COLUMBIA — **MU College of Education Dean Dan Clay, who has held that position since 2010, will take over as dean of the University of Iowa’s College of Education on July 1.**

Clay said in an email he was "excited" to return to Iowa, where he spent nine years as a faculty member and four years as director of the university's counseling psychology doctoral program. He said the move will provide "additional professional opportunities in leadership and entrepreneurship."

Also, Clay said, Iowa's speech pathology and audiology programs will provide "significantly more professional opportunities" for his wife, Kelly Clay, an adjunct assistant teaching professor of communication science and disorders at MU.

"Mizzou is a very special place for me: I have earned three graduate degrees from Mizzou," Clay said. "It has been a wonderful place to start out my career as a dean, and I am grateful for the opportunity to lead a world-class college of education at my alma mater."

MU Provost Garnett Stokes said in a news release that Kathryn Chval will continue to be the education college's acting dean, while Clay continues to work "on special assignment" with Mizzou K-12 Online.

Barbara Peterson, a spokeswoman for MU's College of Education, said Chval has been acting dean since September. Chval was previously the associate dean for academic affairs in the education college. She came to MU in 2003 as an assistant professor of math education, according to her LinkedIn.
Clay’s departure comes shortly after the resignation of two UM System curators: David Steward on Feb. 1, and Yvonne Sparks on Jan. 27. MU School of Medicine’s Dean Patrice Delafontaine resigned suddenly in September.

MU spokesman Christian Basi said in an email that Stokes "will be reaching out to the College of Education in the near future to seek input to determine the best way forward" in finding a new dean.

Bill targets lack of professional diversity among University of Missouri curators

By Rudi Keller

Monday, February 8, 2016 at 2:00 pm

When David Steward and Yvonne Sparks resigned from the University of Missouri Board of Curators, many observers noted the lack of ethnic diversity that remained because they were the only two black board members.

A bill that will be heard Tuesday morning by the House Higher Education Committee targets another issue: the lack of career diversity. All six remaining curators are licensed attorneys, and state Rep. Don Rone, R-Portageville, said Monday he thinks that is four too many.

“You need farmers, you need lawyers, you need CPAs, you need all kind of occupations on board so that board can make decisions out of a more wide range of life experiences,” Rone said.

Rone’s bill would limit appointments to college governing boards so that no more than two members are from the same occupation. His bill would apply to the curators and the governing board of the other nine four-year universities supported by the state. Three other universities — Missouri Southern State University, Missouri State University and Lincoln University — have more than two attorneys on their boards.

Overall, 20 of the 48 voting members of university governing boards are attorneys.
“What got me was the lack of diversification,” Rone said. “I would have thought the same thing if you had all farmers or all CPAs. It wasn’t specifically picking on lawyers.”

The University of Missouri will not take a position on Rone’s bill, spokesman John Fougere wrote in an email. The Council on Public Higher Education, a group representing all four-year institutions, also won’t take a stand for or against the bill, Executive Director Paul Wagner said.

“Board appointments are a process between the governor and the legislature,” Wagner said.

The bill should be clarified to allow someone who has a law license or other professional accreditation but does not practice the profession to serve, Wagner said.

During last year’s session, the Missouri Senate held up two of Gov. Jay Nixon’s nominations, both attorneys, after Sen. Kurt Schaefer, R-Columbia, objected to the large number of attorney curators. One of the two, Maurice Graham, was confirmed. Before the resignation of Ann Covington of Columbia in November, seven of the nine curators were attorneys.

Rone’s bill will highlight the issue even if it doesn’t become law, Schaefer said. Because MU operates a health care system that accounts for about half of its annual revenue, one or more curators should understand health care, he said. The university’s agriculture and journalism missions are other important considerations for board membership, Schaefer said.

“Whether it is a change in the law or a recognition on the part of the person who appoints the board, I think that issue is going to have to be addressed,” he said.

Unsatisfactory officer-student ratio prompts growing campus police force

MU has the smallest campus police force in the SEC and the Big 12, MUPD Maj. Brian Weimer said.

MU Police Department will increase its officers by 25 percent and its dispatchers by 50 percent over the next three years. Interim Chancellor Hank Foley announced the change Jan. 27 in his State of the University address.

The reason for this change comes from a gradual increase in MU’s population without a matching environment, MUPD Maj. Brian Weimer said. According to MU News Bureau, from August 2013 to August 2015, total enrollment has increased 2.8 percent, from 34,111 students to 35,050 students.
However, MU has seen a decline in enrollment for the 2016-2017 school year.

Foley and Weimer said they saw MU needed more police compared to other universities of similar size.

MU has the smallest campus police force in the Southeastern Conference and the Big 12 Conference, Weimer said. The deciding statistic was “officers per thousand,” a measurement often used to gauge police staffing in Columbia.

Foley cited “tired” officers as another reason for needing the increase in police.

According to a report issued by the National Center for Campus Public Safety, there is no defined student-to-officer ratio, although many universities set their own accepted ratio.

“There is no general correlation between student numbers and Campus Public Safety Departments staffing levels, other than a general average increase in both overall CPSD staffing levels and officer numbers as student population increases,” the report stated.

The money necessary to fund such a change will come from a wide variety of departments and will not hit any single entity, Foley said.

“We are recycling money,” Foley said.

While Weimer said there has been no increase in crime at MU, Foley said he hopes the increase of MUPD will ease the worries of parents concerned about the safety of their children.

“It’s been well said that the university is committed to safety and will show how dedicated the university is to programming and investing,” Weimer said.

1950

The interrupters

By Henry J. Waters III

Monday, February 8, 2016 at 2:00 pm

On Thursday members of Concerned Student 1950 barged into the regular meeting of the University of Missouri Board of Curators demanding to be heard. They left, then returned
and refused to acquiesce when Chair Pamela Henrickson struck her gavel, leaving the members of the board to listen in quiet attendance while the 1950 students reiterated their demands for the second time during the meeting.

What’s wrong here is not that the curators heard the students. Indeed, curator David Steelman said he was glad they came to the meeting and did not view their arrival as an “interruption.”

Steelman was being polite. It was an interruption, and the students’ tactic effectively muted the value of their protest. They should have asked for a place on the meeting agenda. Henrickson & Co. surely would have granted time. If not, the onus for ruining the communication would have been on the curators, strengthening the charge that campus managers ignore student complaints.

At this moment in campus history, it makes utter sense for the curators to hear the protest group. At no time does it make sense for the students to barge in impolitely before trying the proper method for being heard.

Those who sympathize with the students’ concerns might say they are carried away with youthful emotion, but that’s not good enough. Students who are savvy and gutsy enough to organize successful campus protests should be similarly wise enough to help rather than hinder their own cause when approaching the top governing body of the university — or when contemplating other tactics, for that matter.

What were they seeking to convey? Oh — almost forgotten in their overly provocative intrusion — they wanted the same things they wanted in October: the resignation of UM President Tim Wolfe (already accomplished), appointment of a chief inclusion officer (done), reinstatement of Assistant Professor Melissa Click (already being considered through due process) and a series of impossible guarantees of increases in black faculty and students.

In fact, the student protest on the MU campus has been extraordinarily successful. The UM president and the MU chancellor resigned. Interim officers and the board of curators scramble to listen and accommodate where possible. The curators made a mistake suspending Assistant Professor Melissa Click but now are on a more contemplative track. The students have not been punished or unduly harassed. Unless the situation takes an unexpectedly nasty turn, MU might provide a textbook example of how to react to the sort of student protests that recently have erupted on many campuses across the nation.

A primary factor here has been restraint by campus officials, including the curators on Thursday. Instead of arresting the invading students, as many hard-liners have urged, Chair Henrickson and her members quietly listened and thanked them for coming, leaving the students themselves to cast the negative aura surrounding their behavior. Had the curators called out the campus police, the equation would have been reversed and — not entirely beside the point — the curators would have missed the chance to hear another version of the students’ story.

In the larger view, the current protest is reaching a mature stage. Additional confrontations are likely to harm rather than help the 1950 cause. Their message has been well heard. The time has
come for the students to take interim UM President Mike Middleton up on his offer to meet with a goal of solving problems.

Middleton will want to do anything he can, but there will be limits. For instance, he won’t be able to promise an increase of 10 percent in numbers of black students or faculty — even if the university offers disproportionately low tuition charges or academic requirements for black students and wildly increased financial incentives for faculty of color. Neither would be appropriate, and the black students should realize as much. Dumbing down the student body with unprepared black students would be counterproductive, and trying to compete with Harvard for black faculty is doomed to failure.

With that dose of reality in mind, students and university managers should work hard to make MU as accommodating as possible. Most students, black and white, are not bogged down in racial discontent. The few who forget their manners and act in derisive ways should be found out and reprimanded to the degree possible. And those who hear or see unfair treatment will do well to say to themselves one more time, “This reflects his or her stupidity, not on me,” and go on down the road to success in life.

Meanwhile, when protesters yell at the curators, “If we don’t get it, shut it down,” they lose rather than gain broader sympathy and support. First thing you know, we’ll be ignoring them altogether.

MISSOURIAN

CARL KENNEY: We are a nation of broken people who become symbols

CARL KENNEY, 1 hr ago

COLUMBIA — I felt sorry for Tim Wolfe when we met the week after MU’s Homecoming Parade. We met to discuss a recent column that chastised Wolfe for failing to respond to students when they blocked the car with a human wall and forced him to listen to their demands.

We talked about growing up in Columbia and how racism is often hidden from those who live on the other side of the tracks. Wolfe told me he has a lot to learn. He told me he was willing to be taught but needed help connecting the dots to form a full picture.
He told me he didn’t know what to do when members of Concerned Student 1950 stopped the flow of traffic. Wolfe told me he decided to listen. He told me they planned a series of messages that deserved to be heard. He didn’t want to disrupt their speeches.

It made sense.

I left troubled by the massive polarization impacting communication. As much as I appreciated Wolfe’s explanation, I remained vexed by the detachment of ideas that validated the students' position.

Wolfe is a symbol of institutional neglect and failed opportunities. He wanted to understand more, but years of living under the umbrella of privilege forced this moment.

That moment with Wolfe now shapes the way I think about the brick wall standing in the way of change. I accepted Wolfe as a symbol of denied change. Memories of my time on campus as a student, coupled with my work as an adjunct professor, offers me a perspective that transcends this current context. I listened as Wolfe shared his story of growing up in Columbia.

We shared the common experience of living in the same city, attending the same middle school, where we were enrolled at the same time, and college. Our lives have been touched by the same role models, and our bodies felt the same temperature of winter, spring, summer and fall.

We both left Columbia to attend graduate school and advance careers in larger cities. We both learned lessons about life from the vantage point of a different place, but our common experiences failed to compensate for how race shaped our lives.

I saw the goodness in Wolfe. I felt his desire to learn and do more to break free from the ignorance caused by his privilege. He knew it was too late. My conversation with Wolfe as a redeemable man had to be understood within the context of Wolfe as the symbol of change.
There was no time to teach Wolfe about the burden and barriers created by systemic racism. It was too late to help him understand how his own power and privilege as a white man influences the way decisions are made.

It was too late for black students to hear the man speak about not knowing how to listen. It was too late for the man to talk about his eyes opening for the first time to see the world of black people.

So, what happened when Tim Wolfe, the symbol, wrote a letter as a hurting man? He exposed the burden of being a symbol.

He revealed the rage that comes with being blamed for centuries of institutional neglect. He shares the pain of the wagging fingers directed at him while others escape the blame that comes with being responsible.

Who are the other symbols worthy of criticism? In his letter, Wolfe offers a long list.

There might be some merit to adding some on the list. I take offense to blaming Michael Middleton for failing to end student protest due to his role as the head of diversity and inclusion. Wolfe’s comments further prove he needs to few more days of diversity training to fully understand the underlying racism implied in that assertion.

Wolfe could have used a public relations specialist to craft his letter. With his letter, Wolfe effectively merged his role as the symbol of systemic racism with the pain he carries as a man. In doing so, he makes it easier for people to focus on his personal malfeasance rather than the culture that continues to shape racism on campus.

These types of movements are bigger than the names used to symbolize racism. Wolfe is a symbol of racism within systems beyond the University of Missouri. He is not the only symbol. You can add to the list the Missouri General Assembly and the Board of Curators.
It can be confusing when you find yourself in the presence of a man who is a symbol. My faith teaches me to find the good in everyone I meet. This is done best when you discover the good beyond the frailty of a person.

I witnessed the good in Tim Wolfe. I also met the confusion he felt because of the things he didn’t understand.

This is the burden that comes when a man becomes a symbol. Who’s to blame for the creation of the symbol? Should we condemn people for their privilege? Is it the fault of parents for failing to take the time to teach their children lessons beyond the comforts of their opportunities?

Would things be different for Wolfe if our lives had been joined before that day we met in his office?

Is there space to discover the heart of men and women after they have been made into symbols?

We are a nation of broken men and women made into symbols. Beyond the burden of being a symbol lives a person begging to be heard.

Ferguson lawmaker's bill would start urban education institute

15 hours ago • By Jack Suntrup

JEFFERSON CITY • A Ferguson state representative wants to start an urban education institute that would be spearheaded by Missouri’s two historically black state universities.

Rep. Courtney Curtis, D-Ferguson, presented his bill to the House Special Committee on Urban Issues on Monday.
Under the bill, Harris-Stowe State University in St. Louis and Lincoln University in Jefferson City would partner to address what Curtis called urban education "crisis" in the state.

Curtis said that districts with a high percentage of minority students — including Normandy, Jennings, and St. Louis Public Schools — have more problems and less resources to address them with.

Curtis said that Harris-Stowe's original purpose was as a teacher's college. And because historically black colleges gave educational opportunities to blacks who wouldn't have them otherwise, the new role in addressing education issues would come naturally, Curtis said.

"Given that that was their initial reason for being, it baffles me that we haven't tasked them with actually solving the problems that they were started to serve," Curtis said.

Harris-Stowe and Lincoln University would develop a framework to address any changes in curriculum, teaching staff or school facilities deemed necessary. The universities would also assess factors that lead to high dropout rates and develop strategies to eliminate gaps in resources between wealthy and lower-income districts.

The institute would also assess how to better prepare students for college to improve graduation rates.

"We have a climate that doesn't allow those minorities to go to a college or university and actually get out in four years, if at all," Curtis said.

Curtis said the bill could cost as much as $1 million to implement but said the figure was open to negotiation.

He also said that institute staffers could help with grant applications. With areas of St. Louis city and county being designated a "promise zone" by the federal government, which theoretically gives the areas priority over other cities on poverty-related issues, grant writing is all the more important, Curtis said.

*Curtis' bill is House Bill 2327.*
Urban Education Hearing


A hearing happened Monday afternoon in Jefferson City with Representative Courtney Curtis and the Special Committee of Urban Issues.

Last week Curtis released sharp criticisms toward Mizzou and their lackluster interest in helping build an Urban Education Institute. While at the meeting, Curtis only slightly touched on the University of Missouri system as a whole.

When asked if the University supported his bill, he replied with, "I haven't actually spoke to the University of Missouri about this specific initiative, I have spoken with the president last may about it but that was only in terms of providing support."

He was then asked if Mike Middleton, the University's interim president showed his support, he replied with yes.

His bill would require at least 500 thousand dollars to start and he would begin with cooperating with the Harris Stowe State University's students.

If things go according to plan, his plan would be up and running within the next year and a half.

MU's Anderson disappointed with latest discipline issue

7 hours ago • By Dave Matter

COLUMBIA, MO. • Kim Anderson’s debut season as Missouri’s head basketball coach last year turned into a guessing game of which player would be suspended next. In all, seven of 11 scholarship players were disciplined by some measure, resulting in 24
games lost to suspensions for various reasons, ranging from NCAA violations, academic issues, team rules and legal matters.

After an offseason roster overhaul, Anderson hoped the discipline problems were over. Until last week, Anderson had suspended three players for a total of three games: guard Namon Wright and forward D'Angelo Allen missed a November exhibition as punishment for rules violations from earlier in the offseason, while guard Tramaine Isabell sat out MU’s Jan. 30 game against Mississippi State for his “practice attitude and conduct.”

Then came Friday. Forwards Jakeenan Gant and Russell Woods turned themselves in to Columbia police and were cited for misdemeanor possession of drug paraphernalia after their off-campus apartment was raided as part of an armed robbery investigation. Both players were suspended for Saturday’s game at Alabama. Their status remains uncertain for Wednesday’s game at Vanderbilt, where the Tigers (8-15, 1-9 Southeastern Conference) will try to snap an eight-game losing streak.

Since the start of the 2014-15 season, Mizzou players have missed a total of 29 games for various suspensions. That’s not counting suspensions for Gant and Allen in September 2014 after they were arrested for third-degree assault for a fight downtown. They pleaded guilty to a reduced charge of misdemeanor peace disturbance by fighting. Both were reinstated before the season began, though Gant sat out the first nine games of the season for receiving impermissible benefits from a booster, part of MU’s joint investigation with the NCAA.

As for the latest off-court incident, Anderson and others around the program have indicated that last summer Gant and Woods were randomly assigned two roommates for their four-person apartment, including Koran Ward, 19, the subject of the robbery investigation. Police raided the apartment Jan. 15 looking for electronics Ward allegedly stole during an armed home invasion Dec. 9. A fourth roommate also was cited for possession of drug paraphernalia.

Asked about the players’ living arrangements Monday, Anderson was reluctant to discuss specifics. It’s unclear if Ward still lives at the apartment. He faces three felony charges and has a court date next Monday.

“I don’t think (the players) knew these guys,” Anderson said. “I’m sure they do now because they’ve lived with them. That’s something we always try to work out better. Obviously we didn’t know this or we would have encouraged them not to live there.

“I think a lot of programs have discipline problems,” Anderson added. “That situation is disappointing. But they’re young kids. They make mistakes. We just try to continue to help them, help them learn from those mistakes and help them grow as people. Yeah, I’m disappointed. I’m disappointed we had something like that happen. But it happens everywhere in the United States. We try to do a better job of teaching our guys and encouraging our guys to do the right thing. There’s
got to be some accountability. And when there's not there's got to be consequences. It'll continue to be that way.”

On one hand, the string of suspensions might portray a program that’s spun out of control, but there’s also a perception by some that Anderson is too strict with players when it comes to conduct off the court. Both viewpoints bother the coach.

“I know some people criticize me for being too difficult,” he said. “I’m going to tell you, man, that ain’t true. That’s not true. I’ve been fair with every guy. Every guy understands expectations. There’s not a whole lot of rules: go to class, conduct yourself as a gentleman, be on time. It’s not rocket science. ... I’m holding them accountable.

“After every game I always tell my guys, ‘Hey, make good decisions tonight,’” he continued. “That covers it all. ‘Make good decisions.’ It’s not hard.”

MU Children's Hospital expands Epilepsy Monitoring Unit


COLUMBIA - In light of International Epilepsy Day, MU Healthcare announced the expanded Epilepsy Monitoring Unit (EMU) at Women's and Children's Hospital.

"Children's Hospital had a huge number of patients with epilepsy covering many counties in Mid-Missouri. So the Epilepsy Monitoring Unit will enhance the capabilities of diagnosing and managing patients with epilepsy,” Dr. Arayamparambil Anilkumar, Division Director of Pediatric Neurology, said.

The EMU will help doctors monitor patients in real-time and examine brainwaves of that patient when they have a seizure to try and pinpoint what causes the seizure.
According to a news release from MU Healthcare, “Epilepsy is a disease of the central nervous system in which electrical signals of the brain misfire, causing temporary communication problems between nerve cells, which leads to seizures.”

“It is not only providing access to patients with refractory epilepsy in the local area. It also will provide care for the patients already being managed here,” Dr. Anilkumar said.

In addition to monitoring patients with epilepsy, the technology can help doctors identify causes of unexplained sleep apnea in young children as well as other seizure disorders.

MU School of Medicine names leader for new Springfield campus

SPRINGFIELD, Mo. - [The University of Missouri School of Medicine appointed Dr. Andrew Evans as associate dean and chief academic officer for its new clinical campus in Springfield.](#) Evans also will have the title of associate professor of clinical medicine. His appointment is effective next Monday.

MU is expanding its medical school class size from 96 to 128 students to address a critical shortage of physicians in Missouri and the nation. As part of the expansion, the medical school, in partnership with CoxHealth and Mercy health systems, will open a second MU clinical campus in Springfield this year and a new medical education building in Columbia in 2017.

Evans, a hospitalist at Mercy Clinic Springfield since 2003, is board-certified in internal medicine. He is a fellow of the American College of Physicians and a senior fellow of the Society of Hospital Medicine.

As associate dean for the Springfield clinical campus, he will engage Columbia and Springfield leaders to provide strategic direction and vision. He also will ensure the educational programs in Springfield aligns with and supports high quality, effective patient-centered care.

Evans has been an active member of the medical staff in all three health systems involved with the MU medical school expansion. He also has held administrative positions in all three organizations. Evans had a prior faculty appointment at the MU School of Medicine from 2001 to 2003.
“Dr. Evans is an excellent teacher, clinician and administrator who has been actively involved since 2011 as a member of the management group for the medical school’s Springfield campus expansion,” said Dr. James Stannard, interim dean of the School of Medicine. “His passion for medical education, proven track record of administrative and leadership abilities, and his extensive relationships with Springfield and Columbia stakeholders will be invaluable as we expand the MU School of Medicine to educate more doctors for Missouri.”

Evans received his medical degree from the University of Washington in Seattle and completed a residency in internal medicine at Baylor College of Medicine in Houston. He received a Bachelor of Arts degree in chemistry and philosophy, as well as a Master of Business Administration degree, from Drury University in Springfield.

“I believe this is a great opportunity for the future of medical education in the state of Missouri,” Evans said. “I’m looking forward to working with CoxHealth, Mercy and MU to expand exceptional educational opportunities for future physicians.”

Editorial: Missouri leading the way on higher education quality, affordability

7 hours ago  •  By Gov. Jay Nixon

No MU Mention

At a time when a highly educated workforce is more important than ever to America’s economic competitiveness and prosperity, Missouri continues to bolster its position as a national leader in higher education quality and affordability.

Over the past seven years, Missouri has led the nation in holding down tuition increases at public universities. In fact, the average state saw tuition increases three times higher than Missouri’s over that same time period. The budget I have proposed includes an additional $55.7 million to enable our colleges and universities to once again freeze tuition for Missouri undergraduates. With this 6 percent increase, institutional funding for Missouri public higher education institutions will reach $985 million, an all-time high.

We have also supported Missouri’s scholarship programs, including A+, Access Missouri and Bright Flight. By doubling the number of A+ schools, we expanded the A+ program to nearly every high school in the state. As a result, the number of students getting a tuition-free education at Missouri’s community colleges and technical schools has soared by 44 percent. In addition to ensuring we can
continue to meet this growing demand for A+ scholarships, my budget also increases funding for Access Missouri — reducing the cost of college for tens of thousands of low-income students.

While keeping a lid on costs, we also demanded quality. Working with college and university leadership, we put in place a new funding model for higher education that’s based on performance, and eliminated 118 unproductive degree programs. This performance-based approach is already paying dividends, challenging our higher education institutions to deliver a better value for students and taxpayers.

To ensure students have the skills today’s businesses need, we have invested more than $50 million to prepare thousands more Missourians for good jobs in fast-growing fields like health care, advanced manufacturing and information technology. For example, at the University of Missouri-St. Louis and colleges and universities around the state, our Caring for Missourians initiative trained 1,500 Missourians for high-paying jobs as physicians, nurses, dentists, physical therapists and optometrists.

This year, our higher education institutions have agreed to dedicate more than $9 million of the $55.7 million increase in my budget to programs related to science, technology, engineering and math — or STEM — subjects. The unmet demand for skilled professionals like engineers and programmers continues to grow, so we must redouble our efforts to prepare students to succeed in these fields.

Meanwhile, new partnerships among universities, community colleges, high schools and businesses are putting students on a fast track to success on our nationally recognized Innovation Campuses. And thanks to our fiscal discipline and AAA credit rating, we are investing $200 million to replace aging labs and lecture halls with high-tech equipment and state-of-the-art facilities on campuses statewide. At St. Louis Community College, this initiative will update and modernize 19 science labs — providing students with the high-tech tools they need to compete for good jobs.

These sustained efforts have produced real results: More Missouri students are going to college, more students are completing their degrees, and they’re doing all this while taking on significantly less debt than the average student nationwide. Last year, more than 50,000 students earned degrees from a public college or university in Missouri, an increase of 36 percent since I took office. And Missouri is a top 10 state in the nation for increasing the percentage of adults with a college degree. That’s real progress.

As Missourians, we believe that every student who works hard and plays by the rules should have access to a quality, affordable college education. That’s why, at a time when many states are backing up on their commitments to higher education, Missouri is moving forward and leading the way — holding down costs, improving quality and building a brighter future for our students and our state.
Gov. Jay Nixon, a Democrat, is in his second term as governor of Missouri.

THE CHRONICLE OF HIGHER EDUCATION

Black Students Are Overrepresented in Low-Paying Majors, Study Finds

No MU Mention

Report: “African Americans: College Majors and Earnings”

Authors: Anthony P. Carnevale, Megan L. Fasules, Andrea Porter, and Jennifer Landis-Santos

Organization: Georgetown University’s Center on Education and the Workforce

Summary: While more African-American students attend college, they are overrepresented in majors that typically lead to low-paying jobs, such as human services and community organization, social work, and theology and religious vocations.

The report, which studied 137 majors, found, among other things, that:

- Only 6 percent of black students who hold a bachelor’s degree majored in pharmacy and pharmaceutical sciences and administration, which had the highest median earnings ($84,000).
- Twenty percent of black students majored in human services and community organization, which has the second-lowest median earnings ($39,000).
- African-American students are underrepresented in majors that lead to jobs in fields that are growing fast and offer high pay, such as business, health, and science, technology, engineering, and mathematics, the STEM disciplines.
- The most popular major among African-American students was health and medical administrative services, where median earnings are $46,000.

Bottom Line: There has not been a significant change in the number of African-American students across majors since 2009. While the report notes that picking a
major demonstrates a personal choice, it also shows that African-American students are more concentrated at institutions that offer a more limited selection of majors.

**Why Is Tuition So High?**

A new study asserts that increased student aid, not faculty salaries or state cutbacks, drives prices higher.

*No MU Mention*

College tuition has risen too quickly, and debt is unmanageable for increasing numbers of students; that much is clear. But to contain college prices, education leaders will need to answer a contentious question: Why does the price keep rising?

Higher education's critics tend to blame high prices on overpaid professors or fancy climbing walls. At public colleges, lobbyists tend to blame reductions in state support. But a new study places the blame elsewhere: the ready availability of federal student aid.

Student aid accounts for most of the tuition increases between 1987 and 2010, according to a working paper from the National Bureau of Economic Research. The more money students can borrow, the idea goes, the more colleges can charge.

Over the last few decades, the amount of aid available to students has increased dramatically: subsidized loans were expanded, while an unsubsidized loan program made its debut. But looking at the big picture, does that money always offset the costs to students?

The researchers say no. Instead, colleges increase tuition even more, because they know financial aid can cover the difference. Student aid may cover more of students' tuition -- but if the aid wasn't available, tuition might not have gone up in the first place.
“You’ve got to somehow tie aid to lowered tuition if you want to give money to students,” said Grey Gordon, an assistant professor at Indiana University and co-author of the paper. “You have to somehow structure it so colleges can’t just increase tuition and capture that money.”

But the idea that increased student aid drives up tuition is contentious, as is the researchers’ model. The paper’s conclusions depend on a model of one hypothetical college, which is based on data from private and public nonprofit institutions. “This is an atom bomb mathematical technique on a problem that requires much more nuance,” said David Feldman, economics professor at the College of William & Mary and author of Why Does College Cost So Much? (Oxford University Press, 2010).

Feldman said increasing federal aid will rarely change how high a college sets its tuition. A college’s sticker price is set by its wealthiest students’ ability to pay -- and the wealthiest students never take out loans.

That doesn’t mean colleges never use federal aid to their advantage. Especially at private colleges, Feldman said, federal aid may replace existing scholarships. Take a student who would have gotten $20,000 from a college. If she gets an extra $1,000 in Pell Grants, she may get $19,000 from her college instead. The student pays the same, but the college pays less.

At public universities, increases in Pell Grants typically lower net tuition. “It’s a very different system,” Feldman said. “That’s the nuance that’s missing.”

For-profits, on the other hand, are the one sector where the theory “applies in spades,” he said.

While the paper looks at nonprofit institutions, the idea that student aid increases tuition is perhaps most evident in for-profit colleges: in one study, for-profit institutions that participate in the federal aid program charged tuition that was 78 percent higher than those that didn’t.

Ronald Ehrenberg, a Cornell University professor of industrial and labor relations and economics and an expert on higher education governance, also cited the research on for-profits. “However,” he said in an email, “virtually everyone who has looked at public
higher education and modeled it concludes that the major thing driving up tuition in public higher education is the withdrawal of state support.”

It’s a narrative that’s ingrained in the higher education landscape: state support is down, and students are covering the difference. This idea, too, is backed up by research -- states that invest more in higher education see lower prices, said John Barnshaw, senior higher education researcher at the American Association of University Professors. “As states increased their funding, the net price dropped,” he said, “and it was a statistically significant drop.”

But according to the NBER researchers’ model, changes in state appropriations didn’t contribute to tuition increases.

“Even if appropriations have fallen, there are other sources of revenue that have offset that,” Gordon said. “Sports programs, hospitals, endowments. Endowments is the big one.”

**Cost Disease**

The second, equally divisive finding of the paper has to do with what doesn’t drive up colleges’ price tags: faculty salaries.

The idea that faculty salaries increase tuition is popular, and the reason is something called Baumol’s cost disease. In the 1960s, the economist William Baumol noted that certain sectors become more productive over time, which allows them to cut labor costs and lower prices. But sectors that don’t see productivity increases still end up increasing their workers’ salaries, which drives up the cost for consumers.

Think of a string quartet, the example Baumol used in his original analysis. Even as time passes and technology improves, it will take the same number of people the same amount of time to play a piece of music as it did hundreds of years ago. Productivity isn’t increasing, but the cost of a string quartet will still rise -- and the consumer has to pay the extra cost.

Education, proponents argue, is the perfect example of Baumol’s theory. Instructors stand in front of lecture halls or seminar rooms, interacting directly with a manageable
group of students. For centuries, the argument goes, nothing has changed about this model. Faculty members are expensive, and tuition goes up.

But according to the researchers, Baumol’s hypothesis doesn’t hold up. In the model, costs did rise -- but instead of raising tuition, the model college responded to the higher costs by increasing enrollment.

“The cost is not a per-student cost,” Gordon said. “It has not become more costly to educate an additional student. It's become more costly to educate all students in general.”

It’s a hard time to blame the faculty; many education analysts are sympathetic to the challenges faculty members face, and they're happy to see more research that refutes Baumol’s hypothesis. Colleges rely more and more on part-time faculty members, who often work for low pay and no benefits. But it’s perhaps equally hard to blame student aid, often seen as the only way for most students to earn a degree.

“I go to college campuses almost every week and look at their expenses,” said Howard Bunsis, an accounting professor at Eastern Michigan University who does research for the AAUP. “It’s not student aid that's getting a bigger share of the pie. In most places, it’s the administration.”

And then there’s the model itself. While based on real data, it doesn’t represent a real institution. And while the researchers plan to expand on their work in the future, the current model combines public and private data -- a tactic many said was a too-simple way to view a complex problem.

“You need to look at the incentives that different kinds of schools face and understand the process of tuition setting in order to have a good understanding of how those schools are likely to respond to small changes in federal grant and loan policies,” Feldman said.