



FORUM AGENDA

(subject to change)

Thursday, May 10

12:30pm-2:00pm
KRH Commons

Opening Plenary Session “The Role of Intermediary Public Policy Organizations in the Era of the States”

- Welcome Address by **Kim Hunter Reed, PhD**, Executive Director, Colorado Department of Higher Education, **Karen Riley, PhD**, Dean, Morgridge College of Education, University of Denver, and **Allegra “Happy” Haynes**, Executive Director of Denver Parks and Recreation and Denver School Board Member
- Land Acknowledgement by **Cecilia M. Orphan, PhD**, Assistant Professor, Higher Education, University of Denver

A research brief rereleased with findings from a national research study entitled, “The Role of Intermediary Public Policy Organizations in Shaping the Policy Agenda for Higher Education.” The brief’s authors are Cecilia M. Orphan, PhD, Assistant Professor, Higher Education, Morgridge College of Education, University of Denver, Sophia Laderman, PhD Student, Higher Education, Morgridge College of Education, University of Denver, and Senior Policy Analyst, State Higher Education Executive Officers Association, and Ryan Evely Gildersleeve, PhD, Associate Professor, Higher Education, Morgridge College of Education, University of Denver

Expert panelists:

- **Cheryl Crazy Bull**, President, American Indian College Fund
- **Joe Garcia, JD**, President, Western Interstate Commission for Higher Education
- **Robert E. Anderson, PhD**, President, State Higher Education Executive Officers Association

2:00pm-2:15pm

Break

**Session A
KRH 122****Governors and Legislatures: Equity-Focused Public Policy in an Era of State Leadership**

- **Mary Fulton**, Senior Policy Analyst, Postsecondary and Workforce Development, Education Commission of the States
- **Ben Boggs, PhD**, Program Principal, Education, National Conference of State Legislatures

The session focuses on higher education issues state governors and legislatures are contemplating and the variety of initiatives offered to address them. Come participate in a wide-ranging discussion of the current statewide environment and ways policy may help advance issues of equity.

**Session B
KRH 304****Contemporary Issues of Student Affairs and Public Policy**

- **Laura Sponsler, PhD**, Clinical Assistant Professor, Higher Education, Morgridge College of Education, University of Denver
- **Maura Koch**, Master of Arts Student in Higher Education; Application Coordinator – International Student Admissions, University of Denver, “*Serving International Students During Time of Volatile Policy*”
- **Kelly Schlabach**, Master of Arts Student in Higher Education, University of Denver, “*Cultivating a Sense of Belonging for Incarcerated Students: Recommendations for Student Affairs Practitioners and Policy Makers*”
- **Ali Moss**, Master of Arts Student in Higher Education, University of Denver, “*Examining the Invisible College Student: Access and Retention of Foster Youth in Postsecondary Education*”

Contemporary issues of student affairs intersect with public policy with implications for research, institutional policy and practice. In a Higher Education seminar course in the Winter of 2018, students explored some of the main policy areas as identified by the NASPA Research and Policy Institute: student success and college completion, issues related to specific student populations, and student safety and wellness. Three exemplary final research papers from this course will be presented highlighting the intersections between student affairs, public policy, and equity focusing on international students, incarcerated students, and foster youth alumni.

Session C
KRH 401

How K-12 Policies in Colorado Influence Equity and Opportunity in the P-20 Environment

- **Erin Anderson, PhD**, Assistant Professor, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- **Kaleen Barnett**, Doctoral Student, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- **Lisa Biebuyck**, Doctoral Student, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- **Sajjid Budhwani**, Doctoral Student, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- **Craig Harrer**, Doctoral Student, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- **Patrick Mills**, Doctoral Student, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver

The session includes presentations from Educational Leadership and Policy Studies (ELPS) doctoral students based on a ten-week group research project. The researchers used interviews and document review to explore three K-12 issues to better understand the policy decisions, the policy enactment process, the impact of the policy on marginalized students, and the policy outcomes. The policy issues explored are (a) statewide policies to address teacher shortages, (b) a districtwide policy on vouchers, and (c) a districtwide policy on school closure. These are K-12 policy issues that can support or challenge higher education equity and opportunities.

Session D
KRH 409

The State Leadership Imperative: Facilitating Equity-Minded Outcomes

- **Emily House, PhD**, Chief Research Officer, Tennessee Higher Education Commission
- **Kim Hunter Reed, PhD**, Executive Director, Colorado Department of Higher Education
- **Scott Jenkins**, Strategy Director, Lumina Foundation
- **Therese Ivancovich**, Executive Director, Denver Education Attainment Network

This session will highlight the need for state leadership around equity-minded agendas in order to increase attainment. Equity continues to be an essential area of focus if states are to reach their robust, ambitious attainment goals. In this panel, Lumina Foundation's first Talent, Innovation and Equity (TIE) states (Colorado and Tennessee) will be featured to provide concrete examples of strategies states are currently employing.

Session Chair: Maddie Puryear, Morgridge College of Education

“The Growing Price Tag of Legal Education: Enrollment of Students from Different Racial Groups,” **Amy Li, PhD**, Assistant Professor, University of Northern Colorado.

Law schools have increased their tuition prices across the last decade, which may disproportionately reduce access for students of color. Framed using the Veblen theory of goods and student price sensitivity, this study incorporates institution-level data on 194 public and private law schools from 2006 to 2015 to explore enrollment changes. Results from two-way fixed effects models suggest that when tuition and net costs increase, first-year enrollments of Black and Hispanic students do not change, while enrollments of Asian and White students generally increase.

“Getting Our Story Out: How Public Regional Universities Fundraise and Engage with Philanthropic Foundations,” **Kevin McClure, PhD**, Assistant Professor, University of North Carolina Wilmington, **Paige Eppenstein-Anderson**, Doctoral Student, University of North Carolina Wilmington, **Sara Thorndike**, Doctoral Student, University of North Carolina Wilmington

A recent study argued that public regional universities struggle to compete for grants and donations from foundations and other philanthropic organizations. This is problematic because the share of total philanthropic giving to higher education coming from foundations has increased. The purpose of this study was to empirically examine fundraising at public regional universities in an era of declining state support. In particular, we utilized case study methodology to better understand the challenges and strategies of public regional universities as they attempt to build relationships with and secure donations or grants from foundations.

“The Paper Chase: Student Loan Default and Repayment Rates Across Higher Education Sectors,” **Amy Li, PhD**, Assistant Professor, University of Northern Colorado, and **Robert Kelchen, PhD**, Assistant Professor, Seton Hall University

This study examines whether institutional characteristics and state conditions are associated with loan repayment rates and cohort default rates among institutions in each of four separate higher education sectors: public 2-year colleges, for-profit colleges, public 4-year colleges, and private 4-year colleges. Findings suggest that across all sectors except for-profits, colleges enrolling a greater proportion of traditionally underrepresented students, including first-generation and Black students, experience lower repayment rates. Factors affecting one-year and five-year repayment rates are generally similar, indicating that students who struggle to make progress on repaying their loans soon after leaving college continue to struggle in the future.

Session Chair: Katherine Robert, PhD Student, Higher Education, Morgridge College of Education, University of Denver

“State Policy Recap: Addressing Perennial Shortages through Targeted Teacher Recruitment,” **Sharmila Mann, PhD**, Director, K-12 Policy, Education Commission of the States

Research has long shown that, of the school-based factors impacting student achievement, teachers have the greatest level of influence. Unfortunately, many urban, rural, high-poverty, high-minority and low-achieving schools are unable to fill teaching positions with qualified candidates, leaving too many students without consistent, quality instruction. Many states are working to address teacher shortages through changes to state policy. This session will cover the Education Commission of the States' scan of 2017 state legislation aimed at recruiting high quality, minority and retired teachers to high-needs schools and subject areas.

“Racial Equity in Concurrent Enrollment,” **Janiece Mackey**, Executive Director of YAASPA/Political Science & Ethnic Studies Adjunct Faculty/PhD Student in Higher Education, Morgridge College of Education, University of Denver

When discussing students of color in concurrent enrollment, the lens of racial equity must be centered. Racial equity is reflective of not solely the demographics of students in concurrent enrollment, but the pedagogies, policies, practices, processes, and systems students of color navigate throughout their concurrent enrollment experiences. In order to begin to explore racial equity for students of color in concurrent enrollment, a mixed methods approach of statistical analyses and practitioner interviews were conducted by the author with critical race theory as a theoretical foundation.

“Advancing Race-Conscious Affirmative Action across the P-20 Pipeline: Recommendations for State Policy and Practice,” **Stephanie Puello**, Student Progress Coordinator at University of Colorado Denver, and **Lydia Supplee**, Faculty Support Manager, Sturm College of Law, University of Denver

Grounded in Critical Race Theory, this paper explores how state involvement can play an important role in furthering race-conscious affirmative action to both develop and improve academic preparation and college access for underrepresented students. Recommendations for state policy and practice focus upon alignment efforts between secondary and postsecondary educational systems, and, ultimately, serve as a call to action for states to assert the need for specialized and intentional support of underrepresented students along the education pipeline.

3:45pm-4:00pm

Break

4:00pm-5:30pm
SIE 5025

Opening Keynote Address

- Opening remarks and introduction by **Rebecca Chopp, PhD**, University of Denver
- Remarks provided by **Connor Long**, Advocate
- Keynote Speaker: **Ted Mitchell, PhD**, President, American Council on Education

5:30pm-7:00pm
SIE 5025

Reception and Poster Session

- “Well-Being Implementation in the Face of Many Challenges,” **Reggie Gwinn**, Morgridge College of Education, University of Denver
- “A New Role for Public Libraries in the Community Learning Ecology,” **Rachel Brackenridge**, Masters of Library and Information Science Student, Morgridge College of Education, University of Denver
- “Enrichment's Potential: The Social Change Model of Leadership Development as a Basis for Qualitative Research,” **Andrew Fox**, PhD Student, Educational Leadership and Policy Studies, Morgridge College of Education, University of Denver

Friday, May 11

8:00am-9:30am
KRH Commons

Plenary Strategy Session “Supporting Undocumented Students in the Era of the States”

- **Ryan Evely Gildersleeve, PhD**, Chair and Associate Professor, Higher Education, University of Denver, **Miriam Feldblum, PhD**, Vice President for Student Affairs, Dean of Students, and Professor of Politics, Pomona College, and **Brenda Sifuentez, PhD** Candidate, Higher Education, Morgridge College of Education

This session will present analysis of the policy landscape for immigrant families in relation to postsecondary opportunities. As an exemplar of proactive engagement with immigrant issues and higher education, we will share cutting-edge work from the Presidents’ Immigration Alliance. The last part of the session will be dedicated to an interactive workshop to better equip policy actors in facilitating and supporting immigrant opportunity in US higher education.

9:30am-9:45am

Break

9:45am-11:15am

CONCURRENT SESSION BLOCK 2

Session G
KRH 302

The Equity Case for Data Reform

Session Chair: Alejandra Martinez, Master’s Student, Higher Education, Morgridge College of Education, University of Denver

- Presenters: **Allie Aguilera**, Policy Manager, Young Invincibles, **Reid Setzer, JD**, Government Affairs Director, Young Invincibles, and **Jack Califano**, Rocky Mountain Organizing Coordinator, Young Invincibles

Graduation rates rose by 5 percentage points over the last decade, on average. But graduation gaps between underrepresented minority (URM) students and white students grew at over half of institutions nationally, with graduation rates for URM students falling at nearly a quarter of schools. Colorado is among the ten worst states in the country in postsecondary attainment gaps between white non-Hispanic adults and Latinx and African American adults. With better data, prospective students, advocates, and state policymakers could: identify schools that are decreasing college completion gaps; scale best practices; and adjust funding to reward colleges achieving higher education equity.

Advancing Public Policy: Policy organizations and state engagement case studies

- **Lexi Anderson, EdD**, Policy Analyst, Education Commission of the States, **Andy Carlson**, Vice President of Finance Policy and Member Services, State Higher Education Executive Officers Association, **Rachel Christeson**, Research Associate, National Center for Higher Education Management Systems, and **Patrick Lane, PhD**, Director of Data Initiatives, Western Interstate Commission for Higher Education

The role of an intermediary public policy organization in higher education varies. Each organization has unique connections to states including, but not limited to, providing third-party recommendations, completing state policy analyses, and direct state technical assistance. This session provides case studies from three postsecondary policy organizations and their direct service to states. The three organizations highlighted include the State Higher Education Executive Officers Association, Western Interstate Commission for Higher Education, and National Center for Higher Education Management Systems. In addition to presenting case studies, panelists will discuss the importance of partnerships with peer organizations to provide high-level assistance to states.

Public Policy and Educational Access

Session Chair: Molly Sarubbi, PhD Candidate, Higher Education, Morgridge College of Education, and Executive Assistant, Policy Researcher, Education Commission of the States

“Helping to Educate, Not Recidivate: Turning Prisons into Places for Learning by Creating College-Going Cultures,” **Rachel Lovendahl**, EdD Student, University of Denver

Access and opportunity to postsecondary education in and outside of corrections is central to the resettlement process of incarcerated and formerly incarcerated individuals. There is a scarcity of research pertaining to the education experiences and attainment of these groups, particularly in the area of college-going; a conceptual framework used when discussing college readiness, preparation, access, and retention strategies that empower individuals to enroll and complete a college degree. The purpose of this paper is threefold: 1) to review the postsecondary correctional education literature; 2) to address gaps in higher education discourse and policy; and lastly 3) to discuss the conceptual framework.

“Equity and Quality: A Historical Perspective and Contemporary Concern for Policy and Curriculum,” **Chancey Bosch, PhD**, Oral Roberts University, **Destinee Wannemacher**, Oral Roberts University, and **Brad Davis**, Oral Roberts University

This paper examines both forces of change on policy and their connection to curriculum. Examples include the Elementary and Secondary Education Act (1965), No Child Left Behind Act (2001), and the re-authorization of the Every Student Succeeds Act (2015). A historical examination of equity and quality in education may begin with "A Nation at Risk" (National Commission on Education Excellence, 1983) by connecting educational reform in education with curricular outcomes. Although commissioned reports, legislation, and policy addressed quality and equity for all, 52 years later, the fundamental struggle for equity and quality persists. The opportunity gap in the P-20

landscape needs educational policy affecting curricular change in relation to educational policy. The purpose of this paper is to contribute to the professional conversation of how state and federal policy influence curriculum design. Findings will support the need of all learners by promoting efforts for an equitable and quality education.

“The Role of Interstate Compacts in Online Education: Analyzing the State Authorization Reciprocity Agreement Adopters,” **Melvin Tanner**, Doctoral Student, University of Florida, and **Valerie Crespin-Trujillo**, Doctoral Student, University of Wisconsin – ELPA

Higher education is increasingly influenced by distance education. Federal data between 2014-2016 demonstrates growth in the number of college students enrolled in online courses. As more institutions offer online courses and programs to an expanding number of students, the leadership role that states are playing is also evolving. To better understand the state function within the distance education landscape, this study analyzes the early adopters of the State Authorization Reciprocity Agreement (SARA), a collaboration between the four higher education interstate compacts designed to reduce the bureaucratic hurdles for colleges and universities to offer their online degree programs in other states.

Session J
KRH 306

Public Policy and Finance in the Era of the States

Session Chair: Julie Wienski, EdD Candidate, Higher Education, Morgridge College of Education, University of Denver

“529 College Saving Plans: The Equity Question,” **Christine Nelson, PhD**, Assistant Professor, Higher Education, Morgridge College of Education, University of Denver, **Sarah Jordan**, PhD Student, Higher Education, University of Denver, and **Ranjana Damie**, Research Assistant Professor, University of New Mexico

529 college savings plans are managed by states or educational institutions in 49 states and the District of Columbia. They involve tax-advantaged, asset-building investment accounts that are managed by financial institutions. A wide variety of these plans is available to families to save for their children’s post-secondary education. In this paper, we intend to critically assess whether or not current research has adequately assessed who is best being served by 529 state policies and practices and whether equity concerns are being considered in the future of 529s.

“Institutional Policy and the Struggle to Maintain Tuition Transparency in an Increasingly Complex Environment,” **Glen Nelson, PhD**, Professor of Practice and Special Advisor to the Executive Vice President, Treasurer and Chief Financial Officer, Arizona State University, **Gregory Wolniak, PhD**, Associate Clinical Professor and Director, Center for Research on Higher Education Outcomes, New York University, **Casey George, PhD**, Assistant Professor of Higher Education, University of Louisville, and **Laura Davis, PhD**, Assistant Director, Center for Research on Higher Education Outcomes, New York University

The presentation highlights the findings from a set of research projects aimed to improve the accuracy and accessibility of information pertaining to college tuition. This research, designated as the “Affordability and Transparency

Initiative,” responds to the fact that tuition policies adopted at U.S. colleges and universities have become increasingly complex, which may disproportionately affect underrepresented students and fuel stratification. The Initiative focusses on the responsibility of institutions to provide accurate and accessible information to the public, resulting in evidence-based recommendations for institutions to clearly and accurately portray cost information to prospective students, and the implications of not doing so.

“An Equity-Based Evaluation of Existing and Proposed Free College and College Promise Programs,” **Tiffany Jones, PhD**, Director of Higher Education Policy, The Education Trust, and **Katie Berger**, Senior Policy Analyst for Higher Education, The Education Trust

As free college programs have spread throughout the nation, experts and advocates have rightfully warned that many recently enacted programs will provide few benefits for low-income students and students of color. This paper provides a detailed evaluation of 32 enacted and proposed free college and college promise programs using 8 equity-centric criteria related to what expenses programs cover, who they benefit, and whether they penalize students for losing eligibility or moving out of state. Where available, data on participation by race are also presented to identify programs that fail to serve underrepresented students.

Session K
KRH 202

Decolonizing the University

Session Chair: Miriam Feldblum, PhD, Vice President for Student Affairs, Dean of Students, and Professor of Politics, Pomona College

- Presenters: **Pardis Mahdavi, PhD**, Acting Dean, Korbel School of International Studies, University of Denver, **Marie Berry, PhD**, Assistant Professor, International Comparative Politics, Korbel School of International Relations, University of Denver, **Abigail Richards**, Master’s Student, Korbel School of International Studies, University of Denver, **Ariel Zarate**, University of Denver Graduate Student President, and **Elise Mann**, Master’s Student, Korbel School of International Relations, University of Denver

Transformation in higher education is desperately needed. One theory of change involves decolonizing not just the academy (or what knowledge is produced and privileged), but also decolonizing the university. To decolonize the university, we must question what knowledges and voices we deem ‘core’ or ‘essential’ readings. We must also re-think our curricula as well as our pedagogy. What message do we send when we assign only certain kinds of thinkers? How can we improve classroom climate? What messages do we send in our selection of campus speakers? What are we communicating when we as faculty or administrators look the other way when racist incidents take place on campus? And how do we understand access?

11:15am-11:30am **Break**

11:30am-12:45pm
KRH Commons

Lunch and Student IGNITE! Policy Competition

- Opening remarks: **Lorelle Espinosa, PhD**, Associate Vice President, Policy Research & Strategy, Center for Policy Research and Strategy, American Council on Education

Student Finalists:

- “State Fiscal Support, Need-Based Aid, and Student Loan Debt: A Panel Data Regression Analysis,” **Matthew Cuozzo**, Master’s Student, Higher Education, University of Maryland
- “Dismantling the Settler Narrative: Educational Policy in K-12 and Higher Education with a focus on Indigenous Perspectives,” **Michelle Garcia-Olp & Ceema Samimi**, Students, University of Denver
- “From Seeds to Apples: How can a Multi-Tiered System of Supports (MTSS) be Implemented at Colorado Residential Facilities for Forwarding the Education of Committed Youth?,” **Rachel Lovendahl**, Student, University of Denver
- “Bridge Year: Proposal to Create a State Funded Program to Bridge High School, College and the Needs of the Local Marketplace,” **Rod Bugarin**, EdD Student, Higher Education, Morgridge College of Education, University of Denver
- “Disability in Higher Education (Re)imagining Inclusivity,” **Sarah M. Jordan**, PhD Student, Higher Education, Morgridge College of Education, University of Denver

IGNITE! Judges: **Stella Flores, PhD**, Associate Professor of Higher Education; Director of Access and Equity, Steinhardt Institute for Higher Education Policy, New York University; **Lorelle Espinosa, PhD**, Associate Vice President, Policy Research & Strategy, Center for Policy Research and Strategy, American Council on Education; **Scott Jenkins**, Strategy Director, Lumina Foundation

12:45pm-1:00pm

Break

1:00pm-2:30pm
SIE 5025

Closing Keynote Address: “Data, inequality and equity across the K-20 Pipeline: Understanding challenges and points of leverage “

- Speaker Introduction: **Lolita Tabron, PhD**, Assistant Professor, Education Leadership and Policy Studies, Morgridge College of Education, University of Denver
- Keynote Speaker: **Stella Flores, PhD**, Associate Professor of Higher Education; Director of Access and Equity, Steinhardt Institute for Higher Education Policy, New York University

Keynote Speaker Biographies

Stella Flores, PhD

Associate Professor of Higher Education; Director of Access and Equity, Steinhardt Institute for Higher Education Policy, New York University

Dr. Stella M. Flores is an Associate Professor of Higher Education at the Steinhardt School of Culture, Education, and Human Development. She is also Director of Access and Equity at the Steinhardt Institute for Higher Education Policy at NYU. Dr. Flores holds an EdD in administration, planning, and social policy from Harvard University, an EdM from Harvard University, an MPAff from The University of Texas at Austin, and a BA from Rice University. In her research she employs large-scale databases and quantitative methods to investigate the effects of state and federal policies on college access and completion rates for low-income and underrepresented populations. Dr. Flores has written about Minority Serving Institutions, immigrant students, English Language Learners, the role of alternative admissions plans and financial aid programs in college admissions in the U.S and abroad, demographic changes in U.S. education, and Latino students and community colleges. Her publications include various peer-reviewed articles in *The ANNALS of the American Academy of Political and Social Science*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *American Journal of Education*, *The Review of Higher Education*, *Research in Higher Education*, *The Journal of Mixed Methods*, *The Journal of College Admission*, *The Future of Children*, and *The Journal of Hispanics in Higher Education*, as well as three co-edited volumes. Her work has been cited in the 2003 U.S. Supreme Court *Gratz v. Bollinger* decision (dissenting opinion) and in various amicus briefs submitted to the Supreme Court on affirmative action in higher education admissions.

Ted Mitchell, PhD

President, American Council on Education

Mitchell was president of Occidental College (CA) from 1999-2005. He served as U.S. under secretary of education from 2014 until January 2017, reporting to the secretary of education and overseeing postsecondary education policies and programs. He also has served as vice chancellor and dean of the Graduate School of Education and Information Studies at the University of California, Los Angeles, and professor and chair of the Department of Education at Dartmouth College (NH). He has been a member of the Stanford University (CA) Board of Trustees. Prior to becoming under secretary of education, Mitchell was chief executive officer of the NewSchools Venture Fund from 2005-2014, which provides seed capital and counsel to leading education entrepreneurs at the K-12 level, and served as the president of the California State Board of Education. After concluding his service at the Department of Education, Mitchell served as a consultant to ACE in the areas of education attainment and innovation and leadership development. Mitchell received his bachelor's, master's and Ph.D. degrees from Stanford University.

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