

# policynotes



## excellence and access

GSPP and Higher Ed

FALL 2015

The Future of Public  
Research Universities

The Master of Public Affairs

GSPP Welcomes Avi Feller  
and Janelle Scott

[gspp.berkeley.edu](http://gspp.berkeley.edu)



# Dean's Message



Dean Henry E. Brady

**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 that faculty 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. **G**

*Henry E. Brady*

Henry E. Brady  
Dean, Goldman School of Public Policy  
Class of 1941 Monroe Deutsch Professor  
of Political Science and Public Policy

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## 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. **G**

[borareed@berkeley.edu](mailto:borareed@berkeley.edu)



Bora Reed  
Editor



# 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.

For the full report with citations and more on the project,  
visit <http://amacad.org/LincolnProject>

### 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.

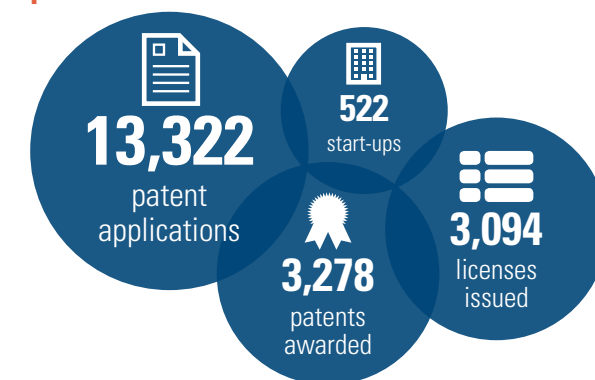
### 1. Public Research Universities Serve the National Interest

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

Universities foster research- and innovation-based relationships with business, industry, the nonprofit sector, and government. Many universities have created innovation accelerators that encourage a culture of entrepreneurship by sponsoring start-up competitions, providing seed funding, or offering catalyst grants, while also serving as magnets to business and industry. Between 2012 and 2013, research at public universities resulted in more than 522 start-ups, 3,094 licenses issued, 3,278 patents awarded, and 13,322 patent applications. Among the fifty higher education institutions worldwide most successful in creating venture capital-supported entrepreneurs, twenty are US public research universities.

Between 2012 and 2013, research at public universities resulted in more than



### 3. Public Research Universities Provide Quality Educational Opportunities and Programs at an Efficient Cost

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.

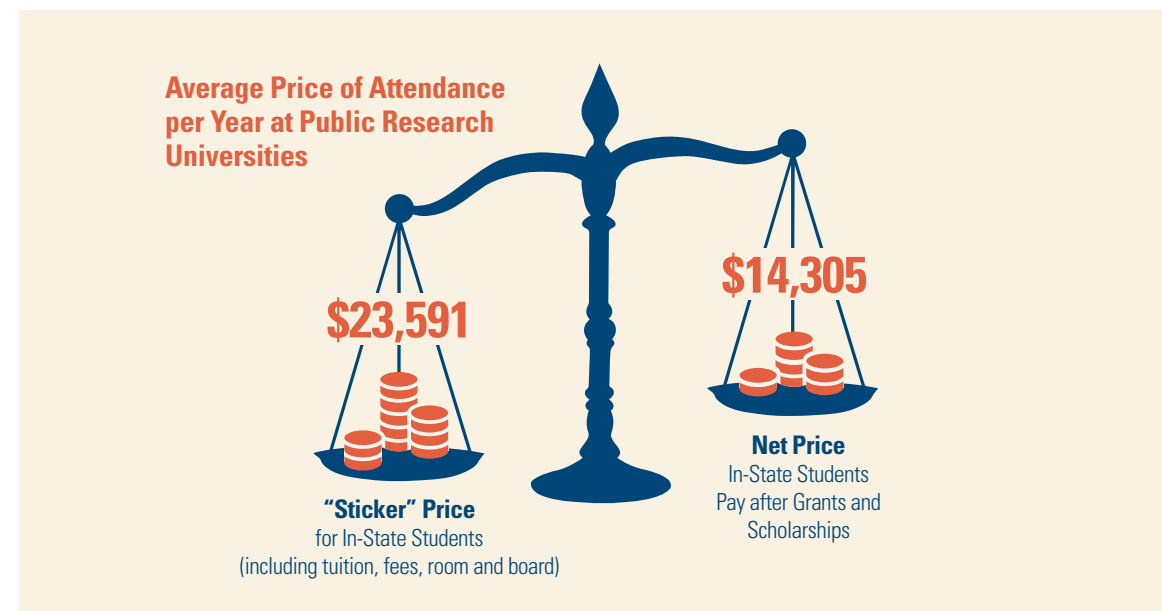
For graduates of public research universities, a college education (including tuition, living expenses, and foregone income) typically pays for itself within five to seven years of postgraduate employment. The average median mid-career salary for graduates of public research universities is \$82,161. 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.



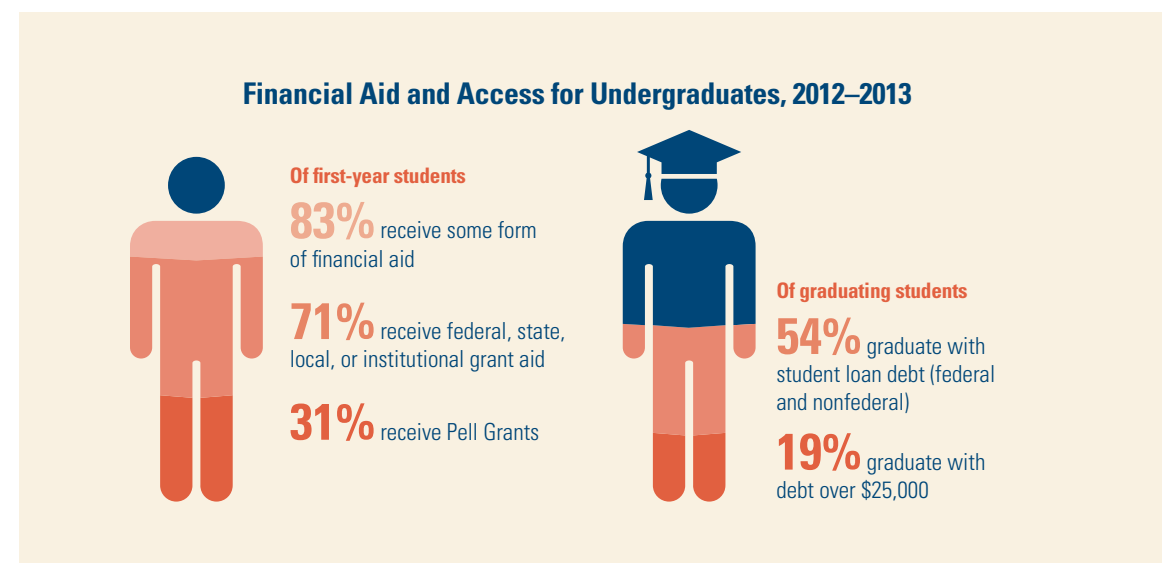


#### 4. Public Research Universities are Working to Maintain and Improve Access and Affordability

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.

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



#### 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 funding 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. **G**

### Advisory Group and Funders

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#### Funders

The William and Flora Hewlett Foundation  
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# 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.

"With 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> **G**

## faculty **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. **G**

**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](mailto:megstjohn@berkeley.edu).





## 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?

While statistics has 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 to 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 remain in this world, which was just taking off in the mid-2000s. But when I moved to Washington in 2009, I transitioned from political campaigns to public policy, working first at the Center

on Budget and Policy Priorities (CBPP) and then at the White House Office of Management and Budget (OMB). Despite my background in politics, I knew next to nothing about real-life public policy and learned the nuts and bolts as I went. By the time I started my graduate studies at Harvard, I knew that I wanted to focus on the intersection of statistics and policy and was fortunate to have the support to do so.

### 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 on the use of 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! **G**

## FACULTY NOTES

**Sarah Anzia’s** book, *Timing and Turnout: How Off-Cycle Elections Favor Organized Groups* (University of Chicago Press 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 in 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 Gelber** currently has two forthcoming papers: “The Effects of Youth Employment: Evidence from New York City Lotteries” (*Quarterly Journal of Economics*), and “Equalizing Opportunities and Equalizing Outcomes: Optimal Taxation when Children’s Abilities Depend on Parents’ Incomes” (*National Tax Journal*).

**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 advocacy for maltreated children. The award selection criteria include the candidate’s contributions to the development of empirically and ethically sound child welfare policy and practice as well as contributions that increase both professional and public awareness of best practices in child welfare. Heimpel also finished the evaluation of his Journalism for Social Change Program, which can be viewed here: <http://bit.ly/1JtVraO>

**Hilary Hoynes** was elected to the Executive Committee of the American Economic Association. She was also appointed to the Mentoring Steering Committee under the CSWE division by the American Economics Association, and the Advisory Board of the Arnold Foundation as a result of her transformative minimum wage research. She organized *The Future of SNAP? Improving Nutrition Policy to Ensure Health and Food Equity*, an interdisciplinary workshop that summarized the evidence and research findings on SNAP, in May at UC Berkeley. Hoynes was the keynote speaker for Step Up Silicon Valley’s *Poverty, Inequality and Trends in the Labor Market* event at Santa Clara University (May 2015)

and Aarhus University’s *The Rise of the In-Work Safety Net: Implications for Income Inequality and Family Health and Well-being, Workshop on Health and the Labour Market* (June 2015). Her paper titled “Long Run Economic and Health Impacts of Participation in the Food Stamp Program,” with Diane Whitmore Schanzenbach and Douglas Almond, was recently accepted at the top economics journal, *American Economic Review*.

**David Kirp** has been named a senior fellow of the Learning Policy Institute, a new “think-and-do” tank focused on education equity. He is leading a study that shines a light on four exemplary state early education programs; the study is the first step in an effort to move the policy needle on quality early learning. Professor Kirp has also been elected to the National Academy of Education and has been selected as a contributing writer for *The New York Times* opinion section.

**Steven Raphael** is working with California Attorney General Kamala Harris’s office on a project called OpenJustice, a first-of-its-kind criminal justice open data initiative that will release unprecedented data to the public in an interactive and easy-to-use way. OpenJustice embraces transparency in the criminal justice system to strengthen trust, enhance government accountability, and inform public policy.

**Jesse Rothstein** was promoted to full Professor at the Goldman School, and became the Director of the Institute for Research on Labor and Employment (IRLE) this past July. He recently released “The Effect of Extended Unemployment Benefits: Evidence from the 2012–2013 Phase Out” in *American Economic Review* with Henry S. Farber and Robert G. Valletta. He is currently working on papers analyzing the Earned Income Tax Credit and the aftermath of the Great Recession.

**Richard Scheffler** and the Petris Center at UC Berkeley hosted a workshop on Accountable Care Organizations (ACO) that convened experts from the regulatory, academic, and legal sectors of healthcare policy and the Affordable Care Act in May of 2015. He also hosted another workshop in April, 2014 which resulted in the publication of a special journal issue on ACOs through the *Journal of Health Politics, Policy, and Law* (<http://bit.ly/1CFASQb>).

Professor Scheffler is working on a forthcoming report on ACOs to be published through the Milbank Memorial Fund. After the ACO workshop in May, he traveled to

Charles University in Prague to host his annual post-doctoral mental health research training conference. There he was awarded the Gold Medal of Charles University for his longstanding and continued support of international scientific and educational collaboration. This was after nearly 25 years of collaborations and research with Charles University.

In June, he chaired a meeting on public-private-partnerships in healthcare in Spain. Professor Scheffler is leading a team working on a report estimating global health workforce shortages. He finalized a paper that is garnering a lot of attention in the policy and healthcare realms, forthcoming in the *Journal of Health Politics, Policy and Law* (Dec 2015) entitled, “Covered California: The Impact of Provider and Health Plan Market Power on Premiums.” This fall he started a new multi-year research project on healthcare market concentration changes and impacts under the ACA, which largely stemmed from the work done in this forthcoming article.

**Janelle Scott** authored several publications, including an article in *Educational Administration Quarterly* with Rand Quinn: “The Politics of Education in the Post-Brown Era: Race, Markets, and the Struggle for Equitable Schools,” and an article co-authored with Huriya Jabbar in *Educational Policy*, “The Hub and the Spokes: Foundations, Intermediary Organizations, Incentivist Reforms, and the Politics of Research Evidence.” She delivered the Black History Month Keynote address at the University of Utah entitled *School Choice as a Civil Right: Implications for Civil Rights In the Post-Brown Era*. Scott is also serving as a Project Advisory Member for a William T. Grant funded study — *Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors* (2014–2016), the American Educational Research Association Publications 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 recommendations for improving the administration of justice in cases involving children, families and individuals in domestic violence cases. The committee also administers grants for programs and projects involving court appointed special advocates, child support commissioners and family law facilitators, family court service, access and visitation for nonresidential parents, and family self help.



# PPIA Junior Summer Institute

**IF YOU WERE AN IDEALISTIC UNDERGRAD** who dreamed of changing the world, wouldn't you leap at the chance to study criminal justice policy with Professor Steven Raphael, education policy with Professor Janelle Scott, the social safety net with Professor Hilary Hoynes or racial profiling with Professor Jack Glaser?

For the 34th consecutive year, the Goldman School welcomed thirty college juniors for the Public Policy and International Affairs (PPIA) Junior Summer Institute. The fellows, selected from among hundreds of applicants for their outstanding public service and commitment to underserved communities, spent seven weeks at the Goldman School undertaking rigorous coursework in economics, quantitative methods, policy analysis and law.

"Our PPIA Fellows are some of the most passionate and intellectually high-powered voices of historically underserved communities that this country has to offer," says PPIA Program Manager Isaac Castro.


"We are proud to be the only top public policy school in the nation that has hosted PPIA for 34 years in a row. In 2016, the Goldman School will celebrate the 35th anniversary of PPIA, which is a testament to our unequivocal commitment in supporting the next generation of diverse leaders in public policy," says Senior Assistant Dean for Academic Programs and PPIA alumna Martha Chavez.

As part of their summer, students visit sites like San Francisco's Government Accountability Office (GAO), Harder+Co, the

Greenlining Institute, and organizations in Sacramento. Once they graduate from the program, they become a part of a dynamic national and international community with a shared commitment to public service.

Donya Nasser, who graduated from the program in 2014 and is currently the US youth observer for the United Nations, remembers the rigors of the program. "I was faced with learning difficult subject matter in this intensive program," she says. "I learned that with hard work, I could push through the [preconceived] limits I had imposed on myself. I also met people who would change my life both personally and professionally."

Many PPIA fellows attend graduate school in public policy or law and then go on to distinguished careers in public service. Goldman School alumni who have participated in the PPIA Jr. Summer Institute include Joseph Castro (MPP '90), President of California State University, Fresno; Nani Coloretto (MPP '94), Deputy Secretary for the US Department of Housing and Urban Development; Carmen Chu (MPP '03), Assessor-Recorder for the City and County of San Francisco, Andrea Ambriz (MPP '11), Deputy Director for Private Sector Engagement for the White House, and Paul Perry (MPP '11) Bay Area Executive Director – Reset Foundation.

"PPIA fellows are the leaders of tomorrow," says 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." 



**Top Left:** Jazmin Firo, Diego Castro and Alma Barreras

**Top Middle:** Viviane Nguyen

**Bottom left:** 2015 PPIA program fellows with former CA Assembly Speaker John Pérez



**Top Right:** Donovan Hicks and Sean Tan

## from the desk of Martha Chavez




Martha Chavez is  
Senior Assistant  
Dean for Academic  
Programs and Dean  
of Students

**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 School of Public Health, and Statistics 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. 

## alumni board Ways to Connect

**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 would 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 special anniversaries.
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.

### 2015-16 Alumni Board

James Chadam ('95)  
Ginny Fang ('08)  
Maureen Friar ('90)  
Shelly Gehshan ('85)  
Mark Hoffman ('75)  
Heather Kinlaw Lofthouse (MPP/MPH '07)  
Jay Liao ('11)  
Sarah Martin-Anderson (MPP '08/PhD '13)  
Adam Nguyen ('07)  
Clare Nolan ('03)  
Swati Pande ('14)  
Armando Salcedo Cisneros ('10)  
Jonathan Stein (MPP/JD '13)  
Lauren Vargas ('14)  
Kathy Wilson ('11)

Please contact Cecille Cabacungan ([cecille@berkeley.edu](mailto: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.



PHOTO CREDIT: BOB WONG '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.



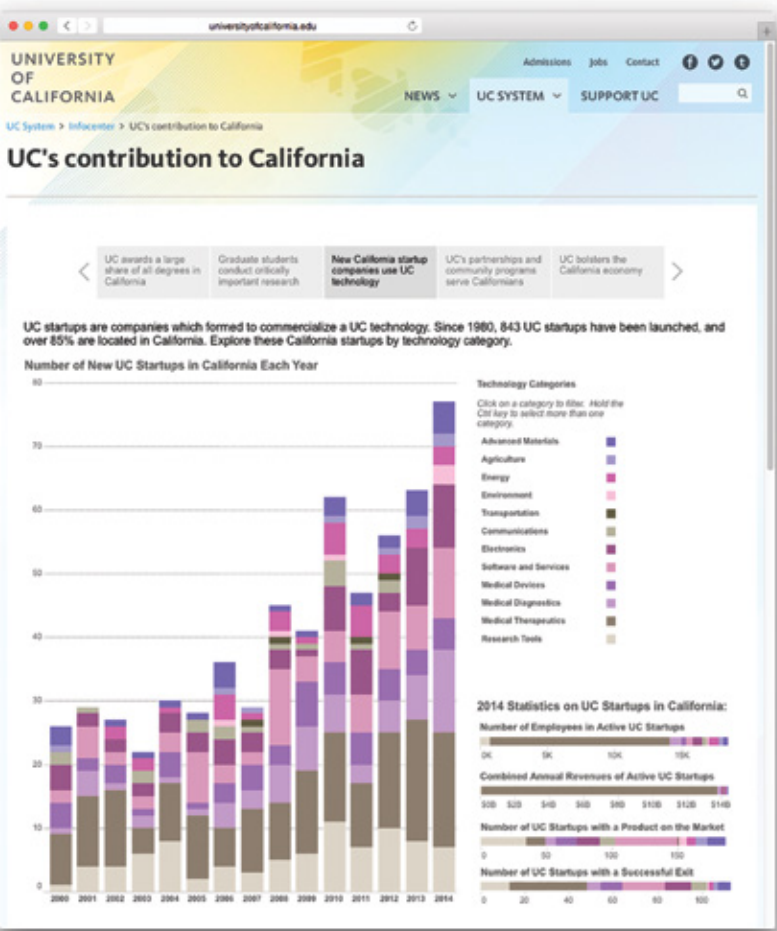
Economic Inequality and  
the Future of Progressivism

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.





# The University of California: Good for the Student, Good for the State



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



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

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 Aimée 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 Berkeley'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 at UC medical centers. We do half the transplants for the state of California and a quarter of critical burn care. UC has agricultural stations in every county, and we run the 4-H program for California."

To more fully tell the UC story, Pamela and her team have put together the UC Info Center. The info center is a treasure trove of interesting and useful data, including admission by residency, ethnicity and even school (yes, if you went to high school in CA, you can see how many seniors from your alma mater applied, admitted and enrolled). The site offers data on everything from financial aid to alumni outcomes to what kinds of things (and how many) have been invented on a UC campus.

"The info center presents data that will be useful for students, families, UC counselors, alumni groups, advocacy organizations, lawmakers and think tanks," says Pamela. "We will continue to grow the content, in breadth and depth." **G**

## 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 GSPP 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 interns and advice. Since our students come from every county in the state, we made a point of being visible throughout the state.

Continued on back page



College sophomore Justin Hill with his grandfather.



## CLASS NOTES

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

**Derik Broekhoff** (MPP '99) welcomed his new son Benjamin on April 26 before moving his family (wife Caty and 7 year-old daughter Janneke) from LA to Seattle, where he joined the local branch of the Stockholm Environment 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.

**Garrette Clark** (MPP '84) leads the United Nations Environment Programme's portfolio 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 investigating the science behind how to get young urban youth — who drive today's consumption 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 visuals on the vision for a sustainable lifestyle.

**Phillip Cryan** (MPP '09) was elected Executive Vice President of Service Employees International Union (SEIU) Healthcare Minnesota, a union of more than 35,000 hospital, clinic, nursing home and home care workers, this past June. In 2013, he led a legislative campaign to extend the rights of over 30,000 low-income workers to unionize. 90% of these workers were women in professions long excluded (for reasons of gender and race) from labor regulations, unionization or recognition as "real workers." In 2014, he led the largest union organizing drive in the state's history.

**Haifeng Huang** (MPP '02) published his paper, "International Knowledge and Domestic Evaluations in a Changing Society: The Case of China," in the August 2015 issue of *American Political Science Review*, the flagship journal of political science.

**Mitch Feigenberg** (MPP '77) just celebrated 30 years of leading experiential seminars all around the world. He still utilizes the IPA grid regularly when coaching his students.

**Kym Franklin** (MPP '86) is the Director of Development for Livable Buckhead, a non-profit based in Atlanta focused on sustainability 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-types in, or visiting, the South.

**David Gray** (MPP '12) and his wife, Autumn, 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 committees for the Reentry Success Center (which gathers effective resources into one accessible hub of integrated services for those currently or formerly incarcerated in Contra Costa County, as well as residents who are family members of currently or formerly incarcerated people) and SparkPoint Contra Costa (a financial education center that helps individuals address immediate financial crises and build financially secure futures). Additionally, David serves on the planning committees for the City of Richmond's *My Brother's Keeper* Initiative and the *Richmond Promise* (a local initiative that guarantees college scholarships for every graduating Richmond public school student).

**Andy Hultgren** (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 European labor supply, and improving our understanding of the location-specific benefits and costs of distributed 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 husband, George, welcomed into the world their daughter Evelyn, this July, after graduation. She starts work at the new Learning Policy Institute in Palo Alto this fall.

**Allison Domicone** (MPP '15) started working at Hirsch & Associates, Philanthropic Advisors in the San Francisco Bay Area.

**Andy Lomeli** (MPP '13) recently moved to Washington, DC after accepting a new policy position with the National Hispanic Media Coalition. In this capacity, Andy advocates for improved media portrayals of the Latino community and improved access to affordable telecommunications services before the Federal Communications Commission and Congress. He looks forward to connecting with fellow DC-based alumni.

**Cecelia Leong** (MPP '91) is the Associate Director of Attendance Works, an initiative dedicated to improving attendance policy and practice at the national, state and local levels. She is proud to announce that her son is now a Cal student.

**Corey Matthews** (MPP '15) started as the Director of Impact for LeadersUp Organization, where he is responsible for designing pilot programs with employers across various industries in LA and Chicago to reconnect opportunity youth to full-time career pathways. In this capacity, Corey directs an internal team responsible for the 100K Opportunities Initiative, launched by Starbucks Corporation, to connect over 600 young people to full-time employment at a one-day hiring fair and forum in Chicago. He attributes his success to GSPP's ability to equip him with the skills to lead within a complex political environment, alongside the appropriate analytical skills to identify the problem and the appropriate levers for change.

**James Savage** (MPP '78) received a research grant from the Government of Luxembourg to study the European Union's new fiscal and economic rules created in reaction to the EU's financial and debt crises. Luxembourg, where he is on leave from the University of Virginia, is the home of critical European Commission agencies. A related article of his on the Commission was published by the *Journal of European Public Policy* in May.

**David Richey** (MPP '12) recently moved from Oakland to his home city of Seattle to work for Strategies 360 as the Director of Communications and Policy. Creating the environment for business and public policy success across the US, Strategies 360 advances client agendas on the local, regional, state and national level. Headquartered in Seattle, the firm has offices in ten western states and the District of Columbia.

**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 son Andrew 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 Relations 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 Maestas** (MPP '97) recently joined the faculty of the Harvard Department of Health Care Policy at Harvard Medical School.

**Corey Ponder** (MPP '09) moved back to California from Washington, DC for a job with Facebook as a Product 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 of Phnom Penh. In May, he spoke at Paññāsāstra University's Faculty of Law & Public Affairs on the protection of human rights under Cambodia's constitutional monarchy and on the same theme in October at the University of Washington's Global Monday Series. Vietnam's disability rights law was the subject of Stephen's talk in May at the American Center, US Embassy, Hanoi, and he made opening remarks at the Bancroft Library's 25th Anniversary of the ADA on Constitution Day in September. His essay, "Just Between Yoo and He: Two Justice Department Lawyers' Imaginary Torturous Email Exchange," appeared in *International Law Journal of London* and he was a contributor to a chapter in *Building on Best Practices: Transforming Legal Education in a Changing World* (LEXIS/NEXIS).

**Mark Trexler** (MPP '82, PhD '90) remains focused on whether it's possible to communicate climate risk to individuals and businesses in a manner that makes a difference when it comes to decision-making. His work on the knowledge management system for climate change and climate risk can be viewed on [www.theclimateweb.com](http://www.theclimateweb.com).

**Shelly Gehshan** (MPP '85) launched a new chapter in her career this year, as a consultant and coach. Her consulting work has centered on health policy support for foundations, including Pew and Kellogg. As a leadership coach, she has a practice that focuses on helping professionals make meaningful transitions. She is currently coaching a number of GSPP students to help them sharpen their career goals and job hunting skills.



### Class of 1985 Reunion.

**Front row:** Jack Brummel, Tim Uyeki, Maya Altman, Carla Javits, Neal Taniguchi. **Second row:** David Creighton, Sue Moore, Marina Porche (Gatti), Joyce Klein, Ellen Whitton, Jeff Crollard, Avi Black, Eileen Soffer, Craig Whitton. **Attended but not pictured:** David Esparza, Jai Sookprasert, Eric Myles, Jesse Salinas, Leo Levenson.



### Class of 1990 Reunion.

**Front row:** Amy Lyons, Maureen Friar. **Second row:** Thea Liskamm, Kathleen Howard, Nancy Mackle, Rebecca Tuden, Janet Schneider, David Esparza, GSPP Professor Jane Mauldon, Jim Fazarckerley, Tangerine Brigham. **Attended but not pictured:** Martha Ture.



### Members of the class of 2011 at a recent gathering.

**Seated, from left:** Alana Burke, Jackie Bender, Teal Brown Zimring. **Standing, from left:** Sarah Swanbeck, Nadia Rhazi, Jessie Oettinger, Stephanie Lin, Danielle Love, Elise Dizon-Ross.



MY INTEREST IN EDUCATION POLICY

goes back to the women in my family. My paternal grandmother was born in 1930s Jim Crow central Alabama and attained a Masters degree — something uncommon for Black women of that era. She was an amazing woman and I attribute my desire for public service to her. My maternal grandmother emigrated from the Caribbean to South Florida and although she only had a secondary school 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 credentials to enter or re-enter the job market and unfortunately these needs aren’t being met by postsecondary education in its current state. Even now, in a time of economic resurgence, resources are not being distributed equally.

At the Goldman School, I found that some of the policy-relevant research was funded by foundations such as Lumina, Gates, Kresge, Ford Foundation(s), etc. After I graduated, Robert (Bob) Shireman (my IPA client) and Amy Laitinen (MPP ’03, now Director of Higher Education at New America) really helped me understand the foundation space. I’ve now been at Lumina for two years and can see how foundations are developing innovative higher education policy. Higher education has been traditionally an area of bipartisanship, but due to the political gridlock in Washington, there’s been a dearth of good (or really any) policy coming from our legislative bodies.

Philanthropy is helping fill this vacuum by funding sound research and providing incentives for higher education institutions and other important constituencies to innovate, even when state or federal funding sources dry up. Lumina has a big goal — we call it Goal 2025. We want 60% of Americans to have a high quality degree or credential by the year 2025 (we’re at about 40%). This mirrors the North Star completion goal that President Obama communicated when he came to office in 2009, so we are aligned with federal interests but have more flexibility with funding.

Currently at Lumina Foundation, I’m advocating for better federal and financial aid policies to ensure full participation and completion by traditionally marginalized groups. I’ve witnessed a need to do some mythbusting among federal policymakers about



By **David Croom** (MPP ’12)  
*Strategy Officer, Lumina Foundation*

who the typical college goer is. Federal higher education policy should not be created solely with a “traditional” college student in mind. 32% of college students are employed full-time; only 14% of students attend and live on campus; 47% of undergraduates are financially independent and almost 4 million postsecondary students are parents. Ideas such as providing this population with improved access to means-tested benefits, ensuring that community colleges have funds to maintain child care or providing funds to pilot flexible education models is of the utmost importance.

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

registrations, how many loans to incur per semester, to sign up for office hours — small decisions that can have major influence on whether or not you attain a degree/credential. I also have a body of work producing small documentary films on the history of federal 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 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 the aid programs, so we must think seriously 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 demographics, 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 pinpoint aid at those who desperately need it) but is harder to commit to at the state level due to divestment in recent years. **G**

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from the desk of **Annette Doornbos**  
**Graduate Student Debt: Kryptonite for a Public Policy Career**



Annette Doornbos is the Assistant Dean for External Relations and Development

**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. Sprawled 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 play 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 but can get California residency for their second year.

Steady tuition and fee increases took a jump in 2005 with the addition to GSPP

costs of a \$4,000 per year professional school fee. Known as Professional Degree 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 \$51,500 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. **G**

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



**policy**notes

FALL 2015

*Policy Notes* is published twice a year by UC Berkeley’s Goldman School of Public Policy. Send questions or comments to Bora Reed, (510) 642-7591, [borareed@berkeley.edu](mailto:borareed@berkeley.edu)

**Assist. Dean for External Relations and Development:** Annette Doornbos  
**Editor:** Bora Reed                      **Editorial Assistant:** Jessica Ying Fu  
**Photos:** Emerson Kim, Peg Skorpinski, Keegan Houser  
**Design and Layout:** Matt Vanderzalm, Design Site

**GSPP Global**

For the second year, Global and Executive Programs (GEP) at GSPP hosted 25 Mandela Washington Fellows as part of President Obama’s Young African Leadership Initiative (YALI). These emerging leaders — chosen from an initial pool of 50,000 applicants — participated in a 6 week Civic Leadership Institute, which included academic coursework, leadership training, site visits, networking and professional development opportunities.

This year’s program included “Followships,” which connected Fellows with leaders in local organizations for four weeks of job shadowing. Hosts included the Oakland Fire Department, the Berkeley City Manager’s Office, Coaching Corps, the Office of Rob Bonta, the Port of Oakland and Children Now, to name a few. In every one of these followships our fellows were provided leadership by our alums. The program concluded with a Summit in Washington, DC and a reception with President Obama.

Our Executive Education program continues to have a strong and meaningful relationship with the Government of India. This summer GEP hosted three two-week leadership training seminars for senior civil servants, sponsored by the Department of Personnel and Training. Assemblymember Nancy Skinner led a very successful seminar on Power, Politics and Influence. Governor Jennifer Granholm served as Faculty Director for our dynamic Ethics and Governance program. With classroom modules and site visits, participants examined issues of values and power, anti-corruption, effective leadership, accountability and strategic public management.

GEP recently concluded an Executive Education training with the Department of Posts, Ministry of Information and Technology, Government of India. Senior Postmaster Generals from all over India in charge of field operations and supervising the work of about 10000+ employees, across about 2500 post offices in each of their States. They learned about transformational management, leadership and E-commerce. Classroom sessions and site visits to @walmart labs, the FedEx airport sorting facility and the Bay-Valley USPS sorting facility provided a mix of hands-on learning and practitioner expertise.

GEP is pleased to welcome the members of our Fall 2015 Executive Public Policy for Internationals program and the Independent Leaders Scholar Program. Members of this extraordinary group have been chosen by their governments to broaden their horizons, seek and share cutting-edge solutions and engage in future partnerships. We are happy to have three Fellows from the Government of India; seven Fellows from the Hong Kong Civil Service; one Fellow from Brunei and one Fellow from Mainland China here at GSPP.

The Target-India Women’s Safety Program, developed in partnership with Target Corporation and GSPP, led by Assistant Dean Sudha Shetty, recently completed Phase One of its roll-out in Bangalore India. By fostering relationships with Target’s Women’s Business Council, Industry Partners and local government officials, and police officers the Program aims to strategically address safety issues encountered by all women in Bangalore, India.

Our partnership and MOA with the Tauropaki Trust in New Zealand has enabled Professor Sol Hsiang and 2 of his PhD students to visit the Trust lands in Taupo, NZ this August to foster future projects and advise the trustees on issues of sustainability and food security. **G**



Mandela Washington Fellows with UC President Janet Napolitano



EPPI and ILSP Fall Fellows tour campus



EPPI Hong Kong Fellows tour the Port of Oakland



Mandela Washington Fellows at GSPP



**Goldman School of Public Policy**

University of California - Berkeley  
2607 Hearst Avenue #7320  
Berkeley, CA 94720-7320

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Patton Cont'd. from p. 17

**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. **G**

## GET INVOLVED WITH GSPP

**HIRE Students**

Post jobs, internships, or policy projects on GSPPjobs, GSPP's on-line job posting system. <http://gsppjobs.net>

**ENGAGE with GSPP Student Groups**

Student groups range in substance including Students of Color, Environment, International, Women, LGBT, and Youth.  
<http://gspp.berkeley.edu/student-life>

**CONTRIBUTE to PolicyMatters**

To achieve its full potential, *PolicyMatters* needs alumni input through submitting articles, responses or online discussion. <http://www.policymatters.net/>

**UPDATE Contact Information**

Visit GSPP's website to update your alumni directory information and reconnect with fellow alumni. <http://gspp.berkeley.edu/directories/alumni>

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