a Majorana Prize for theoretical physics. Zimba has held faculty positions in physics and mathematics at Grinnell College and Bennington College. As an educator he has taught physics, mathematics, and other subjects to college students, university physics and engineering majors, adult prison inmates, disadvantaged high school students, and children of non-English speaking immigrants. He is the author of Force and Motion: An Illustrated Guide to Newton’s Laws. Zimba was also a cofounder of The Grow Network, an education technology company that helps state and district school systems use assessment to inform instruction. As the company’s head of education and product development, he was responsible for standards alignment, curriculum design, product development, educational strategy, and psychometrics, working closely with nonprofit organizations, businesses, and education leaders. The Grow Network was acquired by McGraw-Hill in 2004.

Share your expertise and learn from your Forum colleagues year round ...

Forum Listserv: WALFALL@listserv.wiche.edu
Academic Leaders Toolkit: http://alt.wiche.edu/
Western Academic Leadership Forum

PROPOSAL FOR A READING PROGRAM INITIATIVE

At our 2010 annual meeting in Rapid City, we discussed the idea of creating a reading program to give colleagues an opportunity to explore perspectives on books of common interest. Paul LeBel volunteered to develop some initial thinking about how this initiative might operate and present it for feedback at the 2011 annual meeting.

WHAT WOULD YOU LIKE TO READ?

Recent publications that express skepticism about or pose challenges to higher education

Examples:
- Arum & Roksa, Academically adrift: limited learning on college campuses.
- Hacker & Dreifus, Higher education?: how colleges are wasting our money and failing our kids – and what we can do about it.
- Taylor, Crisis on campus: a bold plan for reforming our colleges and universities.

Recent publications that focus on particular aspects of higher education

Examples:
- Bowen, Crossing the finish line: completing college at America’s public universities.
- Colby et al., Educating citizens: preparing America’s undergraduates for lives of moral and civic responsibility.
- Nussbaum, Not for profit: why America needs the humanities.

Multiple books on a common topic with readers choosing different ones and sharing perspectives

Example: The changing nature of higher education:
- Bok, Our underachieving colleges: a candid look at how much students learn and why they should be learning more.
- Donoghue, The last professors: the corporate university and the fate of the humanities.
- Kamenetz, DIY U: edupunks, edupreneurs, and the coming transformation of higher education.
- Thorp & Goldstein, Engines of innovation: the intrepreneurial university in the twenty-first century.
- Washburn, University Inc.: the corporate corruption of higher education.

Fictional works with a higher education setting

Examples:
- Hynes, Publish and perish: three tales of tenure and terror.
- Jarrell, Pictures from an exhibition: a comedy.
- Smiley, Moo.

OTHER IDEAS?

How would you like to share perspectives on selected books?
- Conference calls
- Webcasts with/without authors
- Listserv
- Annual meeting sessions
- App: goodreads
- Other?

What would be a reasonable reading calendar?
- Bi-monthly
- Quarterly
- Other?

WHO WOULD LIKE TO PARTICIPATE?
Forum Executive Committee

ALASKA
Michael Driscoll
University of Alaska Anchorage

ARIZONA
Stephanie Jacobson, WALF vice chair
Arizona Board of Regents

CALIFORNIA
Ephraim Smith
California State University

COLORADO
Alan Lamborn, WALF chair
Colorado State University

HAWAII
Linda Johnsrud
University of Hawaii System

IDAHO
Douglas Baker
University of Idaho

MONTANA
Sylvia Moore
Montana University System

NEVADA
Bill Cathey
University of Nevada, Reno

NEW MEXICO
Wendy Wilkins
New Mexico State University

NORTH DAKOTA
Michel Hillman
North Dakota University System

OREGON
John Miller
Pacific University

SOUTH DAKOTA
Sam Gingerich
South Dakota Board of Regents

UTAH
Phyllis (Teddi) Safman
Utah State Board of Regents

WASHINGTON
Jane Sherman
Washington State University

WYOMING
Myron B. Allen
University of Wyoming

OFFICIAL DEBUT

Use this new peer-reviewed repository to share your experiences with a process or tool ...

Find out how other academic leaders dealt with similar issues
• the goals and outcomes of their strategies
• the resources they used and costs incurred
• the lessons learned
• who to contact for more information

Share your experiences
• help colleagues save time and energy
• bring recognition to your campus or organization

http://alt.wiche.edu/