

Funding, budgets, taxes, income distribution, and statistics for Higher Education: Bailey Magnuson

Department of Education, and [usaspending.gov](https://www.usaspending.gov). “Agency Profile: Department of Education .” *USAspending.gov*, [Usaspending.gov](https://www.usaspending.gov), 27 Feb. 2003, <https://www.usaspending.gov/agency/departments-of-education?fy=2023>.

This agency profile relays the budget overview from the Department of Education, and their funding received, as well as the allocation/distribution of budget in FY 2023.. This agency profile provides congressional justification of the budget, and based on this, and the fact that the Department of Education provides a public platform of data, easily accessible to anyone on the internet, speaks to the validity of an annual budget like this. The website providing this information is also a .gov address; [usaspending.gov](https://www.usaspending.gov). The source first provides broad statistics on the available funding and total planned spending amounts for the year, and then breaks the year’s spending data down into more specific categories of spending/uses. This breakdown shows that a large majority of funds used in the given fiscal year were contributed toward financial assistance awards. The goal of the Department of Education, as stated in the profile, is “to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access,” which speaks strongly to our group’s research and topic of concern; equal/equitable access to high quality education.

Flannery, Mary Ellen. “State Funding for Higher Education Still Lagging.” *NEA*, *NeaToday*, 25 Oct. 2022, <https://www.nea.org/advocating-for-change/new-from-nea/state-funding-higher-education-still-lagging>.

The author of this article, Mary Ellen Flannery graduated with a Masters in Journalism from Northwestern University, and has worked as a senior writer and editor for the National Education Association for over 19 years. The National Education Association is the United States' largest labor union, and it represents teachers and faculty of colleges, universities and public schools, as well as college students studying to become teachers, and retired educators. The article emphasizes that many states across the U.S. are not spending as much on public colleges and universities as they were in years passed, and that this is putting further burden onto students as families, driving their costs up. This is important and very related to the equitable high quality education argument, as prospective students who were not born into wealth, or into communities where they could receive a good high school education, and did not receive the resources they need or couldn't gain the opportunities they would need to get into a good school for an affordable price may suffer in their access to or ability to afford high quality college education as well, or at least as high quality as those who were born into wealth and access to opportunities.

Michael Mitchell, et al. "State Higher Education Funding Cuts Have Pushed Costs to Students, Worsened Inequality." *Center on Budget and Policy Priorities*, Center on Budget and Policy Priorities, 24 Oct. 2019, <https://www.cbpp.org/research/state-budget-and-tax/state-higher-education-funding-cuts-have-pushed-costs-to-students>.

The Center on Budget and Policy Priorities is an American think tank founded in 1981, with headquarters in Washington D.C. that analyzes government budget policies on a federal and state level, and the impacts of these budget policies. The authors of this work, Michael Mitchell, Michael Leachman, and Matt Saenz have profiles at the end of the article, where the authors' areas of expertise and other works they have written are provided. This article relates strongly to the article by the National Education Association, as it also illuminates the issue that is states decreasing or cutting their funding for higher education, and the imposition of higher cost of attendance for college students as a result of this. This source however goes more into depth with its data and analysis, allowing for further collection and analysis of information and implications for our research project.

Minnesota Office of Higher Education. "Budget and Legislative Update: Yearly Budgets ." *Yearly Budgets*, Minnesota Office of Higher Education , 2021, <https://www.ohe.state.mn.us/mPg.cfm?pageID=918>.

The Minnesota Office of Higher Education is an executive branch government agency, which gives this source significant credibility in terms of the information and data they are providing in their reports, or at the very least, great responsibility to provide accurate data with transparency. This report provides information on the annual budgets and financial statements of Minnesota specifically, giving us a particular and especially relevant location to analyze in terms of funding for Higher Education, and how this has changed or been sustained over time, as there are individual annual reports available on the page going back multiple years, and then hypothesize why this might be the case, and the effects it may have on a more local, and national level.

Nietzel, Michael T. "State Funding for Public Higher Education Increased 4.5% in 2021." *Forbes*, Forbes Magazine, 8 Nov. 2022, <https://www.forbes.com/sites/michaelt Nietzel/2022/06/14/state-funding-for-public-higher-education-increased-45-in-2021/?sh=290530e073b3>.

Micheal T. Nietzel, the author of this article is a former university president who writes about higher education, and is a senior contributor for the Business Magazine, Forbes. This article provides interesting and important information to consider along with the past few articles about decreased funding for higher ed, as this work highlights an overall increase in state funding for

public higher education that did occur in 2021, after most of the data illuminated in previous articles on the issue of state declines and cuts in funding. We could, from this data analyze whether some of the attention and advocacy of concern the issue received in years passed contributed to the choice of states to increase funding for public higher education again.

Murakami, Kery. "Racial Disparities in Higher Education Funding Could Widen during Economic Downturn." *Inside Higher Ed | Higher Education News, Events and Jobs*, Inside Higher Ed, 28 Oct. 2020, <https://www.insidehighered.com/news/2020/10/29/racial-disarities-higher-education-funding-could-widen-during-economic-downturn>.

Kery Murakami is a congressional reporter who focuses on impact on states and cities; she identifies as still being a local reporter at heart. Kery has been a reporter and senior reporter for many employers in the Washington D.C. area primarily since 1992, after graduating from the University of Michigan. Inside Higher Ed. is a civilian publication; an media company and online publication that focuses on/publishes within the realm of college and university topics. The specificity of the publication's focus leads me to think that there is probably a certain level of credibility there, considering this focus/specialty. However, this is a source that I would want to analyze by each individual article a bit more closely, since it is more opinion and news/journalism based and there could be biases or agendas that muddle or stretch the truth within the works published. The article does seem to draw its information from specific individuals and sources, stating where these statements and data are coming from. Also, having specific anecdotes and experiences of people involved in the higher education system is a beneficial kind of source/information to have, and would be a qualitative asset to our research. This article highlights racial disparities between white students and students of color or of Latinx descent within college education systems, and in the percentages of students who pursue and complete two year versus four year and masters degree programs, in regards to funding. This intersection of topics; racial inequities within higher education, and funding within higher education, provides a valuable tie that allows us to explore this intersectionality with data and perspectives/experience of adults working within, or closely related to higher education systems.

Teacher wages, Performance, and Qualifications: Kaya Clemons

Eberts, Randall, et al. "Teacher Performance Incentives and Student Outcomes." *The Journal of Human Resources*, vol. 37, no. 4, 2002, pp. 913–27. *JSTOR*, <https://doi.org/10.2307/3069621>. Accessed 21 Apr. 2023.

In 2002, The University of Wisconsin Press performed a case study on schools within the same county to find which system of teacher compensation was more effective for student retention.

The traditional compensation system vs the merit-based salary. The findings suggested that student retention went up, however, side effects of this system included a higher percentage of students who failed classes. Teachers who were compensated did in fact have an effect on students' re-enrollment for the next school year. The suggestion of this article is that by paying teachers based on performance can help keep students in school. Focusing on tenure can be potentially problematic for the equity of educational services for students.

Angrist, Joshua D., and Jonathan Guryan. "Does Teacher Testing Raise Teacher Quality?: Evidence from State Certification Requirements." *Economics of Education Review*, vol. 27, no. 5, 2008, pp. 483–503, <https://doi.org/10.1016/j.econedurev.2007.03.002>.

Joshua D. Angrist and Jonathan Guryan work in the respective institutions: the Department of Economics at Massachusetts Institute of Technology and The Chicago Graduate School of Business. Together they raised questions about standardized testing for teachers and the effects of educational quality on schools. The study found that there was a big discrepancy for qualified teachers who were deterred by the Praxis test. They concluded that using standardized testing was not only affecting the quality of performance from a teacher but instead created a barrier for prospective Hispanic teachers. The cost and hassle of this test would affect the amount of diversity in schools' staff and would deter quality candidates that would be rejected for not having the test on their resume.

Bergey, Bradley W., et al. "The Conceptualization of Costs and Barriers of a Teaching Career Among Latino Preservice Teachers." *Contemporary Educational Psychology*, vol. 59, 2019, p. 101794–, <https://doi.org/10.1016/j.cedpsych.2019.101794>.

Bradley W. Bergey , John Ranellucci, and Avi Kaplan write about the potential barriers that Latine teachers face. The study focused on hidden costs and other barriers that may result in their inability to enter the teaching world. The study found that there were several barriers to Latine teachers, specifically men of color. More than just financial barriers, social barriers and a general under representation of Latine men in the field. It calls attention to the racial disparity in education and encourages the promotion of Latine men as well as other men of color to work in the classroom. The study also encouraged a deep look into intersectionality when it comes to hiring non-white men.

Frisvold, David, and Ezra Golberstein. "School Quality and the Education–health Relationship: Evidence from Blacks in Segregated Schools." *Journal of Health Economics*, vol. 30, no. 6, 2011, pp. 1232–45, <https://doi.org/10.1016/j.jhealeco.2011.08.003>.

David Frisvold and Ezra Golberstein from Emory University and The University of Minnesota, wrote this paper to address the relationship between health and school within the context of racial boundaries during segregation. What they found was important data from the 1930s-1950s about black students. They saw a reduction in obesity with a smaller teacher-student ratio. There were some important restrictions that Drisvold and Goldsbreg could work under given the time period they were working under, but their work suggests that teacher retention and proper teacher compensation can also point to the positive role the classroom can play in a student's health journey. This study helps emphasize student retention, student health, and how teachers affect these concepts.

Quinn, Johanna S., and Myra Marx Ferree. "Schools as Workplaces: Intersectional Regimes of Inequality." *Gender, Work, and Organization*, vol. 26, no. 12, 2019, pp. 1806–15, <https://doi.org/10.1111/gwao.12224>.

Johanna S. Quinn and Myra Marx Ferree from Montclair State University and the University of Wisconsin-Madison, write about intersectionality in the workplace that is schools. They have an emphasis on the relationship between teachers, staff, and students particularly with regard to race and gender. They address the importance of black and brown women in the child's educational experience. The article also points out the issues of standardized testing for teachers and how it disproportionately affects black and brown women who attempt to work in education. This is relevant when looking at the disadvantages of minorities in education as well as the importance of race when districts are looking to hire.

Egalite, Anna J., et al. "Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement." *Economics of Education Review*, vol. 45, 2015, pp. 44–52, <https://doi.org/10.1016/j.econedurev.2015.01.007>.

Anna J. Egalite, Brian Kisida, and Marcus A. Winters performed research on the effect of race congruence on students in Florida. Although limited by the amount of data they were able to gather, their research showed a beneficial effect on students when their teachers reflected a race similar to their own. This was particularly more prevalent for black and white students. The research was specifically performed on lower-performing students of various races. Florida does remain a fairly diverse state, but they point out the potential for some anomalies in students and some room for growth within this research. This emphasizes the importance of hiring teachers that are racially diverse, as there seems to be a positive effect on students as a result.

Funding, budgets, taxes, income distribution, and statistics: Langston Chaffee

Whitler, Melissa. "Analysis: How Minnesota's School Funding Leaves the Most in-Need Districts Behind." *MPR News*, MPR News, 15 Feb. 2023,

www.mprnews.org/story/2023/02/15/how-minnesotas-school-funding-leaves-the-most-inneed-districts-behind.

In this source, Whistler provides multiple interactive webpage elements and expert interviews on the subject of public education funding adequacy in Minnesota. The source finds that Minnesota underfunds the districts most in need of support, such as those with higher numbers of English-learning students, or students who live below the poverty line. The source also notes that children who qualify for free or reduced price lunches are much more likely to live in an underfunded district. These details on the funding status of Minnesota schools can prove useful if other state data is available, as the connections between the data should begin to show if this is a nationwide pattern or more limited to Minnesota specifically.

Cooke, Sarah. "Education Budget, Federal Dollars, Create Equitable Investments in Minnesota Schools." Education Minnesota, 9 Sept. 2021, educationminnesota.org/news/minnesota-educator/education-budget-federal-dollars-create-equitable-investments-in-minnesota-schools/.

Minnesota Governor Tim Walz has signed off on an education budget that will see \$554.9m invested in state funding for preschools through to high schools over the next two years. It will be the biggest single increase in the per-pupil formula in the state in 15 years. Public schools will receive \$462.9m in new per-pupil aid over the two-year period, with a 2.45% increase the first year and 2% in the second. The funding, combined with one-time federal money for pandemic recovery, is projected to help protect schools from budget cuts and layoffs. The legislation package also includes investments in special education and teachers of color. Funding for full-service community schools and more support for education support professionals did not make it into the bill.

The Century Foundation. "Closing America's Education Funding Gaps." The Century Foundation, 22 July 2020, tcf.org/content/report/closing-americas-education-funding/#.

This source shows a large array of statistics relating to the various gaps in funding across the United States' education system. Specifically, the intersectional gaps found in schools with higher amounts of students in poverty, higher amounts of Black and Latino students, and the disproportionate impacts of funding cuts enacted during and after the 2008 crisis. The source then puts forth a plan to phase in higher funding in order to close the gaps and alleviate the worst of the problem quickly. In doing so, they calculate the amount of spending one district would have to put into the schools, arriving at a total of \$241 million over five years.

"Inequality in Public School Funding: American University." School of Education Online, 27 Oct. 2022, soeonline.american.edu/blog/inequality-in-public-school-funding/. The article

discusses the disparities in public education in the US, particularly in funding, and how it contributes to the achievement gaps between students from different socioeconomic backgrounds. By relying on property taxes, funding gaps are created, with low-income and minority districts receiving significantly less funding compared to their wealthier counterparts. However, studies have shown that increased funding can lead to improved test scores, graduation rates, and increased earnings for students in adulthood. The article suggests funding reforms such as creating formulas to calculate additional funds for districts with less capacity to support schools due to lower property values to alleviate these inequalities.

Allegretto, Sylvia, et al. "Public Education Funding in the U.S. Needs an Overhaul: How a Larger Federal Role Would Boost Equity and Shield Children from Disinvestment during Downturns." Economic Policy Institute, 12 July 2022, www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul.

Allegretto, Garcia, and Weiss have investigated the current failings of the public education funding system that is currently in place and how a proposed overhaul would fix some of these issues. One of the main points is that a larger federal role would prevent recession-imposed downturns that currently affect lower-income districts disproportionately. Since funding is mostly from local and state sources, the federal government needs to provide more funding in order to fulfill the promises of a system that works for the whole country. The source also proposes other reforms in order to ensure that the stabilization remains an automatic feature of the plan, with spending automatically occurring during recessions.

Discriminations, biases, and structural racism in Higher Education: Tiffany Putri

Harper, Shaun R. "Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms." *The Review of Higher Education*, vol. 36, no. 1S, 2012, pp. 9–29., <https://doi.org/10.1353/rhe.2012.0047>.

In this article, Shaun R. Harper, who is an American scholar on racial equity and a provost professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California examines how higher education researchers contribute to institutional racism by failing to acknowledge its existence. The author uses data from higher education research databases to argue that researchers often use colorblind language and approaches to study race in higher education, which obscures the ways which racist practices and policies operate within these institutions.

This article is useful for our education research topic because Harper highlights the need for researchers to be more critical of their own practices and assumptions that we will use to talk about racism and biases in higher education in our presentation section.

Croom, Natasha N. "Promotion beyond Tenure: Unpacking Racism and Sexism in the Experiences of Black Womyn Professors." *The Review of Higher Education*, vol. 40, no. 4, 2017, pp. 557–583., <https://doi.org/10.1353/rhe.2017.0022>.

This article by Natasha Croom, an associate dean of the Graduate School at Clemson University, examines the experiences of Black women professors in higher education in getting tenured. Using a Black feminist perspective, the author analyzes the ways in which racism and sexism as forms of oppression are present in higher education where diversity, equity, and inclusion is highly promoted. This article unpacks racism and sexism beyond the scope of the student body in higher education. This article is useful for our education project because it examines racist policies that are put in place to bring disadvantage to marginalized individuals and it provides important recommendations for promoting greater equity in the promotion process beyond tenure that will help us construct recommendations in our presentation.

Museus, Samuel D., and Julie J. Park. "The Continuing Significance of Racism in the Lives of Asian American College Students." *Journal of College Student Development*, vol. 56, no. 6, 2015, pp. 551–569., <https://doi.org/10.1353/csd.2015.0059>.

This article by Samuel D. Museus and Julie J. Park examines the experiences of Asian-American college students with higher education racism and biases. Museus is an Assistant Professor of Educational Administration at the University of Hawai'i at Manoa whereas Julie J. Park is an Associate Professor of Education at the University of Maryland, College Park. Museus and Park argue that despite Asian-American students being the majority of the minority group stereotype, Asian-American students face higher rates of racism and discrimination on college campuses that affect their academic and social performances. Museus and Park collected surveys on racism faced by Asian-American students to support their argument and they came up with solutions to enhance the diversity, equity, and inclusivity program in higher education that helps students from various racial backgrounds navigate and respond to racism.

Brook, Freeda, et al. "In Pursuit of Antiracist Social Justice: Denaturalizing Whiteness in the Academic Library." *Library Trends*, vol. 64, no. 2, 2015, pp. 246–284., <https://doi.org/10.1353/lib.2015.0048>.

This article by Brook et. al discusses the biases in the American libraries and academic library system that has long favored whiteness and tends to be biased to other literatures written by a person of color. Brook et. al argue that in order for American academic library systems to achieve social justice and antiracist movement, academic libraries need to acknowledge its contribution to literature biases and challenge the inherent bias towards whiteness in their

policies and practices. This article is useful for our research because it helps us understand that structural racism in higher education does not only happen in the institutions. Racist ideology is structured towards what the American people can and cannot read and thus create further biases towards marginalized groups.

Ortiz-Martínez, Gabriela, et al. "Analysis of the Retention of Women in Higher Education Stem Programs." *Humanities and Social Sciences Communications*, vol. 10, no. 1, 2023, <https://doi.org/10.1057/s41599-023-01588-z>.

This article by Ortiz-Martinez et al examines the retention of Women in Higher Education STEM (Science, Technology, Mathematics, and Engineering) programs and how several identity factors contribute to their retention. The study conducted in this article reviews several barriers to retention for Women in STEM including gender bias and lack of diversity in the STEM field. Ortiz-Martinez et. al argue that addressing gender bias and lack of diversity in the STEM field will not only help combat sexism for Women and biases for Women from marginalized backgrounds but also helps promote a culture of inclusivity and inclusive support for the Women in STEM.

This article helps us understand that sexism and racial biases are targeted towards certain groups and affect various kinds of fields in the higher education setting. This article will help us build solutions for our research question using broader perspectives and considerations.

McGee, Ebony Omotola. "Interrogating Structural Racism in STEM Higher Education." *Educational Researcher*, vol. 49, no. 9, 2020, pp. 633–644., <https://doi.org/10.3102/0013189x20972718>.

This article by Ebony O. McGee, a Professor of Diversity and STEM education at Vanderbilt University's Peabody College, examines the role of structural racism in STEM education and how it impacts BIPOC (Black, Indigenous, and People of Color) students and faculty members. McGee argues that structural racism is heavily embedded in the STEM education system that mostly favors the Whites. McGee highlights several strategies to combat structural racism towards BIPOC students in the STEM education that include diversifying faculty members in the field and incorporating anti-racist pedagogies in the higher education system.

This article helps us build our argument for structural racism and biases and how it still heavily presents nowadays despite the diversity, inclusivity, and equity program that higher education system has been promoting lately.

