

The Lincoln Project

Association of Public and Land-grant Universities Annual Meeting

November 16, 2015

Mary Sue Coleman, Ph.D.

Co-Chair

President Emerita

University of Michigan

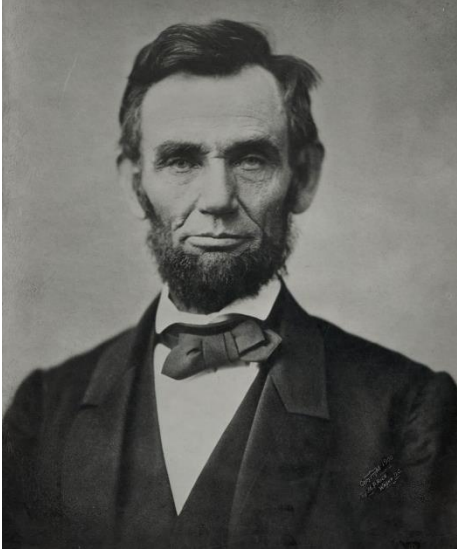
Robert J. Birgeneau, Ph.D.

Co-Chair

Chancellor Emeritus

University of California, Berkeley

The Lincoln Project: Excellence and Access in Public Higher Education



The Lincoln Project honors President Abraham Lincoln and his role in signing the 1862 Morrill Act, which laid the groundwork for the nation's unparalleled public university system.

Public colleges and universities – key engines of economic growth, innovation and upward mobility – are facing challenges from cutbacks in government support, competition from for-profit education providers and foreign universities, and emerging technological changes.

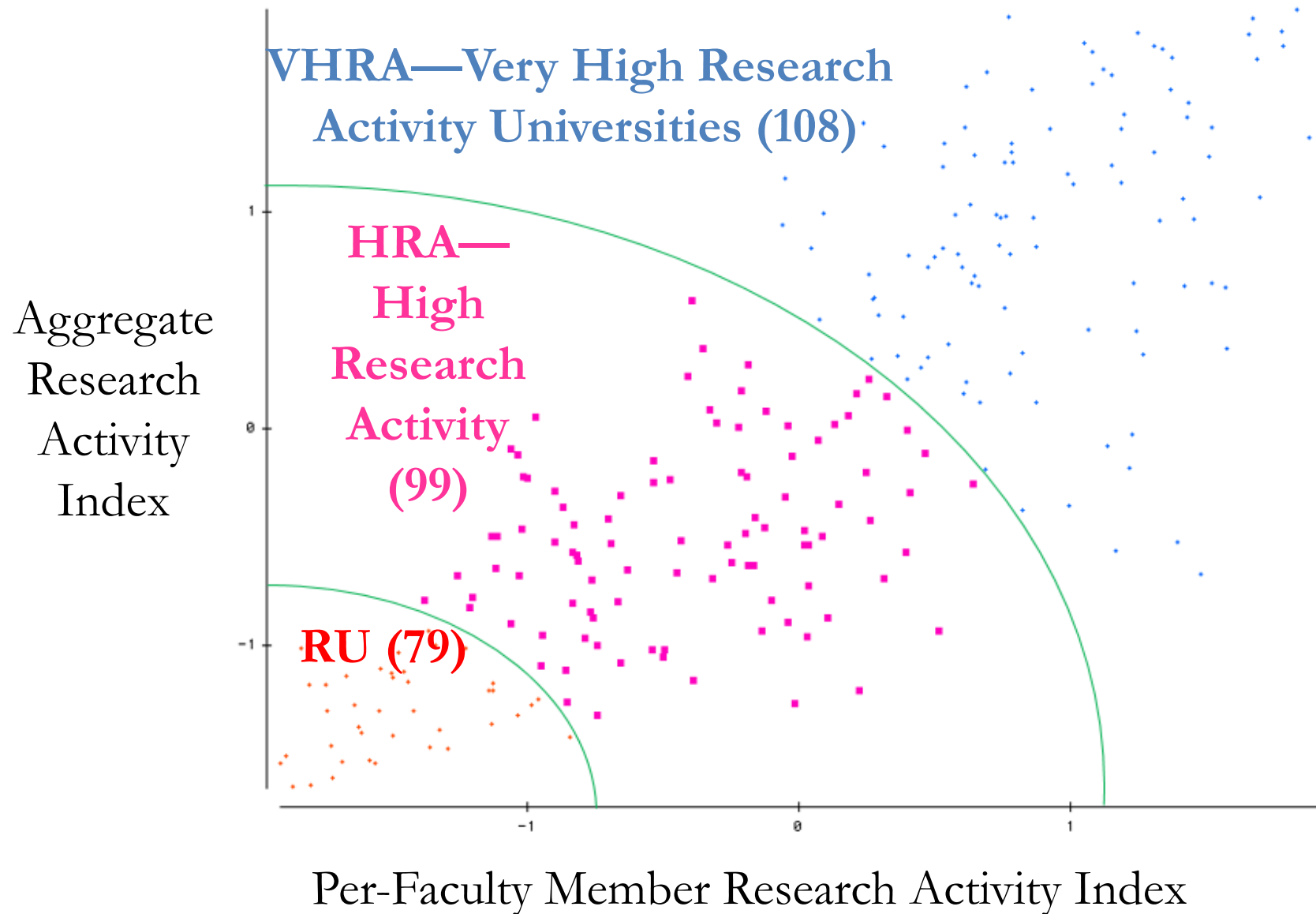
The American Academy is assessing the implications of these threats and developing recommendations to preserve the strength and diversity of public colleges and universities.

The Lincoln Project is engaging with state and federal policymakers, elected officials, university and business leaders, philanthropists, learned societies and the broad public.

Lincoln Project Advisory Group

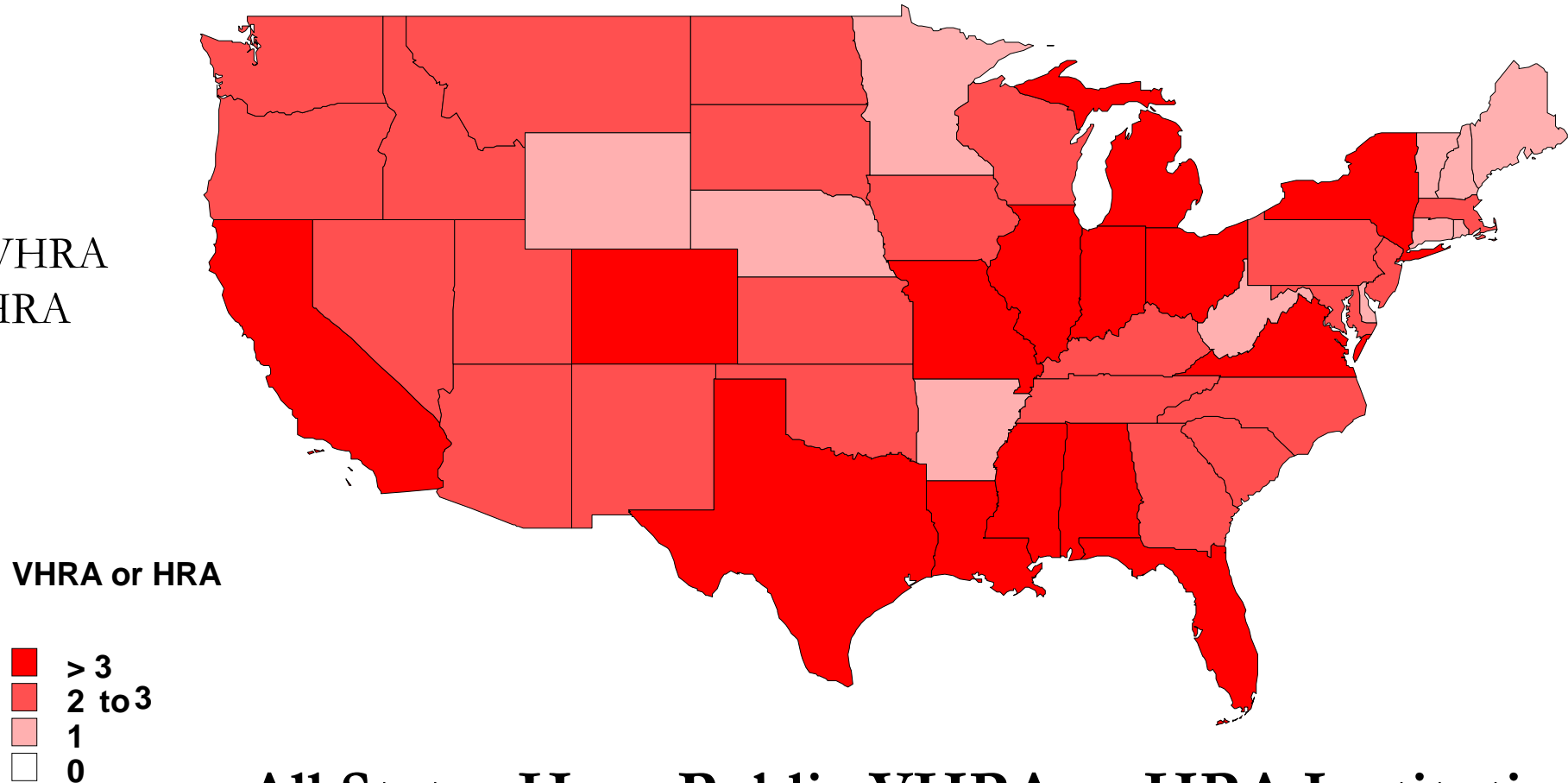
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<p>John T. Casteen III <i>University of Virginia</i></p>	<p>Matthew Goldstein <i>The City University of New York</i></p>	<p>Michael Hout <i>New York University</i></p>	<p>William Powers, Jr. <i>University of Texas at Austin</i></p>	<p>Pauline Yu <i>American Council of Learned Societies</i></p>

Classifying Universities by Research Intensity



Number of Public “Very High” or “High” Research Activity Institutions by State

Hawaii is VHRA
Alaska is HRA

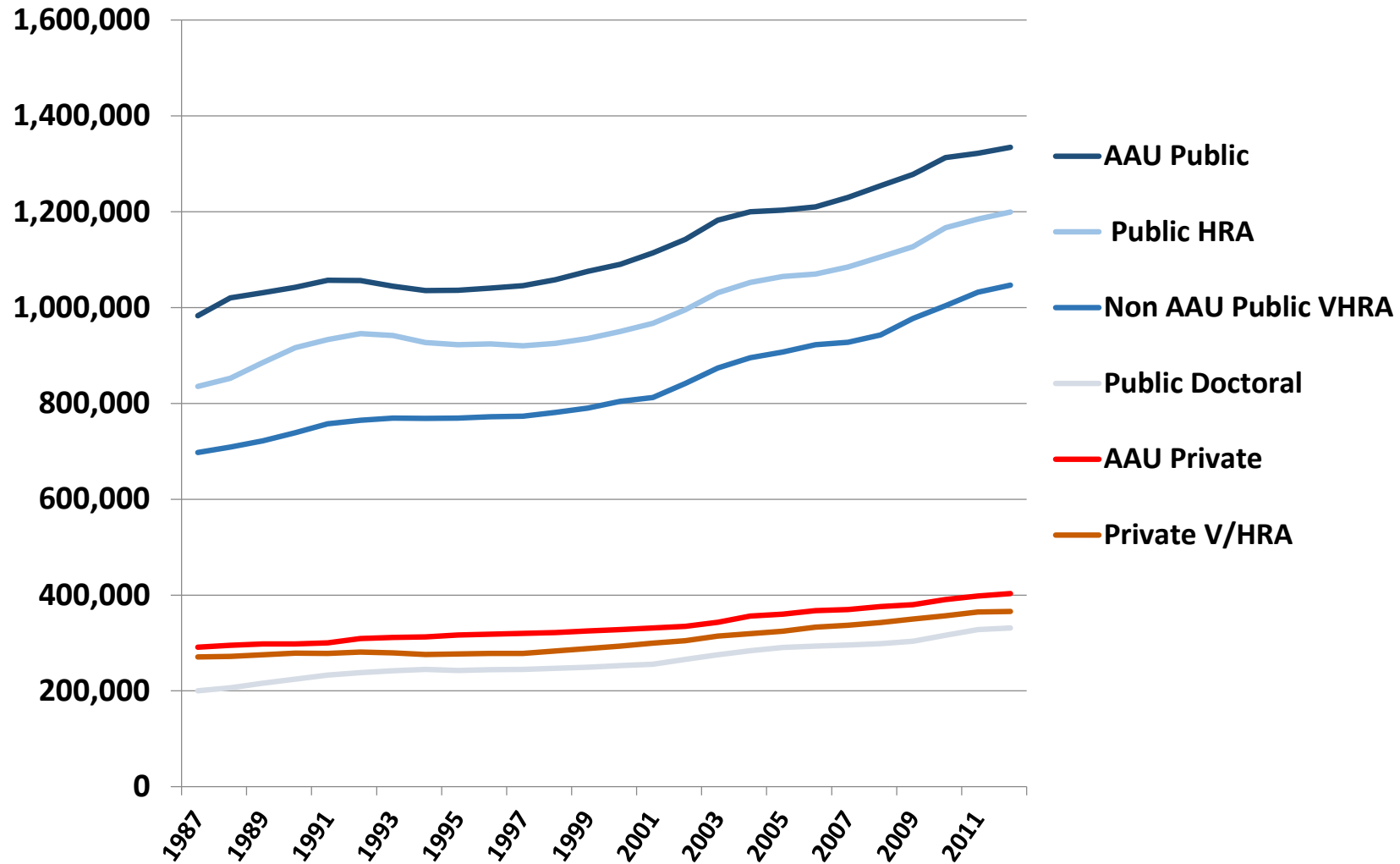


All States Have Public VHRA or HRA Institution

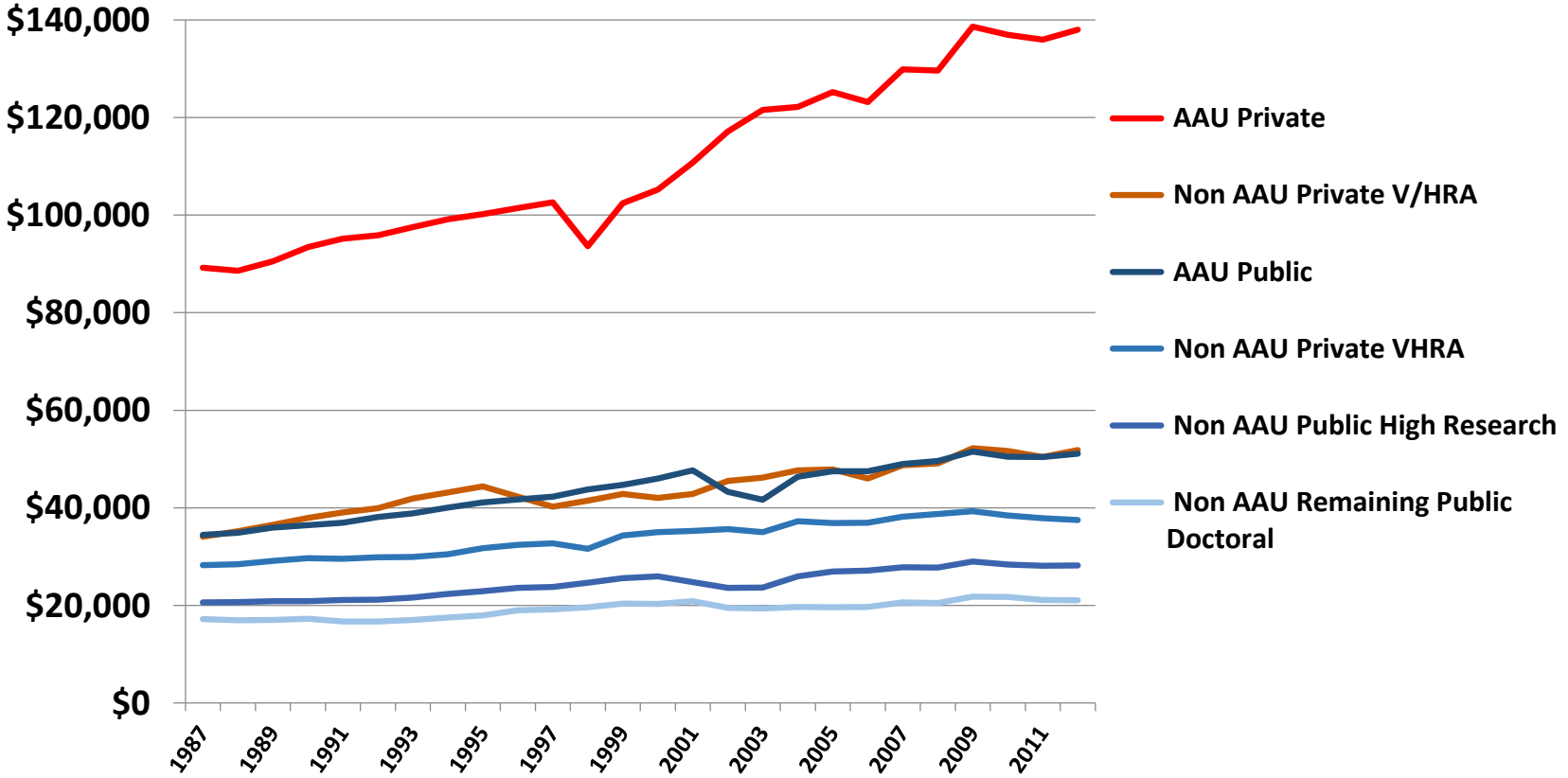
Impact: Size of Each Sector

- Consider VHRA and HRA institutions
- Undergraduate:
 - Private: 474,364
 - Public: 2,752,467
- Graduate
 - Private: 288,235
 - Public: 615,465

FTE Student Enrollment, 1987-2012



Expenditures per FTE, 1987-2012



Hospital spending excluded, in 2012 dollars

ACCESS MEASURES

All VHRA/HRA Institutions

Mean of –

Private

Public

Total

Low Income

16.7%

28.9%

25.5%

Low-Middle Income

12.3%

15.8%

14.8%

Middle Income

16.1%

18.4%

17.8%

High Middle Income

18.0%

17.6%

17.7%

High Income

36.9%

19.3%

24.2%

UG Under-represented Minority

1,305.4

4,042.7

3,274.1

Graduate Under-represented Min.

887.3

761.8

798.3

Trade-off Between State Funding and Tuition Revenue

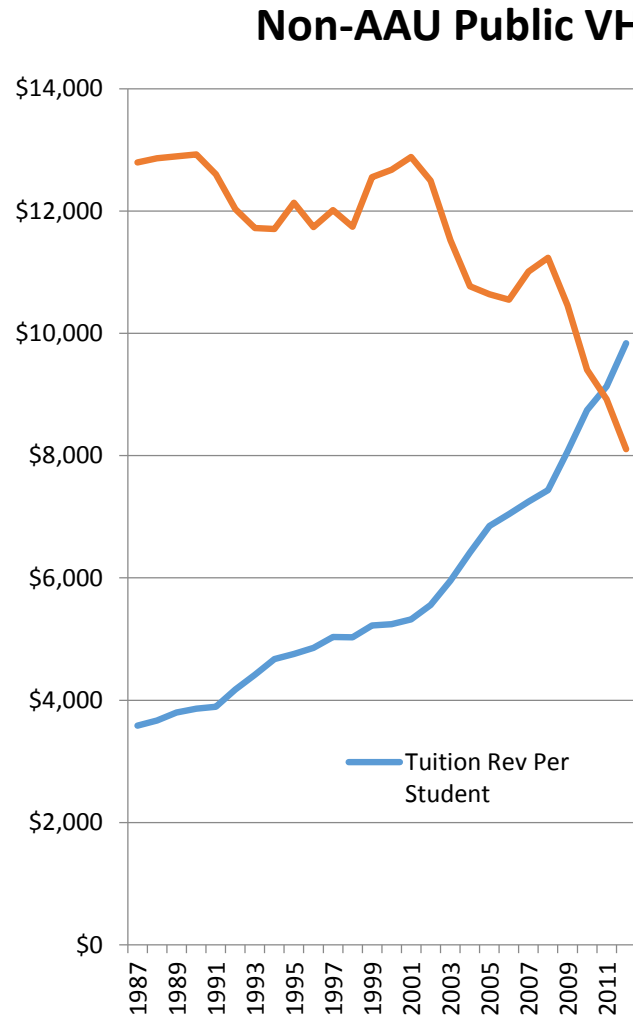
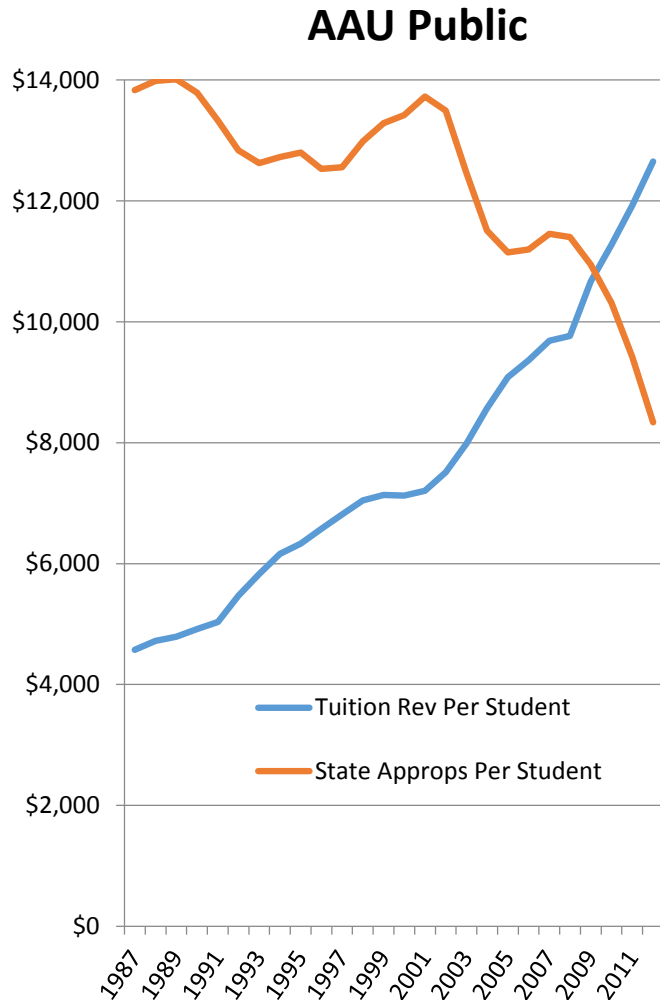


Figure 1: **State General Fund Expenditures in 2014 (Estimated), by Category**

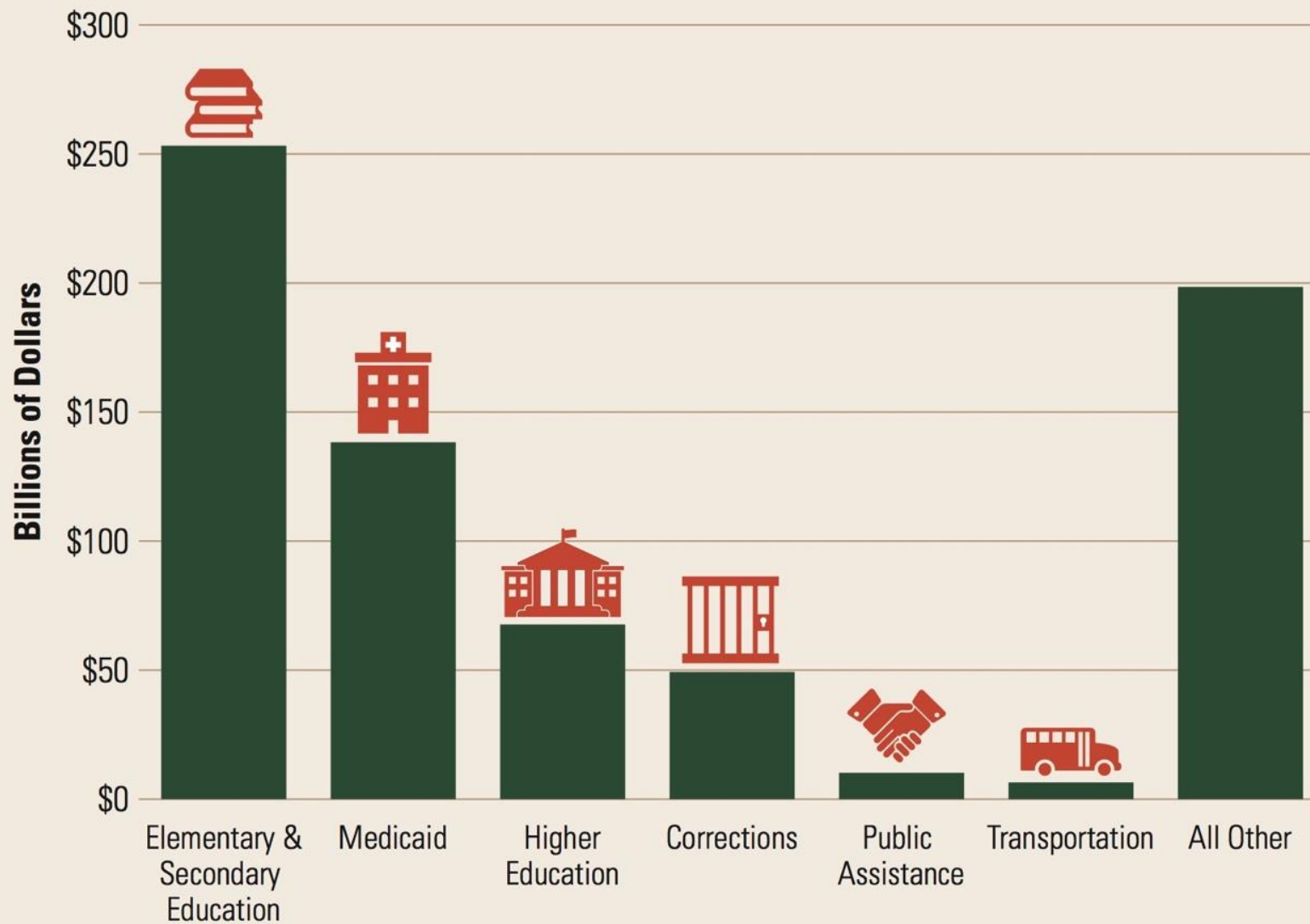
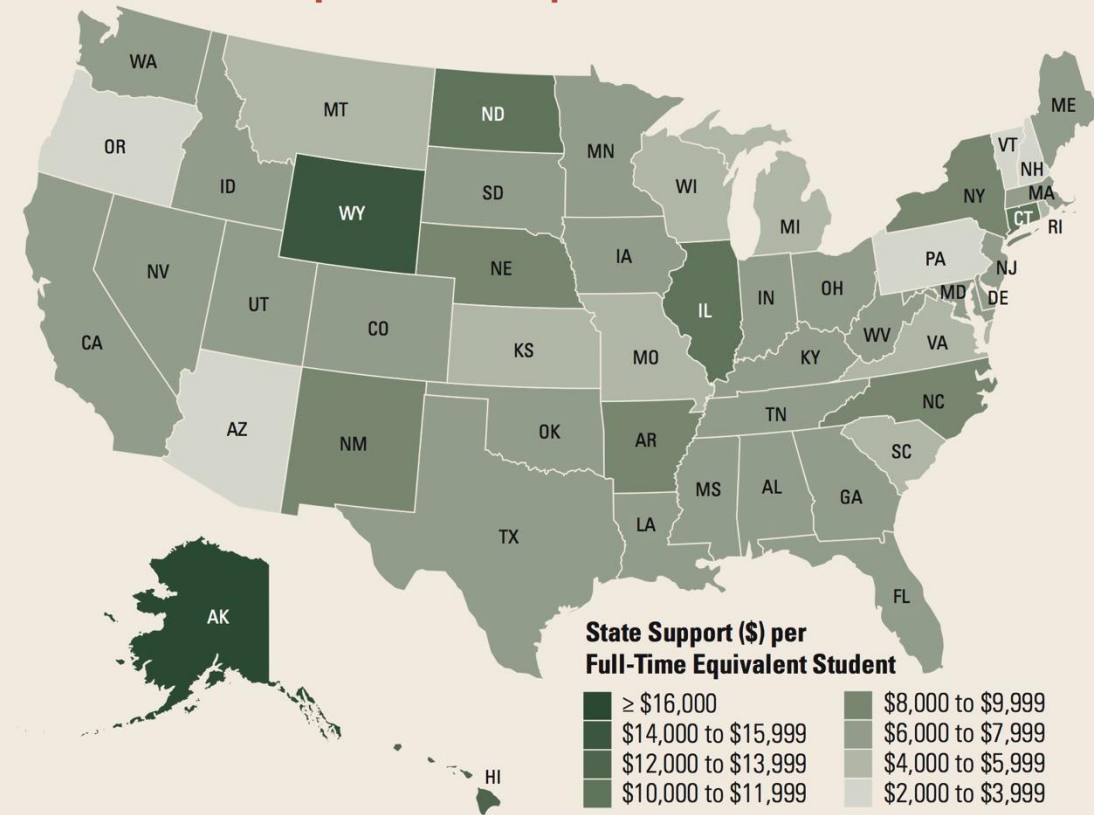


Figure 3: **State Support for Public Higher Education (All Colleges and Universities) in 2014, per Full-Time Equivalent Student**

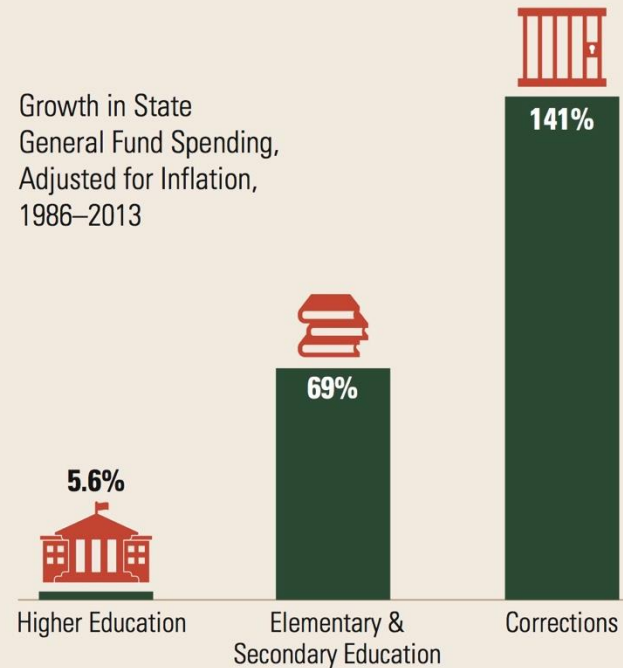


State support for public higher education per full-time equivalent student ranges from about \$3,000 to over \$18,000.
Source: State Higher Education Executive Officers (SHEEO) Association, *SHEF: FY 2014—State Higher Education Finance* (Boulder, Colo.: State Higher Education Executive Officers Association, 2015).

State Spending on Corrections

In general, state spending on corrections has grown much faster than education spending. In eleven states, corrections has now surpassed higher education as a percentage of funding.

Figure 7: **State Corrections Spending Has Grown Much Faster than Education Spending over the Last Three Decades**



Source: Center on Budget and Policy Priorities analysis of data from National Association of State Budget Officers, *State Expenditure Report* (various years, 1986–2013) (Washington, D.C.: National Association of State Budget Officers, 1986–2014), <http://www.nasbo.org/publications-data/state-expenditure-report/archives>.

Conclusions from Regional Meetings

- State disinvestment is a **national phenomenon** and appears to be irreversible.
- This disinvestment has largely been compensated for by **increases in tuition** and greater reliance on out-of-state and international students.
- Commitment to **access varies wildly** between different states.
- Great public university leadership which is impressively adept at “**optimizing in the local context.**”

Conclusions from Regional Meetings

- IT is **more important** in improving graduation rates than in providing low-cost educational delivery (MOOCs).
- **Philanthropy** is broadly seen as a major part of the financial strategy of most public research universities going forward. Private research universities average approximately four times more gift dollars per FTE than public universities (in 2013 constant dollars).
- Universities must work continuously on **operational efficiency**.

Lincoln Project Recommendations

- **Public Research Universities:** Do all they can to address budgetary limitations responsibly, in good faith, and in such a way that they remain attractive candidates for public and private investment.
- **States:** Recognize the social and economic value of public research universities, and base future funding goals on an appraisal of the benefits of these institutions to local communities, states, and the nation.
- **Federal Government:** Identify opportunities for increased public and private investment in public research universities.

Lincoln Project Recommendations

- **Philanthropies:** Devote more of their resources to institutions once considered the purview of the states.
- **Businesses:** Increase support to the institutions that educate their employees and consumers, and that provide the research and technology that spur innovation.

The Lincoln Project
would not be possible without
the support and talent of

Jonathan F. Fanton
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