THE CASE FOR CHANGE IN COLLEGE ADMISSIONS

January 26 to January 28, 2011
Welcomes you to “THE CASE FOR CHANGE IN COLLEGE ADMISSIONS”
Have a wonderful and productive conference!

Sandy Baum
Professor Emeritus of Economics, Skidmore College

Wayne Camara
Vice President for Research and Development, College Board

Roderick Chu
Chancellor Emeritus, Ohio Board of Regents

Georgette DeVeres
Associate Vice President of Admission and Financial Aid, Claremont McKenna College

William R. Fitzsimmons
Dean of Admissions and Financial Aid to Students in Harvard College; Member of the Faculty of Arts and Sciences, Harvard University

Donald Heller
Professor of Education and Senior Scientist, The Pennsylvania State University

Don Hossler
Professor of Educational Leadership and Policy Studies, Indiana University

James H. Johnson, Jr.
William Rand Kenan, Jr. Distinguished Professor of Strategy and Entrepreneurship; Director of the Urban Investment Strategies Center in the Frank Hawkins Kenan Institute of Private Enterprise, University of North Carolina at Chapel Hill

Michael Kirst
Professor Emeritus of Education, Stanford University

George Kuh
Chancellor’s Professor and Director of the Center for Postsecondary Research, Indiana University

Michael Nettles
Senior Vice President of the Policy Evaluation and Research Center, Edmund W. Gordon Chair for Policy Evaluation and Research, Educational Testing Services

Harry Pachon
Professor of Public Policy
University of Southern California
President, The Tomás Rivera Policy Institute

Gary Rhoades
General Secretary, American Association of University Professors

Morton O. Schapiro
President, Northwestern University

William G. Tierney
Wilbur-Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis, University of Southern California
The USC Center for Enrollment Research, Policy, and Practice was founded in 2007 and is dedicated to research and action that advances the societal benefit of enrollment policies and practices in higher education. In 2010, the center became part of the USC Rossier School of Education, one of the world’s premier schools committed to strengthening society through excellence in education.

RESEARCH

COLLEGE ACCESS AND SUCCESS ASSESSMENT (CASA)

If the United States hopes to have an economically productive and engaged citizenry in the 21st century, its high schools must have the capacity to evaluate and enhance ongoing efforts to ensure students are encouraged and prepared for college and career success. The College Access and Success Assessment (CASA), currently in development, meets this need by using a multi-pronged approach to measure each high school’s college-going culture using the following components:

1. Environmental: Assesses student awareness of school efforts to foster a college-going culture
2. Attitudinal: Assesses student attitudes regarding their perceived capacity to value, pursue, and complete a college degree
3. Behavioral: Measures the extent to which students are behaving in ways conducive to college-going and in ways that reflect college readiness

BENEFITS

- CASA is concise - Only one standard class session is required for high school seniors within a school to complete the CASA;
- CASA provides a data-driven barometer - Schools will observe short-term and long-term trends pertaining to the growth decline of their college-going culture;
- CASA is empirically sound - Because the predictive values for elements within each survey component will be correlated with actual college-going and first-year college success/retention using a logistic regression, schools will have the capacity to effectively target their resources in ways that are statistically shown to enhance their college-going culture;
- CASA provides schools with a simple and valid accountability measure;
- CASA provides contextual data - Schools will be able to benchmark student perceptions of college-going culture with that of other schools both regionally and nationally, providing a contextual framework for ongoing efforts to enhance college-going culture;
- CASA includes expert guidance for improvement efforts – As part of the project, consulting scholars will help schools interpret their CASA scores and develop action plans for future improvements.

CURRENT PARTNERS FOR 2010 PILOT PROJECT

- Fresno Unified School District (CA)
- Long Beach Unified School District (CA)

All told, the College Access and Success Assessment (CASA) will provide an annual snapshot of each high school’s college-going culture. More importantly, CASA will also inform and evaluate the success of ongoing efforts to more effectively target resources in ways that will create and foster a college-going and college-ready culture within America’s high schools and have real and lasting implications for the future success of our nation.
STUDY OF COMMUNITY COLLEGE EFFORTS TOWARD STUDENT SUCCESS (SUCCESS)

In collaboration with the College Board and the Project on Academic Success at Indiana University, the USC Center for Enrollment Research, Policy, and Practice is conducting research that examines how, and to what depth, colleges and universities organize themselves to promote student persistence and graduation rates. In 2009, the research team administered the College Board Survey of Institutional Retention Practices to over 1,500 four-year institutions nationwide. Data and findings from this study focus on the structures institutions have in place to enhance student persistence, as well as early alert practices and other approaches institutions use in planning and assessing retention efforts. A summary report will be released by the College Board in spring 2011. Informed by existing theory and research on student success, the four-year project is being used as a model and a springboard for a systematic approach to understanding institutional policies and practices that affect student persistence at two-year schools. A survey of community colleges is currently underway. Research findings are slated for release later this year.

STATE POSTSECONDARY ELIGIBILITY SCORECARD

The center is in the early stages of developing a practical framework for federal policymakers, state governing boards and public institutions to utilize research data and inform policy as it pertains to facilitating access. The State Postsecondary Eligibility Scorecard will assess the academic eligibility of high school graduates within individual states to determine the extent to which graduating seniors of various ethnic, socioeconomic, and geographic identities are eligible to attend postsecondary institutions. The scorecard will also identify where deficiencies exist and for which groups of students. This information will help policymakers more effectively determine which elements of each state’s student pipeline are in need of repair, inform the development of new policy initiatives in both the K-12 and postsecondary sectors aimed at enhancing student access, and provide institutions with the information necessary to better understand the academic preparedness of students within their states to tailor their recruitment messages and student support services accordingly.

ANNUAL MEETING

Since 2008, the center has hosted an annual conference to bring together scholars, enrollment practitioners, and educational policymakers in an effort to examine college enrollment issues and better meet the collective needs of students, institutions, and society. These events have attracted prominent speakers and participants from across the country and have taken a holistic, non-biased look at our students, our commitments, demographic shifts, student preparedness, student aid philosophies, critical research questions, and more. Summary proceedings for each of these events are available on the center’s website.

THE SUITE

The center recently initiated a Survey of Professional Needs and Services. Hundreds of participants took the survey and communicated a desire for high quality, comprehensive, up-to-date literature that helps inform the important work of enrollment professionals and educational policymakers. The center is currently developing a membership service known as The Suite that will provide access to demographic and economic trend information, best practices recommendations, data analysis tips, regulatory news, book reviews, and perspectives on hot button issues from some of the preeminent thought leaders in the enrollment sector. In addition, The Suite will provide members with a clickable version of the Enrollment Research Citation Clearinghouse, with instantly downloadable PDFs of major research articles specific to admissions, student aid, and retention studies. The Suite will supplement the center’s available online resources that include enrollment news, podcasts, presentations, publications, profiles and research citations.

PROFESSIONAL DEVELOPMENT CURRICULUM

Following the center’s in-depth study of enrollment professionals in 2009-2010, the center began work on a certificate program that will cultivate the next generation of enrollment professionals and provide current professionals with the foundation, tools, and guidance to more effectively serve on behalf of students and their institutions. The program will likely focus on providing participants with the social foundations of admission and financial aid, tools of the trade, and elements of the advanced directorship, including lessons in the politics and the art of getting things done as an institutional leader.

MENTORSHIP NETWORK

In addition to the development of a curriculum, the center is working to establish a formal mentorship network that will bring together seasoned professionals and officers new to the field. This network will help facilitate the spread of best practices information, provide support and guidance to new professionals, and strengthen connections across the enrollment sector.
January 26, 2011

Dear Colleagues,

With this conference, the USC Center for Enrollment Research, Policy, and Practice continues to provide leadership and creative energy, bringing together scholars and administrators who will examine the current status of university admissions and take concrete steps toward future improvements.

“The Case for Change in College Admissions” has been designed to facilitate such a dialogue, and I am confident that the scholars and leaders who are attending will successfully set the foundation for further examination of key issues and create a framework for meaningful improvements to our nation’s admissions system.

The goal of this conference is to produce a tangible outline of specific admissions areas that need to be re-examined in today’s complex and rapidly changing world. Such a strategic plan for admissions policy can ultimately lead to universities that will better serve the public interest and our nation’s educational aims.

Sincerely,

Elizabeth Garrett
Provost and Senior Vice President for Academic Affairs
Dear Colleagues,

The watchwords for the USC Rossier School of Education are educate, innovate, and transform, and we proudly proclaim that radical thinkers are welcome in our quest. In keeping with this spirit, you have the opportunity to re-imagine the nation’s system of college admissions throughout this event and in the days to come.

Do our admission policies and practices serve our educational aims as well as they should? Are we sending the right messages to students and families about college preparation, about college selection, and about the purpose of higher education? Can we do better?

I urge you to be thoughtful, creative, and bold. It is time for transformative thinking.

Sincerely,

Karen Symms Gallagher
Emery Stoops and Joyce King Stoops Dean
USC Rossier School of Education
Dear Colleagues,

The college admission process today has a life of its own, one that is characterized by intense institutional competition, high anxiety on the parts of students and families, and the employment of commercial consultants by students and institutions alike. Indeed, a case can be made that the admission process has taken on a life of its own and become removed from the educational values and mission of the colleges that it serves.

On the other hand, carefully crafted admission policies and practices can raise aspirations of prospective students, aid in the wise selection of post-secondary opportunities, and lift institutional performance. At their best, admission policies simultaneously serve the interests of students, institutions, and society.

This event, “The Case for Change in College Admissions,” is designed to examine the good and the bad of college admissions and to craft a framework for change. The framework we develop must, at its core, reflect and promote educational values and achievement. I look forward to working with you to these ends over the next few days.

Kindest regards,

Jerome Lucido, Ph.D.
Executive Director
USC Center for Enrollment Research, Policy, and Practice
The Education Conservancy is pleased to be part of this unique effort to reform selective admissions in the public interest. Our experience as a non profit advocacy organization confirms there are genuine opportunities for conference participants to rise to this challenge and to benefit accordingly.

**Does the current selective college admission system resemble one that educators would design?**

**How would the current system continue to evolve in the absence of concerted action on the part of colleges and universities?**

By asking questions such as these, EC is working to harness the good will, generosity, and participation of institutions, individuals and foundations in effecting important change.

**Examples of progress include:**

- **College Unranked**, the volume of essays collected from college presidents and deans who were invited speak out for the needs of students in a system that has become unduly influenced by commercialism.
- The **Beyond Ranking** campaign, which began with the “Beyond Ranking Pledge Letter” and resulted in our meeting of a large group of professional stakeholders at Yale University. This meeting led to a Web site prototype, a project with the College Board to enhance their college planning site, and a research project with Consumers Union to better serve students’ information needs.
- Research to investigate “College Admissions: What are Students Learning?” and “Information Matters: Improving the College Selection Process.”
- **In the Public Interest: Imagining an Exemplary College Admission System**, a meeting of scholars, policy makers, admissions practitioners, and others to conceptualize an educationally-focused admission process that would best serve the needs of all students.

**Our view:**

The individual actions of institutions and other participants collectively impact the allocation of educational opportunities and influence educational values. Such a system-wide view allows institutions to consider their own influences and responsibilities and to adjust practices to better serve common educational values and purposes.

**Our supporters:**

In addition to generous donations from individuals, organizations, schools, and higher education institutions, the Education Conservancy has received funding from Christian A. Johnson Endeavor Foundation, Andrew W. Mellon Foundation, Spencer Foundation, and Lumina Foundation for Education. We welcome and appreciate new and continuing supporters!

**Our team:**

**Lloyd Thacker**  
(M.A., Political Science, UC Davis) is founder and director of the Education Conservancy, a non profit organization dedicated to educational leadership and reform. He has spent more than 30 years serving the college counseling/admission professions. Lloyd is the editor of College Unranked and has written and spoken widely on the topic of admission reform.

**Lisa Reynolds**  
(Ph.D., Philosophy, Binghamton University) is the Program Coordinator/Project Manager of the Education Conservancy. Prior to joining Lloyd at the Conservancy in 2006 she was an undergraduate and graduate-level instructor of philosophy and women's studies, most recently at Oregon State University.
The **College Board** is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

The mission of **Lumina Foundation for Education** is to expand access to postsecondary education in the United States. The Foundation seeks to identify and promote practices leading to improvement in the rates of entry and success in education beyond high school, particularly for students of low income or other underrepresented backgrounds. It likewise seeks improvement in opportunities for adult learners. The Foundation carries out the mission through communicating ideas through reports, conferences and other means and making grants to educational institutions and other nonprofits for innovative programs. It also contributes limited resources to support selected community and other charitable organizations.

The **Spencer Foundation** was established in 1962 by Lyle M. Spencer. The Foundation received its major endowment upon Spencer’s death in 1968 and began formal grant making in 1971. Since that time, the Foundation has made grants totaling approximately $250 million. The Foundation is intended, by Spencer’s direction, to investigate ways in which education, broadly conceived, can be improved around the world. From the first, the Foundation has been dedicated to the belief that research is necessary to the improvement in education. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

The mission of the **USC Rossier School of Education** is to strengthen urban education locally, nationally, and globally. Educators in urban areas face a unique set of challenges, including poverty, density, mobility and immigration, strained social conditions around housing, healthcare and crime, and cultural and linguistic diversity. Urban education takes place within many contexts including pre-kindergarten through high school, in human services, higher education, and workplace settings.
# SCHEDULE OF EVENTS

**Wednesday, January 26**

- **5:00 p.m.** Registration and Cocktail Reception at the Cathedral of St. Vibiana
- **Opening Address**
  Andrew Delbanco, Columbia University

**Thursday, January 27**

- **7:30 a.m.** Continental Breakfast at the Omni Hotel
- **8:15 a.m.** Welcome
  C. L. Max Nikias, President, University of Southern California

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8:30 a.m. | **Keynote Address**  
  Robert Zemsky, University of Pennsylvania |
| 9:00 a.m. | Question and Answer Session                                                               |
| 9:30 a.m. | Break                                                                                   |
| 9:45 a.m. | **Session I** – The Case for Change from the Perspectives of Educational Scholars: What We Do, Why, and With What Results |
| 11:00 a.m. | Question and Answer Session                                                               |
| 11:30 a.m. | Break                                                                                   |
| 11:45 a.m. | Luncheon                                                                                   |
| 12:15 p.m. | **Keynote Address**  
  Michael McPherson, Spencer Foundation  
  Sandy Baum, Skidmore College |
| 1:00 p.m. | Question and Answer Session                                                               |
| 1:30 p.m. | Break                                                                                   |
| 1:45 p.m. | **Master Class**  
  Harry Brighouse, University of Wisconsin |
| 2:30 p.m. | Question and Answer Session                                                               |
| 3:00 p.m. | **Idea Harvesting Session**  
  Jeffrey Brenzel, Yale University |
| 4:00 p.m. | Adjourn                                                                                   |
| 6:00 p.m. | Cocktail Reception at the California Club                                                   |
| 7:00 p.m. | Dinner at the California Club                                                              |

**Welcome**
Elizabeth Garrett, Provost, University of Southern California

**Keynote Address**
Roberto Rodriguez, White House Education Advisor

**Friday, January 28**

- **7:45 a.m.** Continental Breakfast at the Omni hotel
- **8:15 a.m.** **Session II** – Laying the Framework for Change in College Admissions: The Perspective of Enrollment Professionals
- **9:00 a.m.** Question and Answer Session
- **9:30 a.m.** Break
- **9:45 a.m.** **Session III** – Laying the Framework for Change in College Admissions: Individual, Collective, Legal and Leadership Considerations
- **11:00 a.m.** Question and Answer Session
- **11:30 a.m.** **Closing Remarks and Summary**  
  Jerry Lucido, Executive Director  
  USC Center for Enrollment Research, Policy and Practice  
  Lloyd Thacker, Education Conservancy
- **12:00 p.m.** Adjourn
Jerome A. “Jerry” Lucido

(Ph.D., Higher Education, University of Arizona)

is Professor of Research, Executive Director of the USC Center for Enrollment Research, Policy, and Practice, and Special Advisor to the Provost at the University of Southern California. He served from August 2006-July 2010 as USC’s Vice Provost for Enrollment Policy and Management, responsible for undergraduate and graduate admission, academic records, and registration, graduation rates initiatives, and overall enrollment policy and planning. Dr. Lucido is an immediate past trustee of the College Board and serves as past chairman of the College Board’s Guidance and Admissions Assembly Council. He also serves as chair of the Task Force on Admissions in the 21st Century. He has played a leading role at the national level in initiatives to improve access for low-income and underrepresented students and to design and execute effective and principled college admission and enrollment management practices. Dr. Lucido came to USC from the University of North Carolina at Chapel Hill, where he guided enrollment planning and management. During his tenure at UNC, Dr. Lucido played the leading role in UNC’s decision to eliminate Early Decision in 2002, an action that was hailed by the Washington Post, Newsweek, and the New York Times. Prior to his work at UNC, Dr. Lucido served as assistant vice president for enrollment services and academic support at the University of Arizona, where he was honored for his contributions to improve the quality of education for students from underrepresented groups.

Scott Andrew Schulz

(Ph.D., Higher Education, University of Arizona)

is Program Director of the USC Center for Enrollment Research, Policy, and Practice at the University of Southern California. Since joining the center in 2007, Dr. Schulz has coordinated the center’s development, managing the center’s conferences and symposia, grant program, and online presence. He also serves as host of the center’s monthly podcast series and oversees the center’s research endeavors, including the creation of the College Access and Success Assessment (CASA) and the State Postsecondary Eligibility Scorecard. Dr. Schulz conducts research that explores the interplay between organizational behavior and enrollment priorities and processes, organizational practices centered on student persistence, the professional development of enrollment professionals, the commercialization of higher education and its effects, and ways of enhancing student access and success through K-12 and postsecondary alignment. Dr. Schulz frequently presents at professional conferences and is credited with a number of publications, including an analysis of how master’s institutions simultaneously balance pursuits of institutional quality, access, and financial stability through their enrollment practices, as viewed through the unique lenses of academic capitalism theory, game theory, and institutional theory.
Andrew Delbanco is the author of many books, including The Death of Satan (1995), Required Reading: Why Our American Classics Matter Now (1997), and The Real American Dream (1999), which were named notable books by the editors of The New York Times Book Review. The Puritan Ordeal (1989) won the Lionel Trilling Award from Columbia University.

His essays appear regularly in The New York Review of Books, The New Republic, The New York Times Magazine, and other journals, on topics ranging from American literary and religious history to contemporary issues in higher education. In 2001, he was elected a Fellow of the American Academy of Arts and Sciences and named by Time Magazine as “America’s Best Social Critic.” In 2003, he was named New York State Scholar of the Year by the New York Council for the Humanities.

Mr. Delbanco has received fellowships from the Guggenheim Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities, and was a member of the inaugural class of fellows at the New York Public Library Center for Scholars and Writers.

He is a trustee of the Library of America and the Teagle Foundation, and trustee emeritus of the National Humanities Center. Since 1995 he has held the Julian Clarence Levi Professor Chair in the Humanities at Columbia University, where he is currently Director of American Studies. In 2006 he was the recipient of the Great Teacher Award from the Society of Columbia Graduates.

Andrew Delbanco’s most recent book, Melville: His World and Work, was published in the United States in 2005 by Alfred A. Knopf and in Britain under the Picador imprint. Melville was a finalist for the Los Angeles Times Book Prize in Biography, and appeared on “best books” lists in the Washington Post, Independent (London), Dallas Morning News, and TLS. It was awarded the Lionel Trilling Award by Columbia University, and has been translated into German and Spanish.

He is currently at work on two short books, The Abolitionist Imagination, to be published by Harvard University Press, and College: What it Was, Is, and Should Be, to be published by Princeton University Press.
Robert Zemsky

is Professor at the University of Pennsylvania Graduate School of Education and Chair of the Learning Alliance for Higher Education.

In *The Chronicle for Higher Education*, Robert Zemsky described himself as someone “old and round enough to be mistaken for a pooh-bah.” In a forty year career he has pioneered the use of market analyses for higher education, served as the University of Pennsylvania’s chief planning officer and as the founding director of Penn’s Institute for Research on Higher Education, as the Convener of the Pew Higher Education Roundtable, as Chair of The Learning Alliance, and as a member of the *U.S. Secretary of Education’s Commission On The Future Of Higher Education* (better known as the Spellings Commission). More recently he has focused on what globalism might mean for higher education, on what technology has not accomplished, and on how to make learning more important in the higher education marketplace. His new book, *Making Reform Work: The Case for Transforming American Higher Education*, focuses on how the reform of higher education will likely depend on one or more dislodging events.

Professor Zemsky earned his B.A. from Whittier College in 1962 and a Ph.D. in History from Yale University in 1966. In 1998, he received a Doctor of Humane Letters (Hon.) from Towson University and in 2008, a Doctor of Humane Letters (Hon.) from Franklin and Marshall College. In 2008, he retired from the Board of Trustees of Franklin and Marshall College after 25 years of service. That same year he was elected to the Board of Trustees of Whittier College, his alma mater.
SESSION I:

The Case for Change from the Perspectives of Educational Scholars: What We Do, Why, and With What Results

MODERATED by Lloyd Thacker

Anthony Carnevale
(Ph.D., Public Finance Economics, Syracuse University)

currently serves as Research Professor and Director of the Georgetown University Center on Education and the Workforce. Between 1996 and 2006, Dr. Carnevale served as Vice President for Public Leadership at the Educational Testing Service (ETS). Before joining ETS, Dr. Carnevale was Director of Human Resource and Employment Studies at the Committee for Economic Development (CED), the nation’s oldest business-sponsored policy research organization. While at CED, Carnevale was appointed by President Clinton to Chair the National Commission on Employment Policy. Dr. Carnevale was the founder and President of the Institute for Workplace Learning (IWL) between 1983 and 1993. The IWL worked directly with consortia of private companies to develop high performance work systems and to develop more effective work and training systems. Prior to founding IWL, Dr. Carnevale also served as Director of Political and Government Affairs for the American Federation of State, County and Municipal Employees (AFSCME), the largest union in the AFL-CIO. Prior to joining AFSCME, he was a senior staff member in both houses of the U.S. Congress.

Joseph Soares
(Ph.D., Sociology, Harvard University)

is Associate Professor of Sociology at Wake Forest University. He is the editor of the forthcoming book, Rethinking Admissions for a New Millennium: Moving Past the SAT for Social Diversity and Academic Excellence (scheduled for release by Teachers College Press in July 2011), that features essays by Robert Sternberg, Daniel Golden, Charles Murray and many more. His book The Power of Privilege (Stanford University Press 2007) was instrumental to Wake Forest’s decision to go test-optional in admissions. He organized a national conference on “rethinking admissions” at Wake Forest in April 2009. Dr. Soares has presented his critical findings on standardized tests and college admissions at regional and national conferences of the Association of College Counselors in Independent Schools, the College Board, the Southern Association for College Admission Counseling, and to the National Association for College Admission Counseling. An earlier book on universities in the UK, The Decline of Privilege (Stanford University Press 1999) won a national award from the American Sociological Association. For most of 2008, he was a member of the national education policy group for Barack Obama’s campaign for US President.

Susan Dynarski
(Ph.D., Economics, MIT)

is an Associate Professor of Education and Public Policy at the University of Michigan. She is a Faculty Research Associate at the National Bureau of Economic Research and has been a Visiting Fellow at the Federal Reserve Bank of Boston and Princeton University. She is an editor of The Journal of Labor Economics and Education Finance and Policy. Dynarski’s research focuses on charter schools, demand for private schooling, historical trends in inequality in educational attainment and the optimal design of financial aid. Her previous research explored the impact of grants and loans on educational attainment and the distributional consequences of tax incentives for college saving. Dynarski has testified to the US Senate Finance Committee, the US House Ways and Means Committee and the President’s Commission on Tax Reform. Her research has been funded by the Institute of Education Sciences, Russell Sage Foundation and the National Institute of Aging.

William G. Tierney
(Ph.D., Administration and Policy Analysis, Stanford University)

is University Professor and Wilbur-Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis at the University of Southern California. Having spent over two decades conducting research on college access for underrepresented youth, Dr. Tierney is committed to informing policies and practices related to educational equity. He is currently involved in a project to develop, evaluate and disseminate a highly interactive, entertaining, web-enhanced computer game for low-income youth that will boost high school students’ college aspirations and equip players with knowledge about preparing for and succeeding in college. He is also involved in projects pertaining to the problems of remediation to ensure that high school students are college-ready, and a project investigating how to improve strategic decision-making in higher education. Dr. Tierney has received funding for his research from, among others, the Lilly Endowment, the Irvine Foundation, Atlantic Philanthropies, the Ford Foundation, the U.S. Department of Education and Lumina Foundation for Education. The results of his work have appeared in numerous journal articles, book chapters and books. His most recent publications include: The Impact of Culture on Organizational Decision-making; Trust and the Public Good: Examining the Cultural Conditions of Academic Work; New Players, Different Game: Understanding the Rise of For-profit Colleges and Universities (with Guilbert Hentschke); Financial Aid and Access: Understanding the Public Policy Challenges; and Building the Responsive Campus: Creating High Performance Colleges and Universities.
Sandy Baum

is an independent higher education policy analyst. Professor Emerita of Economics at Skidmore College, Dr. Baum earned her B.A. in sociology at Bryn Mawr College and her Ph.D. in economics at Columbia University. She has written extensively on issues relating to college access, college pricing, student aid policy, student debt, affordability, and other aspects of higher education finance.

Dr. Baum is the co-author of Trends in Student Aid, Trends in College Pricing, and Education Pays: The Benefits of Higher Education for Individuals and Society for the College Board. She co-chaired the Rethinking Student Aid study group, which issued comprehensive proposals for reform of the federal student aid system. She is currently chairing a Brookings Institution project on improving state grant policies. Other recent work includes studies of concepts of college affordability and of tuition discounting in public and private college and universities.

Michael McPherson

is President of the Spencer Foundation. Prior to joining Spencer he served as President of Macalester College in St. Paul, Minnesota for seven years. He is a nationally known economist whose expertise focuses on the interplay between education and economics. McPherson, who is co-author and editor of several books, including Crossing the Finish Line: Completing College at America’s Public Universities, College Access: Opportunity or Privilege?, Keeping College Affordable and Economic Analysis and Moral Philosophy, was founding co-editor of the journal Economics and Philosophy.
Harry Brighouse

received his PhD in Philosophy from USC in 1991, and is now Professor of Philosophy and of Educational Policy Studies at the University of Wisconsin, Madison. He has written extensively on justice in k-12 education, and on the aims of k-12 education, including the books School Choice and Social Justice (Oxford, 2000) and On Education (Routledge, 2005). He is currently working on a book called Family Values for Princeton University Press (with Adam Swift), and has recently started work on a book on justice in higher education. He is co-director, with Mike McPherson, of the Spencer Foundation’s Initiative on Philosophy in Educational Policy and Practice.
KEYNOTE ADDRESS

Roberto Rodriguez

serves in the White House Domestic Policy Council as Special Assistant to President Obama for Education. Previously, Roberto was Chief Education Counsel to United States Senator Edward M. Kennedy (D-MA), Chairman of the Health, Education, Labor and Pensions (HELP) Committee. In this capacity, he managed the Democratic education agenda for the Committee and led policy development and strategy for legislation addressing early childhood education, elementary and secondary education, higher education, and adult education. Roberto began his tenure on Capitol Hill working for the Senate HELP Committee on the development of the No Child Left Behind Act. He has worked on various reauthorizations of federal legislation, including the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, Head Start, Child Care, Higher Education, and the America COMPETES Act. Prior to working on Capitol Hill, Roberto worked as Senior Education Specialist at the National Council of La Raza, where he conducted research and analysis of federal and state education reform issues, as well as the development and evaluation of community-based education programs. He is a native of Grand Rapids, Michigan, and a graduate of the University of Michigan and of the Harvard Graduate School of Education in Cambridge, Massachusetts.
Laying the Framework for Change in College Admissions: The Perspective of Enrollment Professionals

MODERATED by Eric Hoover, Chronicle of Higher Education

Phillip Ballinger
(Ph.D., Religious Studies, University of Louvain)

is Assistant Vice President for Enrollment and Director of Admissions at the University of Washington in Seattle. He has been a college admission professional for over 20 years, having worked at both private and public institutions of higher education. He currently serves as Dean of Faculty for the College Board Western Region’s Summer Institute for new admission professionals, as Chair of the College Board’s Advanced Placement Advisory Committee, and as an elected member of the College Board’s national College and Admissions Guidance Council. Philip is a primary author of the holistic application review process used at the University of Washington, a process that takes applicants’ educational and socio-economic contexts strongly into consideration. In addition to a book on the Victorian poet Gerard Manley Hopkins, Philip has written extensively on college admission and enrollment issues. His recent works include an essay in College Unranked: Ending the College Admissions Frenzy (Harvard University Press, 2005), and a chapter on the use of socio-economic factors in selective college admissions in Key Issues in New Student Enrollment (Jossey-Bass, 2007). Philip has spoken extensively on college admissions in view of demographic shifts in the United States, and recently completed work as a member of the Commission on the Use of Standardized Tests in Undergraduate Admissions.

William R. Fitzsimmons
(Ph.D., Harvard University)

has served as Dean of Admissions and Financial Aid at Harvard College since 1986. He is a former Trustee of the College Board, former chair of the Commission on the Use of Standardized Tests in Undergraduate Admissions, and has been involved in numerous research projects, publications, and professional activities related to admissions and financial aid.

Arlene Wesley Cash
(M.A., Philosophy, Kent State University)

was invited to be Spelman College’s inaugural Vice President for Enrollment Management in July, 2003, where she leads the College’s efforts in recruitment, retention and outcomes through the offices of admission, orientation services, student financial services, continuing education, career planning and development and the office of the registrar. She accepted this position after serving as the Dean of Enrollment at the University of Arkansas, Fayetteville, for four years. During her 30 year career in higher education, Ms. Cash has aligned herself in support of and service to a number of TRIO Programs, including the Graduate and Professional Opportunities Program (now known as the McNair Fellows Program), Talent Search, Upward Bound, and Bridge programs. She is a member of the College Board’s Commission on Access, Admissions and Success in Higher Education and has provided commentary on the state of college admissions on NPR and PBS. Ms. Cash is a recipient of the 2007 NEDO (New England Education Opportunities Association) Achiever Award and was recently recognized by the Chronicle of Higher Education as one of 10 Admissions Deans Who are Shaping Their Field.

Susan Wilbur
(Ph.D., Higher Education and Organizational Change, UCLA)

is the Director of Undergraduate Admissions for the University of California system and its nine undergraduate campuses. Dr. Wilbur’s responsibilities include overseeing the University’s undergraduate admissions policies and their implementation at both the campus and systemwide levels. She provides administrative leadership and oversight for the University’s Undergraduate Admissions Application system, UC’s statewide high school and community college articulation programs, admissions research activities and a broad variety of topics related to enrollment planning and management. She has contributed several book chapters on university access in the aftermath of Proposition 209, including a chapter in the recently released Equal Opportunity in Higher Education: the Past and Future of California’s Proposition 209 (Harvard Education Press, 2010). Prior to arriving at the University of California Office of the President (UCOP) in 2003, Dr. Wilbur spent 23 years at the UC Irvine (UCI) campus in a variety of positions, including Director of Admissions and Relations with Schools. As Director of Admissions, Dr. Wilbur oversaw an exemplary admissions program resulting in the campus’s substantial growth and increased selectivity. She has served on various professional association committees and has presented on a variety of admissions and enrollment topics at state, regional and national professional conferences.
SESSION III:

Laying the Framework for Change in College Admissions: Individual, Collective, Legal and Leadership Considerations

MODERATED by Scott Andrew Schulz

Art Coleman
(J.D., Duke University)

is a managing partner and co-founder of EducationCounsel LLC. With an extensive background in providing legal, policy, strategic planning, and advocacy services to educators throughout the country, Mr. Coleman addresses issues of access, accountability and completion in elementary, secondary and post-secondary education. Mr. Coleman served as Deputy Assistant Secretary of the U.S. Department of Education’s Office for Civil Rights from June 1997 until January 2000, following his three-and-a-half year tenure as Senior Policy Advisor to the Assistant Secretary for Civil Rights. Mr. Coleman’s responsibility for the development of federal civil rights policy in education and enforcement of relevant federal laws centered on issues relating to standards reform, test use, students with disabilities, English language learners, affirmative action, desegregation, sexual and racial harassment, and gender equity in athletics. Mr. Coleman has testified before the U.S. Senate and the U.S. Commission on Civil Rights; he has served as an adjunct professor at two law schools and at one graduate school of education; and he has spoken widely and published extensively regarding legal and policy issues in education. Mr. Coleman is also the Chairman of the Board of Directors for the Institute for Higher Education Policy and a former member of the Advisory Board for the Alliance for Excellent Education. He is also a member of the National Association of College and University Attorneys and the National School Boards Association Council of School Attorneys.

Matthew Reed
(M.P.P., UC Berkeley)

directs the Institute For College Access & work on higher education data, institutional policy, and the clarity and accessibility of financial aid information. He oversees the Project on Student Debt’s annual state-by-state student debt report and the Institute’s higher education data website, College Insight (www.college-insight.org). He is an expert on higher education data and policy, and serves on several technical review panels for federal data sources. Prior to joining the Institute, Mr. Reed spent six years as a high school math teacher and technology coordinator in the Chicago Public Schools, and has worked on education projects in South Africa and Angola. Mr. Reed’s policy analysis experience includes projects in education reform, housing, and labor policy.

John Slaughter
(Ph.D., Engineering Science, UC San Diego)

is a former director of the National Science Foundation, chancellor emeritus of the University of Maryland, College Park, and former president of Occidental College. Dr. Slaughter has served for many years as a leader in the education, engineering and scientific communities. He is well known for his commitment to increasing diversity in higher education with a special focus on the STEM disciplines. A member of the National Academy of Engineering — where he has served on the Committee on Minorities in Engineering, chaired its Action Forum on Engineering Workforce Diversity and served two terms on the NAE Council — Dr. Slaughter is also the recipient of the Academy’s Arthur M. Bueche Award in 2004. A Fellow of the American Association for the Advancement of Science, the Institute of Electrical and Electronic Engineers (IEEE), and the American Academy of Arts and Sciences, he was elected to the Tau Beta Pi honorary engineering society and was named Eminent Member of theEta Kappa Nu honorary electrical engineering association. Dr. Slaughter is a member of Phi Beta Kappa and in 1993, he was named to the American Society for Engineering Education Hall of Fame. Among the boards of directors on which he has served are IBM, Northrop Grumman, Monsanto, Baltimore Gas and Electric Co., Atlantic Richfield (ARCO) and Solutia, Inc. Dr. Slaughter was appointed by President Jimmy Carter as Assistant Director and, later, as Director of the National Science Foundation and by President George W. Bush to membership on the President’s Council of Advisors on Science and Technology (PCAST).

Joyce Smith
(M.A., Counseling, Kansas State University)

has a background that spans the areas of admissions, management and marketing over thirty years. She has served in college admission counseling as a practitioner and a manager through her work with several professional associations. Ms. Smith has gained a wealth of experience as a practitioner having worked in both public and private college admissions at Kansas State University, Amherst College (MA) and Queens College of the City University of New York, where she served as executive director of admissions for undergraduate and graduate admissions, marketing and scholarship services. She worked for seven years as a program service officer of the Student Search Service and associate director of the Admission Testing Program with the College Board in New York, assisting colleges and universities with marketing and direct mail in support of their recruitment efforts. Ms. Smith served as the associate executive director and acting executive director of the National Association for College Admission Counseling before being named as NACAC’s executive director in February 1997. In addition to her NACAC inter-association responsibilities, Ms. Smith served as a member of the Advisory Board for Scholarship America. She served as a reader for Coca Cola Scholars and is a member of an advisory board for the Sallie Mae Fund.