

JAMIE P. MERISOTIS

Jamie P. Merisotis is the founding President of the Institute for Higher Education Policy. Established in 1993 in Washington, DC, the Institute is regarded as one of the world's premier research and policy organizations concerned with higher education policy development. As the Institute's President, Mr. Merisotis has worked extensively on nearly every aspect of the Institute's work. He is recognized as a leading authority on college and university financing, particularly student financial aid, and has published major studies and reports on topics ranging from higher education ranking systems to technology-based learning to student demographics.

A champion of the idea that higher education reaps rich rewards for both society and individuals, Jamie Merisotis has focused much of his work on improving access to higher education for low-income, minority, and other underrepresented populations. This commitment to equality of opportunity was a major factor in the establishment of the Alliance for Equity in Higher Education, an unprecedented coalition of national associations that represent more than 340 minority-serving colleges and universities, including Historically Black Colleges and Universities, American Indian Tribal Colleges, and Hispanic-Serving Institutions. Founded in 1999, the Alliance serves as a leading voice for the interests of minority-serving institutions (MSIs) and has become a model of collaboration, unity, and innovation among communities of color. Mr. Merisotis serves as the coordinator and facilitator of the Alliance and is director of its largest project, the Kellogg MSI Leadership Fellows Program, a year-long, intensive program designed to train the next generation of presidents at MSIs.

Mr. Merisotis also manages the Institute's growing global portfolio, working to further educational opportunity and access primarily in nations in transition, such as in southern Africa and the former Soviet Union. He has served as advisor to governments and institutions in several nations, and is actively engaged in the global dialogue about higher education "massification" and the implications that increasing educational opportunities could have on economic, social, and cultural development.

Prior to founding the Institute, Mr. Merisotis served as Executive Director of the National Commission on Responsibilities for Financing Postsecondary Education, a bipartisan commission appointed by the President and the Congressional leadership. He authored the Commission's heralded final report, *Making College Affordable Again*, many of whose recommendations became national policy during the 1990s. He also assisted in the creation of the Corporation for National and Community Service (AmeriCorps), serving as advisor to senior management on issues related to the quality and impact of national service initiatives. From 1993 to 1997 Mr. Merisotis coordinated site-based evaluations that reviewed more than 100 AmeriCorps projects.

Mr. Merisotis is extensively published in the higher education field. He has authored and edited several books and monographs, and is a frequent contributor to magazines, journals, and newspapers. His writing has appeared in the *Washington Post*, the (London) *Times Higher Education Supplement*, the *Chronicle of Higher Education*, *Higher Education in Europe*, *Review of Higher Education*, and other periodicals.

Mr. Merisotis serves as a board member and advisor for several organizations and projects, including Scholarship America, the Consortium for the Advancement of Private Higher Education, the Council for Higher Education Accreditation's International Commission, and the DEEP and BEAMS projects associated with the National Survey of Student Engagement. The Past President of the alumni association of Bates College, he is the recipient of numerous awards and honors, including the 2002 Robert P. Huff Golden Quill Award from the National Association of Student Financial Aid Administrators and the 2001 Community College Government Relations Award presented by the American Association of Community Colleges and the Association of Community College Trustees. In 1998, Mr. Merisotis was named one of the top young leaders (under the age of 45) in American higher education by *Change* magazine.

***Nomination of Jamie P. Merisotis
for the
Brock International Prize in Education***

The contributions of Jamie Merisotis's work towards education, particularly higher education, have impacted systems of governance and policy here in the United States and abroad. Jamie has focused his work on improving access to higher education for low-income, minority and other underrepresented groups. Under his leadership, the Institute for Higher Education Policy (founded by him in 1993), has conducted numerous studies and research on access, which have impacted institutional policies across the country. Jamie has also appeared several times as an expert witness at Congressional committee hearings. Further, with funding from the Kellogg Foundation, he has developed an unprecedented coalition among historically black colleges and universities, Hispanic-serving institutions and tribal colleges to help train future college and university presidents.

In addition to his domestic agenda, Jamie has focused on the global importance of educational opportunity and access. His work with southern African and the former Soviet Union has centered on the implications of increasing educational opportunities and its resultant impact on economic, social and cultural development. His direct involvement as advisor to these and other governments and institutions has key stakeholders actively engaged in developing effective governance policies to affect the realization of these educational opportunities.

Lastly, Jamie has written passionately about educational access and opportunity — not only in domestic publications, but also in foreign publications such as the Times Higher Education Supplement (London) and Higher Education in Europe. He has presented numerous papers around the world on higher education policy at gatherings such as the Ministry of Higher Education, Science and Technology for the government of Mozambique; the UNESCO European Centre for Higher Education in Bucharest; the Hiroshima Research Institute for Higher Education; and the Centre for Higher Education Transformation in Pretoria, among others.

A review of the enclosed packet of materials in support of the nomination of Jamie P. Merisotis reflects well the intent of the Brock International Prize in Education. One will discern that the collective work of Mr. Merisotis has “contributed to long-term benefit to all humanity through change and improvement in education....including the radical modification of government involvement in education....”

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PROFESSIONAL BACKGROUND

President, Institute for Higher Education Policy, Washington, DC, 1993 to present

- Founded non-profit, non-partisan organization dedicated to fostering access and success in higher education at the programmatic, institutional, and governmental levels
- Supervise projects dealing with financing of higher education, financial aid, student demographics and outcomes, minority-serving colleges and universities, technology-based learning, government policy development, quality assurance and governmental regulation, and other issues
- Serve as chief spokesperson for the organization and represent its views and expertise to the media, policymakers, and higher education leaders
- Manage staff of 15 full-time employees and consultants and direct all budget, personnel, and organizational management activities
- Work with multiple governing and advisory boards to advance the Institute's work, including a seven member Board of Directors and national advisory groups
- Oversee and direct all fundraising activities of the organization and serve as principal liaison to foundations and other funding partners

Senior Consultant, Corporation for National and Community Service (AmeriCorps), Washington, DC, 1993 to 1997

- Served as advisor to senior management on issues related to the quality and impact of national service initiatives
- Coordinated site-based evaluation team that reviewed more than 100 AmeriCorps*USA and AmeriCorps*VISTA projects
- Managed strategic planning and internal review for several AmeriCorps programs and projects, including Learn and Serve America, Presidio Leadership Center, President's Youth Service Award Program, AmeriCorps Leaders Program, CNS national recruitment system, and the National Service-Learning Clearinghouse
- Evaluated original AmeriCorps national service pilot project, the Summer of Service

Executive Director, National Commission on Responsibilities for Financing Postsecondary Education, Washington, DC, 1991 to 1993

- Served as chief executive officer for independent federal government agency charged under federal law with exploring long-term restructuring of higher education financing
- Responsible for all operating, budgetary, and legal functions of the nine member Commission, which was appointed by the President of the United States, the Speaker of the House of Representatives, and the Majority Leader of the Senate
- Managed Commission staff, hired and supervised consultants, and directed off-site research activities of Commission at two universities
- Acted as Commission spokesman in contacts and meetings with other federal agencies, Congress, the media, education organizations, and other interested parties
- Raised funds from philanthropic sources to support portions of the research and analysis conducted by the Commission
- Authored Commission's Final Report, Making College Affordable Again

Independent Consultant, Washington, DC, 1987 to 1991

- Served as principal investigator for research studies on topics including student financial assistance, minority student access and retention, student loans, college costs, postsecondary vocational training, facilities and infrastructure, accrediting and state licensing, and access and choice
- Analyzed data and information on higher education policy for diverse audiences, from policy analysts and policymakers to the media and the general public
- Advised clients on policy options, strategic planning, and long-term goal setting relative to higher education policy at the institutional, state, and national levels
- Represented interests of clients to Congress, federal agencies, and associations

Research Assistant, Washington Office of The College Board, Washington, DC, 1986 to 1987

- Analyzed issues related to higher education policy, specializing in student financial assistance, college costs, and national enrollment and participation trends
- Maintained extensive database of student aid trends, including federal, state, and institutional program and performance data
- Provided editing and research assistance regarding overall policy analysis agenda
- Assisted in preparation of *Trends in Student Aid* publication

SELECTED RECENT PROJECTS/ACTIVITIES

Alliance for Equity in Higher Education

Coordinate groundbreaking coalition of three national associations representing more than 340 minority-serving colleges and universities. Activities include managing national leadership initiative for future presidents and senior-level leaders at minority-serving institutions (MSIs), developing background papers and policy reports on common goals and concerns, and organizing seminars and bi-weekly meetings. Alliance work supported by W.K. Kellogg Foundation, C.S. Mott Foundation, and others.

The Changing Dimensions of Disadvantage in American Higher Education

Serve as director of a Ford Foundation-funded project examining specific groups who appear to be slipping through the cracks of the American system of postsecondary educational opportunity, such as undocumented students, minority males, and children of divorced parents. Project is exploring how these disadvantages relate to the broader barriers posed by income and race, and whether disadvantages are directly or indirectly tied to government policies.

Private Scholarship Aid: Does It Make a Difference?

Oversee project designed to bridge the gap in national understanding about private scholarships, including the total amount of private aid available to U.S. students and the demographic profile of recipients. Project is being conducted in collaboration with the National Scholarship Providers Association and Scholarship America, and funded by Lumina Foundation for Education.

New Millennium Project on Higher Education Costs, Pricing, and Productivity

Served as project co-director of a multi-year study that examined various policy issues concerning higher education financing and productivity, funded by the Ford Foundation. Authored widely cited report on public and private benefits of higher education.

Reforming Higher Education in Southern Africa

Authored report on reform of government funding mechanisms to support higher education in the post-apartheid era in South Africa. Also managing project work in Mozambique concern higher education financing at the institutional and governmental levels. Work supported by national governments and the World Bank.

SELECTED PARTNER ORGANIZATIONS AND CONSULTING CLIENTS

Academy for Educational Development

Advisory Committee on Student Financial Assistance (U.S. Congress)

American Indian Higher Education Consortium

Association of Community College Trustees

Blackboard Inc.

Cape Cod Community College

The College Board
Corporation for National and Community Service
Council for Higher Education Accreditation
Council for Opportunity in Education
C.S. Mott Foundation
DeWitt Wallace-Reader's Digest Fund
District of Columbia Financial Responsibility and Management Assistance Authority
Eurasia Foundation
Ford Foundation
Hispanic Association of Colleges and Universities
Lumina Foundation for Education
Maryland Higher Education Commission
Massachusetts Board of Higher Education
Ministry of Higher Education, Science, and Technology, Mozambique
National Association for Equal Opportunity in Higher Education
National Center for Education Statistics
National Education Association
Nellie Mae Education Foundation
New Jersey Association of State Colleges and Universities
Puerto Rico Council on Higher Education
Scholarship America
State Higher Education Executive Officers Association
The Education Resources Institute
W.K. Kellogg Foundation

ARTICLES, BOOKS, AND PAPERS

"Top-Up Fees Are Neither Our Saviour Not Satan (The Variable Fees Debate: Who Really Benefits?)" By Jamie P. Merisotis. Times Higher Education Supplement (London). December 19, 2003.

"HEA Reauthorization: Why It Matters." By Jamie P. Merisotis. NERCHE Newsletter. Boston, MA: New England Resource Center for Higher Education, December, 2003.

"Protecting Access and Affordability: New Opportunities for Massachusetts Higher Education in Times of Rising Student Charges." By Ronald A. Phipps and Jamie P. Merisotis. Paper presented to Massachusetts Board of Higher Education, October, 2003.

"Match Revenue Scenarios with Long-Term, Strategic Goals." By Jamie P. Merisotis. Chronicle of Higher Education. (Special Review section on rising college costs) September 19, 2003.

"Determining Unit Costs of Higher Education at Eduardo Mondlane University in Mozambique: A

Pilot Study.” By Jane Wellman, Jamie Merisotis, Mouzhino Mario, Mauricio Malate, and Fernando Lichucha. Paper presented to Ministry of Higher Education, Science, and Technology, Government of Mozambique, July, 2003.

“Using IPEDS to Develop a Classification System for Two-Year Postsecondary Systems.” By Jamie P. Merisotis and Jessica M. Shedd. In Alexander C. McCormick, and Rebecca D. Cox, Editors. Classification Systems for Two-Year Colleges. San Francisco: Jossey-Bass, 2003, 47-61.

“System-Level Indicators for Higher Education: A U.S. Perspective.” By Jamie P. Merisotis. In Akiyoshi Yonezawa and Frans Kaiser, Editors, System Level Indicators for Higher/Tertiary Education. Bucharest: UNESCO European Centre for Higher Education and Hiroshima University Research Institute for Higher Education, 2003.

Investing Early: Intervention Programs in Selected U.S. States. By Alisa Cunningham, Christina Redmond, and Jamie Merisotis. Montreal: Canada Millennium Scholarship Foundation, February, 2003.

Characteristics of Undergraduate Borrowers, 1999-2000, NCES 2003-155. By Melissa E. Clinedinst, Alisa F. Cunningham, and Jamie P. Merisotis. Washington, DC: National Center for Education Statistics, January, 2003.

“Ranking and League Tables of Higher Education Institutions.” Jamie P. Merisotis, Guest Editor. Higher Education in Europe, Vol. 27, No. 4, 2002.

Developmental Education and College Opportunity in New England: Lessons for a National Study of State and System Policy Impacts. By Dale Lucy-Allen, Jamie Merisotis, and Christina Redmond. Washington, DC: The Institute for Higher Education Policy and New England Resource Center for Higher Education, September, 2002.

“Beyond Money: Remediation and Support Services Strategies to Enhance College Student Success.” By David Breneman and Jamie Merisotis. In Donald E. Heller, Editor, The Condition of Access: Higher Education for Lower Income Students. New York: Oryx/Praeger Press, 2002, 113-133.

“Means Testing: Is It Viable in Eastern and Southern Africa?” By Jamie Merisotis and Thomas Wolanin. Paper presented at Conference on Financing Higher Education in Eastern and Southern Africa: Diversifying Revenue and Expanding Accessibility, Dar es Salaam, Tanzania, March, 2002.

A Classification System for Two-Year Postsecondary Institutions, NCES 2001-167. By Ronald A. Phipps, Jessica M. Shedd, and Jamie P. Merisotis. Washington, DC: National Center for Education Statistics, 2001.

“Paying for Higher Education in Mozambique: Achieving the Goals of the Strategic Plan for Higher Education.” By Thomas R. Wolanin and Jamie P. Merisotis. Paper presented to Ministry of Higher

Education, Science, and Technology, Government of Mozambique, March, 2001.

"Quality and Equality in Internet-Based Higher Education: Benchmarks for Success." By Jamie P. Merisotis. Higher Education in Europe, Vol. 26, No. 4, 2001, 589-598.

"Remedial Education in Colleges and Universities: What's Really Going On?" By Jamie P. Merisotis and Ronald A. Phipps. The Review of Higher Education, Vol. 24, No. 1, Fall, 2000, 67-85.

Funding South African Higher Education: Steering Mechanisms to Meet National Goals. By Jamie P. Merisotis and Diane S. Gilleland. Pretoria: Centre for Higher Education Transformation and The Institute for Higher Education Policy, May 2000.

Trust in the Future: New Strategies for College Opportunity and Affordability in New Jersey. By Jamie P. Merisotis and Melissa E. Clinedinst. Trenton: New Jersey Association of State Colleges and Universities, April 2000.

Quality On the Line: Benchmarks for Success in Internet-Based Distance Education. By Ronald A. Phipps and Jamie P. Merisotis. Washington, DC: Blackboard Inc. and the National Education Association, April 2000.

"The 'What's the Difference?' Debate." By Jamie P. Merisotis. Academe, Vol. 85, No. 5 (September/October, 1999), 47-51.

"What's the Difference? Outcomes of Distance vs. Traditional Classroom-Based Learning." By Jamie P. Merisotis and Ronald A. Phipps. Change, Vol. 31, No. 3 (May/June, 1999), 12-17.

"Brave New World? Distance Learning Poses Challenges and Opportunities for Student Aid and College Access." By Jamie P. Merisotis. Student Aid Transcript, Vol. 10, No. 3 (Spring, 1999), 10-15.

Students at Private, for-Profit Institutions, NCES 1999-178. By Ronald A. Phipps, Kathryn V. Harrison, and Jamie P. Merisotis. Washington, DC: National Center for Education Statistics, 1999.

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education. By Ronald A. Phipps and Jamie P. Merisotis. Washington, DC: The Institute for Higher Education Policy, March 1999.

College Remediation: What It Is, What It Costs, What's at Stake. By Ronald A. Phipps and Jamie P. Merisotis. Washington, DC: The Institute for Higher Education Policy, December 1998.

Minority-Serving Institutions: Distinct Purposes, Common Goals. By Jamie P. Merisotis and Colleen T. O'Brien, Editors. New Directions For Higher Education Series. San Francisco: Jossey-Bass, 1998.

"Ten Important Trends to Watch in Higher Education." By Jamie P. Merisotis. NACAC Bulletin, May, 1998.

Assuring Quality in Distance Learning. By Ronald A. Phipps, Jane V. Wellman and Jamie P. Merisotis. Washington, DC: Council for Higher Education Accreditation, April, 1998.

Student Loan Debt: Problems and Prospects. By Jerry S. Davis and Jamie P. Merisotis, Editors. Washington, DC: The Institute for Higher Education Policy, 1998.

Reaping the Benefits: Defining the Public and Private Value of Going to College. By Jamie P. Merisotis. Washington, DC: The Institute for Higher Education Policy, March 1998.

"The School-to-College Transition." By Jamie P. Merisotis, Colleen T. O'Brien and William L. Stringer. Paper prepared for the DeWitt Wallace-Reader's Digest Fund. January, 1998.

Now What? Life After College for Recent Graduates. By Jamie P. Merisotis, Colleen T. O'Brien, et. al. Boston, MA: The Education Resources Institute, August, 1997.

Taxing Matters: Student Aid, Tax Policy & Equal Opportunity. By Jamie P. Merisotis, Colleen T. O'Brien, et. al. Boston, MA: The Education Resources Institute, February, 1997.

"The Students' Crushing Debt: Let's Stop Mortgaging the Future to Pay for the Past." By Jamie P. Merisotis and Ernest. T. Freeman. The Washington Post, November 3, 1996.

"Enhancing Opportunities: Student Aid at Tribal Colleges in the United States." A Report to The American Indian Higher Education Consortium. Alexandria, VA, October, 1996.

Life After Forty: A New Portrait of Today's--and Tomorrow's--Postsecondary Students. By Jamie P. Merisotis, Colleen T. O'Brien, et. al. Boston, MA: The Education Resources Institute, October, 1996.

Graduating into Debt: The Burdens of Borrowing for Graduate & Professional Students. By Jamie P. Merisotis, Colleen T. O'Brien, et. al. Boston, MA: The Education Resources Institute, June, 1996.

"The 1997 Reauthorization of the Higher Education Act: An Analysis of the Current Policy Environment." By Jamie P. Merisotis and Colleen T. O'Brien. A Report for the Advisory Committee on Student Financial Assistance. Washington, DC, March, 1996.

"Student Aid in New Jersey: A Successful Past, An Uncertain Future." By Jamie P. Merisotis and Margaret H. Hill. A Report for the New Jersey State College Governing Boards Association, Inc. Trenton, NJ, December, 1995.

College Debt and the American Family. By Jamie P. Merisotis, Colleen T. O'Brien, et.al. Boston, MA: The Education Resources Institute, September, 1995.

THE NEXT STEP: Student Aid for Student Success. By Jamie P. Merisotis, Colleen T. O'Brien, et. al. Boston, MA: The Education Resources Institute, June, 1995.

Investing in Success: New Directions for Student Aid in Massachusetts. By Jamie P. Merisotis and Margaret H. Hill. Report of the Massachusetts Task Force on Student Financial Aid. Boston, MA: Task Force on Student Financial Aid, June, 1995.

"Accountability Standards for Maryland Public Postsecondary Institutions: A Concept Paper." By Jamie P. Merisotis. A Report to the Maryland Higher Education Commission. Annapolis, MD: Maryland Higher Education Commission, March, 1995.

Opportunity Endangered: Community College Students, Financial Aid, and the Changing Policy Environment. By Jamie P. Merisotis. Washington, DC: Association of Community College Trustees, February, 1995.

The Impact of Federal Financial Aid Policy Changes on Community College Students. By Jamie P. Merisotis, Margaret H. Hill, et al. A Study for the Association of Community College Trustees, Washington, DC: Association of Community College Trustees, February, 1995.

"Current Policy Issues." By Jamie P. Merisotis and Margaret H. Hill. Background Paper for the Advisory Committee on Student Financial Assistance. Washington, DC, February, 1995.

"Alternative State Financing of Higher Education in Maryland." By Jamie P. Merisotis. A Report to the Maryland Higher Education Commission. Annapolis, MD, November, 1994.

"Assessing the Minnesota Higher Education Coordinating Board's Future Role." By Jamie P. Merisotis. A Report to the Minnesota Higher Education Coordinating Board. Minneapolis, MN: Minnesota Higher Education Coordinating Board, September, 1994.

"Phase II Student Aid Reforms." By Jamie P. Merisotis. A Background Paper prepared for the Advisory Committee on Student Financial Assistance. Washington, DC, August, 1994.

"Evaluation of the College Preparation Intervention Program." By Jamie P. Merisotis and Jeneva E. Burroughs. A Report to the Maryland Higher Education Commission. Annapolis, MD, March, 1994.

Federal Regulations Affecting Higher Education. By Jamie P. Merisotis and Colleen T. O'Brien. Washington, DC: National Association of Independent Colleges and Universities, 1994.

"Student Financial Assistance in Maryland: New Opportunities, New Challenges." By Jamie P. Merisotis. A Report to the Maryland Higher Education Commission. Annapolis, MD: Maryland Higher Education Commission, 1993.

"An Analysis of State Policy Options in a Federal Direct Lending Environment." By Jamie P. Merisotis, William L. Stringer and C. Eric Olsen. A Report to the Maryland Higher Education Commission. Annapolis, MD: Maryland Higher Education Commission, 1993.

"National Service: Risks and Rewards of Linking Service and Aid." By Jamie P. Merisotis. Change, Vol. 25, No. 3 (May/June, 1993), 69-70.

Making College Affordable Again. Final Report of the National Commission on Responsibilities for Financing Postsecondary Education. Washington, DC: U.S. Government Printing Office, 1993.

"Higher Education Infrastructure: The Federal Role." By Jamie P. Merisotis, Susan M. Chun, and Eileen O'Brien. Research Briefs, American Council on Education, Volume 2, Number 7, 1991.

"Financing Postsecondary Education: Problems and Prospects for Traditional Students." By Jamie P. Merisotis. Background paper prepared for the National Commission on Responsibilities for Financing Postsecondary Education. Washington, DC, November, 1991.

The Changing Dimensions of Student Aid. By Jamie P. Merisotis, Editor. New Directions For Higher Education Series. San Francisco: Jossey-Bass, 1991.

"An Inventory of Innovative Financing Plans to Help Pay for Higher Education." By Jamie P. Merisotis. In Arthur M. Hauptman and Robert H. Koff, Editors. New Ways of Paying for College. New York: ACE/Macmillan, 1991.

"Need Analysis: An Overview of Issues and Recent Developments." By Jamie P. Merisotis. Background paper prepared for the National Commission on Responsibilities for Financing Postsecondary Education. Washington, DC, May, 1991.

"The Federal-State Partnership in Access to Higher Education: New Directions, New Opportunities." By Jamie P. Merisotis. Paper prepared for the National Association of Independent Colleges and Universities and the State Higher Education Executive Officers. Washington, DC, February, 1991.

The Methods and Effectiveness of State Licensing of Proprietary Institutions. By Jamie P. Merisotis. A Report to the State Higher Education Executive Officers. By Jamie P. Merisotis. Denver, CO, January, 1991.

Proprietary Schools: Programs, Policies and Prospects. By John B. Lee and Jamie P. Merisotis. Washington, DC: George Washington University, School of Education and Human Development (ASHE/ERIC Higher Education Series), 1990.

"Beyond SSIG: Options for Revitalizing the Federal-State Partnership in College Access and Achievement." By Jamie P. Merisotis. Paper prepared for the National Association of Independent Colleges and Universities and the State Higher Education Executive Officers. Washington, DC, September, 1990.

"Reauthorization: Setting the Agenda for National Higher Education Policy in the 1990s." A Statement of the New Jersey Board of Higher Education. Trenton, NJ, June, 1990.

"Factors Affecting Minority Participation in Higher Education: A Research Synthesis." By Jamie P. Merisotis. Background paper prepared for the Advisory Committee on Student Financial Assistance. Washington, DC, May, 1990.

"A Review of the Level and Quality of Information Resources and Programs Available to Students and Parents." By Jamie P. Merisotis. Background paper prepared for the Advisory Committee on Student Financial Assistance. Washington, DC, May, 1990.

The College Tuition Spiral. By Arthur M. Hauptman with Jamie P. Merisotis. New York: The College Board and ACE/MacMillan, 1990.

State Agency Regulation, Oversight, and Funding of Programs at Proprietary Vocational Schools in New Jersey. Report of the New Jersey Interagency Task Force on Proprietary Vocational Schools. Trenton, NJ: New Jersey Department of Higher Education, March, 1990.

"Workforce Training, Proprietary Schools, and Public Policy." By Jamie P. Merisotis and James R. Mingle. Paper prepared for the State Higher Education Executive Officers. Denver, CO, January, 1990.

"Issues in Financing Postsecondary Education and Training." By Jamie P. Merisotis and Arthur M. Hauptman. In Investing in People: A Strategy to Address America's Workforce Crisis. Washington, DC: U.S. Department of Labor Commission on Workforce Quality and Labor Market Efficiency, 1989, 757-802.

Special Institutional Lender Study: Final Report to the Congress of the United States. Washington, DC: Advisory Committee on Student Financial Assistance, June, 1989.

"Institutional Lending: An Introduction." By Jamie P. Merisotis. Background paper prepared for the Advisory Committee on Student Financial Assistance. Washington, DC, December, 1988.

"GSL Defaults: A Review and Assessment of the Literature." By Jamie P. Merisotis. Paper prepared for presentation at the Fifth Annual NASSGP/NCHELP Research Network Conference, Denver, Colorado, May 25-27, 1988.

"Who's To Blame for GSL Defaults?" By Jamie P. Merisotis. Career Training Journal, Vol. 4, No. 4 (May, 1988), 14-17.

"GSL Defaults: A Review of the Literature and Comparison with Other Federally Guaranteed Loan Programs." By Jamie P. Merisotis. In Private Career Schools and the Stafford Student Loan Program. Washington, DC: The Career Training Foundation, 1988, 15-46.

"Student Loan Defaults: Shared Responsibility Could Be Cure." By Jamie P. Merisotis. Change, Vol. 20, No. 1 (January/February, 1988), 6+.

"Default Trends in Major Postsecondary Education Sectors." By Jamie P. Merisotis. Journal of Student Financial Aid, Vol. 18, No. 1 (Winter, 1988), 18-28.

Trends in Student Aid: 1980 to 1987. By Gwendolyn L. Lewis and Jamie P. Merisotis. Washington, DC: The College Board, 1987.

"Who Receives Federal Aid?" By Jamie P. Merisotis. Journal of Student Financial Aid, Vol. 17, No. 2 (Spring, 1987), 14-29.

"Income Contingent Loans: A Hot New Idea and Its Cold Realities." By Jamie P. Merisotis. Change, Vol. 19, No. 2 (March/April, 1987), 10-11.

"Indentured Students." By Jamie P. Merisotis. The Washington Post, February 11, 1987.

AWARDS AND ACCOMPLISHMENTS

- Recipient of 2003 Distinguished Young Alumni Award, Presented by the Alumni Association of Bates College, Lewiston, Maine.
- Recipient of 2002 Robert P. Huff Golden Quill Award for Outstanding Financial Aid Research, Presented by National Association of Student Financial Aid Administrators.
- Recipient of 2001 Community College Government Relations Award, Presented by American Association of Community Colleges and Association of Community College Trustees.
- Voted Among Top 40 Young Leaders (under age 45) in American Higher Education in 1998 *Change Magazine* Survey.

- Frequent expert witness before Congressional committees, state legislative committees, higher education coordinating boards, and higher education institution board of trustees.

BOARD SERVICE

- Chair, Consortium for the Advancement of Private Higher Education (CAPHE) Advisory Panel, 1998 to 2001.
- President, Alumni Association of Bates College, 1999-2001.
- Member, National Advisory Board and Chair, Public Policy Task Force, Scholarship America, 1999 to Present.
- Member, Council for Higher Education Accreditation International Commission, 2001 to Present.
- Current member of advisory boards for the following projects/studies: International Comparative Higher Education Finance and Accessibility Project, University of Buffalo (D. Bruce Johnstone, Director); Public Policy for Academic Quality Project, UNC-Chapel Hill (David Dill, Director); DEEP and BEAMS projects, American Association for Higher Education and National Survey of Student Engagement (George Kuh, Director); Educating Low-Income Students Project, Council of Independent Colleges (Richard Ekman, Director); Transitions to College Project, Social Science Research Council (Sherry Ranis, Director).

About the Institute

The Institute for Higher Education Policy is a non-profit, non-partisan organization whose mission is to foster access and success in postsecondary education through public policy research and other activities that inform and influence the policymaking process. These activities include policy reports and studies, seminars and meetings, and capacity building activities such as strategic planning. The primary audiences of the Institute are those who make or inform decisions about higher education: government policymakers, senior institutional leaders, researchers, funders, the media, and private sector leaders.

Senior Institute staff include some of the most respected names in the fields of higher education policymaking and research. The combination of individuals experienced in the policy process with those who are skilled at both quantitative and qualitative techniques makes the Institute a unique entity and a valued source of information and policy guidance. The 15 professional staff members of the Institute work in a highly collaborative manner. Project teams frequently involve different combinations of staff to reflect particular project needs.

The major goals of the Institute are: improving higher education access and success by reducing financial and other barriers to higher education for low-income, minority, first generation, and other disadvantaged groups; assisting governments to advance access and success in higher education; building the policy capacity of organizations and institutions committed to access and success, especially those that serve minority and other underrepresented populations; and advising and informing institutions of higher education on strategies and methods for advancing institutional goals and priorities.

The majority of the Institute's work is funded by philanthropic organizations, though a considerable amount of support also comes from state governments, foreign governments, and others who are working to solve current policy problems in higher education. Funders and partners of recent Institute projects include the Ford Foundation, W.K. Kellogg Foundation, Lumina Foundation for Education, Nellie Mae Education Foundation, Charles Stewart Mott Foundation, USA Funds, Mozambique Ministry of Higher Education, Massachusetts Board of Higher Education, New Jersey Higher Education Student Assistance Authority, and the National Center for Education Statistics, among others.

Research Agenda

The Institute's work covers a wide array of topics in higher education. The work of the Institute is organized under four major thematic headings, as described below.

Changing Systems of Financing: Student financial aid, tuition policy, funding formulas, cost measurement and management, and international comparative finance are just some of the topic areas examined by the Institute.

Evolving Role of Information Technology in Higher Education: The Institute explores an array of issues related to student success and the use of technology, including best practices in online programs, technology infrastructure financing, and narrowing the digital divide.

Addressing the Needs of the Emerging Majority: Successful preparation for and participation in postsecondary education for historically underrepresented groups are key topics of interest to the Institute, as reflected in a variety of studies concerning minority-serving colleges and universities, student demographics and outcomes, remedial/developmental education, and college student retention and degree completion.

Accountability and Quality Assurance: The Institute's work addresses the complex relationships associated with non-governmental accreditation, state higher education coordination and governance, and institutional quality measures, as well as topics concerning how quality is measured by consumers through ranking systems and other private information sources.

In addition, the Institute's work has broadened in recent years to focus on the global context of higher education, including financing policies for higher education institutions and systems, strategic planning, policies to promote student access and opportunity, and capacity building for effective higher education policy making. A companion document entitled "International Higher Education: Areas of Interest and Expertise" explores these topics in more detail and summarizes the Institute's work in several different national contexts.

Examples of current projects include: *The Changing Dimensions of Disadvantage*, a three-year Ford Foundation-funded project that is exploring specific groups who appear to be slipping through the cracks of the American system of postsecondary educational opportunity; *Private Scholarship Aid: Does It Make a Difference?*, a Lumina Foundation for Education-funded project that is documenting how much private grant aid is awarded to students and who receives it; and *Convergence: Mapping the Trends Threatening College Opportunity in America*, a Nellie Mae Education Foundation-funded project dealing with the intersection of various policy trends and their potential to reduce higher education opportunity. Additional information about the numerous other current and recent projects of the Institute are available at www.ihep.org.

VERBAL TESTIMONY OF

JAMIE P. MERISOTIS, PRESIDENT

INSTITUTE FOR HIGHER EDUCATION POLICY

**Hearing on "Promoting Access to Postsecondary Education:
Issues for the Reauthorization of the Higher Education Act"**

UNITED STATES SENATE

COMMITTEE ON HEALTH, EDUCATION, LABOR AND PENSIONS

October 16, 2003

Mr. Chairman and Members of the Committee:

Thank you for this opportunity to appear before you. As president of the Institute for Higher Education Policy for the last decade, I've had the opportunity to devote a considerable amount of time and analytic resources to the questions that confront this Committee with regard to the reauthorization of the Higher Education Act. I hope that our independent, non-partisan perspective will be helpful as you sort through the array of issues and concerns regarding this crucial law.

Improving access to higher education continues to be one of the most important contributions that the federal government can make to our national well-being. The simple fact remains that increasing educational opportunities for all Americans results in tremendous public, private, social, and economic benefits. I recognize that the nation faces an uncertain economic future, one that places constraints on policy discussions such as these. But I hope you will not lose sight of the long-term effects that your investments will have on the nation.

While greater investment is clearly needed, I don't believe that more funding is the *only* thing that is needed. My testimony offers a broad set of ideas to

promote access to postsecondary education, and I'd like to briefly summarize those in four points. **First**, I urge you to invest in need-based student aid as the best and most important way to promote access to postsecondary education. The maximum Pell Grant today pays for about one-half of the average price of attending a public four-year institution compared to what the Pell maximum paid for in 1980, even taking into account the funding increases of the last few years. Increased support for the Pell Grant program therefore should be a centerpiece of your efforts to enhance the programs and policies in the Higher Education Act.

At the same time, I know that you are facing increasing pressures to simultaneously increase loan limits while also reducing the potential negative effects of increasing student debt. One way to meet these seemingly divergent goals is to increase loan limits modestly, especially for first and second year students, while also developing new opportunities for loan forgiveness. While I've been skeptical of current loan forgiveness policies because of their limited size and scope, I believe that a larger-scale loan forgiveness program tied specifically to areas of national need—especially areas where there is an under-representation of minorities and low-income populations, such as science, math, minority health, and teaching—could make a real difference in reducing debt while also increasing opportunity.

Second, I urge you to reject attempts to control rising college prices through penalties that will harm both institutions and students, but consider incentives to promote institutional innovation and sound financial management. Rising prices are a legitimate concern for students and families, especially those from the lowest income levels. Average four-year public college tuition is increasing much more rapidly as a proportion of income for the poorest families compared to other income groups. This means that the lowest income students and families face the greatest “sticker shock” compared to those from other income levels.

But rising prices are part of a complex array of factors and processes that reflect a diversity of institutions and perspectives. While I believe many institutions can and should do more, it's clear that no one one-size-fits-all solution will work across the nation. This is one reason why I think that federal attempts to control the prices charged by institutions would be unwise and potentially destabilizing. In my view, federal price controls represent an unprecedented attempt to control the prices of a competitive market, one that would require a fairly large bureaucratic machinery to regulate the pricing behavior of institutions and overrule the decisions of independent boards of trustees, state legislatures, and coordinating boards.

The fact remains that efforts to penalize institutions for prices above some federally-determined level would need to use a big enough "stick" to cause a change in behavior. The only stick large enough, in my opinion, would be the need-based student aid programs. So attempts to penalize institutions would instead have a negative effect on the very students for whom the federal aid programs are designed to help.

On the other hand, there are ways in which you could create positive incentives for institutions to do a better job of managing their financial operations and controlling costs, such as through a FIPSE-type competitive grant program that encourages institutional innovation, and through greater transparency of information. It also would be possible to create incentives via the federal campus-based student aid programs. Since these programs are more closely linked to institutional decisionmaking, it may be worth considering certain performance *bonus* criteria under the program. For example, institutional allocations could be enhanced via a supplement for institutions that improve or maintain their cost efficiency.

Third, I urge you to strengthen the capacities of minority-serving institutions, or MSIs, to educate the nation's emerging majority populations. Given that these

institutions represent the fastest growth in the nation in terms of enrollments, MSIs should be recognized as a key target of support under the Higher Education Act. I believe that several important steps could be taken during this reauthorization to strengthen MSIs, including: expanding the scope and authorization levels of Titles III and V; investing in technology capacities to ensure that all graduates of MSIs will be able to use technology effectively; developing new graduate-level opportunities to train future faculty and senior institutional leaders; and expanding support for international education at MSIs under Title VI.

Finally, I urge you to consider a new concept in this reauthorization, and that is to encourage private sector investment in aid to students. Private scholarship aid has long made a difference in the lives of students hoping to go to college. While private scholarship aid never will—nor should—be seen as an alternative to federal financial assistance, it should be recognized as one of the key partners working to support students. I therefore ask that you examine ways to stimulate even greater response from local communities, corporations, foundations, and individual donors. One specific way to do this is via the LEAP program. This program could leverage a much greater amount of aid for students if it were used to stimulate not just state dollars for student aid, but significantly increased private sector aid as well. The current LEAP legislation could be modified to reward those states where significant increases in private scholarship aid is leveraged by the state.

In conclusion, I believe that promoting access to higher education remains one of the most critical responsibilities of the federal government in ensuring the nation's public, private, social, and economic stability and prosperity. Efforts such as those I have briefly outlined here could go a long way toward improving student access to higher education and fulfilling the American dream of a college education. Thank you again for this opportunity to appear before Committee on this important issue.



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Financial aid falling short

College costs push lower-income students to brink, study says

By Michael Cowden, Medill News Service
Last Update: 8:58 PM ET May 5, 2004

WASHINGTON — Most experts agree that a college education is essential in today's economy, but a new report claims that fewer and fewer Americans will be able to afford one.

"Just little things like buying books ... Is a lot," said Shanté Lingham, a sophomore at Hood College in Frederick, Md.

Lingham was fortunate because she received a private scholarship. Without it, she said, her working-class Washington family probably couldn't have afforded to send her to a top liberal arts school. Others like her — smart, motivated and qualified — probably won't be so lucky.

According to a report by the Institute for Higher Education Policy and the nonprofit Scholarship America, current financial-aid levels aren't enough for low-income families to cover rising tuition costs let alone living expenses and books.

Need-based federal Pell Grants were enough to cover 84 percent of education-related expenses in the 1970s, the study found. By the mid-1990s, that number had dropped to 34 percent. The maximum award from a Pell Grant in 2000 was \$3,125.

"There's some real eye-popping numbers in there," said Brian Kelly, executive editor of U.S. News and World Report, which publishes a popular guide to colleges and universities. "It's a harbinger of something very bad going on in the economy and the college system."

The average college graduate carries between \$15,000 and \$17,000 in debt, according to the American Council on Education. To keep that burden from climbing even higher, the IHEP study says, many lower-income students take out expensive private loans and work side jobs that leave them little time for their academic responsibilities.

"It's not academics, it's the lack of financial resources," said Frank Matthews, publisher of Black Issues in Higher Education, describing why most students drop out.

Other financial aid experts agree.

"They work more than they should, they maybe borrow more private credit than they should, and the result is they don't succeed," said Carl Dalstrom, president of USA Funds, a guarantor of federal student loans.

Jamie Merisotis, president of the IHEP, argued that the solution to the problem is more need-based loans, not

just from the government but also from the private sector.

"If the tradeoff is merit or need," Merisotis said, "I'm putting my money in need."

Merisotis said he saw no problem in providing aid to middle-class families but believed that without need-based aid, lower-income families will increasingly decide against attending college at all.

"We're not creating enough incentive for people at the margin," he said. Doubling the payoff of federal Pell Grants, he said, might be a good start.

Michael Cowden is a reporter for the Medill News Service in Washington.

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Associated Press Photo

University of New Hampshire student and work study participant Allison Jordan of Manchester, N.H., poses outside Thompson Hall on the college campus in Durham, N.H., Tuesday. Scholarships and loans may help low-income and minority students get into college, but many don't feel integrated until they get a work study job, according to a new study.

Study: On-campus jobs make college students feel connected

By HEIDI B. PERLMAN
Associated Press Writer

BOSTON — Scholarships and loans help low-income and minority students pay for college, but many don't feel part of the fabric of university life until they take a job on campus, according to a new study.

Students who participated in the study, titled "Getting Through College," say the outreach and support programs in place now work, but much more is needed to allow minority students to feel integrated into the campus — a sense of belonging that helps students remain in college.

Work-study jobs are reserved for students on financial aid, and often serve as the link they need to the college community, said Institute for Higher Education Policy president Jamie Merisotis.

"So long as it's not too much, the jobs help students who may otherwise feel isolated feel connected," he said. "It's when they don't feel that connection that students tend to drop out."

Although all students go

through an adjustment when they begin college, non-minorities and those from higher-income families tend to feel more at ease and less alone sooner, he said.

"They tend to be the ones who feel connected and integrated into the culture right away because they are the predominant group on campus," he said.

About 350 minority and low-income students in four-year New England schools were interviewed by telephone for the study.

Most participants said scholarships and financial aid were the only way they could finance college, and that preparatory courses helped them adapt to the academic rigor. Those who did not participate in college prep courses said they wished they had, but didn't know the opportunities existed.

Of the group interviewed, 90 percent are on financial aid, and 73 percent received need-based federal student loans.

But while aid for needy students is available through the state and

federal government and at most schools, colleges have also begun to award aid based on merit.

That shift is troubling, said Blenda Wilson, president and CEO of the Nellie Mae Foundation, which funded the study.

"We need to reaffirm the importance of need-based programs and financial aid, or these students will be left out," she said.

Allison Jordan, a 21-year-old senior at the University of New Hampshire, agreed. She earned decent — but not stellar — grades in high school, but always wanted to go to college.

She just didn't know how she was going to pay the bills until her guidance counselors helped her select a school, find scholarships to apply for, and helped her secure the loans she needed.

She will graduate with a significant financial debt to repay, but says her degree in social work will be worth it.

► Turn to JOBS, Page B4

Jobs: Work study integrates students

From Page B1

"My parents knew I could do it but thought they could never afford to send me to college," said the Manchester, N.H. native. "But I fought my way through the past four years and made it work. For me, it just took someone to point me in the right direction."

The same was true for Patty Waterhouse, 23, a first-year medical student at the University of Vermont.

Brought up in Craftsbury, Vt., she and her sister were the first in their family to attend college. Both are graduates of Upward Bound, a six-week summer program that prepares high schoolers for the academic and social demands of college life.

"I don't know anyone else from my high school who has gone this far with their education," she said. "I knew a lot of kids who could have done it, but needed someone to show them the way, and never had that."

She has had a work-study job every year to help pay the bills, and has done everything from keep statistics for the school basketball team to serve as a resident assistant in the dorms. Each job has made her enjoy her time at college more, she said.

"A lot of people don't feel associated with school, and that's because they're not a part of anything," she said. "It definitely makes people happier when they have something."

A Study Produces a List of 24 Benchmarks for Quality Distance Education

BY DAN CARNEVALE

A STUDY of top distance-education programs has led researchers to compile a list of 24 benchmarks that they say can be used by institutions eager to create high-quality offerings.

The review, conducted by the Institute for Higher Education Policy, is a survey of six institutions widely considered to be leading distance-education providers. The researchers' aim was to collect reliable information about what contributes to quality online instruction, rather than the anecdotal evidence on which many educators have been relying.

The study, whose results were released last month, was sponsored by the National Education Association, a faculty members' union, and Blackboard Inc., a company that sells distance-learning software and services to colleges and universities.

The results make clear "that distance learning can be quality learning only if colleges and universities recognize the needs of the students," said Bob Chase, president of the N.E.A.

Among the 24 benchmarks are students' online interaction with

is qualitative," he said. "It is based on what the administration and faculty say is important. We think we have a pretty good handle on the most essential of these benchmarks."

'MAKING IT UP AS WE GO ALONG'

Matthew Pittinsky, the chairman and cofounder of Blackboard, said the study was a good first step in

determining what makes a quality distance-education program.

Mr. Merisotis said that because online education is so new, institutions don't have a clear understanding of what is most important to maintaining a good program.

"We're really making it up as we go along in Internet-based education, to a certain degree," Mr. Merisotis said.

Contributors to the study have discussed sponsoring a broader study that would collect information from more than just six institutions.

"Clearly, this is just a first step," Mr. Merisotis said. "What we need is national data."

The institutions in the study were selected independent of their association with Blackboard, the

company's Mr. Pittinsky said. Of the six institutions included in the study, only two are Blackboard clients.

The study will be released in its entirety soon, officials of the institute said. An executive summary of the study can be downloaded now from the institute's World Wide Web site (<http://www.ihep.com/qualityonline.pdf>).

We have

"I view using UA courseware as a way of enhancing what I do as a faculty member. And as a university administrator, I see it as a way to enhance the total curriculum."

Rollie Tillman, D.B.A.

Director, Center for Entrepreneurship and Technology Venturing

H. Allen Andrew Distinguished Professor of Entrepreneurship

Kenan-Flagler Business School

University of North Carolina - Chapel Hill

**"Distance learning
can be quality
learning only if
colleges and universities
recognize the needs
of the students."**

instructors and other students, fail-safe computer systems, and appropriate support services for both faculty members and students.

"Many of the benchmarks will sound like common sense," Mr. Chase said. "That's because they are."

The study also identified some factors that did not seem to affect the quality of a distance-education program. "We didn't get a sense that class size was an issue," said Jamie P. Merisotis, president of the institute. Courses included in the study ranged in size from 10 students to more than 300, he said, but quality didn't seem to be related to the number of students in the class.

QUESTIONS ABOUT INCENTIVES

Another fallacy revealed by the study, Mr. Merisotis said, is that institutions must offer professors incentives to encourage more of them to experiment with distance learning. Results of the study, he said, suggest that colleges would benefit more from working with faculty members who start their own distance projects than from forcing others to become involved.

It's difficult to measure how crucial a given benchmark is to the quality of a distance-education program, Mr. Merisotis added. "It

...what you want.



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SATURDAY, DECEMBER 12, 1998

Curtailing Of Remedial Classes Is Opposed

Courses Benefit Society, Study Says

By VICTORIA BENNING
Washington Post Staff Writer

Efforts by Virginia and other states to sharply curtail college remedial courses are misguided and often based on inaccurate information, a new study says.

The study, by the Institute for Higher Education Policy, a Washington-based nonprofit research group, disputes the notion that remedial classes are full of poorly prepared recent high school graduates. It also argues that remedial education is a core function of colleges and a good investment for society.

"One of our concerns with the debate about college remediation—particularly in the last year or so—is that there really hasn't been a whole lot of factual discussion about what remediation is, how it works and the impact proposed policy changes might have," said Jamie P. Merisotis, the institute's president.

Remedial education has become a hot political topic as state officials have grown increasingly frustrated by the large numbers of college students who are having to learn basic skills they should have mastered in high school. Many states have moved to curtail the number of remedial courses taught at public four-year institutions, or limit the numbers of students who can enroll in such courses.

A few states, including Virginia, have proposed shifting the cost of remedial courses back to local school districts. The State Council of Higher Education for Virginia is developing a plan under which local districts would issue a "warranty" on their graduates and promise to pay the cost of remedial courses that the students had to take as college freshmen.

But according to the institute's study, which was funded by the Ford Foundation, 46 percent of the college freshmen taking remedial courses are older than 22, and 27 percent are older than 30. That suggests that many college students need remedial help because they have been out of school for a while, and not because they received an inadequate education in high school, Merisotis said.

"The concept of warranty suggests that there is a primary responsibility on the part of the K-12 system, and we're not sure that's accurate," he said.

Virginia higher education officials said the study makes a good point in drawing a distinction between recent high school graduates and adults returning to college after having been out several years. But they said that the warranty program they envision would involve only college students right out of high school.

"Clearly, if I were to take a [college] calculus course today, I would need a remedial course even though I had a full year of calculus in high school," said Karl Schilling, the state higher education council's deputy director for policy. "What we're talking about is really a very different kind of thing."

The study also reports that the annual cost of remedial education—close to \$2 billion nationally—represents only about 2 percent of higher education spending. "The alternatives—unemployment, low-wage jobs, welfare participation and even incarceration—are far more expensive for society," the study says.

In addition, the percentage of students taking remedial courses has remained at about 29 percent since 1989, and there is no evidence that the number of such courses has increased, the report says.

The study says that instead of requiring colleges to drop remedial courses, a better approach would be to reduce the need for remediation by aligning high school requirements with what colleges expect students to know, developing more mentoring and college financial aid programs for primary and secondary school students, and improving teacher training.

The New York Times

TUESDAY, FEBRUARY 25, 1997

College Plan Is Faulted

Tax policies to make college more affordable, like those proposed by President Clinton, would help the middle class but do little for the poor, two research groups say. Their study, to be released today, says that a program would have to focus on need to have an effect on people who do not now send their children to higher education.

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THE NEW YORK TIMES NATIONAL TUESDAY, FEBRUARY 25, 1997

Study Faults President's Plan for Tuition Aid

By PETER APPLEBOME

Tax policies designed to make a college education more affordable, like those being proposed by President Clinton, might help make college more affordable for middle-income families but would not help the poor or increase overall access to higher education, according to a report being released today.

A major element of the President's ambitious education proposal is a program of \$1,500 tax credits that the Administration says would "open the doors of college to all who work hard and make the grade." These credits, called Hope Scholarships, would pay the full cost of tuition at most community colleges or could be applied toward the cost of other colleges and universities. Mr. Clinton has also called for allowing \$10,000 tax deductions for education and training and for permitting the use of Individual Retirement Accounts to pay for higher education.

But the new study says such policies would do little to help those who are not now attending college. The study was done by two research groups, the Institute for Higher Education Policy, based in Washington, and the Education Resources Institute, based in Boston.

Instead, the study says, such tax policies invariably benefit the middle and upper classes. To help the poor, it would be more effective, the report says, to focus on Pell Grants, a program based on need. Mr. Clinton has

Tax breaks will not bridge an education gap, a report says.

proposed that the maximum available from Pell Grants be increased to \$3,000 from \$2,700.

"Tax policy is very useful in promoting affordability for higher education — we think that is a good thing," said Jamie P. Merisotis, president of the Institute for Higher Education Policy. "But the advantage of need-based student aid is that it promotes both access to higher education and affordability."

The report says there are political and practical reasons for a tax-based approach. Tax provisions do not face annual budget reviews and oversight, it says, and those who benefit from tax policies, primarily the middle and upper class, have more political clout than those who benefit from programs like Pell Grants.

But it says the continuing disparity in college attendance rates makes that political tradeoff worrisome. According to the report, there is a gap of almost 30 percentage points — 58.2 percent compared with 87.8 percent — between the college attendance rates of the lowest- and highest-income groups.

Tax policies will do nothing to re-

dress that, the report says, because 71 percent of those with incomes above \$30,000 itemize their deductions, while only 9 percent of those with incomes below \$30,000 do so. The Pell Grant maximum would need to grow to \$5,000, Mr. Merisotis said, to match in real dollars the level of 1980.

David A. Longanecker, assistant secretary of education for post-secondary education, said the report failed to recognize fully both the political realities and the positive impact of a strong message that a college education can be attained.

Mr. Longanecker said, "It may be true that most of the tax credits will go to middle-income students — something we're not ashamed of — but if we're able to send a message as strongly as this does, it will affect participation of lower-income students as well as middle-income ones."

Although the greatest share of new resources would go to tax policies, Mr. Longanecker said, more overall spending would go to Pell Grants. The Administration plans to spend \$40 billion on Pell Grants over the next five years, compared with \$38 billion for tax benefits, he said.

"You can argue that we could take the tax-benefits money and put it onto the other side into Pell Grants, but it's a useless argument," Mr. Longanecker said. "In this Congress, that's not going to happen."

ALLOCATION

The Rising Cost of College

The Students' Crushing Debt

Let's Stop Mortgaging the Future to Pay for the Present

By Jamie P. Merisotis
and Ernest T. Freeman

NEXT SPRING'S graduating college students, the class of 1997, will undoubtedly leave their mark on the nation in many ways. Unfortunately, one of their most enduring legacies may be the record-high levels of loans they had to take out to pay for college.

Borrowers receiving money through federal programs, which provide the vast majority of student loans, now number in excess of 5.3 million. That's a million more students than in 1993. The annual college loan bill now tops \$27 billion, up from \$17.6 billion just two years ago. In fact,

The borrowing binge has become especially acute for graduate students and those enrolled in professional programs such as law, medicine and dentistry.

college students have borrowed more since 1990 than they borrowed in the 1960s, 1970s and 1980s combined. Even allowing for inflation and higher wages, this is a staggering statistic.

The consequences of this dramatic increase are far reaching. Research shows that student loans can influence where students go to school, what courses they take, what kinds of careers they choose at-

Jamie Merisotis is president of the Institute for Higher Education Policy, a Washington-based education research group. Ernest Freeman is president of the Education Resources Institute, a Boston-based organization that provides education information and financing services.

ter graduating and whether they will be willing to pursue public service jobs that don't pay as much as those in the private sector. There is even evidence to suggest that the prospect of a huge student loan debt inhibits some high school students from going to college at all.

Student loans have been a major part of the college financing picture since the 1950s, but no prior generation has had to bear such a heavy loan burden. Students in the 1970s, typically, had financial aid packages that included three-quarters grants or scholarships, and one-quarter loans. That ratio is now reversed.

This new class of indebted students is the result of several changes in recent years to the federal Higher Education Act, which authorizes five different loan programs. For decades, federal student loan programs were targeted at students with the greatest financial need and subsidized by the federal government, which paid all the interest until six months after graduation. In 1992, Congress added an "unsubsidized" loan program and made it available to all students, regardless of financial need. While borrowers from the unsubsidized program do not get a break on interest costs, these federally-guaranteed loans are attractive because repayment can be deferred up to six months after graduation. (Loans are typically repaid over 10 years, but can be extended.) Students and their families immediately flocked to borrow this money; loans of this kind now account for \$8 billion a year.

Another significant change was the establishment of higher annual loan limits for students in all federal programs. Further exacerbating the problem have been rising tuition levels that continue to outstrip inflation by a nearly 2-to-1 ratio and stagnant, or reduced, earnings levels for many families with college-age children.

The borrowing binge has become especially acute for graduate students and those enrolled in professional programs such as law, medicine and dentistry. While many people assume that these students will have higher earnings after they graduate—thereby justifying the higher levels of debt—the reality is that many in these

fields face serious long-term consequences because of their student borrowing.

The average cumulative debt for law school graduates now exceeds \$40,000, and this does not include undergraduate borrowing. Starting salaries for attorneys providing legal services for the poor range from \$21,685 to \$30,900, according to the National Law Journal. This means that for lawyers serving the public interest, their average student loan payment equals 19 to 27 percent of their monthly gross salary. At that level, few can afford other debt, such as car loans or credit card debts. And with mortgage underwriting guidelines limiting total debt to 33 to 36 percent of monthly income, these student loan debt levels seriously endanger their ability to buy a home. Faced with figures like this, is it any wonder that many new law school graduates hesitate to take lower-paying, public interest jobs?

Many ideas have been proposed in the policy world to address the student loan predicament. In a commencement speech at Princeton University, President Clinton

proposed a tuition tax credit of \$1,500 for up to two years of college study. This idea has some merit, since it primarily benefits middle and lower income families. But lingering questions about the program's requirement of that second year students maintain a B grade point average, and its hefty price tag—\$43 billion over six years, according to the White House—makes the passage of this plan unlikely.

The congressional Republican majority elected in 1994 had a more worrisome idea, proposing to eliminate the federal student loan subsidy. That notion—ultimately rejected in the 1996 budget—would have increased individual debts by as much as 50 percent, according to the American Council on Education.

The only real way for the federal government to help stem this rising tide of debt is to return grant and fellowship support to previous levels. Restoring the purchasing power of the Pell Grant program to its late 1970s level—when 2 million students borrowed about \$4 billion in federal loans—

would increase the Pell Grant from its current \$2,470 maximum to just over \$4,000. That increase, combined with increased support for graduate fellowships, would cost about the same as Clinton's proposed tax credit, which only benefits students in their first two years of college.

If we are truly serious about making a dent in the debt burdens imposed on students, additional grant support that rewards students who excel in college would be even better. Developing a "performance bonus" for students who achieve at high levels in college—in addition to, not as a replacement for, other aid—could be a powerful incentive. Such a performance bonus would reduce the need to borrow, lower the 50 percent college dropout rate, and produce successful college graduates who will enhance the nation's economic and social prosperity.

That would be a much more prudent strategy than the short-term solution of saddling the class of 1997, and its successors, with a lifetime of educational debt.

Simon, November 3, 1996

The Washington Post

OUTLOOK

Commentary and Opinion

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College classes are going a little gray

By LAURA MECKLER
ASSOCIATED PRESS

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WASHINGTON — As baby boomers age and the work force changes, more and more Americans over 40 are going to college.

Just 477,000 people older than 40 were in college in 1970. By 1993, that number had more than tripled, to more than 1.6 million, according to a study released yesterday.

That's partly due to aging baby boomers. People over 40 made up 36 percent of the U.S. population in 1970 but 40 percent in 1995, according to the study, which relied on census figures.

"By sheer numbers, the baby boomers are revolutionizing our educational worlds, as they've been doing all along," said Ted Freeman, president of the Education Resources Institute, which co-sponsored the study.

But demographic shifts cannot explain the entire boom in older students, said Jamie Merisotis, president of the Institute for Higher Education Policy, the other co-sponsor. "People over the age of 40 are going back to college to be retrained," he said. "Lifelong learning is becoming a reality for Americans."

Two-thirds of the older students are women, and some have returned to school after a divorce or after their children have grown, giving them time to develop a career, he said. Others are just look-

ing for a career change or are trying to keep up with an increasingly competitive marketplace.

In fact, more and more students are studying at corporate universities. There were about 400 of these employer-sponsored schools in the 1970s; now there are more than 1,000.

"Our global competitiveness is requiring us to be much more competitive," Merisotis said. "Those factors are really driving people's need to get post-secondary education and training."

Other findings:

- Students age 40 and over make up 10 percent of undergraduates, 22 percent of graduate students and 6 percent of students in medical, law or other professional programs.

- Most 40-plus students — 79 percent — are part-time. More

than half of the part-time students attend two-year public schools.

- Most older undergraduates are white (82 percent) and married (59 percent).

- Fifty-seven percent of 40-plus undergraduates work at least 30 hours per week, compared to 25 percent of students aged 18 to 24. Older students work an average of 38 hours per week.

- Older students do better, with 44 percent reporting "mostly A's" in their course work (compared with 9 percent of 18- to 24-year olds), but it takes them longer to finish.

Census data show that 64 percent of 18-to 24-year-olds with degrees finish by four years and 99 percent finish by six years. By comparison, 39 percent of students aged 45 to 54 finish in four years.

VIA SATELLITE



Life

MONDAY, JUNE 19, 1995

A call to keep students in college

By Dennis Kelly
USA TODAY

More than 4 in 10 students who enter college fail to earn a degree within five years, a problem that could be eased with financial incentives to keep students in school, a new report argues.

Of freshmen entering school in 1968, 69.1% had a bachelor's degree by 1973. By 1988, the five-year number was down to 58.8%, says a report by the Institute for Higher Education Policy.

That drop may reflect the growing numbers who take more than five years to earn a degree and those who drop out, says Dave Merkowitz of the American Council on Education. No one knows how many drop out never to return, but "we probably lose a substantial number of students," he says.

To counter that, the report

argues for incentives that would push young people into pre-college counseling and mentoring programs. Examples include the federal TRIO programs, such as Upward Bound and Educational Opportunity Centers. The \$463 million TRIO budget is targeted by Congress for elimination.

Students who take part in such programs would earn points redeemable toward cash grants once they reach college, says institute president Jamie Merisotis.

In college, they could earn more points for participating in remedial or tutoring programs that help them finish their degrees, he says.

The strategy has initial backing from Sen. James Jeffords, R-Vt., chair of the Senate's education subcommittee. He says it focuses "on positive incentive programs that work and follow through to success."

MONDAY, JUNE 19, 1995

NEWSLINE

A QUICK READ ON THE NEWS

O.J. SIMPSON TRIAL: Prosecutors turn to testimony about bloody footprints after Simpson tries on gloves in what critics call disastrous demonstration. 3A.

BARREL JUMPERS: Florida man and friend survive Niagra Falls plunge in homemade barrel; steel, Fiberglass, Kevlar, Styrofoam keep them safe and dry. 3A.

BALANCING ACT: Republican acceptance of Clinton's proposal waning. GOP now challenging growth assumptions, time frame, \$127 billion in Medicare cuts. 6A.

JESSE SAYS: Jesse Jackson, left, debating a run for the White House and whether to run as an independent, gets frank on his political efforts and tough on his president. 6A.



AP
JACKSON: Running a 'weighty decision'

TUG OF WAR: Groups in three cities, seeking tourist dollars, are vying to make their ports home to the retired battleship Missouri, on which Japanese surrendered to end World War II. 4A.

SHAME, SHAME: Massachusetts police capt. is a hit on TV; he reads names and shows pictures of arrested on local cable. 3A.

U.S.-JAPAN AUTO TRADE: Talks between Japanese automakers and U.S. Embassy in Tokyo reportedly may have produced a settlement proposal to break standoff; Japanese carmakers would be required to buy more U.S. parts for their North American plants. 1B.

► G-7 economic summit notes, highlights. 5B, 8A.

CLASS OF 2000? Education group urges financial incentives to keep students in college; nearly half the students who enter college fail to graduate within five years, says Institute for Higher Education Policy report. 1D.

WEDNESDAY, FEBRUARY 3, 1993

Panel Set to Urge Overhaul Of Aid for College Students

By ANTHONY DePALMA

A commission selected by Congress and former President George Bush to study revamping financial aid for college students will recommend today that the current patchwork of loans, grants and work-study programs be replaced by an integrated approach that makes every student automatically eligible to receive one level of aid — \$14,000 a year under the proposal — regardless of income.

But the type of aid will vary. Poorer students will get more in grants; those who are better off, more in loans.

The recommendations of the National Commission on Responsibilities for Financing Postsecondary Education will also include making loans directly to students, not through banks, and a community-service repayment option, similar to President Clinton's proposal to forgive a part of the loans in exchange for work in disadvantaged communities or in public-service jobs like teaching or cleaning parks.

Executives of the bipartisan commission, which has been holding public hearings around the country for two

Still, the Bush Administration, which strongly opposed ideas like direct loans, has been replaced by an Administration that campaigned on such ideas. And the recommendations are expected to have the support of influential members of Congress like Senator Claiborne Pell, Democrat of Rhode Island, after whom the main college grant program is named, and Senator Paul Simon, Democrat of Illinois, who has strongly supported the concept of direct student loans.

"I have discussed this possibility with Dick Riley, the new Secretary of Education, and other key people in the Administration," Senator Simon said. "I'm not saying it is definitely going to be done, but it's safe to say there is a review that will be taking place in the coming weeks."

In all, the Federal Government spends around \$20 billion a year in college financial aid, Mr. Merisotis said, about twice what it spent in the early 1980's.

But that does not go nearly as far as it had, he said, because the cost of attending college rose 120 percent in public institutions and 150 percent in private ones in the last decade.

"That combined with the fact that incomes have increased only half as fast as higher education contributes in a major way to the problems we are now experiencing in terms of college affordability," Mr. Merisotis said.

One of the commission's main recommendations is to combine the different aid programs in one package that would be pegged each year to the actual cost of college. The current estimate is \$14,000, a weighted national average per student.

Mr. Merisotis said a student from a poor family going to a school that cost at least \$14,000 a year could receive a large grant, a small loan and a work-study subsidy. A student from a middle-income family would receive a smaller subsidy in the form of a grant, a larger loan and a work-study component. A student from a family without financial need could get an unsubsidized loan for the \$14,000. If college costs are less than \$14,000 a year, the packages would be adjusted.

The commission's recommendations, if fully adopted, would increase Federal spending on financial aid by nearly \$7 billion, mostly for increases in the Pell grant program, Mr. Merisotis said.

A plan to give all families help to pay for schooling.

years, said they hoped that the recommendations they were presenting to Congress would, if enacted, make college affordable again.

"College was much more affordable in the 1970's than it is now for all families," said Jamie P. Merisotis, executive director of the commission. "As a result of that increasing unaffordability of college, there are growing concerns about access to higher education and what role higher education is really going to play in the social and economic revitalization of the country. That message came through very clearly in our hearings."

Although the commission was created by Congress, Congress must vote to enact the recommendations, and that is not at all a given because the Higher Education Act was just reauthorized a year ago — after two years of debate — and is due for renewal in six years.

Massive changes said to be needed to make college affordable

Aid cap of \$14,000 a year per student is urged by panel

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From Wire Reports FRONT PAGE

WASHINGTON — Wholesale changes must be made in college financial aid to bring higher education back within the grasp of all students, says a report issued today.

A national commission appointed by Congress recommended all students be eligible for \$14,000 in aid each year to offset the spiraling cost of attending college.

"We're really not making college a reality for lower- and middle-income students," said Jamie Merisotis, director of the nine-member National

Commission on Responsibilities for Financing Postsecondary Education.

College costs soared 126 percent during the 1980s, twice the rate of inflation for the decade.

The commission recommended that the current patchwork of loans, Pell Grants, and work-study programs be replaced by an integrated approach. The type of aid would vary. Poorer students will get more in grants; those who are better off, more in loans.

Polls show Americans no longer believe they can afford a college education, which now ranks second only to buying a home as the most expensive investment for the average family.

The average tuition, room and board at a private college in 1992

See COLLEGES, 12A, Col. 5

Massive changes being urged to make college affordable

COLLEGES, from 1A

rang in at a notch above \$14,000, while undergraduates at elite Ivy League schools such as Yale University paid over \$25,000 to attend those hallowed halls.

"Failure to help the growing number of disenfranchised, undereducated citizens will have profound effects on society, the work force, industry and service," the study said.

Some recommendations made by the congressionally chartered commission are likely to be more controversial than others. For instance, large universities are more supportive than smaller schools of direct student loans, in which colleges rather than banks act as lenders using federal money. Small schools don't have the staffs to handle the paperwork.

The \$14,000 cap probably won't be popular with expensive private institutions.

The \$14,000 in aid, adjusted annually, would come in the form of grants, work study and subsidized loans for the poor and middle-income students and unsubsidized loans for children of more affluent parents.

The commission also drafted plans to make repaying these debts easier and debunked the myth that students who fail to meet loan payments are "deadbeats," arguing that the majority of the young defaulters are financially unable to pay off the loans.

In 1991, the latest year for which figures are available, at least a million borrowers defaulted on more than \$3 billion in federally guaranteed student loans.

Executives of the bipartisan commission, which has been holding public hearings around the country for two years, said they hoped that the recommendations they were presenting to Congress would, if enacted, make college affordable again.

"College was much more affordable in the 1970s than it is now for all families," said Mr. Merisotis. "As a result of that increasing unaffordability of college, there are growing concerns about access to higher education and what role [it] is really going to play in the social and economic revitalization of the country. That message came through very clearly in our hearings."

Although the commission was created by Congress, Congress must vote to enact the recommendations, and that is not at all a given because the Higher Education Act was just reauthorized a year ago — after two years of debate — and is due for renewal in six years.

Some recommended programs would be costly. Experts say the government would have to shell out \$15 billion up front to fund a direct student loan program while full funding for Pell Grants would cost as much as \$8 billion. A pilot program in community service involving 100,000 students would have a \$2 billion price tag.

WEDNESDAY
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Jamie P. Merisotis

Indentured Students

This college-loan plan may not be as good as it looks.

"Students are the principal beneficiaries of their investment in higher education," the Reagan administration's 1988 budget asserts. "It is therefore reasonable to expect them—not taxpayers—to shoulder most of the costs of that investment."

With this as its charge, the administration has unveiled its much-vaunted Income Contingent Loan (ICL) program. There has been praise for this "first major advance in federal student aid in the last two decades," as Education Secretary William Bennett calls it, because of its fair-sounding premise: a person's loan payments should be based on his or her income. But what's this plan really all about?

The key to income-contingent loans is that people with low incomes would have to make only small monthly payments over an extended period of time, while those with high incomes would be required to make larger payments, but could pay off the loan more quickly. This means there would be no set time limit on loan repayment.

The administration's plan contains lots of tempting features: higher loan limits, a \$600 million infusion of new federal capital, interest tied to Treasury Bill rates (which would reduce government subsidies), and a cap on payments equal to 15 percent of adjusted gross income. Many analysts—from columnist William Raspberry to The New York Times—have swallowed this bait without looking for the potential hooks.

One major problem is that ICLs are an administrative nightmare. Because this is a campus-based program, colleges would be re-

quired to administer it. Each year they would have to collect income information from borrowers in order to recalculate the next year's monthly payments. Who would verify the truthfulness of the information? The IRS? Not likely; it has consistently refused to be considered a loan collection agency.

And how would colleges come up with a fair way of defining income? Let's say a borrower gets married and stops working. Would this work to his advantage in terms of repayment? Or would two-income families be penalized? Colleges would be stuck with the unenviable task of making a judgment in such cases and then enforcing repayment.

The reason we don't know much about these thorny administrative issues is that ICLs are virtually untested. A \$5 million ICL pilot project involving 10 schools was recently approved by Congress, but the results will be several years in coming.

The only major school ever to have tested the idea, Yale University, surveyed borrowers and found that defaulters tended to be those with a high debt burden and lower incomes, according to a university report. It also found that most borrowers had a minimal understanding of the terms of the loans they took out. This is crucial, since the more confused a borrower is (over how payments are calculated, for example), the more likely he is to default on the loan.

This would seem to challenge some of the administration's basic assumptions about the program. Does raising loan limits and floating the monthly payments according to the borrower's income really make this a program

that is more manageable for needy students? And what happens if students "just say no" to the offer of ICLs? A market-based interest rate is no bargain, especially compared to the current rate of 5 percent for a Perkins loan (a low-interest federal loan program for needy students.) If T-bills go up in the future (remember when they soared over 18 percent earlier this decade?), borrowers would be saddled with astronomical interest compounded by higher inflation.

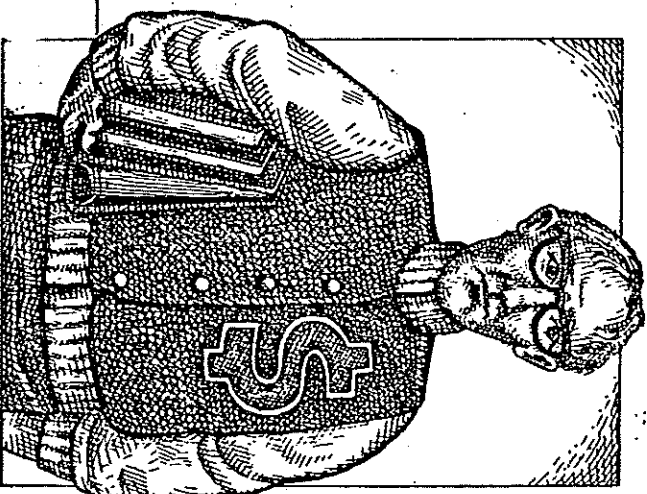
There are even scenarios where, if interest rates stayed at a high level, borrowers would annually be able to pay off only the interest on the loan—never making a dent on the principal. This would amount to lifelong slavery to their student loans.

Likewise, what if only students who have low incomes enroll in the program? A professional student studying medicine or law might expect a high future income and forgo taking out the loan, which he knows will be tied to his income. This would leave institutions with a cash-flow problem, since only small amounts of money would revolve back into the loan fund. The only way to maintain the program would be to inject more federal capital, making ICLs another junkie department on the big federal government supplier.

Maybe we don't need such a complicated program at all. Several loan experts have proposed a plan whereby students would simply pay back their loans on a graduated scale. With forgiveness provisions for borrowers who take low-paying, service-type jobs, this type of program would avoid many of the fiscal pitfalls associated with income contingency.

There are clearly too many questions—and too much at stake—to grant the administration's wish for a massive investment in ICLs right now. Congress shouldn't rush to judgment on this issue just to satisfy budget imperatives. Adding more flexible features to student loans to ease the burden of growing indebtedness is probably an idea worth exploring. Finding just how to turn such an idea into a viable program needs more thought and exploration.

The writer is a policy researcher in the Washington office of the College Board, a nonprofit association of schools and colleges that administers financial aid services.



BY P. MOULTON

44658 C

United We Stand

NAFEO, HACU, and AIHEC have formed a new alliance to improve support for students of color

BY ERIC ST. JOHN

WASHINGTON — The old divide-and-conquer ploy may be harder to execute on future racial politics of higher education now that a new alliance has been formed between three of the largest organizations serving the needs of minority students.

In a first-of-its-kind effort, the new Alliance for Equity in Higher Education will promote the interests of 175 Hispanic-serving institutions (HSIs), 118 historically Black (HBCUs) and predominantly Black institutions, and 31 Tribal colleges and universities. Combined, these colleges educate 42 percent of Hispanic students, 24 percent of African American students, and 16 percent of Native American students.

The alliance's founding members are the National Association for Equal Opportunity in Higher Education (NAFEO), the Hispanic Association of Colleges and Universities (HACU), and the American Indian Higher Education Consortium (AIHEC).

Gil Kline, the alliance's media coordinator, says the group was formed after "seeing the inequities between the long running success of these institutions and the disparity in funding for these institutions."

According to the new group's Web site, located at <www.ihep.com/alliance>, "The Alliance for Equity in Higher Education promotes greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in order to enhance the nation's economic competitiveness, social stability, and cultural richness."

And just how badly is this collaboration needed?

"Various entities have tried to keep us [minority groups] divided and that hasn't been very helpful. We've been competing for the same crumbs," says Robert Chiago, programs manager at AIHEC. "Maybe by working cooperatively, we'll have a better opportunity to get our points across."

"The main goal of the alliance is to speak with one voice on an array of issues that matter to HBCUs, Tribal colleges, and HSIs," says Dr. Jamie Merisotis, the president of the Institute of Higher Education Policy (IHEP), which is currently coordinating the alliance's activities. "There haven't been enough opportunities for collaboration between these groups. The alliance provides a vehicle for 320 colleges and universities who have common goals to work together."

"The alliance points out that the demographic profile of the nation is changing — rapidly changing," Merisotis continues, "and the need for this collaboration is essential for the economic and social and cultural needs of the country's future."

A briefing paper on the alliance notes the high percentage of students of color coming from the lowest income quartile — 41 percent of Native American, 41 percent of Black, and 38 percent of Hispanic undergraduates come from families in the lowest income quartile, compared to 19 percent of White students. And by 2015, college enrollments are expected to increase by 5 percent for Whites, compared to 23 percent for African Americans and 73 percent for Hispanics.

The paper also points out that the percentage of African Americans, Hispanics, and American Indians 25 and older with a bachelor's degree or higher is dramatically lower — 15 percent, 11 percent, and 9 percent, respectively — than for Whites, 25 percent. Additionally, high school completion rates for students of color — especially for Hispanics and American Indians — are significantly lower than for Whites. "HACU can benefit just by the fact that it will be an effort to move policy and legislation from an broader perspective," says Dr. Gumecindo Salas, HACU's vice president for government relations. "By combining our three large minority groups, we are dealing with a population that is much larger, more widely dispersed



Dr. Jamie Merisotis

throughout the country, and with a wider Congressional base — and that includes in the Senate, where there is Sen. Ben Nighthorse Campbell — [a Native American Republican] from Colorado."

There is also another consideration. According to the alliance, average in-state undergraduate tuition fees for its member institutions were 30 percent lower than for all of the nation's colleges and universities. Total institutional revenues — from all sources — at member institutions are 36 percent lower than the U.S. average institutions. Endowment revenue for member colleges average \$68 per student, compared to \$457 per student at all postsecondary institutions. And, average faculty salaries are approximately 10 percent lower at member colleges than at all postsecondary institutions.

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C The alliance does have specific goals to address these discrepancies, according to its mission statement. To ensure student access, success, and equal opportunity, it will seek to increase student financial assistance, and promote fair and inclusive college admission standards and requirements. The alliance will also look for ways to raise the numbers of students of color in science and technology fields, and increase enrollment and graduation rates. There are also plans for expanding student counseling, mentoring, and support efforts, and improving student testing and diagnostic systems.

Teacher preparation and faculty development and leadership are also top priorities. The alliance is formulating teacher preparation and recruitment strategies that would increase the numbers of advanced degree recipients from underrepresented groups, expand professional development opportunities, broaden K-12 linkages, support institutional leaders, and develop community leadership.

To strengthen institutional development, the alliance hopes to improve and expand physical infrastructures, increase access to and use of technology, raise endowment levels, and enhance the capacity for curriculum development and innovation.

For Tribal colleges, the alliance is particularly appealing — especially when you consider that Native Americans comprise approximately 2 percent of the nation's population, according to AIHEC's Chiago.

"One of the main things we hope to get from this alliance is reinforcements for the needs that we have within our Tribal colleges in term of advocacy," he says. "By becoming a member of the alliance, we substantially increase our numbers and visibility."

And Chiago believes AIHEC will pull its own weight within the alliance, noting the government-to-government relationship between the Native American tribes, which

run the Tribal colleges, and the federal government.

"The relationship that we have with the federal government is a historical and legal relationship," he says. "We get information [from the federal government] that other alliance members may not be getting, and I anticipate we'll be sharing that information."

The alliance is funded by the W.K. Kellogg Foundation. And although IHEP currently coordinates the effort, there are discussions occurring that would give a more permanent shape to the alliance's organizational structure. According to Merisotis, a working group of presidents and their staffs from the three member associations have been meeting "almost weekly" for the past three months. But he says that will eventually give way to some form of governing panel that will most likely include a "subset of the executive committees of the three organizations so that there is continual involvement of institutional presidents in the management of the alliance."

"We want to develop as inclusive a structure as possible," he says.

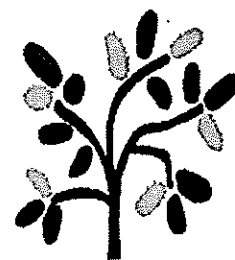
And Merisotis acknowledges that there will be conflicts between the three groups.

"There will be times when the groups don't agree and the alliance will act as a point of dialogue and convening for the three sets of institutions so that they can talk about the areas where there are differences or potential conflict," he says.

But that potential doesn't seem to be much cause for concern for AIHEC.

"[The alliance] will be a very positive thing depending upon how it is actually fully implemented," Chiago says. "Many of our needs are the same needs of the other organizations" in the alliance, he adds. "We all have large numbers of people from economically depressed types of situations.... There is still plenty of discrimination in higher education."

Alliance for Equity in Higher Education



Uniting for America's Future



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NEWS & FEATURES

Shortage of Minority Teachers Cited in Demand for Extra Funding

By [CANDICE CHOI](#)
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Oct. 6, 2000

A new report cites an alarming racial disparity between minority students and teachers. Although minorities represent 37 percent of the elementary and secondary-school students nationwide, nine out of 10 teachers are white.

The report was prepared by the Institute for Higher Education Policy, a Washington, D.C.-based nonprofit organization that promotes access and quality in post-secondary education. The Alliance for Equity in Higher Education, a coalition of institutions representing 320 historically African-American, Latino and American-Indian colleges and universities, sponsored the report.

Despite their increasing enrollment in teacher education programs, students of color still account for only 15 percent of enrollment in such programs, according to the report.

To help close the racial gap, the alliance is calling for more than \$100 million in federal funding for minority-serving institutions (MSIs), which produce nearly half of all minorities with teaching degrees nationwide.

MSIs lack the funding to produce a greater volume of minority teachers, said Jamie Merisotis, president of the Institute of Higher Education Policy. In addition to a lack of funding, Merisotis said the process for obtaining a teaching license often places minorities at a disadvantage.

"We need a lot more minority teachers," Merisotis said. "But the governmental policies serve as a deterrent."

Students attending MSIs often come from

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educationally disadvantaged backgrounds, where elementary and secondary education is substandard. As a result, minorities often are not equipped to pass the exams required to obtain a teaching license.

Fifty-three percent of African Americans passed the Praxis exam, a test administered in 36 states for students wishing to become teachers, compared to 77 percent of Latinos and 87 percent of whites.

Merisotis said that although many minorities want to become teachers, MSIs simply don't have the resources to prepare its students. Increasing funding to teacher educational programs at MSIs would help change this, he said.

Rather than using the pass/fail standard, Merisotis said the method in which teaching licenses are issued should be broadened.

The alliance will lobby to reform teacher licensing processes nationwide. The alliance also hopes to get the initial \$100 million funding approved within a year. Merisotis said there has been a positive reaction from U.S. Department of Education.

The report, "Educating the Emerging Majority: The Role of Minority Serving Colleges and Universities In Confronting America's Teacher Crisis" used data from the U.S. Department of Education and from Integrated Post Secondary Education Data System, a series of surveys institutions must fill out to be eligible for federal funding. Background information on the 320 schools in the Alliance was also used.



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THE CHRONICLE OF HIGHER EDUCATION

chronicle.com/news

Today's News

Friday, February 14, 2003

<http://chronicle.com/daily/2003/02/2003021403n.htm>**Minority-Serving Institutions Join in Urging Changes to Higher Education Act**By STEPHEN BURD

Washington

A coalition of higher-education associations that represent colleges that specifically serve minority students is asking Congress to spend more on need-based financial aid and to help more students at the institutions pursue graduate degrees.

At a news conference on Thursday, the leaders of the American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities, and the National Association for Equal Opportunity in Higher Education, an advocacy group for historically black colleges, presented their joint recommendations for the reauthorization of the Higher Education Act. The law, which governs most federal student-aid programs, expires at the end of the year.

In 1999, the three groups formed the Alliance for Equity in Higher Education to promote cooperation among their institutions (*The Chronicle*, July 30, 1999).

Jamie P. Merisotis, president of the Institute for Higher Education Policy, which has been coordinating the alliance's efforts, said that the groups' decision to offer joint recommendations for reauthorization represented "an important milestone." The last time that Congress renewed the Higher Education Act, in 1998, lobbyists for historically black colleges and Hispanic-serving institutions fought over the Hispanic colleges' efforts to get a larger and more-direct set-aside of federal funds (*The Chronicle*, January 16, 1998).

"In the past, the three groups of minority-serving institutions were often pitted against one another in competition for limited federal resources," Mr. Merisotis said. "This competition not only created unnecessary divisions, it also forced institutions into the frequent position of vying for small amounts of funding."

Now, he said, "these institutions are united in the goal of increasing educational opportunities for populations that have not sufficiently or adequately shared in the tremendous public, private, social, and economic benefits that result from higher education."

The groups' recommendations include asking Congress to:

- Double the authorization level for the maximum Pell Grant over the next six years and make it an "entitlement" program, which would require Congress to appropriate enough money for all students who qualify for the grants. The maximum Pell Grant is currently authorized to be \$5,400, but Congress has provided enough money for a maximum award of only \$4,000.

- Restore eligibility for federal financial aid for "disenfranchised populations," including prisoners and people who have lost their aid because of drug-related convictions.
- Create a new loan-forgiveness program to promote greater student participation in disciplines in which national need exists and minority students are underrepresented, such as science, mathematics, engineering, information technology, minority health, and teaching. The program would be an entitlement, so Congress would have to provide full financing for all students who qualified.
- Make it easier for minority-serving institutions to compete for funds from the federal TRIO programs for disadvantaged students. These colleges have had trouble winning TRIO grants because colleges already in the programs are given an advantage in competitions for the funds.
- Increase the amount of money that is set aside for black colleges, Hispanic-serving institutions, and tribal colleges to use to develop their faculties, curriculums, and endowments.

The alliance also wants Congress to create a new graduate-fellowship program for students at minority-serving institutions.

Currently, only 5 percent of the \$31-million available from the Graduate Assistance in Areas of National Need Program goes to these institutions. The program provides funds to academic departments and programs to support graduate students in subjects deemed critical to the nation. There are no students from minority-serving institutions right now in the Jacob K. Javits Program, which provides funds to academic departments and programs to support graduate students in subjects deemed critical to the nation.

"This pattern of minority-serving institutions' being overlooked in these and other programs must be reversed," said Frederick S. Humphries, president of the National Association for Equal Opportunity in Higher Education. "We believe there is a dire underrepresentation of minorities in graduate education and a critical need for funding targeted specifically to students of color."

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BY RONALD ROACH

IT Report Calls Attention to Minority-Serving Schools

In a study that builds upon the 2000 U.S. Department of Commerce-funded National Association for Equal Opportunity in Higher Education (NAFEO) report on IT resources at historically Black colleges and universities, researchers with the Washington-based Institute for Higher Education Policy (IHE) have authored the first, comprehensive national survey of information technology use and resources at the nation's minority-serving institutions (MSIs). Having commissioned the report, the Alliance for Equity in Higher Education, which represents the 340 U.S. schools considered MSIs, released the study, "Serving the Nation: Opportunities and Challenges in the Use of Information Technology at Minority-Serving Colleges and Universities" last month in Washington.

"This report provides compelling evidence of the need to move our national dialogue about technology beyond basic concerns about hardware and software," says Jamie P. Merisotis, the president of the Institute for Higher Education Policy, the research organization that prepared the report. "We need to focus on how IT is being used at minority-serving institutions, and why investing in them could have an enormous impact on the nation's future work-force development."

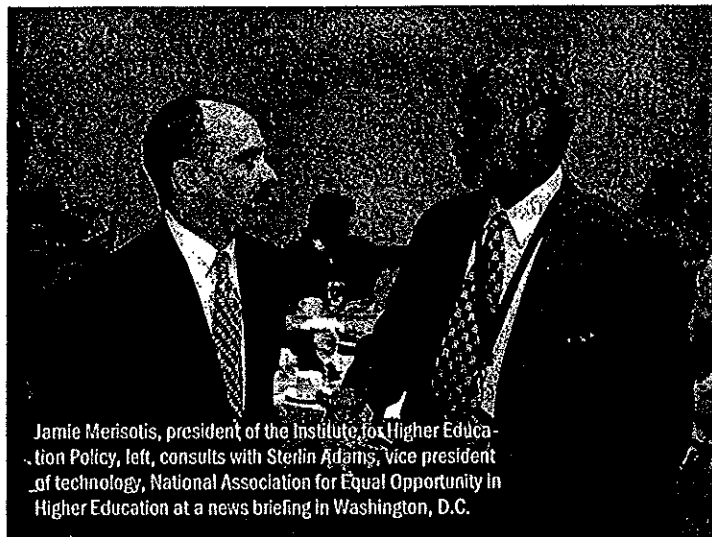
Finding that historically Black colleges and universities, Hispanic-serving institutions, and tribal colleges and universities "are in an unrivaled position to remedy the technological disenfranchisement" of the nation's Black, Latino and American Indian populations, the report says such schools are hampered due to lack of stable financial resources and other concerns. The report also reveals that while a handful of MSIs have attained significant results in the application of information technology, too many have urgent technology needs requiring significant support and expertise from the federal government, states and the private sector.

According to the study, just 65 percent of MSIs offer online admissions applications in comparison to 92 percent of other institutions. While 80 percent of students at majority White institutions own computers, less than half, or 45 percent, are computer owners at MSIs. Faculty use of technology at MSIs also is limited, with fewer than 50 percent using email and/or the Internet as a teaching and learning tool.

Included in the report are in-depth profiles of six MSIs that have gotten high marks for their innovative IT use. The schools profiled in the report are Salish Kootenai College, Fond du Lac Tribal and Community College, University of Texas at El Paso, Miami Dade College, Tennessee State University and Johnson C. Smith University.

At Johnson C. Smith University in Charlotte, N.C., the report noted that there are more than 3,000 Internet access points on campus, allowing technology to be integrated into the teaching, research and service activities of the university. At Fond du Lac Tribal and Community College in Cloquet, Minn., gaining access to resources has enabled the school to become one of a few U.S. institutions offering degrees in computer forensics and e-crime. In addition, Miami Dade College in Florida has used technology to boost student retention through the use of "tel-e advisors," as well as online registration and financial aid information, according to the report.

"The report can be used broadly by those at MSIs, by policy-makers and others," says Sterlin Adams, the vice president of technology at NAFEO.



Jamie Merisotis, president of the Institute for Higher Education Policy, left, consults with Sterlin Adams, vice president of technology, National Association for Equal Opportunity in Higher Education at a news briefing in Washington, D.C.

In 2000, NAFEO researchers, with funding from the Commerce Department, found that computer networks in a majority of Black schools were concentrated in administrative buildings rather than in classrooms and student dormitories. In addition, fewer than 25 percent of HBCU students were bringing their own computers to school, compared to nearly 50 percent of non-HBCU students. Officials say the new IHE report builds upon the earlier NAFEO study because it examines MSIs widely and it examines how IT is used as teaching and learning tools.

"Our effort now is to get a handle on how the technology is used in addition to knowing infrastructure needs," Merisotis says.

Among report recommendations is that the U.S. Congress and the president pass and implement the Digital and Wireless Network Technology Program Act, a technology funding bill that unanimously passed the U.S. Senate last year but awaits action in the U.S. House of Representatives (see *Black Issues*, Jan. 29, 2004). The report also urged increased technology investment under the Higher Education Act. The alliance also seeks the investment of state funds for expanding IT capacity at MSIs, and industry contributions to fund innovations in technology use.

"I think we have to use this report to create awareness in the House of Representatives for the need to pass the Digital and Wireless Network Technology bill," says Bea Pace Smith, vice president of government relations at NAFEO.

MSIs enroll more than 1.8 million minority students, or about one-third of all underrepresented minorities in higher education, the IHE reports. The Alliance for Equity in Higher Education, founded in 1999, was established as a coordinating organization for the three leading minority higher education associations. The founding partners of the alliance are the American Indian Higher Education Consortium (AIHEC), Hispanic Association of Colleges and Universities (HACU) and NAFEO.

The Institute for Higher Education Policy serves as the convening an organizing entity for the alliance. Copies of the report are available at <www.msi-alliance.org> or <www.ihep.org>. ■

Merisotis Closing Remarks
June 5, 2004
Mexico City
Kellogg MSI Leadership Fellows Program

Good morning, and welcome to the graduation and closing ceremony for the inaugural class of the Kellogg MSI Leadership Fellows Program. I am so pleased that we all have come together for these last two and a half days in this wonderful city, and am delighted that so many family and friends are here with us today to share in this celebration.

I want to begin by offering my sincere thanks to the many people who have shaped this program and made it such a success in its first year. The list of people who contributed to the program is extensive, and I could not possibly thank everyone who has made a significant contribution to that success. But there are some people who I want to take a moment to honor for their superior contributions and dedication to the program.

First, I would like to offer my deep gratitude and respect to the members of the National Advisory Board, and the members of the three individual program advisory boards. I particularly want to thank the distinguished chairs of the National Advisory Board, Joseph Johnson, President Emeritus of Grambling State University, Tomas Arciniega, President of California State University Bakersfield, and Jim Shanley, President of Fort Peck Community College. Thanks also to the other members of the National Advisory Board, including Ricardo Fernandez, President, Lehman College, Joe McDonald, President, Salish Kootenai College, Piedad Robertson, President, Santa Monica College, Wayne Stein, Director, Center for Native American Studies, Montana State University—Bozeman, Niara Sudarkasa, Past President, Lincoln University, Judith McLaughlin, Chair, Harvard Seminar for New Presidents, and a very special thanks to Dolores Spikes, President Emeritus of Southern University. I also want to take this opportunity to thank the members of the individual advisory boards, particularly those who are with us here today: Maria Sheehan, President of the College of the Desert, Lionel Bordeaux, founding President of Sinte Glaska University, and the tirelessly dedicated William DeLauder, President Emeritus of Delaware State University.

I also offer my special thanks to the three individuals without whom there literally would not be a Kellogg Fellows Program because of their outstanding work in securing the grant to fund the program and for their consistent leadership as the principal investigators and primary agenda shapers of the program: I'm talking of course about Antonio Flores, Jerry Gipp, and Frederick Humphries. Thank you Fred, Jerry, and Antonio for your truly outstanding guidance and commitment to this groundbreaking endeavor.

I want to offer an enthusiastic and unequivocal thank you to Val Johnson, Program Director at the W.K. Kellogg Foundation. When Jerry, Fred, Antonio, and I cooked up the idea for this program in 2002, we knew that Val was the best person to shepherd this grant through to its successful approval by the Kellogg Foundation Board. What we didn't know is that she would end up being the first foundation program officer in human history to suggest that a proposed budget was too low. Not only did Val ensure that we

received an even larger grant than we had originally requested, but she also made sure we had enough funds to support a full three years of operation—no matching support, no hidden agendas. Many of you may not know that this program was approved as one of a small number of grants awarded by the W.K. Kellogg Foundation to celebrate its 75th anniversary in 2006. This was all made possible by Val and her continuing dedication to the TCU, HSI, and HBCU communities.

Thanks also to three individuals who are not here today but who played a signature role in shaping the joint program activities under the Kellogg MSI Leadership Fellows and who formed their own team of former MSI presidents who worked in a spirit of true collaboration and mutual affirmation in drafting key aspects of the joint program curriculum: Marshall Grigsby, former President of Benedict College, Tommy Lewis, former President of Dine College and Northwest Indian College, and Margarita Benitez, former President of the University of Puerto Rico at Cayey.

My closest colleagues, friends, and guides for this project have been the three project directors under the program who have literally gotten together by telephone or in person every week for the last 18 months planning and executing this program. While much of what they ultimately did was behind the scenes, they are the true engines driving the program towards this successful conclusion of its first year. Thank you to Deborah His Horse Is Thunder of AIHEC, Arthur Thomas of NAFEO, and Patrick Valdez of HACU. And my special thanks to the smartest, coolest, calmest, quietest, most effective member of the project team Kelley Aveilhe, who because of her outstanding work on this program was recently promoted to the position of Program Manager for Leadership at the Institute for Higher Education Policy.

As I said, there are many other individuals who deserve thanks for their commitment and support for this program, from the evaluation team, to the dedicated staff members at AIHEC, HACU, NAFEO, and the Institute for Higher Education Policy who have supported the program in other ways, to the mentors, model presidents, and nominating presidents. There really are far too many to mention here. But that's really the point: the success of this program has represented the combined inspiration, dedication, and perspiration of literally dozens and dozens of people from the HSI, HBCU, and TCU communities. Each and every one of these persons has made a commitment to expand and strengthen the leadership skills and abilities for these individual communities. Each also understands that even greater success can be achieved by coming together, as the spokespersons and representatives of the emerging majority, in saying that we will decide our own destinies, and we will provide the leadership to determine the future social, cultural, and economic strength of our communities--whether that community be a local or tribal community, the community of TCUs, HBCUs, and HSIs, the community of African Americans, Hispanics, and Native Americans, and ultimately the community that we call the United States.

My final thanks are reserved for all of you, the inaugural class of Fellows under the Kellogg MSI Leadership Fellows Program. Thank you for your commitment and dedication to this program. Thank you for being understanding and accommodating as

the guinea pig class for this new program. Thank you for consistently harassing me about my Type A habits like watching the clock. Thank you for your wisdom, and insight, and knowledge, which have taught me, a learner in your wonderful presence, so much about so many different issues. And thank you for what you are about to do, in your communities, with one another, as future leaders of these fantastic institutions of higher learning that we have come to call minority-serving institutions. You all know that you have been honored by your selection as the first class of fellows, but you also know that being the first represents a great responsibility and obligation to lead by example, through your words and deeds.

I close with a quote that many of you have heard me use before, but which seems so appropriate for us here today at this glorious conclusion of the first year of the Kellogg MSI Leadership Fellows Program. Dr. Benjamin Elijah Mays, distinguished civil rights leader, president of Morehouse College, and mentor to many future leaders, including Dr. Martin Luther King Jr., has served as an inspiration to millions because of his achievement as a leader in the face of seemingly insurmountable odds. Benjamin Mays, who has been such an inspiration to me in my life that my wife and I named our first child in his honor, was, among many things, a graduate of my alma mater, Bates College in Maine. In his autobiography, which is called *Born to Rebel*, Dr. Mays talks about the life-changing and life-affirming experience that he had in that cold mill town of Lewiston, Maine, a place distant and distinct from his roots as the son of a sharecropper in Ninety Six, South Carolina. This is what Dr. Mays had to say about his alma mater: "Bates didn't emancipate me; I emancipated myself. Bates provided the far greater service of providing the context which supported my choice to be free." It's my hope that this is exactly what the Kellogg Fellows program has done for all of you. Participating in this program won't make you into leaders—that's up to you. But if you choose the path of leadership, I hope you will look back on this experience and reflect on the context that it provided for you, to serve your community, to work in a spirit of greater purpose with your friends and colleagues who continue to face the oppression and injustice that you face, to serve as a role model, to make a difference, to choose to be free.

Thank you, and congratulations on your achievement.

INTERNATIONAL HIGHER EDUCATION AREAS OF INTEREST AND EXPERTISE

The mission of the Institute for Higher Education Policy is to foster access and success in postsecondary education through public policy research and other activities that inform and influence the policymaking process. Founded in 1993, the Institute is regarded as one of the premier independent analytic and policy organizations concerned with higher education, both in the domestic context of the United States and around the globe.

The major goals of the Institute are: improving higher education access and success by reducing financial and other barriers to higher education for low-income, minority, first generation, and other disadvantaged groups; assisting governments to advance access and success in higher education; helping to build the policy capacity of organizations and institutions committed to access and success, especially those that serve minority and other underrepresented populations; and advising and informing institutions of higher education on strategies and methods for advancing institutional goals and priorities.

The Institute for Higher Education Policy has broad experience in the international context and a strong interest in undertaking new projects related to higher education outside of the U.S. The senior staff of the Institute, including President Jamie Merisotis and Senior Associates Ronald Phipps, Jane Wellman, and Thomas Wolanin, have developed substantial expertise and experience in international higher education. The four principal areas in which the Institute is knowledgeable and plans to engage in further work can be summarized as follows:

1. Financing policies for higher education institutions and systems. A key determinant of the effectiveness of any higher education system is financing that is adequate and appropriate to attain the goals of the system. Funding also must be provided through mechanisms that ensure stable funding, that encourage innovation and that provide incentives for desired outcomes such as high rates of student completion or research productivity.

- In this area, Merisotis was a principal author of *Funding South African Higher Education: Steering Mechanisms to Meet National Goals* (The Institute for Higher Education Policy, and the Centre for Higher Education Transformation, 2000), which contributed to policy discussions about higher education funding formulas in South Africa.
- Merisotis and Wellman produced for the Ministry of Higher Education, Science, and Technology of Mozambique *Determining Unit Costs at Eduardo Mondlane University in Mozambique: A Pilot Study* (2003). This study is part of the first phase of establishing a system of unit costs that would document how scarce resources are used as a tool for better planning and management.
- In 2003, Merisotis contributed to the development of the World Bank's comprehensive plan for assisting higher education in Ethiopia particularly with respect to funding mechanisms.
- Wolanin prepared a paper on higher education finance in the United States for a seminar on "Models of Higher Education" organized by the Polish National Commission for UNESCO and the Polish Parliamentary Committee for Education, Science and Youth in Warsaw, Poland (1999). This paper was published as "Financing Higher Education: The American Model," *International Higher Education*, No. 19 (Spring, 2000).

- Senior staff also have worked to influence the broader public dialogue regarding higher education financing in other countries. For example, Merisotis authored an opinion article in the December 19, 2003 *Times Higher Education Supplement* entitled “Variable Fees are Neither Our Saviour nor Satan.” This article commented on the debate in the U.K. over allowing institutions of higher education to set their own tuition/fee levels.

2. Strategic planning for higher education institutions and systems. Many institutions of higher education as well as national higher education systems have high aspirations for effectiveness often to be achieved through programs of reform and improvement. Central to the success of these efforts is a plan clearly articulating the mission to be achieved, the means available and appropriate and how to bring resources to bear in an efficient and effective way.

- Phipps and Merisotis undertook a partnership with New Economic School, a graduate level business school, in Moscow, Russia (1999-2000). A five-year strategic plan for the institution was produced including student enrollment goals, curriculum, governance, cost recovery mechanisms (tuition and financial aid), and a business plan based on sound financial data.
- Phipps and Wolanin wrote for the Ministry of Education and Culture of the Kyrgyz Republic *Higher Education Reform Initiatives in Kyrgyzstan: An Overview* (2001). This report offered guidance and recommendations for achieving comprehensive reform of Kyrgyz higher education based on the *Report of the Working Group Examining the Rationalization and Funding of Higher Education in the Kyrgyz Republic*. The major findings of this report were published by Wolanin, “Higher Education Reform in Kyrgyzstan,” *International Higher Education*, No. 26 (Winter, 2002).

3. Policies to promote student access and opportunity for higher education. The imperatives of economic development as well as values of social cohesion and justice require that those with the ability to benefit from higher education be able to do so. Thus, policies are required to enable students qualified for higher education to overcome barriers that impede or preclude their matriculation. For example, low-income talented students require information and encouragement to pursue higher education as well as financial aid to pay higher education costs.

- Merisotis and Wolanin prepared for the Ministry of Higher Education, Science, and Technology of Mozambique *Paying for Higher Education in Mozambique: Achieving the Goals of the “Strategic Plan for Higher Education”* (2001), which set out a comprehensive program for increasing higher education enrollments, making access to higher education more equitable and more closely articulating higher education opportunities with labor market needs.
- Wolanin and Merisotis contributed to the implementation of the new student aid programs in Mozambique by producing *Analysis of the Provincial Scholarships Fund Procedures Manual* (2002) for the Ministry of Higher Education, Science, and Technology.
- Merisotis and Wolanin presented *Means Testing: Is It Viable in Eastern and Southern Africa?* at the International Conference on Financing Higher Education in Dar-es-Salaam, Tanzania (2002). They analyzed the practical problems of measuring student “financial need” in non-Western and traditional societies. Their paper was published in the conference proceedings as well as in an expanded form by Wolanin, “Means Testing in Developing Countries,” *International Higher Education*, No. 28 (Summer, 2002).

- Wolanin delivered a presentation on the U.S. experience in aiding low-income students to an invitational conference on “Widening participation to higher education for young people from poorer background” sponsored by the Higher Education Funding Council for England (HEFCE) in 2001 in London, England.

4. Capacity building for effective higher education policy making. Higher education institutions and government policy makers require not only sound advice but more importantly they need to develop the robust capacity to manage higher education for the benefit of their peoples and their nations. In addition to the project on unit costs in higher education in Mozambique, noted above, the Institute has engaged in other undertakings to develop metrics and institutions to advance effective policy making for higher education.

- Merisotis served as the rapporteur for the Invitational Roundtable on Statistical Indicators for the Quality Assessment of Higher/Tertiary Education Institutions – the Methodologies of Ranking and League Tables, organized by the UNESCO European Centre for Higher Education and the Leon Kozminski Academy of Entrepreneurship and Management in Warsaw, Poland (2002). The conclusions of this conference on the quality of rankings and their uses for institutions, employers, government, and the general public were published by Merisotis as “Summary Report of the Invitational Roundtable on Statistical Indicators for Quality Assessment of Higher/Tertiary Education Institutions: Ranking and League Table Methodologies” *Higher Education in Europe*, Vol. XXVII, No. 4, 2002 in a special issue devoted to “Ranking and League Tables in Higher Education Institutions.”
- Wolanin chaired the committee for the Netherlands Organization for International Cooperation in Higher Education (Nuffic) to evaluate tenders for the project “Towards the Establishment of the Ethiopian Higher Education Strategy Institute,” which was aimed at improving the higher education policy planning capacity of the Ethiopian Education Ministry (2003).
- Wolanin authored “The Student Credit Hour: An International Exploration” in Jane V. Wellman and Thomas Ehrlich, Eds., *How the Student Credit Hour Shapes Higher Education* (San Francisco: Jossey-Bass, 2003), which examined the role of using student credit hours in making higher education more flexible and better adapted to labor market needs and student mobility demands outside the U.S.
- Merisotis served as keynote speaker at a 2001 international seminar on Teaching and Organization of Studies in the Virtual and Classical University: Conflict and/or Mutual Reinforcement, organized by the UNESCO European Centre for Higher Education and the University of Puerto Rico. His address, entitled “Quality and Equality in Internet-Based Higher Education: Benchmarks for Success,” discussed broad, uniform standards of quality in online degree programs, especially those that cut across national boundaries.

In addition, senior Institute staff have served as advisers to other international initiatives in higher education. For example, Merisotis serves as a member of the Council on Higher Education Accreditation’s International Commission, and is a member of the advisory board to the International Comparative Finance and Accessibility Project at the University of Buffalo. Wolanin chairs the Council for Opportunity in Education’s International Task Force, and also has been a frequent presenter and participant in the conferences of the European Access Network.



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Top-up fees are neither our saviour nor Satan

Jamie Merisotls

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US experience shows that a focus on access must not be lost in the debate on variable fees, says Jamie Merisotls

The political storm in Parliament over top-up fees in many ways mirrors the US debate over paying for higher education and the public and private benefits of such investment. The antagonists might use the US experience to avoid the pitfalls of variable fees and to strike an equitable balance on who should pay for higher education.

Allowing different universities to charge variable fees has long been a part of the US higher education landscape and a key strategy to encourage universities to compete for student enrolments. Higher education functions in a complex and competitive market, where the price charged can vary from less than \$1,000 (£574) to more than \$30,000 a year. Under this pricing system, students are able to make tuition-fee levels a key part of their decision about which university to attend. Variable fees also can lead to efficiency improvements among institutions competing for similar types of students by ensuring that price increases are not spent on frivolous activities.

But one of the challenges of the US system is that price competition can drive the overall averages higher, making access to higher education for low-income and minority students increasingly difficult. Public sector tuition fees have increased faster than the rate of inflation for more than 20 years, yet enrolments have continued to rise. The cost of attending a public university for four years is increasing more rapidly as a proportion of income for the poorest quintile of families compared with other income groups.

The steady drumbeat of rising tuition fees is a key driver of a proposal working its way through the House of Representatives to deny federal aid to institutions - and therefore students - that fail to keep their advertised tuition prices below a federally determined level set at two times the rate of inflation. The Affordability in Higher Education Act would impose a series of reporting and other requirements on non-compliant colleges and universities. The ultimate penalty would be to deny eligibility for the institutions in certain federal student-aid programmes. This means that efforts to penalise institutions would instead have a negative effect on the very students for whom the federal aid programmes are designed to help.

Part of the reason for such a topsy-turvy debate is that those who believe that higher education results in great public benefits have failed in their arguments over the past decade. Significant research exists to demonstrate that increasing educational opportunities results in tremendous public, private, social and economic benefits - from improved health to less welfare dependency to greater contributions to the tax base. Unfortunately, many of the public pronouncements about why higher education

Important European announcements.

matters, including those from university presidents, almost always focus on the fact that going to college enhances personal economic status. The rich combination of societal and individual benefits of higher education is largely overwhelmed by the reality that degree holders make an average of \$1 million more over their lifetimes than non-degree holders.

One consequence of this obsession with private economic benefits has been that tuition fees have continued to rise rapidly, with an increasing share of the financing burden shifting to students. As a result, concerns about student access have grown. While overall enrolments have increased substantially over the past 30 years, the gap between the lowest and highest income groups, and between minorities and others, has remained virtually unchanged. US students are indebted at levels unthinkable on an international scale: they borrow more than \$50 billion a year.

The most important aspect of a change in the financing balance lies not in whether fees can vary across institutions, but rather whether sufficient investment is being made in needs-based student grants. If the student share of the financing equation continues to rise for disadvantaged groups, the net result will be a less-educated citizenry, and a failure of the government's efforts to equalise educational opportunity. A lesson from the US experience, then, is that variable fees are neither a great salvation for higher education's ills, nor are they a great evil that will destroy the basic fabric of the academy. Instead, the focus must be on ensuring that access to higher education remains a priority. Failing to ensure this will surely result in a diminution of any nation's public, private, social and economic stability and prosperity.

Jamie P. Merisotis is president of the Institute for Higher Education Policy, Washington, US.

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