The Future of Public Research Universities

The Master of Public Affairs

GSPP Welcomes Avi Feller and Janelle Scott

gspp.berkeley.edu
HIGHER EDUCATION IN AMERICA IS A MODEL FOR THE REST OF THE WORLD. We have most of the highest rated universities in the world. We do most of the important research that leads to scientific breakthroughs and innovative products. We educate a vast number of students — mostly through an exceptionally successful set of public sector institutions. The return on the investment in a college degree is extremely high with lifetime earnings between one and two million dollars higher compared to just having a high school degree.

Despite these successes, higher education is now under scrutiny. College debt is too high for many students — especially those who attend private for-profit institutions, but increasingly worrisome for those who go to any kind of institution. State and local governments have reduced their funding for higher education in the past 35 years. In 1980, state and local governments provided 60% of the total funding for higher education. Today, they only provide 40%. Without state and local support, public institutions have had to increase their tuitions to make up for the shortfall. Somewhat surprisingly, private non-profit institutions — even those with large endowments — have also substantially increased their tuitions.

UC Berkeley now gets only about 12% of its funding from the state, and its tuition has increased over the past decade as the state has reduced its average support per student (in constant inflation adjusted dollars) from $23,670 in 2000 to about $10,500 today. Remarkably, in the past decade UC tuition has increased less than the cutbacks in state funding. UC Berkeley has also managed to keep student debt relatively low compared to other institutions, though students only see the net result, which is an increase in their tuition. Nevertheless, Berkeley is still an extraordinary deal with tuition and fees of about $15,000 for in-state students, compared to costs of $45,000 for private non-profit institutions. Berkeley provides a Cadillac product at a Chevy price.

Higher education is now under intense pressure and scrutiny, and some people believe that it needs to be radically restructured. Solutions such as increasing the number of online courses or increasing faculty teaching loads are too simplistic and overlook the importance of quality classroom instruction and the ways thatfaculty research contributes to economic growth, helps the public sector solve problems, and contributes to our culture and society. We need to think of ways that American universities can get better while maintaining their world-wide pre-eminence and contributions to economic growth.

This issue of Policy Notes is devoted to some of the ways that GSPP’s faculty, students, and alumni are trying to improve higher education. It is also an opportune moment to announce that the Center for Studies in Higher Education (CSHE), founded in 1956 at Berkeley, will become part of the Goldman School in the next year. The Center is currently led by former Berkeley Provost and President Emerita of Smith College Carol Christ. Since taking over the CSHE, she has established an exciting series of ongoing talks, started a research seminar for graduate students from ten different disciplines, and has charted an exciting new course for CSHE. We welcome her and CSHE to GSPP.

Editor’s Note

WHEN I WAS AN UNDERGRADUATE AT UC BERKELEY, tuition was $600 per semester. (And we walked to school! in the rain! uphill, both ways!). As a parent of a college sophomore, it’s easy to feel alarmed by the state of higher education today. Every point in the process, from application to financial aid is fraught with anxiety, confusion and inequity.

Working on this higher education issue of Policy Notes made me feel surprisingly “patriotic” about being the graduate of a public university. As the work of the Lincoln Project, Pamela Brown’s UC Info Center and even the legacy of Dr. Carl Patton show, public universities are still getting a lot of things right, furthering knowledge and driving social mobility. And for the work that remains to be done—the faculty, alumni and students of the Goldman School are rolling up their sleeves and getting to it.

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excellence and access
GSPP and Higher Ed

In the last three decades, public research universities have experienced a steady decline in state funding. Most universities have instituted new programs to reduce costs, but years of dramatic budget cuts have left little room for austerity: public research universities increasingly are expected to serve more Americans with less funding. The Lincoln Project: Excellence and Access in Public Higher Education is an endeavor of the American Academy of Arts and Sciences that urges support for public research universities and recommends new strategies to sustain them in a landscape of increasing state divestment. Former UC Berkeley Chancellor and Goldman School faculty member Robert J. Birgeneau co-chairs the Lincoln Project and Dean Henry E. Brady serves as an advisor. The project’s first publication, Public Research Universities: Why They Matter, is excerpted here.

Introduction
In an interconnected and rapidly changing world, the United States requires an educated citizenry to support a constant flow of research and innovation to sustain its international competitiveness. Public research universities are a foundational piece of the US educational infrastructure that meets this need. In 2013, public research universities enrolled approximately four million students nationwide — an average of about eighty thousand students in each state.

There is at least one public research university in every state, providing geographically accessible educational opportunities to Americans across the country. Public research universities initiate the fundamental research that drives scientific and technological discovery. They educate and train the skilled workforce of tomorrow. They prepare schoolteachers and faculty for the classroom. They equip the next generation of leaders with the knowledge, skills, and empathy to lead a twenty-first-century democracy. Most important, public research universities are stewards and repositories of human knowledge.

1. Public Research Universities Serve the National Interest
Public research universities play a significant role in regional and national economic development. With the demise of many private research laboratories, our nation’s universities have become the primary sources of US research, discovery, and innovation. The biotech industry originated almost entirely from research universities. Countless start-ups and patent grants in a number of industries have sprung from the research clusters that have formed, in conjunction with private counterparts, around the University of California, Berkeley; University of California, San Diego; University of Michigan; University of Texas at Austin; and University of Illinois at Urbana-Champaign. They are also major employers: in 2012–2013, public research universities employed over 1.1 million faculty and staff nationwide, and were among the top-five largest employers in twenty-four states.

2. Public Research Universities Contribute to the Innovation Economy
Public research universities experiment with innovations in teaching and learning, including “flipped” and “hybrid” classrooms (in which lectures take place online and class time is devoted to discussion), and other alternative teaching methodologies that take advantage of information technology and online education. Students learn from cutting-edge researchers, in all disciplines, who share new knowledge and the excitement of discovery through their teaching.

For graduates of public research universities, a college education (including tuition, living expenses, and foregone income) typically pays for itself within five to seven years of postgraduate employment. The average median mid-career salary for graduates of public research universities is $82,161. Although there are differences in earning potential across majors, especially early in a graduate’s professional life, college graduates in all majors earn at least 60 percent more than high school graduates over the course of a career.

3. Public Research Universities Provide Quality Educational Opportunities and Programs at an Efficient Cost
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4. Public Research Universities Are Working to Maintain and Improve Access and Affordability

The average price of tuition, room and board, and other on-campus fees at public research universities for in-state students is about $24,000 per year. With financial aid, that amount is reduced on average to about $14,000 per year.

The number of students at public research universities who receive federal Pell Grants, an indicator of the volume of students from low-income families, has increased by 8 percent over the past five years. Many states, university systems, and individual institutions have created their own affordability initiatives that target low- and middle-income students.

5. Public Research Universities Value Responsible Spending

The education of graduate students is essential to the research mission and to the production of future faculty members, and therefore to the health of the entirety of higher education. As doctoral degree-granting institutions, public research universities have less flexibility to absorb budget reductions than do large comprehensive universities. Public research universities must maintain high faculty levels because graduate training requires intense faculty-student interaction. But public research universities have suffered massive budget cuts; state cuts have reduced total funding for public research universities by 20 percent per enrolled student over the past decade. Forty-six of the fifty states cut support for higher education from 2008 to 2013, some by more than one-third.

The main driver of tuition increases has been the loss of state appropriations, which have reduced per-student support by as much as 40 percent. Tuition increases alone cannot make up the difference. It is a widely held public belief that the state provides the majority of support for public universities. But with state appropriations in many cases making up less than 20 percent of public research university budgets, and in some cases even less than 10 percent, this is clearly a myth; new funding models are needed to increase resources.

Conclusion

This is the first in a series of five publications that will examine the importance of our public research universities. Subsequent publications will include detailed overviews of challenges facing higher education at the state level, the current financial models of public research universities and how they are changing; and the myriad impacts of the research conducted at these institutions on people, the economy, and the nation. Ultimately, the Lincoln Project will offer substantive policy recommendations for sustaining public research universities and will call on all funding partners — states, the federal government, philanthropies, business, and the public — to maintain and enhance their investment in them.

Advisory Group and Funders

Advisory Group

Robert Birgeneau, Cochair, University of California, Berkeley
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Frank Yasar, CamberView Partners LLC; University of California, Berkeley
Pauline Yu, American Council of Learned Societies

Funders

The William and Flora Hewlett Foundation
The Spencer Foundation
Carnegie Corporation of New York
Thomas and Stacey Siebel Foundation
Robert and Colleen Haas

Major Operating Expenditures at Public Research Universities by Function, 2012–2013

- 21% Research
- 9% Institutional Support
- 11% Academic Support
- 7% Public Service
- 39% Instruction
- 11% Other Core Expenses
- 7% Student Services
- 6% Academic Support
- 39% Instruction
The One-Year Master of Public Affairs

NEXT SUMMER, A COHORT OF DIVERSE, ACCOMPLISHED professionals from around the country and the world will arrive at the Goldman School as the inaugural class of GSPP’s new Master of Public Affairs degree program. The students will spend ten and a half weeks at the Goldman School, with the option of completing the rest of the one-year program on campus or online.

“What this program, the Goldman School is expanding its impact in the world,” says Executive Director Meg St. John. Meg comes to the Goldman School from UC Berkeley’s School of Information where she helped launch their Master of Information and Data Science degree.

“Participants will learn from the renowned faculty of the Goldman School, and build professional networks with public-spirited thinkers and leaders,” she says. “They will learn from one another and connect with a network that will enhance their personal and professional lives.”

The new MPA will share the analytical framework that is the cornerstone of the Master of Public Policy degree, but also emphasize the strategic and visionary outlook essential for policy leaders who want to accelerate their careers and amplify their influence.

“The public, nonprofit and private sectors face a multitude of pressing problems that affect all of us,” says Professor Jane Mauldon, the program’s Faculty Director. “Giving rising talent the analytic and leadership skills to complement their existing knowledge, experience and technical skills will drive organizational change and innovation in areas of great policy impact.”

Given the strong support from Dean Henry E. Brady, the faculty and staff, Meg is confident of the program’s successful launch. “The entire Goldman School community has been really enthusiastic about the MPA,” she says. “It’s inspiring to see so much positive engagement.”

For more on the program and information on how to apply, visit http://gspp.berkeley.edu/mpa

Do you know someone who might be a good fit for the Master of Public Affairs? We would love to hear from you. Contact megstjohn@berkeley.edu.

GSPP Welcomes Janelle Scott

This fall, Dean Henry E. Brady announced the appointment of Professor Janelle Scott as a Goldman School faculty affiliate. Janelle Scott is a professor in the Graduate School of Education and in the department of African American Studies and African Diaspora Studies.

What brought you to the Goldman School of Public Policy?

In many ways, my interests in education policy and politics relate to broad public policy issues, including the relationship between labor, housing, and school systems. Over the years, I have had the pleasure of teaching many GSPP students in my Graduate School of Education courses, I have also taught an Education Policy capsule in the Public Policy International Affairs Junior Summer Institute. So my new affiliation with GSPP helps to formalize an already-existing relationship. GSPP is the best public policy school in the country, and I look forward to contributing to that excellence.

Racial politics, public education and school choice are all very controversial, leading-edge topics. How did you get interested in these areas, and what kind of policy questions continue to animate your ongoing research?

I majored in Political Science as an undergraduate at Cal and was able to pursue wonderful coursework in the African American Studies Department as well, especially courses taught by Professor Charles Henry. I had a longstanding interest in the role of public education in a democracy, and tutored students at Willard Middle School while I was an undergraduate. The linkages between power, access, inequality, race, and education were evident to me, but were not always connected in my courses.

After graduation, I taught elementary school for four years in the Fruitvale neighborhood in Oakland while I also earned my teaching credential at San Francisco State University. That was a profound experience. Not only did I learn about pedagogy and instruction, but I also saw how deeply my students and their families’ opportunity pathways were constrained or expanded through existing social and educational policies that they had almost no say in shaping. And at the school level, teachers did their best to provide engaging instruction, even while we were constrained by large class sizes and insufficient resources. I decided to pursue my doctorate in educational policy at UCLA. I studied the intersection of charter school policy and privatization of school management with local school governance. I continue to be interested in issues of democratic participation in educational and social policy, and most recently have been researching how intermediary organizations are producing, promoting, and disseminating research evidence to policy makers on school choice and incentivize educational policies.

Tell us a bit about yourself. Are you from the area? Hobbies?

I was raised in Southern California, and after completing my doctorate, moved to New York City, where I held positions at Teachers College, Columbia University and New York University before I was recruited back to UC Berkeley as a part of the Haas Institute for a Fair and Inclusive Society (formerly the BDRI).

My hobbies have taken a back seat to raising two budding intellectuals: my children attend elementary school in Oakland Unified and keep my husband and me very busy (they seem to deeply despise regular sleep!). I love hiking, enjoying good wine (see said children), and getting away to wonderful bay area locations for long weekends. Sea Ranch is a favorite peaceful and restorative spot for my family.
faculty  GSPP Welcomes Avi Feller

This fall, the Goldman School welcomed Avi Feller to the faculty as assistant professor of Public Policy. Professor Feller works at the intersection of public policy and statistics, with an emphasis on education, poverty and inequality.

What drew you to the intersection of statistics and public policy?

It’s been important for public policy for many years — the US Census dates back to 1790 — there has been a recent increase in both the need and availability of policy-related data. Today, governments and public policy analysts use statistics to monitor and improve program operations, to better target social services, and learn what programs work and for whom. And, even more broadly, analysts must learn to spot “lying with statistics,” an all-too-common roadblock to the pursuit of good public policy.

Your undergrad degrees are in political science and applied math. Were you thinking about public policy even as an undergrad?

I’ve been interested in both math and politics for as long as I can remember. As an undergrad, I was incredibly lucky to stumble onto a group of academics and political professionals who applied statistical methods to a range of campaign activities, such as voter mobilization and persuasion. I initially thought I would major in education, poverty and inequality.

Sarah Anzia’s book, Timing and Turnout: How Off-Cycle Elections Favor Organized Groups (2013), was awarded the “Virginia Gray Award for the Best Book on State Politics and Policy” and the “Dennis Judd Award for the Best Book on Urban Politics” by the American Political Science Association. She also gave presentations on her research on interest groups and city politics in the following places: Stanford University (May 2015), American Political Science Association’s annual meeting (September 2015), UC Berkeley’s Research Workshop on American Politics (September 2015), UC Berkeley’s IRLE (September 2015), and Vanderbilt’s Center for the Study of Democratic Institutions (September 2015).

Alexander Geber currently has two forthcoming data-oriented paper focusing on the intersection of public policy and statistics, with an emphasis on Education, poverty and inequality. Were you thinking about

What kinds of policy questions are you currently researching?

A famous statistician once observed that “the best part of statistics is getting to play in everyone else’s backyard.” So I’m grateful for the chance to play in so many different policy areas. First, I’ve been developing methods to understand what sorts of social policy interventions work and for whom, especially interventions in education. Second, I work with state and local governments to use data and evaluation to improve the financing and delivery of social services. Finally, I remain interested in statistics and politics and am working on several questions in this area, including polling and forecasting methods.

You grew up in Arizona and went to school/ worked on the east coast. Are you planning to take up any new hobbies now that you are a Bay Area resident?

After the snowiest winter on record in Boston, I’m excited for the chance to explore the beautiful California outdoors and go hiking year-round! 6

Charles University in Prague to host his annual post-doctoral mental health research training fellowship in disability and Family Health and Well-being. In June 2015, he was awarded the Gold Medal of Charles University for his long-standing and continued support of international scientific and educational collaboration. This was after nearly 25 years of collaborations and research with Charles University.

Daniel Heimpel is one of the 2015 winners of the Pro Humanitate Child Advocacy Award, presented by the Center for Child Welfare Policy of the North American Resource Center for Child Welfare. The Child Advocacy Award is given to child welfare professionals who have demonstrated a lifelong commitment to advancing meaningful change in the field of child welfare policy and practice as well as contributions that increase professional and public awareness of best practices in child welfare. Heimpel also finished third in evaluation of the Social Change Program, which can be viewed here: http://bit.ly/UXwzA0

Hillery Hoynes was named a senior fellow at the Blackstone Center for Educational Research Association Publishing Committee — and was a reviewer for the UCOP Postdoctoral Fellowship Program.

Sudha Shetty was appointed to the Judicial Council of California’s Family and Juvenile Law Advisory Committee by Tano Cantil-Sakauye, Chief Justice of California and the Chair of the Council. The Family and Juvenile Law Advisory Committee makes recommen- dations for the administration of justice in cases involving children, families and individuals in domestic violence cases. The committee also administers grants for pro- jects that address family law issues, special advocates, child support commission- g in child welfare while also ensuring the best long-term outcomes for children in care, service, access and visitation for nonresiden- tial parents, and family self-help.

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**ACCESS TO HIGHER EDUCATION** is vital to improving one’s job prospects and gaining opportunities to make positive change in the world. Those are two of the main reasons our students invest in pursuing an MPP degree. Our students are among the best and brightest in the nation, and many will often turn down admissions offers from other top graduate programs to attend GSPP.

While approximately 20 to 30 percent of our students get fellowship support, this leaves 7 out of 10 who do not receive direct fellowship support and who must seek other forms of financial aid. Many students obtain financial support through graduate student instructor, reader, tutor, or researcher positions on the UC Berkeley campus. These positions provide critical sources of financial support for our students by providing partial fee remission and a salary. Students are employed by departments all throughout the UC Berkeley campus, including the Goldman School, Haas School of Business, Economics Department, International and Area Studies,

**THE GSPP ALUMNI BOARD IS DELIGHTED** to welcome five newly elected Board members: James Chadam (’95), Sarah Martin-Anderson (MPP ’08/PhD ’13), Jay Liao (’11), Lauren Vargas (’14) and Swati Pande (’14). Our first Alumni Board meeting was held on Saturday, October 17.

Our priorities for this year are as follows, and we hope to get GSPP alumni involved in these exciting and important activities:

1. Hold at least one alumni-sponsored program in each of the eight regions where we have regional coordinators. These include the Bay Area, New York, Seattle, Sacramento, Los Angeles, Portland, Boston and Washington DC. **NOTE:** If alumni in other cities wish to host alumni-sponsored events, we welcome hearing from you.
2. Next Spring, call students who have been admitted to the MPP program regarding their decision on where to attend graduate school.
3. Ask our alumni to support GSPP’s new mid-career MPA program by referring candidates.
4. Encourage GSPP alumni to share internship and job announcements for current students, as well as sponsor APA and IPA projects.
5. Support alumni class reunions for those classes celebrating three-year terms, and elections are held in the summer. **PPIA fellows** are the leaders of tomorrow, ‘Isaac. “We take pride in introducing them to the tools that will take them to the next level. It is truly a privilege for us to play a role in their academic and professional development.”

**THE SCHOOL OF PUBLIC HEALTH, and Statis- tics Department, just to name a few. Our students are always highly sought after for these positions, and more than half of our students actually take on these positions each semester. While these are fantastic opportunities, GSPP students would benefit from increases in fellowship support so that they can decide where to spend their time during their short two-year program. Our goal is to continue increasing our fellowship endowments so that we can reduce student debt and ensure that our students can afford the superb Goldman School education that they deserve.”

**Ways to Connect**

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**6.** Continue to expand the number of affinity groups on LinkedIn where alumni and students can share professional interests and job announcements.

**7.** Support the school’s fundraising efforts by involving an increasing percentage of GSPP alumni in programs that enhance GSPP.

Please contact Cecille Cabacungan (cecille@berkeley.edu) if you would like to help in any of these areas and/or if you have an interest in running for the Alumni Board. Alumni serve three-year terms, and elections are held in the summer.

Check the alumni directory on the school’s website to be sure your personal listing is included and up-to-date: https://gspp.berkeley.edu/directories/alumni

Thank you.

Mark Hoffman (’75), Chair – GSPP Alumni Board, 2015–16
event highlights

Climate Policy and Politics: Changing the Conversation
Michael Nacht Distinguished Lecture in Politics & Public Policy
Tom Steyer, energy advocate, investor and philanthropist, discussed how to align politics and climate policy to enact change. The evening was moderated by former Michigan Governor Jennifer Granholm.

Big Money Politics after Citizens United: Keeping Voters Engaged in Democracy
The Goldman School of Public Policy’s Center on Civility & Democratic Engagement hosted a Cal Day event on the impact of the Supreme Court’s Citizens United ruling and how to engage voters who may have lost faith in the system. Panelists included Eva Paterson, President & Co-Founder of the Equal Justice Society; Nathaniel Persily, Professor of Law at Stanford University; and Pete Peterson, Executive Director of the Davenport Institute at Pepperdine University. The event was moderated by Richard “Dick” Beahrs ’68.

Reducing the Military Budget: Necessary to Improve Our Quality of Life
UC Berkeley Regents’ Lecture
Former Massachusetts Congressman Barney Frank argued for the readjustment of America’s spending priorities to reduce the deficit, provide less funding for the military and more for quality of life at home.

The Great Divide
Economist and Nobel Laureate Joseph Stiglitz discussed his latest book, The Great Divide: Unequal Societies and What We Can Do About Them, with Robert Reich, Chancellor’s Professor of Public Policy.

5th Annual Race & Policy Symposium: Implicit Bias and Its Consequences
Students of Color in Public Policy (SCiPP) hosted a symposium on Implicit Bias and Its Explicit Consequences. The panel on Unconscious Bias, Race and Law Enforcement is pictured here: Rasheed Shabazz, Freelance Journalist; Judge LaDoris Cordell, Independent Auditor, San Jose Police Department; Angela Chan, Policy Director & Senior Staff Attorney, Asian Americans Advancing Justice (AAAJ); Chief Sean Whent, Oakland Police Department. The panel was moderated by Professor Jack Glaser.

Economic Inequality and the Future of Progressivism
The Honorable Bill de Blasio, Mayor of New York City, joined Robert Reich, Chancellor’s Professor of Public Policy, for a discussion of his 13-point progressive agenda.
Good for the Student, Good for the State

The University of California: The content, in breadth and depth. “

As the Vice President for Institutional Research and Academic Planning for the University of California Office of the President (UCOP), she and her team provide timely, accurate and reliable information about UC to President Janet Napolitano, Provost Aminé Dorr, state lawmakers and the public. In other words, she is UC’s data czar.

Pamela has strong Berkeley roots (she earned her undergraduate degree at Cal, her MPP at the Goldman School and has headed UC’s Office of Planning and Analysis) but has grown to appreciate the University of California in its entirety.

“When I stepped up to see UC as a whole, I realized that it is truly an incredible institution,” says Pamela. “Some campuses are really pushing social mobility due to the students they enroll. We have a higher percentage of Pell Grant recipients than all the universities in the American Association of Research Universities combined, public or private, and they graduate at the same rate as their non-Pell grant peers. Within five years, they are making more than their parents did.”

“Our health centers have an enormous impact,” she continues. “Half of the medical students and residents in California are trained virtually no endowment, almost no scholarship money, and an outdated physical plant. The state had not invested in the institution in many years, and the State Board of Regents (in Georgia there is one board for all 36 public colleges and universities) brought me on board to help raise the profile of the institution, increase the amount of funded research and rebuild the physical plant.

Looking back on your tenure, which of your contributions makes you most proud?

I was able to assemble a team that developed Georgia State University into one of the state’s four public research universities while also making the institution one of the most racially and ethnically diverse universities in the nation. We launched the first campus campaign in the university’s history; revitalized the campus physical plant; and built thousands of units of state-of-the-art student housing on campus, expanding the image of the campus from a commuter college to a destination institution.

You spearheaded some great new initiatives between GSU and the city of Atlanta. Many people have said that Georgia State University kept the lights on in downtown Atlanta after decades of decline through our investment in new academic buildings, performing arts facilities and student housing. The dramatic growth in the student body (from 18,000 to 32,000) meant more life and vitality on the streets, more clients for retail establishments and a 24-hour city. We purposely made decisions that would benefit Atlanta, if those decisions were also academically sound.

To physically demonstrate our commitment to be part of the city, we built new buildings with first floor retail spaces and large windows. This let the city see what was going on inside the university and let students, faculty and staff see the city of which they were a part. As president, I tried to set the tone for this engagement with the community by serving on local civic boards, the public hospital board and the like. I even moved the president’s residence from an exclusive suburban location to a loft apartment on campus, allocating the profit from the sale to student scholarships.

As the institution became a part of the city, we also tried to serve the state. We regularly made ourselves available to state legislators and departments, providing research support, student internships and advice. Since our students come from every county in the state, we made a point of being visible throughout the state.

Throughout my academic administrative career, I had to compete for every penny from the state, show potential donors that their money was being spent wisely, and know exactly what was in the university’s budget. Without the fiscal means, plans and policies are irrelevant.

How have the lessons you learned while at UC Berkeley’s public policy school shaped your leadership?

I owe a great deal of my success as an academic and administrator to lessons learned at the Goldman School. It was at Berkeley where I honed my analytic and budgeting skills. It was also where I learned the importance of melding political feasibility and quantitative analysis, and to work under pressure to produce the best policy analysis in the time available. The skills I developed through the three-day and seven-day projects were probably the most used over my career, as there is never enough time to do a complete and in-depth policy analysis in real life.

Visit the UC Info Center at http://universityofcalifornia.edu/infocenter

PAMELA BROWN (MPP ’91) HAS AN EXPANSIVE VIEW of the University of California.

What were some of the biggest challenges facing GSU in 1992 when you became President?

Looking back on your tenure, which of your contributions makes you most proud?

How have the lessons you learned while at UC Berkeley’s public policy school shaped your leadership?

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alumni Carl Patton

DR. CARL PATTON (MPP ’75/PHD ’76) studied city planning, but discovered a passion for teaching while working as a graduate teaching assistant at the University of Illinois. This led him to pursue a PhD from what was then called UC Berkeley’s Graduate School of Public Policy.

His distinguished academic career has included serving as a dean at the University of Wisconsin-Milwaukee and as Vice President of Academic Affairs at the University of Toledo. He became President of Georgia State University in 1992 and served in that post until 2008.

He spoke with Policy Notes about his distinguished tenure at GSU and how GSSP equipped him to meet the challenges of leading a large public university.

What were some of the biggest challenges facing GSU in 1992 when you became President?

Georgia State University was renowned for its graduate programs, but it had a small number of undergraduate students, virtually no endowment, almost no scholarship money, and an outdated physical plant. The state had not invested in the institution in many years, and the State Board of Regents (in Georgia there is one board for all 36 public colleges and universities) brought me on board to help raise the profile of the institution, increase the amount of funded research and rebuild the physical plant.

Looking back on your tenure, which of your contributions makes you most proud?

I was able to assemble a team that developed Georgia State University into one of the state’s four public research universities while also making the institution one of the most racially and ethnically diverse universities in the nation. We launched the first capital campaign in the university’s history; revitalized the campus physical plant; and built thousands of units of state-of-the-art student housing on campus, expanding the image of the campus from a commuter college to a destination institution.

How have the lessons you learned while at UC Berkeley’s public policy school shaped your leadership?

I owe a great deal of my success as an academic and administrator to lessons learned at the Goldman School. It was at Berkeley where I honed my analytic and budgeting skills. It was also where I learned the importance of melding political feasibility and quantitative analysis, and to work under pressure to produce the best policy analysis in the time available. The skills I developed through the three-day and seven-day projects were probably the most used over my career, as there is never enough time to do a complete and in-depth policy analysis in real life.

Throughout my academic administrative career, I had to compete for every penny from the state, show potential donors that their money was being spent wisely, and know exactly what was in the university’s budget. Without the fiscal means, plans and policies are irrelevant.

You spearheaded some great new initiatives between GSU and the city of Atlanta. Many people have said that Georgia State University kept the lights on in downtown Atlanta after decades of decline through our investment in new academic buildings, performing arts facilities and student housing. The dramatic growth in the student body (from 18,000 to 32,000) meant more life and vitality on the streets, more clients for retail establishments and a 24-hour city. We purposely made decisions that would benefit Atlanta, if those decisions were also academically sound.

To physically demonstrate our commitment to be part of the city, we built new buildings with first floor retail spaces and large windows. This let the city see what was going on inside the university and let students, faculty and staff see the city of which they were a part. As president, I tried to set the tone for this engagement with the community by serving on local civic boards, the public hospital board and the like. I even moved the president’s residence from an exclusive suburban location to a loft apartment on campus, allocating the profit from the sale to student scholarships.

As the institution became a part of the city, we also tried to serve the state. We regularly made ourselves available to state legislators and departments, providing research support, student internships and advice. Since our students come from every county in the state, we made a point of being visible throughout the state.

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Richard Berkson (MPP ’82) transitioned to Berkson Associates, a consulting practice focused on local government organization (formation, annexation and consolidation), capital improvement policy and program- ming and urban economics (fiscal, market and financial analysis) in the Spring of 2015. He is currently residing in San Anselmo, California.

Derik Broshook (MPP ’99) welcomed his new son Benjamin on April 28 before moving his family (wife Cyby and 7-year-old daughter Jannexa) from LA to Seattle, where he joined the local branch of the Stockholm Environ- ment Institute. His work now focuses on city- scale climate policy, although he still wears gang tattoos from his carbon market days in California and DC.

Garrett Clarke (MPP ’14) leads the United Nations Environment Programme’s port- folio on sustainable lifestyles. Her team is developing an evidence-based narrative of what constitutes a lifestyle and influencing factors and then taking the typology to the regional and city levels. They are investigat- ing the science behind how to get young urban youth — who drive today’s consump- tion trends and will be tomorrow’s decision- makers — to understand how their consumer choices affect the world. In parallel, the programme is working with advertisers and marketers to develop visions on the vision for a sustainable lifestyle.

Phillip Cryan (MPP ’09) was elected Execu- tive Vice President of Service Employees International Union (SEIU) Healthcare Mi- nnesota, a union of more than 35,000 hospital, clinic, nursing home and home care workers, this past June. In 2013, he led a legisla- tive campaign to secure the right to work for the Minneapolis St. Paul Symphony Orchestra. He is the lead plaintiff in a federal lawsuit filed in the fall of 2014 challenging the city’s right to require the Minnesota Orchestra to return to the Twin Cities for performances. In 2015, he successfully represented the workers in court in the constitutional challenge to the city’s right to require symphony workers to be employed only in the Twin Cities as a condition of performing in the city.

Andy Hullgren (MPP ’15) started a PhD in Agricultural and Resource Economics this fall at UC Berkeley. His current projects include estimating the impact of climate change on agricultural productivity in African economies, and improving our understanding of the location-specific benefits and costs of dis- tributed energy resources (e.g. rooftop PV) in California. He is happy to talk energy and climate policy anytime.

Matt Jordan (MPP ’08) moved to Atlanta with his wife Patti and toddler Edison this June. He currently works for a non-profit, CLASP, where he manages the efforts to improve energy access outcomes in the developing world through smarter utilization of energy efficiency.

Hanna Melnick (MPP ’15) alongside her hus- band, George, welcomed into the world their daughter Evelyn, this July, after graduation. She is currently employed at the Equal Employment Opportunity Commission in Washington, DC.

Beth Mercer-Taylor (MPP ’95) directs the academic and co-curricular sustainability programs at the University of Minnesota and serves on the City Council in Falcon Heights. She looks forward to organizing a delegation to the United Nations climate talks in Paris this Fall. Her god-daughter recently graduated from Columbia University, and her daughter, Katie, attends Oberlin. Her youngest son, David, recently graduated from the Great River Charter Montessori School.

Joe Radding (MPP ’82) is teaching Government Rela- tions and Policy Development, an online introduction to Public Policy course, this Fall at Folsom Lake College in the Los Rios Community College District in Sacramento County, California.

Nicole Mazatas (MPP ’97) recently joined the faculty of the Harvard Department of Health Care Policy at Harvard Medical School.

Corey Pondor (MPP ’09) moved back to California from Washington, DC for a job as Facebook with a Product- ument Specialist in their Community Operations Division.

Stephen Rosenbaum (MPP ’79, JD ’80) was appointed Associate Professor, Golden Gate University in July and Supervising Attorney at the law school’s Women’s Employment Rights Clinic, following his semester at American University, where he taught and served as the clinic’s director. He currently teaches at the University of California’s Berkeley School of Law and is a partner in the law firm of Rosenbaum & Green.

Mark Trexler (MPP ’02) recently moved from Oakland to his home city of Seattle to work with the law school’s Women’s Employment Rights Clinic. His current projects include estimating the impact of cli- mate change on European labor supply, the effects of U.S. energy policies on international trade and the appropriate levers for change.

James Savage (MPP ’01) is an attorney and Supervising Attorney at the law school’s Women’s Employment Rights Clinic. His current projects include estimating the impact of cli- mate change on European labor supply, the effects of U.S. energy policies on international trade and the appropriate levers for change.

Kym Franklin (MPP ’86) is the Director of Development for Livable Buckhead, a non- profit based in Atlanta focused on increas- ing community and greenspace. While leading a capital campaign to build a 5.2 mile, bikeable and walkable greenway in Atlanta, she is also enjoying the beautiful city with her last born! She would love to hear from GSPP-type in, or visiting, the South.

Andy Lomell (MPP ’13) recently moved to a walkable greenway in Atlanta, where he joined the local branch of the Stockholm Environ- ment Institute. His work now focuses on city- scale climate policy, although he still wears gang tattoos from his carbon market days in California and DC.

David Gray (MPP ’12) and his wife, Audrey, returned to the Bay Area after he was hired in January as the Director of Projects and Programs for the City of Richmond Mayor’s Office. In this capacity, David oversees the development and implementation of mayoral initiatives regarding business and economic development, crime reduction, education, food access, poverty-alleviation, and public health. David serves on the steering commit- tees for the Reentry Success Center (which gathers effective resources into one access- able hub of integrated services for those formerly incarcerated in Con- tra Costa County, as well as residents who are family members of currently or formerly incarcerated people) and SparkPoint Con- tra Costa (a financial education center that provides financial literacy and individualized address- es to help Californians in crisis and build financially secure futures). Additionally, David serves on the planning committees for the City of Richmond’s Mayor’s Keeper Initiative and the Richmond Promise (a local initiative that guarantees college scholarships for every graduating Richmond public school student).

Allison Domicone (MPP ’15) started working at Harris & Associates, Philanthropic Advi- sors in the San Francisco Bay Area.

Joe Radding (MPP ’82) is teaching Government Rela- tions and Policy Development, an online introduction to Public Policy course, this Fall at Folsom Lake College in the Los Rios Community College District in Sacramento County, California.

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MY INTEREST IN EDUCATION POLICY

My desire to pursue a career in education policy and help close the attainment gap is rooted in personal experience. I was born in the Philippines and moved to the United States when I was 2 years old. My mother went to community college before she had me. She was able to obtain a degree at a community college and then transferred to a four-year institution. I witnessed the importance of higher education and the opportunities it can provide.

My maternal grandmother emigrated from the Caribbean to South Florida and although she only had a secondary education, she instilled the need for a college degree in all eight of her children — something that all of her kids accomplished, including my mother. It wasn't until after my birth that my mother went to community college, then on to a four-year school and a Masters degree.

I believe higher education reform is an integral part of getting Americans back to work in our growing, more specialized economy. Millions of adults need high quality degrees and salaries to enter or re-enter the job market and unfortunately these needs aren't being met by postsecondary education in its current state. Central to understanding this is the demographic imbalance of resources, benefits are not being distributed equally.

At the Goldman School, I found that some of the policy-relevant work was funded by foundations such as Lumina, Gates, Kresge, Ford Foundation(s), etc. After I graduated, Robert (Bob) Shireman and I talked about how all documentary films on the history of financial aid. The goal is to create a resource that can inform interested parties (such as Congressional staff) so they can potentially craft more effective policies going forward.

The rapid expansion of student debt in our nation has raised serious questions about the overall affordability of higher education. Student loans play an important role in providing access to higher education, and have become a ubiquitous feature of the American higher education experience. More students than ever before are borrowing, and they are borrowing at the highest levels in the history of student lending. But is it clear how we think about the ways in which the changing nature of the student demographic is impacted by the increasing reliance on student loans to pay for college.

There isn’t a single solution to provide relief with regards to college affordability — but I think there are a few items to be considered. First, concerning the changing student demographic, we have more low-income students in postsecondary education than we have had in the last few decades (which is great!). We need to ensure that low-income students and families are not taking too much debt to enroll and complete postsecondary credentials. More grant aid and financial supports for low-income and middle-income families could be a potential solution — something that’s being debated at the federal level (how to pin- point aid at those who desperately need it) but is harder to come up with.

In the financial aid space, I lead a series of grants on financial aid and behavioral economics at postsecondary institutions. We focus on how to “nudge” students (in this case community college students) to make better, more informed decisions about college attendance by tailoring the information communicated when he came to office in 2009, so we are aligned.

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MERE PROXIMITY TO KRYPTONITE

Drained Superman of his powers to fight for “Truth, Justice and the American Way.” While the third concept is open to interpretation, the first two square completely with the Goldman School’s values. Just like the western world’s well-known cultural icon, our students and vaunted alumni go above and beyond in the interests of what is true and just.

As they go along their chosen career path to speak truth, prevent and right wrongs, our students have to contend with a modern form of kryptonite that diminishes their personal power to effect change — graduate student debt.

A recent informal living room discourse brought home the implications of graduate school debt for our students. Spreading out on the couches, grouped around a coffee table with their laptops perched in varying but uniformly precarious positions, students conversed with animation about the trials of paying off their undergraduate loans and graduate school debt as they contemplated positions as public policy practitioners. It was sobering to consider the burden of so much debt for young people on the threshold of a professional career in public leadership.

That debt burden is growing as tuition and fees pay an increasingly large role in covering the cost of graduate education. Recent years have seen striking increases: tuition in 2000, adjusted for inflation, was $6,170 a year for a California resident. This year, because of State funding cuts to higher education, it is now $22,853, an increase of about 475%. Domestic nonresidents pay even more, and California resident for their second year.

Steady tuition and fee increases took a jump in 2005 with the addition to GSPP Supplemental Tuition (PDST), the fee has long been used by Law, Business etc. to cover additional specialized career and placement services that professional degree programs entail. The PDST has doubled and is now $8,422 per year.

GSPP commits about 40% of the PDST to fellowship support. That allocation is supplemented with the payout from 26 endowed student support funds, with 15 of these funds established by or in honor of our faculty. In a typical year, 25% of students get support, with awards starting at $5,000. About one third of the $1M per year GSPP awards in student support comes from the philanthropic gifts of alumni and friends.

The numbers to keep in mind are the 7 out of 10 students who don’t get support. They are smart, motivated and come with employment histories ranging from legislative aide, Peace Corp and Teach for America volunteer, nonprofit staff member etc. Hardly the jobs that will generate a $31,500 surplus for investing in two years of graduate school.

For public policy graduate degree holders who are exquisitely equipped for a career in public sector leadership, student debt can undermine their power to serve truth and justice. Our collective loss of talented and committed public leaders is no less significant than their individual loss of having to defer a career in public service while they pay off loans.

Gifts to the school, generous and designated for student support, can safeguard our students’ power to go forth and make a difference from day one. You’ve got the power to give — think about it.

Visit the UCTV Public Policy Channel for the latest from innovative policy thinkers, policy critics and those who are tackling the most pressing problems of our times.

http://www.uctv.tv/public-policy

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As you look out on the national landscape of public higher education, what do you see that alarms you? Gives you hope?

Certainly I am alarmed over state governments’ disinvestment in public education as well as the increasing debt burden that many students undertake. While we can control prices, increase financial aid and provide work-study and internship opportunities, what concerns me more is the anti-intellectual rhetoric that has become part of the national discussion. I do worry that all of this may discourage students from pursuing academic careers. But I also have hope. As I keep in touch with students, I am encouraged by the bright, thoughtful, analytic young people who come to our institutions each year. To end on a personal note, I’m hopeful for the teachers of the future, as my own grandson, now a college sophomore and a tutor in English and calculus, is considering becoming a college professor.