

Advocacy, Leadership and Service

AASCU in 2010



aascu

American Association
of State Colleges
and Universities

Benefits of Membership

Membership in AASCU offers unique benefits designed to strengthen and support the public university presidency.

Student-Centered Advocacy

AASCU's work at the national level facilitates college access, affordability and accountability and is based on a unique member-driven Public Policy Agenda that puts students at the core of our advocacy efforts.

Exclusive Meetings for Presidents

AASCU presents two meetings annually that provide presidents an opportunity to network and to focus on issues relevant to their presidencies and their institutional leadership.

Focus on State Relations

AASCU is the only presidential association that focuses on state policy analysis and emerging trends and issues across the 50 states.

Member Advisories and Action Alerts

AASCU provides regular and timely updates from Washington on key issues affecting our members and their students. Advisories and action alerts inform members about policy issues and seek their involvement in influencing legislation with their members of Congress.

Leadership Support

Presidents facing difficult challenges can discuss these in confidence with the AASCU leadership and receive referrals to colleagues who have had experience in similar situations. The new AASCU innovations initiative will link members to resources and best practices in key areas of presidential leadership.

Professional Development

Both leadership and professional development are a rich tradition in AASCU that includes an academy for new presidents, leadership renewal for veteran

presidents and programs for those exploring the presidency. AASCU also offers programs to support and strengthen the presidential leadership team and to encourage talented administrators seeking career advancement.

Engaging Members

It is a long-established custom for AASCU members to be engaged in issues of national significance through their work in areas such as formulation of the Public Policy Agenda, Summer Council programming and committee and task force efforts.

Program Support for Civic and Regional Engagement

AASCU's American Democracy Project and the association's work in developing the "stewards of place" concept have placed AASCU members in the leadership vanguard of these increasingly important movements. Both reinforce the public purpose of public higher education.

Programs for Spouses and Partners

AASCU has long recognized the vital role of the presidential spouse or partner and in doing so offers programming at both the Annual Meeting and Summer Council exclusively for spouses and partners.

Public Purpose

The AASCU magazine presents a national medium that highlights members' distinctive contributions to public higher education and provides topical and timely commentary and analysis.

Special Initiatives

AASCU membership also gives institutions access to three special initiatives -- the funding information services offered by the Grants Resource Center, the leadership development support provided by the Millennium Leadership Initiative (MLI), and the Red Balloon project.

From the President

During my first year as president of AASCU, I've had the opportunity to personally meet with many of you. Your interest in AASCU—as well as your dedication to and support for its mission—is rewarding and inspiring. Member loyalty is one of the essential characteristics that sustains great organizations as they aspire to great achievements.



AASCU's vision is to be a transformative influence in American public higher education through advocacy, leadership and service. Our path to achieving this vision has been charted by the association's new strategic plan, a copy of which was mailed to all members in early November. It is important to note that the plan's key governing ideas— vision, mission, distinctiveness and core values—incorporate recommendations contributed by many of our members. For almost 50 years, AASCU and its members have delivered on the American promise of access, affordability and educational opportunity and the commitment to serve as stewards of place for our communities. The plan's governing ideas and strategic directions confirm these commitments while acknowledging the challenges of the 21st century.

Planning for the future was a major focus of AASCU's efforts in 2010, but there were significant policy and program directions addressed by AASCU staff. This report touches on some of the highlights including expansion of college access through increasing the Pell Grant, implementation of the Post-9/11 GI Bill, and the examination of crucial issues with state policy implications, such as graduation rates, tuition policy and state higher education financing. AASCU created innovative and collaborative opportunities for members through the Red Balloon project (which focuses on re-imagining undergraduate education), the new civic minor in urban education, and the college readiness partnership with the State Higher Education Executive Officers (SHEEO) and the Council of Chief State School Officers (CCSSO).

I look forward to 2011 with a real sense of optimism: It is fueled by the opportunity we will have to celebrate AASCU's 50 years of effective service, as well as the knowledge that some of the best and brightest leadership in public higher education resides in our membership. That bodes well for AASCU's next 50 years.

Kind regards,


Muriel A. Howard
President

Advocating for Members and the Students They Serve

Student Financial Aid Leadership

Passage of the Student Aid and Fiscal Responsibility Act (SAFRA) set the stage for significant changes to the current higher education financial aid process. The legislation required that any federal loan made on or after July 1, 2010 be issued through the federal government's Direct Loan Program, ending the use of private lenders in the student loan origination process. AASCU provided assistance to member institutions during this transition.



Northern Kentucky University President and 2010 Chair of the AASCU Board of Directors, Jim Votruba; Martha Kanter, U.S. Under Secretary for Education; and Ed Elmendorf, AASCU's senior vice president for government relations and policy analysis discuss a policy point at the 2009 Annual Meeting.

AASCU was also very involved through staff efforts, as well as significant member engagement, in securing additional funding for the Pell Grant Program in SAFRA. The legislation included a \$36 billion investment

in the Pell Grant Program over the next 10 years. This investment will provide for a maximum Pell Grant award of \$5,550 until 2012; after 2012, the maximum award is projected to grow to \$5,975, dependent on Congressional action.

Program Integrity Negotiations

The year began with a Department of Education-negotiated rulemaking process on program integrity. AASCU was represented at the negotiating table by its Director of Federal Relations. The panel negotiated 14 issues designed to improve and strengthen the integrity of Title IV aid programs on behalf of students. Among areas addressed were Gainful Employment (related to specific certificate programs), Incentive Compensation, Credit-Hour, Satisfactory Academic Progress, and Misrepresentation. The Department will be finalizing these regulations through the end of 2010 and into 2011 so that they may take effect on July 1, 2011.

Veterans Education Partners

AASCU is an active participant in the Partnership for Veterans' Education, a national collaborative of higher education associations, military groups and veteran groups. AASCU itself was requested to provide testimony before the Subcommittee on Economic Opportunity of the House Committee on Veterans Affairs regarding the implementation of the Post-9/11 GI Bill Program. Dr. Alan Merten, president of George Mason

University (Va.), presented the AASCU perspective at this hearing.

Elementary and Secondary Education Reform

With the submission of his fiscal year 2011 budget request, President Obama shifted his education reform focus from higher education to elementary and secondary education. His proposal included an overhaul of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind. The administration's proposal, while lacking in detail, suggests a different funding and authorization structure for teacher preparation programs. AASCU is an integral partner on a Higher Education Teacher Preparation Task Force that has developed several fundamental principles to guide policy development during the reauthorization of the ESEA. This reform legislation will likely be considered in the next Congress.

Another initiative focused on elementary and secondary education, but with implications for higher education, was the National Governors Association (NGA) and the Council of Chief State School Officers' (CCSSO)



George Mason University President, Alan G. Merton, discusses his testimony on the Post 9/11 GI Bill Benefits Program to the Subcommittee on Economic Opportunity of the Committee on Veterans Affairs with AASCU Director of Federal Relations and Policy Analysis Robert Moran.

announcement of the Common Core Standards Initiative. This initiative—designed to produce college/career-ready students—developed standards in mathematics and English/language arts for K-12. AASCU has begun an educational campaign to inform its membership about opportunities to support educational reform efforts at the national and state levels. The association continues to collaborate with other associations engaged in K-12 education reform.



U.S. Secretary of Education Arne Duncan met with a group of AASCU presidents in a private session during the 2009 Annual Meeting.

Innovation and Imagination in Teaching and Learning

Re-Imagining Undergraduate Education

AASCU's Academic Affairs Summer Council, "Re-Imagining Undergraduate Education," focused on innovation and redesign as campuses confront declining budgets and increasing expectations. The summer meeting served as the initial launching point for a year-long national redesign initiative, the Red Balloon Project, with AASCU serving as the program coordinator. The Committee on the Undergraduate Experience has agreed to serve as the Presidential Advisory Committee. A steering committee of 25 AASCU provosts assisted in the development of the summer program and the year-long initiative that is now underway.



The formal launch of the Red Balloon Project occurred in late September with an invitation from President Muriel Howard. As of early October 80 campuses had signed up to participate. In addition to the AASCU webpage for the Red Balloon, we are using edu1world as a platform for much of the activities, including bookmarking of key articles and papers, blogs, repositories of materials, and collections of emerging practices. We intend to continue the work

of the Red Balloon Project at our Academic Affairs Winter Meeting in Orlando, and next summer's Academic Affairs meeting in Portland.

Grant Supports Civic Minor in Urban Education

The Corporation for National and Community Service recently awarded AASCU a \$433,874 Learn and Serve America Higher Education grant to design and implement a new Civic Minor in Urban Education. The minor will integrate K-12 service-learning experiences with urban public policy coursework, offering pre-service teachers and other undergraduates a coherent understanding of the larger context of urban education.



Five AASCU urban campuses will be selected to participate through an RFP process in Fall of 2010. On these campuses, faculty in liberal arts and sciences and teacher education will partner with local K-12 urban educators to create models of the Civic Minor. At the end of the project, participating institutions will disseminate these models to our 400+ member institutions. Announcement of the five selected campuses will be made in late November.

P-20 Initiatives and College Readiness Partnership

In support of its strategic directions, AASCU will convene a Regional Stewardship Task Force that will address a variety of issues to strengthen partnerships with local P-12 education systems. The task force, led by President James C. Votruba (Northern Kentucky University), will consider and make recommendations about:

- Principles of collaboration
- Institutional alignment and policies
- Assessment of college readiness across the P-12 systems
- Examples of campus good practice in this arena

The Regional Stewardship Task Force will monitor the work of the College Readiness Partnership and will help focus AASCU efforts in partnership work.

With the widespread state adoption of Core State Standards for college readiness in English and mathematics (35 states as of October 2010), AASCU saw a need to work in cooperation with the Council of Chief State School Officers (CCSSO) and the State Higher Education Executive Officers (SHEEO) association. The Blue Ribbon oversight panel for the partnership includes



A University of Central Florida student uses a study area on campus.

5 appointees from each of the partner associations.

The purpose of the partnership is to help facilitate implementation of the standards. Further, it will encourage common understandings about what achievement of the college readiness standards will mean for students admitted to AASCU institutions. The partnership will focus on the development of:

- A leadership academy
- Mutual understandings about what constitutes college readiness
- In-service programs to address gaps between student preparation and college readiness
- Pre-service programs to address achievement of college readiness

Christa McAuliffe Award to Western Oregon University

Ten applications were submitted for the 2010 Christa McAuliffe Excellence in Teacher Education Award. The Presidential Award Selection Committee, chaired by Tim Flanagan, chair of the Teacher Education Committee and president of Framingham State, selected four finalists for this year's award and chose Western Oregon University as this year's winner. The award will be presented at the Annual Meeting in November.

FIPSE Grant in Support of Accountability

AASCU has been granted a no-cost extension to complete the three-year Fund for the Improvement of Postsecondary Education (FIPSE) grant, creating common accountability measures to prepare future

math and science teachers in the state of Wisconsin. The goal of the project is to produce program improvement and reform across all 13 four-year University of Wisconsin System campuses by creating a rubric—tied to state standards—for evaluating the clinical performance of teacher candidates.

Voluntary System of Accountability and College Portrait

Committed to ongoing accountability for public sector higher education, the Voluntary System of Accountability (VSA) launched a new web-based College Portrait reporting template that meets the accessibility requirements of the Americans with Disabilities Act. VSA also released its newly implemented individual College Affordability Estimator that offers an accurate estimate of how much out-of-pocket money a student admitted to a VSA university or college will

likely spend. It meets all of the requirements mandated by the federal Higher Education Opportunity Act for a college net-price calculator. The estimator takes into account family financial circumstances as well as widely available student aid in the form of grants, scholarships and loans.

Summer workshops were conducted this year in Baltimore (Md.), St. Louis (Mo.) and Sacramento (Calif.). These workshops focused on how VSA institutions are implementing and using learning outcomes test measurements for institutional improvements.

VSA-participating institutions were required to pay dues for the first time this year, as grant support from the Lumina Foundation expired and VSA operations are now funded by the more than \$500,000 in dues payments already collected. Currently, 334 institutions participate in the VSA.



Supporting the Public Purpose of Public Higher Education

State and Institutional Policy Analysis and Expertise

A unique feature of AASCU's policy analysis and advocacy work is its attention to issues and policies affecting states and institutions. The association serves as a visible and rich resource for data on student enrollment and retention, graduation rates and completion data, tuition policy, state higher education financing, and state policies and programs affecting postsecondary education.

During 2010, AASCU's policy publications



addressed issues such as tuition-setting authority and deregulation at state colleges and universities; the outsourcing of instruction; an update on the community college baccalaureate; and an analysis of

proposed amendments to the Post-9/11 GI Bill. Following up on the association's strong advocacy for a minimum higher education state funding commitment associated with the 2009 federal stimulus package, AASCU published a critical analysis in 2010 of this "state maintenance of effort" provision. It concluded that hundreds of millions of

additional state monies might have been cut

from states' higher education budgets had the provision not been included in the American Recovery and Reinvestment Act (ARRA).

Examining Crucial Issues

Demonstrating AASCU's unique role in examining issues at the intersection of state and institutional policy, the association partnered with the National Association of Educational Procurement (NAEP) to conduct a national study on state and institutional purchasing policies. The report, *Public College and University Procurement: A Survey of the State Regulatory Environment, Institutional Procurement Practices, and Efforts Toward Cost Containment*, offered several recommendations to increase cost savings, efficiency and productivity through the reform of state and institutional policies in public higher education procurement.

In response to renewed national interest in improving financial literacy, AASCU published a white paper examining how state colleges and universities can provide meaningful, value-added financial education programs and services to increase financial literacy both on and off-campus. Other well-received publications include the annual *Top 10 Higher Education State Policy Issues* brief, as well as timely updates on state economic conditions and forecasts and higher education policy actions.

New Advisory Service for Members

AASCU continues to fulfill and expand upon its unique role in state policy analysis and information distribution. New in 2010 is a State Policy Advisory service that provides timely updates on state actions affecting higher education. The new service supplements other policy resources such as *EdLines*, AASCU's weekly round-up of higher education state policy headlines, and a continuously updated online repository of state and national higher education-related reports.

American Democracy Project Advances Engagement

The American Democracy Project (ADP) continues to grow and establish itself as one of the largest and most successful civic engagement initiatives in American higher education.

The Kettering Foundation is launching a new civic engagement and community college initiative. There are two goals in this initiative: (1) to strengthen the ties between the two-year and four-year college experience through civic engagement opportunities; and (2) ease student transition from community college to a four-year university through civic engagement. This is of particular importance to AASCU members because over 50 percent of our students come from community colleges. The American Democracy Project will work with Kettering to experiment with ways to meet the goals stated above.

Initiatives Update

The eCitizenship initiative hosted an

institute in Detroit, Michigan, November 4-5, 2010. Attendees included 60-75 faculty members, students, and administrators. The main goal of the eCitizenship initiative is to provide insights into strategies for engaging undergraduates in the use of social networks and technological tools for civic purposes.

Those strategies can then be broadly employed



Scenes from Yellowstone ADP project.

to prepare undergraduates for lives of engagement and participation.

The Civic Agency initiative hosted an institute in Washington, D.C., November 11-12, 2010. Participants focused on how to create new visions of citizenship, countering the dominant conception of citizens as largely passive recipients of government services.

The Stewardship of Public Lands initiative held its annual seminar in Yellowstone National Park. Sixteen faculty members attended this seminar.

The 7 Revolutions Scholars met at AASCU in late October to collaborate on a funding prospectus and grant application, as well



AASCU's First Generation Voices Project features audio, video and written narratives from students who are the first in their families to attend college. Above: Siblings William (on the left) and Jessica Parker and a colleague at Central Michigan University.

as planning for the 7 Revolutions Institute that will take place in April of 2011. Three campuses, Kennesaw State University, Georgia College and State University, and The Richard Stockton College of New Jersey, are joining the initiative. The goal of the 7 Revolutions initiative is to translate the 7 Revolutions identified by CSIS into curricular and co-curricular programs for undergraduates, producing strategies, materials, and programs to develop globally-competent citizens.

Saluting First Generation Students

In July AASCU launched First Generation Voices, a multimedia project highlighting the stories of first generation college students at AASCU member campuses. Twenty-five students from 21 campuses have been featured to date through video, narrative or audio opportunities.

Serving Those Who Serve the Nation

During the Council of College and Military Educators' (CCME) annual meeting, Servicemembers Opportunity Colleges (SOC) staff conducted a "Burning Issues Summit" that provided an opportunity for

SOC Consortium member institutions and representatives of the military Services to identify pervasive challenges and showcase promising practices in retaining military students and supporting them in their academic endeavors. Invited panelists highlighted existing practices, policies and tracking systems that offer promising models for measuring persistence toward program and degree completion. Roundtable discussions among participants

resulted in recommendations for next steps in shaping policies and practices for measuring persistence. These recommendations were communicated to DoD Continuing Education Programs and Voluntary Education Service leadership.

SOC staff conducted more than 60 training presentations, concurrent conference sessions, and workshops across the country for broad sectors of the higher education and military voluntary education communities. Providing effective strategies and institutional solutions for helping servicemembers and veterans transition from the battlefield into higher education is a critical function of SOC.



ROTC cadets at Northeastern State University.

Fostering Leadership and Professional Development

Comprehensive Approach to Professional Development

A wide spectrum of conferences, workshops, meetings and webinars support the association's professional development goals and help disseminate information in a timely manner and move various agendas to completion. The AASCU Annual Meeting is the platform for a national dialogue on higher education issues, and the Summer Council of Presidents provides a focused professional development and networking opportunity for presidents and chancellors. Data from a comprehensive membership survey gave positive ratings to the presidential meetings.

2010 marked the last time the Annual Meeting convenes in November, capping off 30 years of meeting over the "value dates" prior to the Thanksgiving holiday. A survey of the AASCU membership found that members overwhelmingly supported the change of meeting dates. AASCU's move of the Annual Meeting to late October will begin in 2011,



From left: Presidents Aaron Podolefsky, Flavius Killebrew, King Alexander and Rodolfo Arevalo discuss state policy issues at the Annual Meeting.

with an October 24-26 Annual Meeting in Boston, Massachusetts.

In addition to presidential meetings, AASCU seeks to meet the unique needs of academic affairs executives, campus sponsored program administrators, government relations' executives, communications officers and other campus constituents through a variety of AASCU conferences and webinars.

Initiating Academic Leadership Webinars

The Academic Leadership and Change division inaugurated a new Academic Leadership Webinars series in 2009-2010. The five webinars reached an audience of about 600 people on a variety of topics. Through these webinars, 17 different presenters addressed:

- Looking to the future of higher education
- Infusing sustainability concepts in the curriculum
- Faculty socialization at teaching intensive universities
- Predicting student success
- Empowering students through internships

The webinar series will continue in 2010-2011. Six events are planned for the year. The first in the series, Predictive Modeling: Building a Crystal Ball for Student



Marie McDemmond, president emerita of Norfolk State University, discusses financial management at the 2010 Millennium Leadership Initiative Institute.

Success, was offered in partnership with the Society for College and University Planning. It was completed in late September and reached 65 institutions and about 300 people.

Millennium Leadership Initiative Overview

The Executive Steering Committee (ESC) of the Millennium Leadership Initiative (MLI) set three specific goals for 2010. First, strengthen the MLI Institute by redesigning some of the program based on feedback from graduates and faculty. Second, strengthen the mentor experience by defining and codifying the expectations of protégés and mentors and improve the preferred matching of the mentor/protégé pairs. Third, implement the strategic plan.

The quality of the protégés has been sustained but some shift both in the advancement and the origin of candidates is occurring. The number of protégés accepted for the institute from advanced positions outside the academy and its traditional academic line positions has been increasing. Also, placement of graduates into executive level positions (equivalent to a presidency, outside the academy) are increasing, especially at the national level of the government. These changes are beneficial

to MLI and its graduates, but require vigilance by the ESC.

Despite the drastic reductions in financial support experienced by many colleges and universities, the membership in MLI was sustained over the last year. This is due, in large part, to several fundamentals in the organization of MLI, including strong loyalty from the AASCU institutions that

helped conceive and develop the initiative and program. Additionally, successful MLI graduates tend to join as members after meeting their presidential goals. Finally, 2009's inclusion of additional association co-sponsors broadens the MLI purview and potential membership.

Prior to the 2010 institute, a Program Committee Task Force reviewed the programs, protégé/faculty feedback, and Executive Steering Committee (ESC) discussions about program format, consistency, quality and continuity from over the past decade. The recommended changes by the task force were discussed at length and approved by the ESC. These recommendations guided some revamping of the 2010 institute, and redesigned panels of presidents and chancellors representing a variety of higher education organizations broadened the program material.

The MLI Institute continues to attract protégés that are talented, high-achieving individuals poised and eager to advance their careers. The class of 2010 was comprised of 29 individuals—19 women and 10 men. Of this class, 15 protégés originated from AASCU institutions, 11 were from the Association

of Public and Land-grant Universities (A.P.L.U.), one was from the Council of Independent Colleges (CIC) and two were from independent institutions. A.P.L.U. and CIC are co-sponsors of the MLI. As in all previous years, the 2010 class was dynamically diverse.

The ethnicity and gender of our protégés includes representatives from all major groups within our general population. This commitment assures that MLI can continue to make a contribution to diversity while admitting all qualified candidates regardless of race and gender.

The chair of the Executive Steering Committee, working with the director of MLI, created four Implementation Sub-Committees that will establish guidelines for the completed and approved MLI Strategic Plan. Each sub-committee member was tasked with developing a specific strategic guideline and creating appropriate timelines for implementation. The member will report progress at each ESC meeting until all areas have been addressed and incorporated. The plan will be followed in succeeding years by newly assigned committee members that will ensure that the plan is sustained or modified as needed by the ESC.

Supporting New Presidents

For over 20 years the New Presidents' Academy has helped new presidents transition into their roles and address the



Patrick Ford, President and Chief Executive Officer, USA Burson-Marsteller, spoke to senior public relations and marketing professionals at AASCU's 2010 communications conference.

challenges of the first two years in office. The New Presidents Academy marks its 20th anniversary of helping new presidents transition into their roles and address the challenges of the first two years in office. The Academy is complemented by a New Member Workshop during the AASCU Annual Meeting to introduce new presidents to the association and integrate them into the AASCU network.

Technology and Student Learning

AASCU convened the 7th annual Leadership Summit on the campus of the University of Central Florida, a long-standing collaboration between AASCU, EDUCAUSE and UCF. The conference uses a team format to engage institutions in strategic discussions about student learning and the use of technology in support of that learning. In 2009-2010, AASCU re-designed this conference to be more interactive and to provide teams with more time to formulate plans for improvements on their home campuses. This year 74 participants on 12 campus teams participated.

Financial Fundamentals Support

To help its members successfully navigate their institutions through a period of economic and fiscal upheaval, AASCU continues to provide resources and expert consultation on critical operational management issues. For instance, AASCU collaborated with the National Association of College and University Business Officers (NACUBO) to produce an online video presentation on the fundamentals of financial management, delivered by Dr. Marie McDemmond, chair of the board of the Lumina Foundation for Education, president emerita of Norfolk State University, and a veteran campus and system business officer.

Essential Funding Knowledge Through GRC

During 2010, the Grants Resource Center has seen broader distribution of its information resources, as members continue to seek new and supplementary revenue sources. The development of new funding, proposal development and strategy guides began an initiative to double the holdings in the GRC member resource library. More than 70 funded proposals were added to the library, as were sample administrative and compliance policies from institutions throughout the country. The 2010 Proposal Development Workshop was the best-attended Washington meeting in GRC history, and participation in the annual web conference series has grown to an average of 20 institutions per event. The number of *GRC News* Twitter followers has grown by 40 percent, and GRC is increasingly seen as a primary source of grant information news, as evidenced by the instances of attributed redistribution of GRC news by other higher education groups. The faculty

alert system now supplies monthly updates on funding opportunities to faculty members on 22 campuses, up 16 from the number of participating campuses a year ago. And with support from the federal government, the GRC advocacy agenda has expanded to include national task forces on Grants.gov, economic and community development, and health research and education, increasing members' profiles before funders and providing opportunities to improve agencies' grant-making processes to the benefit of all AASCU members.



Zhanette Coffee, a California State University, Fresno student featured in AASCU's First Generation Voices project, plans on becoming a forensic investigator.

Leadership for Global Literacy and International Connections

Engagement with China

Over the past 10 years, Chinese students in the 1+2+1 Program have spent more than \$50 million on study at participating AASCU campuses. The 10-year anniversary celebration theme was “10 Years/100 Schools/1000 Students.” The celebration, which had more than 300 people in attendance, was held at the Great Hall of the People in Beijing. Seventy-five representatives from AASCU campuses participated in the festivities, as well as in the graduation ceremony for more than 125 students currently studying on 17 AASCU member campuses in partnership with more than 80 Chinese campuses.

Approximately 40 visiting Chinese scholars came to AASCU campuses in 2010. As the numbers of visiting faculty increase, it has

become necessary to develop a guidebook for the CCIEE/AASCU Visiting Scholar Program (VSP). This program will bring Chinese faculty to the 1+2+1 campuses to teach and/or conduct research for one semester or an academic year. It is estimated that 100 Chinese faculty members/scholars will come to AASCU 1+2+1 campuses during the 2010-2011 academic year.

In October 2010, George Mehaffy, vice president for academic leadership and change, and Arlene Jackson, director of international education, led another delegation of 30 senior administrators to China to participate in the ninth annual CEAIE FORUM and student EXPO. The theme this year for the Forum is “Green Future, Education Leads.” George Mehaffy was a presenter at the Forum in Beijing.



AASCU and Chinese officials at the Grand Opening and Ribbon Cutting at the 2010 EXPO and Conference in Beijing, October 16, 2010.

Leadership Training for Egypt

A new international opportunity is opening up for AASCU members. AASCU and the Supreme Council of Universities of Egypt (SCU), which signed a Memorandum of Understanding to promote institutional partnerships and short-term training for administrators and faculty from Egypt, have developed a Leadership Project for Egyptian faculty to study at AASCU institutions for short term training, funded by SCU. The purpose of the project is to strengthen participants' teaching, research, and leadership skills. AASCU has been asked to stress leadership skills because the selected faculty members are expected to be the future leaders in higher education for Egypt.

Faculty Development for Liberia

AASCU's work in Liberia continues. For a third year AASCU received funding from the Trustees for Donations for Education in Liberia (TDEL) to conduct faculty development programs for the University of Liberia. AASCU universities sending faculty to teach at the Institute included

Troy University (Ala.) and George Mason University (Va.).

English Training for Chileans

Following the Fourth Presidential Mission to Chile, AASCU submitted four proposals to the Ministry of Education in Chile for a U.S.-based training program for Chilean students planning to teach English in Chile. Arkansas State University-Jonesboro received an award to train 15 undergraduate teachers of English.

Responding to Haiti

Responding to the earthquake in Haiti, AASCU has been the only association to establish a subcommittee on Haiti chaired by Donald Betz, president of Northeastern State University, and chair of the Committee on International Education. After discussing ways to provide immediate assistance, the subcommittee recommended that AASCU provide help for students in the U.S. unable to return home due to the earthquake. Five graduate scholarships from member campuses will be offered to Haitian students scheduled to complete their undergraduate degrees in June and December 2011.



Linda Bennett, President at the University of Southern Indiana, and Frank Trocki, Chancellor at Montana State University - Northern, respond to student questions at the AASCU booth during the 2010 EXPO in Beijing.

Planning for the Future

The AASCU board of directors and President Muriel Howard engaged in a yearlong strategic focusing process to set broad goals and directions that will ensure the association's continued effectiveness as a public higher education leader.

The planning process rested on broad presidential involvement in examining current programs and services, through initial feedback from key stakeholders, followed by a comprehensive survey of all members developed in partnership with ACT, Inc. The AASCU board of directors and staff then identified ongoing and new priorities through a planning process assisted by Penson Associates, Inc.

The strategic focusing initiative has resulted in a set of broad governing ideas—statements of mission, distinctiveness and core values—that confirm AASCU's historic commitments to access and opportunity while acknowledging the new challenges facing public higher education today. Eleven new strategic directions and operational directions will guide the association's service to its members during the years ahead.

Governing Ideas

Vision

AASCU will be a transformative influence in American public higher education through advocacy, leadership and service.

Mission and Distinctiveness

AASCU is a Washington-based higher education association of nearly 420 public colleges, universities and systems whose members share a learning- and teaching-centered culture, a historic commitment to underserved student populations and a dedication to research and creativity that advances their regions' economic progress and cultural development.

AASCU has five fundamental purposes:

- To promote understanding, appreciation and support for the public purpose of public higher education and the distinctive contributions of those institutions that comprise the AASCU membership;
- To support member institutions in their mission to prepare students who can be demonstrably competitive and effective in an economy and a society that requires global literacy;
- To advocate for effective public policy at the federal level and to provide both federal and state policy analysis to advance member institutions and the students they serve;
- To provide leadership for effective policy development and program support that will strengthen academic quality, promote access and inclusion, foster regional stewardship and economic progress, and facilitate educational innovation; and

- To create professional development opportunities for member presidents and their spouses and partners, system executives and other senior leaders and to undertake a systematic approach to fostering new leaders who will contribute to educational innovation.

AASCU's distinction resides in the following work on behalf of its members:

- Ensuring a primary focus on and support for the president or chancellor, with complementary programs and services for the presidential leadership team and for women and racial/ethnic minorities who aspire to leadership roles;
- Advocating for a student-focused federal public policy agenda and demonstrating a unique capacity in state policy information and analysis;
- Strengthening the role of state colleges and universities as “Stewards of Place” through support of their teaching-learning, research and service missions; and
- Sustaining a cohesive network of presidents and chancellors as an important component of an effective, member-driven association.

Values

AASCU affirms its commitment to the following core values in fulfillment of its fundamental purposes:

- **Access and Inclusion**
Advocating for accessible, affordable, quality public higher education and supporting members' historic mission of serving students who are non-traditional and represent diverse backgrounds.
- **Student-Focused**
Committing to programs and policies that help our members place students at the heart of their institution.
- **Innovation**
Fostering innovative strategies that help members think deeply and creatively about the nature of their work and that encourage institutional achievement.
- **Service**
Being responsive to our member institutions and the diverse students and communities they serve.
- **Leadership**
Supporting institutional leaders and providing professional development that encourages exemplary practices and innovative management.
- **Accountability**
Fostering responsible and accountable stewardship of public higher education's public trust

Who We Are

ASCU's 420 public college and university members are found throughout the United States and in Guam, Puerto Rico and the Virgin Islands. We range in size from 1,000 students to 48,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter, and offer on-line degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

- We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.

- We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through

teaching and advising, but also through our research and public service activities.

- We are “stewards of place.” We engage faculty, staff and students with the communities and regions we serve—helping to advance public education, economic development and the quality of life for all with whom we live and who support our work. We affirm that America’s promise extends not only to those who come to the campus but to all our neighbors.

We believe that through this stewardship and through our commitments to access and opportunity and to our students, public colleges and universities effectively and accountably deliver America’s promise. In so doing we honor and fulfill the public trust.

Eastern Connecticut State University



Our Students

More than 3.8 million students attend AASCU institutions, representing just over half of all students at public four-year institutions and approximately 30 percent of all students attending four-year colleges and universities.*

AASCU campuses educate a diverse group of students, including those traditionally underrepresented on college campuses. Sixty-two AASCU schools have minority students comprising at least half of their student population. AASCU also represents 38 Historically Black Colleges and Universities and approximately 36 Hispanic Serving Institutions.

Among all public four-year institutions, AASCU schools educate approximately 55 percent of all minority students. This includes approximately 66 percent of all African-American students, 52 percent of all Hispanic students, 49 percent of all Native Americans and Alaskan Natives, and 40 percent of Asians/Pacific Islanders.

Following a nationwide trend of women outnumbering men on many campuses, women comprise approximately 58 percent of all AASCU students. Full-time students make up approximately 71 percent of all AASCU students, compared to part-time students (approximately 29 percent).

While the majority of AASCU students are full-time and in their teens and twenties, our members are charged with educating many nontraditional students. Just over 1 million students enrolled at AASCU institutions in Fall 2008 were 25 or over. When looking at all public four-year institutions, AASCU educated 55 percent of all part-time students as of Fall 2008.

*Note: Most recent data available. All enrollment and degree data are from the U.S. Department of Education, National Center for Educational Statistics, Integrated Postsecondary Data Systems (IPEDS), Institutional Characteristics, Completions (2009) and Enrollments (Fall 2008 and estimated Fall 2009) surveys.



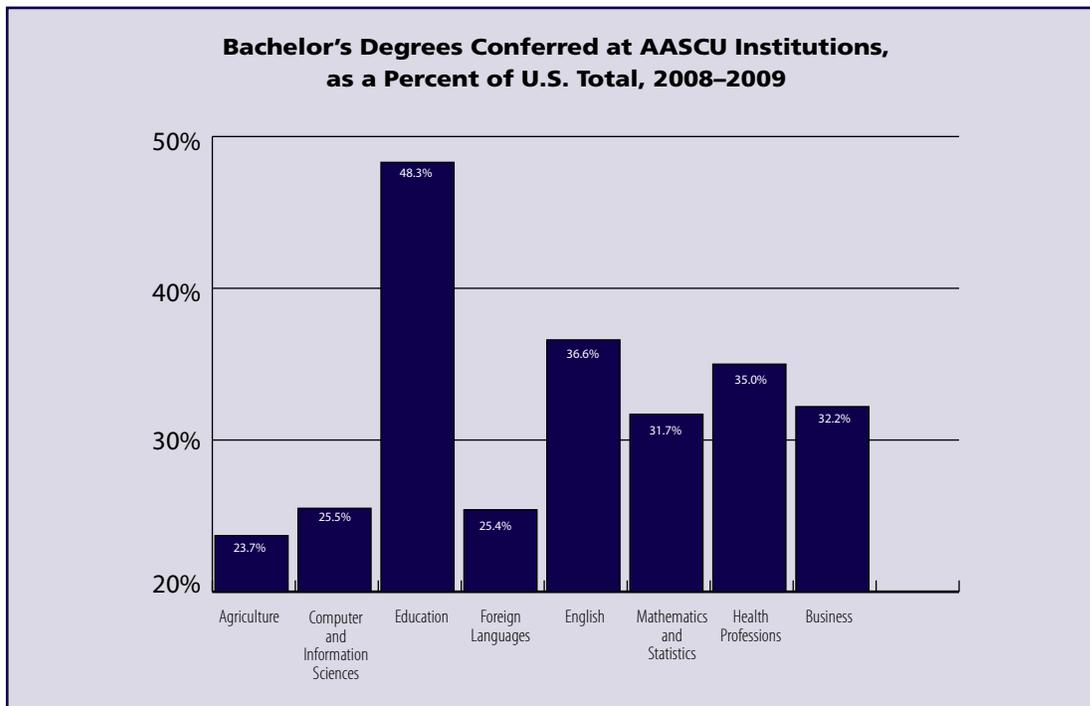
Our Members

While all AASCU institutions work towards Delivering America's Promise, each school's mission, size, location and focus is different. The estimated size of AASCU schools in Fall 2009 ranges from 791 students at the California Maritime Academy to 53,472 at the University of Central Florida. The estimated average population size is 10,125. Approximately 42 percent of AASCU schools are located in cities, another 43 percent in rural areas and towns, and 15 percent in suburbs.

In the 2008–2009 academic year*, member institutions awarded more than half a million baccalaureate degrees. This includes close to 50 percent of bachelor's degrees in education

and approximately 33 percent of bachelor's degrees in business and health professions combined (see Figure 2). These half-million-plus degrees represent approximately 52 percent of all bachelor's degrees granted at public colleges and universities in the United States in 2008–2009. In addition, member institutions awarded over 27,000 associate degrees and sub-baccalaureate certificates.

*Note: Most recent data available. All enrollment and degree data are from the U.S. Department of Education, National Center for Educational Statistics, Integrated Postsecondary Data Systems (IPEDS), Institutional Characteristics, Completions (2009) and Enrollments (Fall 2008 and estimated Fall 2009) surveys.



Operating Divisions

The Division of Academic Leadership and Change

creates leadership initiatives, organizes and designs academic conferences, develops academic programs, and conducts national studies for AASCU member presidents, provosts, and other senior administrators, as well as faculty and staff.

The division organizes two national meetings a year for academic officers, with a diverse set of topics including academic planning and management, faculty development, institutional leadership, financial management, legal matters, and a variety of other timely issues. Various other special meetings on emerging higher education issues are also offered throughout the year, often designed for institutional teams. Recent national meetings organized by the Division included such diverse topics as Institutional Accountability, Remedial Mathematics, and Using Technology for Student Success.

Academic program development and research studies span a wide range of topics, including institutional accountability, technology, international education, teacher education, student success, and a number of other critical issues. Much of the Division work includes developing new programs, conducting research studies, undertaking analyses of current and emerging academic trends, and producing written monographs and reports. Examples include the Graduation Rate Success Study, examining factors contributing to institutional success in graduation; the Hispanic Student Success Study, evaluating

strategies to improve Hispanic student success; the Voluntary System of Accountability (VSA) project, developing a process for public accountability; the Sino-American 1-2-1 Project, which brings more than 500 Chinese students for two years of study at AASCU institutions; the Christa McAuliffe Award, which promotes the use of evidence of learning outcomes to assess programs in teacher education; and the American Democracy Project, a civic engagement initiative involving senior administrators, faculty, and staff at more than 220 AASCU campuses. In 2010 the division launched the Red Balloon Project that focuses on redesigning undergraduate education.

The Division of Communications

provides leadership for a strategic communications and marketing effort that advances AASCU goals and enhances understanding of and support for the distinctive contributions of its member institutions. It also develops and implements initiatives that offer national visibility for members.

The division directs AASCU's media relations program, creates print and electronic marketing materials, produces AASCU publications, represents AASCU on collaborative, inter-association communications projects and organizes initiatives that support members marketing and public relations endeavors.

Communications manages the association

website aascu.org. The site promotes information about member institutions, their people and programs; features include Founding Celebrations, which highlights AASCU members that are marking their anniversaries, and First Generation Voices, a multi-media initiative that features students who are the first in their families to attend college. The website features association policy and programmatic priorities; highlights the analysis of federal and state policies and presents AASCU initiatives and special reports.

AASCU's biweekly, web-based newsletter, @aascu, highlights current AASCU initiatives and provides members with an opportunity to share information about campus programs, grants, awards and other pertinent topics. The association has a social media presence on Twitter, Facebook and LinkedIn.

The division produces the AASCU magazine *Public Purpose*. Its goal is to communicate the mission and value of public higher education and to provide a national medium to feature distinctive programs at member institutions and to offer opportunities for members to share opinion/perspective on topical issues.

Communications also manages the Distinguished Alumnus Award (DAA) search and selection process. The DAA, awarded annually to an alumnus of an AASCU institution, is the highest award AASCU bestow.

The Division of Finance and Operations

provides fiscal management and general administrative support for the association including finance and accounting, human

resources, management information systems, and facilities management. The division oversees the investment of AASCU's assets in equity and bond trust mutual funds, and the investments of grant endowments provided by external organizations and/or foundations. Human Resources is responsible for hiring new employees and providing staff orientation, monitoring employee benefit programs, training and staff development, and ensuring compliance with all Federal and State EEOC, OSHA and Labor Department regulations. Management Information Systems is responsible for staff technical support and programming for all internal operations and strategic projects.

The Division of Government Relations and Policy Analysis (DGRPA)

advocates for sound higher education public policy and effective federal and state programs. DGRPA serves as a liaison between AASCU, Congress and the Administration, working to leverage state colleges and universities' capacity to contribute to national goals of increasing college affordability, educational attainment, workforce development and economic competitiveness.

The division analyzes pending federal legislation, keeping members informed of developments via timely information and action advisories. It also arranges testimony by member presidents and chancellors before congressional committees and federal agencies. Staff support the presidents and chancellors who comprise AASCU's Council of State Representatives; this body is responsible for helping to formulate the Public Policy Agenda, an annually produced guiding document articulating the association's

principles and positions on federal and state higher education policy and programs. The Council also assists AASCU in carrying out the agenda through contacts with stakeholders and members.

The division's website provides members with a broad portfolio of resources useful to members in their state advocacy efforts and their support of legislation at the federal level. The division provides information and analysis to members on an array of issues such as student enrollment, financial aid and tuition, higher education finance, veterans education, graduation rates, and institutional best practices. A unique feature of AASCU is its dual focus on federal and state policy and programs. Divisional staff track state legislation and communicate state-level developments on issues of college affordability and access, higher education funding, and governance. In addition, the division circulates a weekly news roundup of state-related higher education issues as well as writes policy briefs, special reports, and white papers on topics addressing institutional, state and federal policies, programs and "best practices."

As part of AASCU's advocacy for both urban and rural public institutions, the division promotes federal legislation and other opportunities for member institutions to contribute to revitalizing urban and rural America. The division assumes a lead role in coordinating the annual Higher Education Government Relations Conference, a unique partnership among four national higher education associations that brings together senior-level college, university and system government relations professionals to discuss contemporary issues affecting postsecondary public affairs.

The Division of Membership Services

serves as a resource to link AASCU's presidential membership to the work of the association. It facilitates presidential involvement in the committees, commissions, and task forces that allow presidents and chancellors the opportunity to work collectively on issues at the national level. It also tracks information on members' areas of professional expertise to help engage them in activities related to their special interests.

Member directories help presidents and chancellors stay in touch with a national network of AASCU colleagues. An active program for former presidents provides an opportunity for those who have served AASCU to remain connected to the association once they have left office. AASCU also serves as a point of referral for presidents and chancellors seeking recommendations of consultants and other expert resources.

The association supports a wide range of conferences, workshops and meetings designed for senior administrators from AASCU institutions. The AASCU Annual Meeting each November brings members together for a national dialogue on higher education issues, while the Summer Council provides informal professional development and networking programs in a retreat setting.

Membership Services has expanded its use of on-line conferencing tools such as webcasting, video streaming and webinars for knowledge sharing and expanding the reach of conferences.

Grants Resource Center

Within AASCU's Division of Membership

Services, the Grants Resource Center (GRC) provides participating institutions with customized services to increase their federal and foundation grant support. Staff program advisers serve as an extension of the institution's research and sponsored programs staff, conducting funding searches, identifying successful proposal examples, attending briefings and workshops on the institution's behalf, and traveling to campuses to provide proposal development advice. GRC facilitates grant information sharing among members and agencies through two Washington meetings and numerous web conferences each year, and GRC members drive the development of additional, national-scale resources through the GRC Community and Economic Development Task Force, Grants.gov Task Force, and the Health Research and Education Task Force.

Twice a week, GRC members receive the GRC Bulletin, a digest of all federal grant and contract notices relevant to higher education, allowing the research and sponsored programs staff to direct more time and effort at proposal

development. The monthly *GRC Deadlines* publication and related faculty alert system give members advance notice of approaching federal and private grant opportunities.

Analysis of higher education grant funding is provided once a week through the *GrantWeek* magazine, which is shared quarterly with every AASCU president and provost. All GRC publications are housed on the members-only website, along with additional funding and proposal writing resources, including GrantSearch, a proprietary database of funding opportunities for higher education institutions.

The Spouse/Partner Program

The Spouse/Partner Program provides a network of support, resources and conference programming for the spouses and partners of college and university presidents and chancellors. Over the past year a new framework for the program has been established to encourage broad member involvement and ensure responsiveness to their information needs.

Millennium Leadership Initiative (MLI)

Advancing Executive Leadership in Higher Education

Several fundamental principles guide the operation of the Millennium Leadership Initiative that began in 1999. These principles define the uniqueness and success of the institute:

- The faculty and the governing system is comprised of acting and retired presidents and chancellors who volunteer their time, expense and experience.
- The Executive Steering Committee—MLI's governing body—is comprised of presidents and chancellors, some of whom are successful former protégés (graduates).

The quality and success of the protégés is the result of several principles:

- All protégés must be nominated by a president/chancellor or senior executive (if outside the academy);
- The candidate must have reached the administrative level of dean or higher (or the equivalent if outside of the academy);

- All candidates must have a terminal advanced degree; and
- All candidates are screened and selected by a standing committee of the ESC composed of presidents and chancellors.

The sponsorship and co-sponsorship by several higher education associations broadens the support and purview of the MLI and sustains interest in its future.

The institute is moderately priced thanks to volunteer faculty, the supporting associations and limited management costs. MLI is sustained by modest membership dues from supporting institutions.

The MLI program is twofold: the intensive four-day institute and the yearlong personalized mentor/protégé experience. The institute is overseen by the Executive Steering Committee Program Committee and the mentor/protégé experience is overseen by the chair of the ESC Mentor Committee.

Servicemembers Opportunity Colleges (SOC)

SOC, co-sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC), functions in cooperation with 13 other higher education associations, the Department of Defense (DoD) and Active and Reserve Components of the military Services to expand and improve voluntary postsecondary education opportunities for servicemembers worldwide. SOC is funded by the Department of Defense through a contract with AASCU; this contract is managed for DoD by the Defense Activity for Non-Traditional Education Support (DANTES). SOC provides college personnel with outreach, training and educational materials on effective policies, practices and strategies to help veterans, servicemembers and their families succeed in their educational endeavors.

The SOC Consortium is comprised of more than 1,900 institutional members that annually enroll hundreds of thousands of servicemembers, their families and veterans in associate, bachelor's and graduate-level degree programs. Consortium members educate military students on college campuses, armories, and military installations around the world, employing classroom-based instruction and a variety of distance learning methods.

The SOC Degree Network System consists of a subgroup of SOC Consortium member institutions selected by the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR) and Coast Guard (SOCCOAST) to deliver specific associate and bachelor's degree programs to servicemembers and their families. Institutional members of the SOC Degree Network System agree to special requirements and obligations that provide military students and their adult family members with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOCGuard—a SOC program for the Army National Guard (ARNG)—helps develop partnerships with colleges and universities, provides support for Army National Guard strength maintenance activities, and advises and counsels soldiers, education services officers and strength maintenance personnel on an array of education problems and issues.

In cooperation with the United States Army Recruiting Command (USAREC), SOC operates the Concurrent Admissions Program (ConAP) to increase college enrollment of Army recruits and reservist

2010 Financial Statements

This annual report provides a comparative financial status of AASCU at fiscal year end June 30, 2010 versus fiscal year end June 30, 2009. AASCU continues to maintain its excellent financial condition while providing programs and services desired by its members. Membership support remains strong and supportive of all activities. Membership dues provided 32 percent of AASCU's total revenue and 76 percent of its general fund revenue. General Fund expense represented 58 percent of the Association's direct expenses. Allocation of indirect cost recovery reduced this percentage to 44 percent. Salaries and benefits represented 68 percent of the total expense base or an increase of 1 percent to last year reflecting increases in health insurance costs.

Statement of Activities

		FY 09	FY 10
Revenue	Membership Dues	\$ 4,242,270	\$ 4,229,475
	Contracts/Grants	5,647,096	5,917,634
	GRC Dues	954,030	918,479
	Investment Income	(851,025)	603,108
	Meetings/Workshops	1,254,675	1,196,487
	Other Revenue	321,083	166,716
	Total Revenue	11,568,129	13,031,899
	Expenses	Salaries/Benefits	7,920,393
Rent/Operations		213,884	230,508
Depreciation		231,454	215,414
Printing/Publications		326,493	345,037
Travel		554,066	587,756
Professional Fees		551,155	408,768
Meetings/Workshops		649,367	587,035
Debt Service—1307 New York Avenue		131,798	76,988
Operating Expense—1307 New York Avenue		146,992	174,779
Interassociation Activities		0	2,000
Other Expenses		1,523,148	1,484,659
Total Expenses		12,248,750	12,846,260
Revenues/Expenses (gross)		(680,621)	185,639
Plus/Less Net Asset increase/decreases			
Nongeneral Transfers and Gains to			
Permanent Reserves and Other funds	(480,015)	313,356	
General Fund Net Assets Gain	(200,606)	(127,717)	

2010 Board of Directors

Officers

- **James C. Votruba** (Chair) President, Northern Kentucky University
- **Kenneth W. Dobbins** (2011 Chair-Elect) President, Southeast Missouri State University
- **Bruce Shepard** (Secretary-Treasurer) President, Western Washington University
- **Jolene Koester** (Past Chair) President, California State University, Northridge

Directors

- **Wilson Bradshaw**, President, Florida Gulf Coast University
- **Janet Dudley-Eshbach**, President, Salisbury University (Md.)
- **Melvin N. Johnson**, President, Tennessee State University
- **Flavius C. Killebrew**, President, Texas A&M University-Corpus Christi
- **Dorothy Leland**, President, Georgia College & State University
- **Tomás Morales**, President, College of Staten Island (CUNY)
- **Rita Rice Morris**, President, Shawnee State University (Ohio)
- **P. Kay Norton**, President, University of Northern Colorado
- **George A. Pruitt**, President, Thomas Edison State College (N.J.)
- **Charles B. Reed**, Chancellor, California State University
- **William A. Sederburg**, Commissioner, Utah System of Higher Education
- **Richard H. Wells**, Chancellor, University of Wisconsin-Oshkosh

2009–2010

Leadership Committees

Committee on Economic and Workforce Development

Chair: **Richard H. Wells**, Chancellor, University of Wisconsin-Oshkosh

Vice Chair: **F. Ann Millner**, President, Weber State University (Utah)

Committee on International Education

Chair: **Donald Betz**, President, Northeastern State University (Okla.)

Vice Chair: **Dianne F. Harrison**, President, California State University Monterey Bay

Committee on Policies and Purposes

Chair: **Beheruz N. Sethna**, President, University of West Georgia

Vice Chair: **John C. Cavanaugh**, Chancellor, Pennsylvania State System of Higher Education

Committee on Professional Development

Chair: **Mary Evans Sias**, President, Kentucky State University

Vice Chair: **Joe Gow**, Chancellor, University of Wisconsin-LaCrosse

Committee on Teacher Education

Chair: **Timothy J. Flanagan**, President, Framingham State College (Mass.)

Committee on the Undergraduate Experience

Chair: **William L. Perry**, President, Eastern Illinois University

Vice Chair: **Elsa M. Nuñez**, President, Eastern Connecticut State University

Nominating Committee

Chair: **Kay Schallenkamp**, President, Black Hills State University (S.D.)

Rural Coalition

Co-Conveners: **Robert R. Bell**, President, Tennessee Technological University

Douglas D. Knowlton, President, Dakota State University (S.D.)

Affinity Groups

African-American Presidents and Chancellors

Conveners: **Mickey Burnim**, President, Bowie State University (Md.)
Livingston Alexander, President, University of Pittsburgh
at Bradford

Asian-American/Pacific Islander Presidents and Chancellors

Convener: **Beheruz Sethna**, President, University of West Georgia

Hispanic Presidents and Chancellors

Convener: **Rodolfo Arévalo**, President, Eastern Washington University

Women Presidents and Chancellors

Convener: **Mary Cullinan**, President, Southern Oregon University

Distinguished Alumnus Award Selection Committee

Chair: **Elsa Nuñez**, President, Eastern Connecticut State

Millennium Leadership Initiative (MLI) Executive Steering Committee

Chair: **Mickey Burnim**, President, Bowie State University (Md.)

2010 Council of State Representatives

- **Kenneth W. Dobbins**, (Chair) President, Southeast Missouri State University
- **Benjamin J. Allen**, President, University of Northern Iowa
- **Ruben Armiñana**, President, Sonoma State University (Calif.)
- **Peter B. Barr**, President, Glenville State College (W.Va.)
- **Al Bowman**, President, Illinois State University
- **Nancy Carriuolo**, President, Rhode Island College
- **John E. Christensen**, Chancellor, University of Nebraska at Omaha
- **Howard Cohen**, Chancellor, Purdue University Calumet (Ind.)
- **John E. Counts**, President, Western New Mexico University
- **John L. Crain**, President, Southeastern Louisiana University
- **David A. DeCenzo**, President, Coastal Carolina University (S.C.)
- **Philip L. Dubois**, Chancellor, University of North Carolina at Charlotte
- **Jerry B. Farley**, President, Washburn University (Kan.)
- **Timothy J. Flanagan**, President, Framingham State College (Mass.)
- **William V. Flores**, President, University of Houston-Downtown (Texas)
- **James Gaudino**, President, Central Washington University
- **Jonathan C. Gibraltar**, President, Frostburg State University (Md.)
- **Helen Giles-Gee**, President, Keene State College (N.H.)
- **Joe Gow**, Chancellor, University of Wisconsin-LaCrosse
- **Thomas J. Haas**, President, Grand Valley State University (Mich.)
- **John D. Haeger**, President, Northern Arizona University
- **Gary D. Hagen**, President, Mayville State University (N.D.)
- **David Hall**, President, University of the Virgin Islands
- **Timothy L. Hall**, President, Austin Peay State University (Tenn.)
- **William H. Harris**, President, Alabama State University
- **Glen D. Johnson**, Chancellor, Oklahoma State Regents for Higher Education
- **Marcia V. Keizs**, President, City University of New York, York College
- **Flavius C. Killebrew**, President, Texas A&M University-Corpus Christi
- **Rodney H. Mabry**, President, University of Texas at Tyler
- **Carolyn R. Mahoney**, President, Lincoln University of Missouri
- **Francine G. McNairy**, President, Millersville University of Pennsylvania
- **Peter P. Mercer**, President, Ramapo College of New Jersey
- **John W. Miller**, President, Central Connecticut State University
- **F. Ann Millner**, President, Weber State University (Utah)

- **Rita Rice Morris**, President, Shawnee State University (Ohio)
- **Barbara E. Murphy**, President, Johnson State College (Vt.)
- **P. Kay Norton**, President, University of Northern Colorado
- **Richard L. Pattenau**, Chancellor, University of Maine System
- **David L. Potter**, President, North Georgia College & State University
- **Earl H. Potter, III**, President, St. Cloud State University (Minn.)
- **John Pugh**, Chancellor, University of Alaska Southeast
- **Sandra Patterson-Randles**, Chancellor, Indiana University, Southeast
- **Martha Dunagin Saunders**, President, University of Southern Mississippi
- **Allen Sessoms**, President, University of the District of Columbia
- **Deborah F. Stanley**, President, State University of New York College at Oswego
- **Frank Trocki**, Chancellor, Montana State University, Northern
- **Robert Underwood**, President, University of Guam
- **Vaughn Vandegrift**, Chancellor, Southern Illinois University Edwardsville
- **Charles L. Welch**, President, Henderson State University (Ark.)
- **Robert A. Wharton**, President, South Dakota School of Mines and Technology
- **Harry L. Williams**, President, Delaware State University

2010 Members

Alabama

Alabama A&M University
Alabama State University
Athens State University
Auburn University Montgomery
Jacksonville State University
Troy University
University of Montevallo
University of North Alabama
University of South Alabama
University of West Alabama

Alaska

University of Alaska Anchorage
University of Alaska Southeast
University of Alaska Statewide System

Arizona

Arizona Board of Regents
Northern Arizona University

Arkansas

Arkansas State University Jonesboro
Arkansas State University System
Arkansas Tech University
Henderson State University
Southern Arkansas University
University of Arkansas - Fort Smith
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Arkansas System
University of Central Arkansas

California

California State University
California Maritime Academy
California Polytechnic State University,
San Luis Obispo
California State Polytechnic University,
Pomona
California State University Bakersfield
California State University Channel Islands
California State University Chico
California State University Dominguez Hills
California State University Fresno
California State University Fullerton
California State University Long Beach
California State University Los Angeles
California State University Monterey Bay
California State University Sacramento
California State University San Bernardino
California State University San Marcos
California State University, East Bay
California State University, Northridge
California State University, Stanislaus
Humboldt State University
San Diego State University
San Francisco State University
San Jose State University
Sonoma State University

Colorado

Adams State College
Fort Lewis College
Mesa State College
Metropolitan State College of Denver
University of Northern Colorado
Western State College of Colorado

Connecticut

Central Connecticut State University
Connecticut State University System
Eastern Connecticut State University
Southern Connecticut State University
Western Connecticut State University

Delaware

Delaware State University

District of Columbia

Howard University
University of the District of Columbia

Florida

Florida A&M University
Florida Atlantic University
Florida Gulf Coast University
New College of Florida
University of Central Florida
University of North Florida
University of South Florida Polytechnic
University of South Florida St. Petersburg
University of West Florida

Georgia

Albany State University
Armstrong Atlantic State University
Augusta State University
Board of Regents of the University
System of Georgia
Clayton State University
Columbus State University
Dalton State College
Fort Valley State University
Georgia College & State University
Georgia Southern University
Georgia Southwestern State University
Kennesaw State University
Macon State College
North Georgia College & State University
Savannah State University
Southern Polytechnic State University
University of West Georgia
Valdosta State University

Guam

University of Guam

Hawaii

University of Hawaii at Hilo
University of Hawaii System

Idaho

Lewis-Clark State College

Illinois

Chicago State University
Eastern Illinois University
Governors State University
Illinois Board of Higher Education
Illinois State University
Northeastern Illinois University
Northern Illinois University
Southern Illinois University
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
University of Illinois at Springfield
Western Illinois University

Indiana

Ball State University
Indiana State University
Indiana University East
Indiana University Kokomo
Indiana University Northwest
Indiana University South Bend
Indiana University Southeast
Indiana University-Purdue University Fort
Wayne
Indiana University-Purdue University
Indianapolis
Purdue University Calumet
Purdue University North Central
University of Southern Indiana

Iowa

University of Northern Iowa

Kansas

Emporia State University
Fort Hays State University
Pittsburg State University
Washburn University

Kentucky

Eastern Kentucky University
Kentucky State University
Morehead State University
Murray State University
Northern Kentucky University
Western Kentucky University

Louisiana

Grambling State University
Louisiana Board of Regents
Louisiana State University in Shreveport
Louisiana Tech University
McNeese State University
Nicholls State University
Northwestern State University of Louisiana
Southeastern Louisiana University
Southern University at New Orleans
University of Louisiana at Lafayette
University of Louisiana System

Maine

University of Maine System
University of Maine at Augusta
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle
University of Southern Maine

Maryland

University System of Maryland
Bowie State University
Coppin State University
Frostburg State University
Morgan State University
Salisbury University
Towson University
University of Maryland Eastern Shore
University of Maryland University College
University of Maryland, Baltimore County

Massachusetts

Fitchburg State College
Framingham State College

Massachusetts College of Liberal Arts
Salem State College
University of Massachusetts Boston
University of Massachusetts Dartmouth
Westfield State College
Worcester State College

Michigan

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Lake Superior State University
Northern Michigan University
Oakland University
Saginaw Valley State University
University of Michigan-Dearborn
University of Michigan-Flint
Wayne State University

Minnesota

Bemidji State University
Metropolitan State University
Minnesota State Colleges and Universities
Minnesota State University Mankato
Minnesota State University Moorhead
St. Cloud State University
University of Minnesota Duluth
Winona State University

Mississippi

Alcorn State University
Delta State University
Jackson State University
Mississippi Institutions of Higher Learning
Mississippi University for Women
Mississippi Valley State University
University of Southern Mississippi

Missouri

Harris-Stowe State University
Lincoln University of Missouri
Missouri Southern State University
Missouri State University
Missouri Western State University
Northwest Missouri State University
Southeast Missouri State University
Truman State University
University of Central Missouri
University of Missouri at Saint Louis

Montana

Montana State University, Billings
Montana State University, Northern
Montana Tech of The University of Montana

Nebraska

Chadron State College
Nebraska State Colleges
Peru State College
University of Nebraska at Kearney
University of Nebraska at Omaha
Wayne State College

Nevada

Nevada State College
University of Nevada, Las Vegas

New Hampshire

Keene State College
Plymouth State University
University System of New Hampshire

New Jersey

New Jersey Association of State Colleges
and Universities
Montclair State University
New Jersey City University
Ramapo College of New Jersey
Richard Stockton College of New Jersey
Rowan University
The College of New Jersey
Thomas Edison State College
William Paterson University of New Jersey

New Mexico

New Mexico Higher Education Department
New Mexico Highlands University
Western New Mexico University

New York

City University of New York
City University of New York, Baruch College
City University of New York, Brooklyn
College
City University of New York, College
of Staten Island
City University of New York, Hunter College
City University of New York Lehman College
City University of New York, Medgar Evers
College
City University of New York, Queens
College
City University of New York, York College
The City College of New York
State University of New York
Buffalo State College
Farmingdale State College
Purchase College
The College at Brockport
State University of New York-Empire State
College
State University of New York at Fredonia
State University of New York at New Paltz
State University of New York College at
Cortland
State University of New York College
at Old Westbury
State University of New York College at
Oneonta
State University of New York College at
Oswego
State University of New York College at
Plattsburgh
State University of New York College at
Potsdam
State University of New York College of
Agriculture and Technology at Cobleskill
State University of New York College
of Technology at Alfred

North Carolina

Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Agricultural & Technical
State University
North Carolina Central University
University of North Carolina at Asheville
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina at Wilmington
Western Carolina University
Winston-Salem State University

North Dakota

Dickinson State University
Mayville State University
Minot State University
North Dakota University System Office
University of North Dakota
Valley City State University

Ohio

Bowling Green State University
Central State University
Cleveland State University
Shawnee State University
The University of Akron
Wright State University
Youngstown State University

Oklahoma

Cameron University
East Central University
Langston University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma Panhandle State University
Oklahoma State Regents for Higher
Education
Rogers State University
Southeastern Oklahoma State University
Southwestern Oklahoma State University
University of Central Oklahoma
University of Science and Arts of Oklahoma

Oregon

Eastern Oregon University
Oregon Institute of Technology
Portland State University
Southern Oregon University
Western Oregon University

Pennsylvania

Bloomsburg University of Pennsylvania
California University of Pennsylvania
Cheyney University of Pennsylvania
Clarion University of Pennsylvania
East Stroudsburg University of Pennsylvania
Indiana University of Pennsylvania
Kutztown University of Pennsylvania
Lock Haven University of Pennsylvania
Mansfield University of Pennsylvania
Millersville University of Pennsylvania
Pennsylvania State System of Higher
Education
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania
University of Pittsburgh at Bradford
University of Pittsburgh at Greensburg
University of Pittsburgh at Johnstown
West Chester University of Pennsylvania

Puerto Rico

University of Puerto Rico
University of Puerto Rico at Arecibo
University of Puerto Rico at Carolina
University of Puerto Rico at Humacao
University of Puerto Rico Cayey
University of Puerto Rico in Ponce
University of Puerto Rico Mayaguez
University of Puerto Rico Rio Piedras

Rhode Island

Rhode Island College

South Carolina

Clemson University
Coastal Carolina University
College of Charleston
Francis Marion University
Lander University
South Carolina State University
The Citadel-The Military College of South Carolina
University of South Carolina Aiken
University of South Carolina Beaufort
University of South Carolina Upstate
Winthrop University

South Dakota

Black Hills State University
Dakota State University
Northern State University
South Dakota Board of Regents
South Dakota School of Mines and Technology

Tennessee

Austin Peay State University
East Tennessee State University
Middle Tennessee State University
Tennessee Board of Regents
Tennessee State University
Tennessee Technological University
University of Memphis
University of Tennessee
University of Tennessee at Chattanooga
University of Tennessee at Martin

Texas

Angelo State University
Lamar University
Midwestern State University
Prairie View A&M University
Sam Houston State University
Stephen F. Austin State University
Sul Ross State University
Tarleton State University
Texas A&M International University
Texas A&M University-Central Texas
Texas A&M University-Commerce
Texas A&M University-Corpus Christi

Texas A&M University-Kingsville
Texas A&M University-San Antonio
Texas A&M University-Texarkana
Texas Southern University
Texas State University System
Texas State University-San Marcos
Texas Woman's University
The University of North Texas at Dallas
The University of Texas at San Antonio
University of Houston-Clear Lake
University of Houston-Downtown
University of Houston-Victoria
University of North Texas
University of Texas at Brownsville
University of Texas at Dallas
University of Texas at Tyler
University of Texas of the Permian Basin
University of Texas-Pan American
West Texas A & M University

Utah

Utah System of Higher Education
Southern Utah University
Utah Valley University
Weber State University

Vermont

Vermont State Colleges
Castleton State College
Johnson State College
Lyndon State College

Virgin Island

University of the Virgin Islands

Virginia

George Mason University
James Madison University
Longwood University
Norfolk State University
Old Dominion University
Radford University
The University of Virginia's College at Wise
University of Mary Washington
Virginia State University

Washington

Central Washington University
Eastern Washington University
University of Washington, Tacoma
Western Washington University

West Virginia

Bluefield State College
Concord University
Fairmont State University
Glenville State College
Shepherd University
West Liberty University
West Virginia Higher Education Policy Commission
West Virginia State University
West Virginia University Institute of Technology

Wisconsin

University of Wisconsin System
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-La Crosse
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Superior
University of Wisconsin-Whitewater
University of Wisconsin-Oshkosh
University of Wisconsin-River Falls

International Member

West Africa

University of Liberia

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November 2010