The University of Missouri has filled another administrative position.

Chancellor R. Bowen Loftin announced Thursday that Ellen de Graffenreid, current senior vice president for communications at Brandeis University, has been named the new vice chancellor of marketing and communication.

de Graffenreid starts at MU on Sept. 2, filling a position Loftin created a few months ago. Mary Jo Banken has filled the role in the interim, picking up a post that started as the assistant to the chancellor of university affairs, a job that Chris Koukola retired from in January. Banken will return as director of the MU News Bureau when de Graffenreid starts.

The purpose of the new role is to lead the university's marketing strategy as well as the internal and external communication offices.

At Brandeis, located in Waltham, Mass., de Graffenreid led the creation of a research-based strategic messaging platform, and was responsible for implementing an annual strategic communications planning process, according to a news release. She and her team have received awards from the Council for Advancement and Support of Education, as well as the American Association of Medical Colleges’ Group on Institutional Advancement.

Prior to Brandeis, de Graffenreid was director of communications and marketing for the University of North Carolina Lineberger Comprehensive Cancer Center, and had a similar position for the University of Louisville Health Sciences Center.

“Over the course of her 20-year career in the higher education, academic medicine and technology sectors, Ellen has served in many roles, leading the integrated marketing and communication efforts of several major universities,” Loftin said in a news release. “I’m looking forward to working with her as Mizzou continues to position itself as one of the premier land-grant, research institutions in the nation.”
In a news release, de Graffenreid said she is “excited for the opportunity” to work at MU.

“Everyone I have met cares deeply about the institution, and I look forward to joining the Mizzou family,” she said.

MU spokesman Christian Basi said de Graffenreid’s salary is $220,000.

COLUMBIA MISSOURIAN

De Graffenreid to fill new MU vice chancellor position

Thursday, July 24, 2014 | 6:30 p.m. CDT
BY MICHELLE TODD

COLUMBIA — Ellen de Graffenreid, senior vice president for communications at Brandeis University in Waltham, Mass., has been named vice chancellor of marketing and communications at MU, effective Sept. 2.

De Graffenreid’s duties will be to manage a team responsible for marketing and communications and to oversee the development and implementation of MU’s brand, according to the job description on Vitae.com. This is a new position, she said.

Her parents are MU alumni, and de Graffenreid said she looks forward to coming to the campus.

"I have worked at several public universities, and it seems like Mizzou is a great fit for my skills," she said.

According to a release from the MU News Bureau:

De Graffenreid has served as director of communications and marketing for the Lineberger Comprehensive Cancer Center at the University of North Carolina and the University of Louisville Health Sciences Center and as director of communications and donor relations at the Washington State University Foundation.
She has a bachelor's degree in history from Indiana University, a master's degree in Russian and Soviet history from the University of North Carolina at Chapel Hill and a master's degree in business administration from that university’s Kenan-Flagler Business School.

She also has worked in several positions at the Hewlett-Packard Corp. and as a consultant for clients in the technology industry.

De Graffenreid will replace Mary Jo Banken, who has been serving as interim assistant to the chancellor for university affairs since Chris Koukola's retirement.

De Graffenreid’s annual salary will be $220,000, MU spokesman Christian Basi said.

MU hires new vice chancellor

Ellen De Graffenreid will earn a starting salary of $220,000.

By Covey Eonyak Son
July 24, 2014

Chancellor R. Bowen Loftin announced Thursday that Ellen de Graffenreid will serve as MU’s new vice chancellor of marketing and communications.

De Graffenreid is the vice president for communications at Brandeis University in Waltham, Massachusetts (a fellow member of the Association of American Universities) and will start her new position Sept. 2.

At MU, de Graffenreid will earn a starting salary of $220,000.
“I am excited to have the opportunity to lead a talented staff in developing an integrated marketing strategy that conveys the quality of the people, programs and discoveries that make up one of this nation’s premier land-grant universities,” de Graffenreid said in a news release. “Everyone I have met cares deeply about the institution, and I look forward to joining the Mizzou family.”

De Graffenreid received a bachelor’s degree in history from Indiana University, a master’s degree in Russian and Soviet history from the University of North Carolina at Chapel Hill, and a master’s degree in business administration from the University of North Carolina’s Kenan-Flagler Business School.

Both of de Graffenreid’s parents, R.E. Gene and Nancy Kirkham Forderhase, are MU grads.

Prior to her current role at Brandeis University, de Graffenreid worked in various positions in the technology industry, including one at the Hewlett-Packard Corporation.

Joan Gabel, dean of the Trulaske College of Business who also served as chair of the search committee for the post, said she believes de Graffenreid’s experience, both in an AAU member university and in the private sector, will benefit MU.

“Along with her AAU experience and Missouri roots, she has a strong portfolio of marketing and communication skills that can take our very strong team to the next level,” Gabel said in the release.

De Graffenreid’s new position was initially created by Loftin as the assistant to the chancellor for university affairs, a position which MU News Bureau Executive Director Mary Jo Banken has served in the interim since February.

Banken will return to her former position in the News Bureau once de Graffenreid starts in the fall.
Deaton highlights relationships, advocacy through his namesake institute

By Ashley Jost

Thursday, July 24, 2014 at 10:50 am Comments (1)

When Brady Deaton retired from his post as University of Missouri chancellor, he didn’t go very far. He also, technically, didn’t retire.

Days after Deaton announced his retirement, UM System President Tim Wolfe said the university would honor Deaton with a new program, the Brady and Anne Deaton Institute for Leadership and International Development.

The goal of the institute was to focus on how the university can be more effective in influencing international development in several areas, including food security and safety, water quality and health, and economic development.

This past school year marked the start of Deaton’s tenure as the leader of his namesake institute, which technically started in late fall after Deaton’s retirement.

For fiscal year 2015, the institute had a $301,921 operating budget, about $236,000 of which goes toward Deaton’s salary and benefits. The budget includes $25,236 for unspecified operating expenses and $3,500 for equipment.

So far, Deaton has divided his time between Columbia and the open road, heading to conferences or events, many of which he speaks at. Wherever he goes, Deaton said, his job is essentially to advocate for the university and be a “liaison” between the research community, the policy community and the university.

“I’m trying to get as familiar as possible with the range of research we’re doing at the university so I know what we’re on the cutting edge of,” Deaton said. “I’ve done a lot of relationship building and information collecting. I take all of what I’ve learned about what we’re doing and bring it with me to meetings and conferences.”

Though he’s spending the summer in Virginia, when he is in Columbia, he works out of his office in Ellis Library.
Deaton said he has made several major presentations around the country, including a keynote address to an inter-university symposium on infrastructure needs and the relationship to world food needs, a presentation at the Feed the Future conference in Washington, D.C., and an Association of Public Land-Grant Universities talk about what universities can do to address world hunger.

Among the speaking engagements was a request from Gov. Jay Nixon for Deaton and Kattesh Katti, an MU curator’s professor of radiology and physics, to present what they’ve learned about green nanotechnology, a field that connects agriculture with emerging technology, to his economic development staff.

Katti said he and Deaton worked together in the past on delegations to India for economic development efforts.

“It’s important that someone from our campus is working on these issues,” Katti said. “That’s how we make higher education sustainable. It’s not enough to do research and teach anymore, we need to be involved in helping the economic development of our state.”

Deaton said he’s planning a symposium at MU sometime this fall on how the university can best position itself in international programs, study abroad programs, key sciences and to talk about potential research funding opportunities, using what he has learned so far from all of the conferences and events he has attended.

Details are still in the works for the event.

MU to offer free tuition to employees without high school degree

July 24, 2014  BY Sophia Conforti

MU employees wanting to earn their high school diplomas can now register at MU High School, the university’s online high school, for free, MU officials announced Thursday, July 17. MU High School offers more than 180 courses for credit.
Tuition for eligible MU staff will be paid through an extension of the existing tuition assistance benefit program and funds from the College of Education and their Mizzou K-12 Online program, according to a news release. Local company MBS Direct will also assist student with textbook costs.

“The College of Education is excited to pilot this innovative program to help Mizzou employees earn their high school diplomas at no cost to those employees,” Daniel L. Clay, dean of the College of Education, said. “Offering MU employees the opportunity to earn their high school diplomas from an accredited and well-respected entity like MU High School just makes sense.”

The tuition assistance program is open to employees at MU, the UM system, MU Health Care and MU Extension. The program is a “two-year pilot project,” and completion rates will be analyzed at the close of the project. Based on the results, the program may be extended to employees at the three other University of Missouri System campuses.

“This innovative program provides a wonderful opportunity for MU staff to complete their high school diplomas in the safe and convenient MU community,” Zac March, director of Mizzou K-12 Online School, said.

House votes to simplify education tax breaks

NO MU MENTION

WASHINGTON (AP) — The House passed a bill Thursday that would simplify a complicated patchwork of tax breaks for higher education but would exclude many graduate students.

The bill would make permanent a tax credit that provides students with up to $2,500 a year to help pay tuition and related expenses at universities, community colleges and trade and vocational schools. Under current law, the credit is scheduled to expire at the end of 2017.
The credit would replace several overlapping deductions and credits that cover more expenses but can be difficult to navigate. The bill passed by a vote of 227-187.

"Streamlining the number of education provisions and retooling those that are most effective allows us to simplify the code and reduce some of the confusion that exists today," said Rep. Diane Black, R-Tenn., who sponsored the bill.

The White House says President Barack Obama supports making the tax credit permanent but that the administration opposes the bill because it would add $97 billion to the budget deficit over the next decade. The White House statement stopped short of threatening a veto.

Some higher education officials oppose the bill because many graduate students and older students returning to college would lose their tax breaks. That's because students could only claim the credit during the first four years of college.

The American Council on Education, which represents university presidents, sent lawmakers a letter this month opposing the bill. The letter was endorsed by nine other higher education groups.

"The bill would negatively impact many low- and middle-income students and families who benefit under current law," the letter said. "It also would harm graduate students and lifetime learners."

The credit is limited to individuals making less than $90,000 a year and married couples making less than $180,000.

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**Competency vs. Mastery**

**NO MU MENTION**

July 25, 2014

By **John F. Ebersole**

"Competency-based" education appears to be this year’s answer to America’s higher education challenges, judging from this week's news in Washington. Unlike MOOCs (last year’s solution), there is, refreshingly, greater emphasis on the validation of learning. Yet,
all may not be as represented.

On close examination, one might ask if competency-based education (or CBE) programs are really about “competency,” or are they concerned with something else? Perhaps what is being measured is more closely akin to subject matter “mastery.” The latter can be determined in a relatively straightforward manner, using various forms of examinations, projects and other forms of assessment.

However, an understanding of theories, concepts and terms tells us little about an individual’s ability to apply any of these in practice, let alone doing so with the skill and proficiency which would be associated with competence.

Deeming someone competent, in a professional sense, is a task that few competency-based education programs address. While doing an excellent job, in many instances, of determining mastery of a body of knowledge, most fall short in the assessment of true competence.

In the course of their own education, readers can undoubtedly recall the instructors who had complete command of their subjects, but who could not effectively present to their students. The mastery of content did not extend to their being competent as teachers. Other examples might include the much-in-demand marketing professors who did not know how, in practice, to sell their executive education programs. Just as leadership and management differ one from the other, so do mastery and competence.

My institution has been involved in assessing both mastery and competence for several decades. Created by New York’s Board of Regents in the early 1970s, it is heir to the Regents’ century-old belief in the importance of measuring educational attainment (New York secondary students have been taking Regents’ Exams, as a requirement for high school graduation, since 1878).

Building on its legacy, the college now offers more than 60 subject matter exams. These have been developed with the help of nationally known subject matter experts and a staff of doctorally prepared psychometricians. New exams are field tested, nationally normed and reviewed for credit by the American Council on Education, which also reviews the assessments of ETS (DSST) and the College Board (CLEP). Such exams are routinely used
for assessing subject matter *mastery*.

In the case of the institution’s competency-based associate degree in nursing, a comprehensive, hands-on assessment of clinical competence is required as a condition of graduation. This evaluation, created with the help of the W.K. Kellogg Foundation in 1975, takes place over three days in an actual hospital, with real patients, from across the life span -- pediatric to geriatric. Performance is closely monitored by multiple, carefully selected and trained nurse educators. Students must demonstrate skill and ability to a level of defined competence within three attempts or face dismissal or transfer from the program. In developing a *competency*-based program as opposed to a *mastery*-based one, there are many challenges that must be addressed if the program is to have credibility. These include:

- **Who specifies the elements to be addressed in a competency determination?** In the case of nursing, this is done by the profession. Other fields may not be so fortunate. For instance, who would determine the key areas of competency in the humanities or arts?

- **Who does the assessing**, and what criteria must be met to be seen as a qualified assessor of someone’s competency?

- **How will competence be assessed, and is the process scalable?** In the nursing example above, we have had to establish a national network of hospitals, as well as recruit, train and field a corps of graduate prepared nurse educators. At scale, this infrastructure is limited to approximately 2,000 competency assessments per year, which is far less than the number taking the College’s computer-based mastery examinations.

- **Who is to be served by the growing number of CBE programs?** Are they returning adults who have been in the workplace long enough to acquire relevant skills and knowledge on the job, or is CBE thought to be relevant even for traditional-aged students? (It is difficult to imagine many 22 year-olds as *competent* within a field or profession. Yet, there is little question that most could show some level of *mastery* of a body of knowledge for which prepared.)
• Do prospective students want this type of learning/validation? Has there been market research that supports the belief that there is demand? We have offered two mastery-based bachelor’s degrees (each for less than $10,000) since 2011. Demand has been modest because of uncertainty about how a degree earned in such a manner might be viewed by employers and graduate schools (this despite the fact that British educators have offered such a model for centuries).

• Will employers and graduate schools embrace those with credentials earned in a CBE program? Institutions that have varied from the norm (dropping the use of grades, assessing skills vs. time in class) have seen their graduates face admissions challenges when attempting to build on their undergraduate credentials by applying to graduate schools. As for employers, a backlash may be expected if academic institutions sell their graduates as “competent” and later performance makes clear that they are not.

The interest in CBE has, in large part, been driven by the fact that employers no longer see new college graduates as job-ready. In fact, a recent Lumina Foundation report found that only 11 percent of employers believe that recent graduates have the skills needed to succeed within their work forces. One CBE educator has noted, "We are stopping one step short of delivering qualified job applicants if we send them off having 'mastered' content, but not demonstrating competencies."

Or, as another put it, somewhat more succinctly, "I don't give a damn what they KNOW. I want to know what they can DO."

The move away from basing academic credit on seat time is to be applauded. Determining levels of mastery through various forms of assessment -- exams, papers, projects, demonstrations, etc. – is certainly a valid way to measure outcomes. However, seat time has rarely been the sole basis for a grade or credit. The measurement tools listed here have been found in the classroom for decades, if not centuries.

Is this a case of old wine in new bottles? Perhaps not. What we now see are programs being approved for Title IV financial aid on the basis of validated learning, not for a specified number of instructional hours; whether the process results in a determination of competence or mastery is secondary, but not unimportant.
A focus on learning independent of time, while welcome, is not the only consideration here. We also need to be more precise in our terminology. The appropriateness of the word competency is questioned when there is no assessment of the use of the learning achieved through a CBE program. Western Governors University, Southern New Hampshire, and Excelsior offer programs that do assess true competency.

Unfortunately, the vast majority of the newly created CBE programs do not. This conflation of terms needs to be addressed if employers are to see value in what is being sold. A determination of "competency" that does not include an assessment of one’s ability to apply theories and concepts cannot be considered a “competency-based” program.

To continue to use “competency” when we mean “mastery” may seem like a small thing. Yet, if we of the academy cannot be more precise in our use of language, we stand to further the distrust which many already have of us. To say that we mean “A” when in fact we mean “B” is to call into question whether we actually know what we are doing.

**BIO**

John F. Ebersole is the president of Excelsior College, in Albany, N.Y.

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**Who's Responsible?**

**NO MENTION**

July 25, 2014

By Charlie Tyson

WASHINGTON – Testifying at a Thursday Senate hearing on how states could promote college affordability, Lisa Madigan, the attorney general of Illinois, told senators that the federal government wasn’t doing enough for student borrowers. But it was hard to find
agreement on whether to focus on that issue, state appropriations for higher education, for-profit colleges or issues such as health care policy as senators and higher education experts considered how federal and state governments could work together to reduce college costs. The Senate’s Committee on Health, Education, Labor and Pensions held the hearing as part of an ongoing effort to reauthorize the Higher Education Act, a law that governs federal student financial aid.

At the beginning of the hearing, Senator Lamar Alexander, the committee’s ranking Republican, said states must lead the way on college affordability. Madigan, however, insisted that the federal government had a major part to play when it came to protecting and serving student-loan borrowers.

Federal student loan servicing is “extremely problematic and extremely confusing,” she said. Borrowers are often unaware of federal loan repayment programs, and they have difficulty understanding which loan – and which repayment program – might suit them best. And companies that provide federal loans are failing to adequately advise student borrowers. Her office has received complaints from borrowers who say loan servicers are pressuring them to get their loans current rather than providing information about repayment options.

The complaints are reminiscent of problems her office saw during the mortgage and foreclosure crisis, she said, when homeowners struggled to make their mortgage payments. Because of these deficient servicing practices, borrowers are falling victim to debt-relief scams, in which predatory companies attempt to extract large sums of money from desperate borrowers – all for repayment programs that borrowers can access for free through the Education Department.

Earlier this year, Madigan launched a multistate investigation into Sallie Mae, which provides and collects on federally guaranteed student loans. In May, Sallie Mae agreed to pay $97 million in fines after government officials alleged the company illegally overcharged active-duty service members.

"Congress should create a uniform process for all student loan servicers to follow,” she said. “Servicers should be required to tell struggling borrowers all their options.”
In another twist reminiscent of Obama’s first term, the hearing nearly tipped, at several points, into a debate about health care reform.

In his opening remarks, Senator Tom Harkin of Iowa, the committee’s ranking Democrat, said there was a “direct link between rising college costs and long-term state disinvestment.”

State funding has dropped, and public colleges have responded by hiking tuition, he said. He condemned the “stunning abdication of responsibility on the part of states to preserve college affordability.”

But Alexander was quick to propose an alternative hypothesis for climbing tuition rates. “The principal culprit is Medicaid,” said the senator, who served as education secretary under George H.W. Bush. “It’s the federal requirements on states to pay for Medicaid… those dollars come mostly out of higher education.

“That’s why tuitions go up around the country,” he said – adding that the Affordable Care Act’s Medicaid provisions would make the problem worse.

Harkin’s rewrite of the Higher Education Act, for which he is soliciting comments, runs to nearly 800 pages. In those pages, Medicaid is not mentioned once. Later in the hearing, Harkin shot back at Alexander, saying that declines in state revenues caused by tax cuts -- not Medicaid spending -- accounted for lapsing state support for higher education.

Harkin’s draft lays out two proposals for state-federal partnership. First, his rewrite suggests that the federal government should give eligible states annual block grants for additional public higher education funding. Public institutions would be required to use this money to reduce tuition costs or mitigate tuition increases, and to increase enrollment of Pell Grant-eligible students.

Second, Harkin’s draft includes a competitive grant system, under which states can apply for money to carry out comprehensive reforms – such as shortening the length of time to a postsecondary degree and promoting the use of technology in “increasing personalized learning.”
The senators and experts at the hearing did not discuss the details of Harkin’s proposals for state-federal partnerships. Instead, they inveighed against for-profit institutions (which Madigan called “so-called schools”); discussed their desire to simplify financial aid procedures, including loans, without disrupting aid to the worst-off students; and considered higher education initiatives that had worked well in states such as Maryland and Indiana.

Senator Elizabeth Warren, Democrat of Massachusetts, expressed her disappointment that the student loan refinancing bill she championed, which would have allowed borrowers to refinance their student loans at lower rates, had not passed.

“I believe it’s time to cut the interest rate on student loans, and I think that’s something we should be able to support, both Democrats and Republicans,” she said.