



# AASCU 2011



50 Years of Advocacy,  
Leadership and Service

## From the President

**A**nniversaries provide a wonderful opportunity to pause and reflect on an organization's heritage and to celebrate a legacy of accomplishment. This year was the occasion for us to acknowledge AASCU's 50 years of advocacy, leadership and service.

For five decades, AASCU has worked with its members to deliver on the American promise of access, affordability and educational opportunity, and on the commitment to serve as stewards of place. It is the dedication to these ideals that has bonded AASCU and its members since the association's founding in 1961. And it is this special relationship that has made us so effective over the years. Together we have made a difference.



Our anniversary also provided a lens through which we can look to the future and assess the most effective ways to support you and the challenges you face. Today—perhaps more than ever—AASCU has a vital role to play in public higher education. We know that the list of issues to be addressed is growing, but whether they're institutional, economic, academic or policy oriented, AASCU is positioned to be a valuable partner in their resolution.

This annual report provides highlights of AASCU's advocacy, leadership and service during 2011, including the successful initiation and completion of programs and projects related to the Strategic Plan. We continue to work effectively in the areas of advocacy and shaping federal policy. And no other association provides the valuable portfolio of research, analysis and advocacy communications in support of issues confronting state college and university leaders. You will also find evidence of AASCU's leadership in areas such as undergraduate education and college readiness, examples of new tools and resources for members, and the ongoing commitment to professional development programs.

These are extraordinary times. Working together we can provide responsive and inspirational leadership for public higher education and, in doing so, distinguish AASCU and our members for another 50 years.

  
Muriel A. Howard  
President

# Benefits of Membership

## Support for the Public Purpose of Public Higher Education

### 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.

### Policy 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.

### 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.

## Focus on Presidents, Chancellors and Leadership Teams

### Member-Driven Policy and Programs

Member presidents and chancellors help set AASCU's course on issues of national significance through their work in areas such as the formulation of the *Public Policy Agenda*, Summer Council programming and committee and task force initiatives.

### Leadership Support

Presidents facing difficult challenges can discuss these in confidence with the AASCU leadership and receive referrals to colleagues who have experienced similar situations. In addition, the AASCU Innovations Exchange links members to resources and best practices in key areas of presidential leadership.

### Professional Development

AASCU has a rich tradition of offering leadership and professional development opportunities for our members, including an academy for new presidents, leadership renewal for veteran presidents and programs

Photo courtesy of San Francisco State University.



for those exploring the presidency. These programs are designed to meet the distinctive needs of presidents and chancellors who lead state college and university campuses. AASCU also offers programs to support and strengthen the presidential leadership team and to encourage talented administrators seeking career advancement.

### **Exclusive Meetings for Presidents and Chancellors**

Each year, AASCU hosts two meetings that offer presidents and chancellors an opportunity to network and focus on issues relevant to their executive roles and their institutional leadership.

### **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, including special orientation programs for those new to the role.

## **Access to Distinctive Programs and Practices**

### **Support for Civic and Regional Engagement**

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

### **Special Initiatives**

Membership in AASCU 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 Voluntary System of Accountability (VSA).

### **Public Purpose**

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



A session for spouses at the 2011 Annual Meeting.



The American Democracy Project National Meeting serves as a rich resource for campuses.

# Advocating for Members and the Students They Serve



## Leadership for Access and Success

One of the most substantive issues of the Congressional debate this year was the need to shore up the funding gap in the Pell Grant Program. Some savings were achieved when Congress completed the fiscal year 2011 funding process in April, but unfortunately, the funds were realized through the elimination of the year-round Pell Grant Program despite AASCU and its members' efforts to protect the ability of students to receive a second Pell Grant during the academic year.

The Pell Grant Program remained a priority this year, as there was still an \$11 billion funding gap for the fiscal year 2012 cycle. Ed Elmendorf, AASCU's senior vice president for government relations and policy analysis, and Robert Moran, director of federal relations and policy analysis, were invited to several conversations on Capitol Hill and among the higher education community to identify solutions for addressing the funding dilemma. While those discussions occurred, others were debating solutions to the federal debt limit crisis. Congress resolved that crisis by passing the Budget Control Act in August that ultimately provided \$17 billion to the Pell Grant Program—\$10 billion for fiscal year 2012 and \$7 billion for fiscal year 2013.



Photo courtesy of Shawnee State University (Ohio).

AASCU believes the Pell Grant should be the foundation of a robust financial aid system and thus continued to support all student aid programs. Included in these efforts was AASCU's participation in several coalitions focused on education and student funding, such as the Committee for Education Funding, an organization dedicated to providing sufficient funding for all education from pre-K through postsecondary. AASCU is involved in the leadership structure of the organization, helping to shape and guide the committee's overall policy goals. AASCU also teamed with the Student Aid Alliance in the launch

of a web-based statement of support for federal student aid funding, garnering tens of thousands of signatures thanks to AASCU member institutional efforts.

## New Pell Information and Resource Support

AASCU's website features a Pell Advocacy and Resource Center page, a new tool prepared by the association to provide resources for those who support the federal Pell Grant Program as a key, critical student aid resource that serves to enhance access and affordability to higher education. This online hub will show the history, financial structure and salient public policy issues related to the federal Pell Grant Program.

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In 2011, AASCU developed **Individual Institutional Data Profiles** as an additional resource for member institutions. Each profile, containing data on items such as campus enrollment, Pell Grant funding, graduation rates and other statewide comparative data, serves as a valuable resource in efforts to inform discussions involving program funding and policy reform. These profiles will be updated as warranted and housed on *aascu.org* for member-only access.

## At the Forefront of State Policy Development

A strong portfolio of research, analysis and advocacy communications on state policy and institutional practice complements AASCU's national voice on federal policies facilitating student access and success. Using methods ranging from micro-blogging and in-depth policy analysis to customized responses and institutional data requests, the AASCU state relations and policy analysis team keeps institutional leaders and campus government relations professionals informed of innovative policies and practices at the forefront of American higher education.

In 2011, AASCU published briefings via its *Policy Matters* series on topics such as state grant aid programs, state performance-based funding systems and state policies regarding undocumented college students. Intense focus on boosting the nation's educational attainment by President Barack Obama, as well as major national foundations and higher education leaders, led to the publication of *A Guide to Major U.S. College Completion Initiatives*, summarizing 13 major efforts underway nationwide. In advance of the reauthorization of the federal Elementary and Secondary Education Act (ESEA),



*K-12 Education Reform: Implications for Public Colleges and Universities* was published, outlining key implications for higher education leaders regarding college- and career-ready standards and the preparation of effective teachers and school leaders.

AASCU members turn to the association's research staff for data and analysis on a variety of institutional performance issues. They use this expertise to inform policy and practice, as well as to shape legislatively directed advocacy. AASCU staff review data on a variety of issues in support of members, including higher education finance, student enrollment, outcome measures such as retention and graduation, tuition and tuition related polices.

## Support for Veteran and Military Benefits

AASCU has continued to focus on military and veterans' education issues as the Post-9/11 GI Bill has increased in scope and complexity. In July 2011, President Susan C. Aldridge (University of Maryland University College) provided testimony on behalf of AASCU to the Subcommittee on Economic Opportunity of the House Committee on Veterans Affairs regarding the impact of proposed amendments to the Post-9/11 GI Bill. AASCU is also part

of a multi-association collaborative reprising the 2009 first national study of campus services and programs for veteran and military students, *From Soldier to Student*. The 2011 survey results will be presented in July 2012 at the U.S. Department of Defense Worldwide Education Symposium.

In addition to veteran benefits, AASCU has been working with the higher education community and the Department of Defense (DoD) on a new Memorandum of Understanding (MOU) for the Tuition Assistance Program. By January 1, 2012, an institution must sign the new MOU in

order for servicemembers at the institution to be eligible for receipt of the military tuition assistance program. AASCU has helped the DoD provide clarification to provisions in the MOU that concerned some members of the higher education community.



Photo courtesy of North Georgia College & State University.

# Advancing Teaching, Learning and Engagement, Transforming Undergraduate Education

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During the latter months of 2010, AASCU launched a new initiative, the Red Balloon Project, based on three key ideas: public funding will shrink; demands for more well-educated graduates will increase; and technological advances challenge long-established practices. The project's goal is to assist institutions interested in transforming undergraduate education. A number of institutions are now working on Red Balloon initiatives, including efforts to redesign courses, reconsider faculty work and transform institutional processes. George Mehaffy, vice president for academic leadership and change, has made more than 17 presentations on AASCU campuses, and another 10 presentations to national groups, urging a re-examination of the entire undergraduate experience.

As part of the Red Balloon Project, AASCU was recently awarded funding from the Gates Foundation for a blended learning project, part of the Next Generation Learning Challenges initiative. AASCU, in partnership with the University of Central Florida, is working with 21 campuses. The project will assist campuses that want to transform undergraduate courses from traditional face-to-face models to a hybrid, blended model.

AASCU was recently awarded a grant from the Lumina Foundation to test the operational feasibility of their Degree Qualifications Profile (DQP). The DQP proposed a rubric for assessing learning outcomes at the associate, baccalaureate and master's degree levels. AASCU will work with three state systems of higher education: the State University of New York, the University System of Georgia and the Texas A&M System.

Photo courtesy of Northern Arizona University.

## Addressing Effective Teacher Education

AASCU provides annual national recognition of high-quality teacher education programs with the Christa McAuliffe Award. Beginning in 2011, a group of AASCU education deans from the Teacher Education Council of State Colleges and Universities (TECSCU) screened each initial application using the new criteria of evidence of P-12 impact of pre-service and/or professional





Pictured with Black Hills State University President Kay Schallenkamp, center, is Thomas J. Hynes, president, Clayton State University (Ga.) and June Apaza, director of Black Hills State University's Center for the Advancement of Math and Science Education.

development programs. The Presidential Selection Committee considers the TECSCU recommendations in its own review and selection process and selected Black Hills State University (S.D.) as the 2011 award recipient. The award was presented to Kay Schallenkamp, president of Black Hills State, at AASCU's Annual Meeting in October and will be presented to the Black Hills State Dean of Education at TECSCU's annual meeting in Chicago in February 2012.

Jolanda Westerhof, director of teacher education, visited the campuses of St. Cloud State University (Minn.) and Winona State University (Minn.) in mid-November. During each of these visits, she met with the president or chancellor, the academic officer and the dean of the college of education. She also met with faculty from across the institution involved in the Network for Excellence in Teaching (NExT), a partnership of 14 teacher-preparation programs supported by the Bush Foundation, focused on recruiting students, preparing them well, placing them in schools and supporting them once they get there. The teachers who enter classrooms with NExT training and support will be the key to increasing educational achievement for students across Minnesota, North Dakota and South Dakota.

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While Congressional deliberations regarding the reauthorization of the Elementary and Secondary Education Act were not particularly active, AASCU continued its advocacy for improvement and funding for strong teacher education programs. AASCU's advocacy efforts center on the strong use of relevant and timely data, as well as on research-based reforms and a rigorous clinical component. AASCU also supports continued federal funding to the higher education community to support programs involving partnerships with K-12 schools.

## National Leadership for College Success

AASCU is involved in two major national initiatives to increase college readiness and college success. In 2010, AASCU created the Task Force on College Readiness that has addressed a number of issues this year. The Task Force report, to be published in spring 2012,



will examine critical moments in the lives of P-12 students. It will recommend places where colleges and universities can be helpful partners with the P-12 schools in ensuring greater numbers of students advance and succeed in their P-12 education.

The second national initiative is a College Readiness Partnership with the State Higher Education Executive Officers (SHEEO) and the Council of Chief State School Officers (CCSSO). This three-way partnership is examining the impact and implications of the Common Core Course Standards now being developed in the majority of states for K-12 courses. To date, the Common Core movement only focuses on English and mathematics, but eventually will cover the entire curriculum. In 2011, the College Readiness Partnership received funding from both the Lumina and Hewlett foundations, and held several meetings including one in Memphis that brought together seven state partners. These partner states will serve as examples for developing a document illustrating model implementation of the state standards. The partnership is focused on helping colleges and universities pursue a wider institutional involvement model when working with local school districts to improve incoming freshmen's college readiness.



James Kvaal, deputy undersecretary, U.S. Department of Education, talks with AASCU's Council of State Representatives at their March 2011 meeting.

## Addressing Public Policy and Urban Education

The Civic Minor in Urban Education project, funded by a \$433,874 Learn and Serve America Higher Education grant—awarded to AASCU by the Corporation for National and Community Service—is in its second year. The minor will integrate K-12 service-learning experiences with urban public policy coursework, offering pre-service teachers and other undergraduates a broad understanding of the larger context of urban education. The five AASCU urban campuses selected to participate are: Buffalo State College (N.Y.), California State University, Fresno, University of North Carolina at Charlotte, West Chester University of Pennsylvania and Wright State University (Ohio).

Campus Design Team Leaders from each campus participated in an orientation program at AASCU in February and returned in June for a two-week institute in Washington, D.C. The institute included various public policy panels, extensive training in service-learning, as well as meetings on Capitol Hill, at a KIPP middle school in Baltimore and with the superintendent of Baltimore City Public Schools. At the end of the institute, Design Team Leaders returned to their respective campuses with curriculum proposals to be submitted to campus governance as they prepare to pilot new or adapted courses included in the proposed

Civic Minor. Winter semester project faculty will pilot minor courses and continue to organize and host two professional development sessions on campus led by pre-designated national service-learning experts for faculty involved in the minor and other interested teacher education faculty.

## Leading International Connections

AASCU's international work continues to focus on non-traditional regions of the world, including China, where in 10 years 100 universities participating in the 1+2+1 program have brought more than 1,500 Chinese students to study at AASCU institutions in the United States. At the same time, over 100 American students have participated in AASCU-endorsed

study abroad programs coordinated by AASCU member campuses.

AASCU also conducts an annual conference in Beijing each October to familiarize member institution presidents and their staffs with opportunities in China. Since the collaborative conference with AASCU's Chinese partners began in 2002, more than 350 AASCU university travelers/representatives have created approximately 135 Chinese-American university partnerships as a direct result of this program.



Troy University (Ala.) Chancellor Jack Hawkins is surrounded by 1+2+1 graduates from various Chinese universities. This ceremony marked the 10th anniversary of the program. To the right are Troy Associate Vice Chancellor Curt Porter and 1+2+1 Troy coordinator Debbie Davis.

In other parts of the world, AASCU's work is focusing on Muslim majority nations, a portion of the world where many AASCU institutions do not yet have substantive partnerships. AASCU is developing potential projects with Egypt and Qatar, and partnered with the Department of Education/Office of Postsecondary Education to offer a special seminar for presidents and chief academic officers. The first presidential seminar was held in the spring of 2011 in Jordan and Oman.

AASCU signed agreements with the Vietnam Education Foundation; the Aiken/Associates in Cultural Exchanges; and the Community Colleges for International Development to design joint projects in specific academic areas that will be conducted in target countries such as Vietnam and Japan. AASCU also continues to focus on Africa, and the association has been working in Liberia since 2007 to assist that country in reconstructing its higher education system.

## Continuing Leadership in Engagement

AASCU has been involved in the development of a new national initiative, the American Commonwealth Project, launched in September by a group of higher education and civic leaders in collaboration with the U.S. Department of Education and the White House Office of Public Engagement. The project aims to improve connections among higher education public engagement efforts, develop a narrative describing the movement, and create an infrastructure of policies and practices that will provide momentum for making civic learning, public engagement and stewardship of place pervasive in higher education.



Photo courtesy of Lehman College (City University of New York).

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The association is in the process of launching the *eJournal of Public Affairs* with Missouri State University. This online publication will be a space for peer-reviewed, open-access journals that will feature scholarship related to civic engagement.

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This year, AASCU's Division of Academic Leadership and Change (ALC) began working with a number of community colleges to assist them in establishing The Democracy Commitment, a new civic engagement initiative that currently has more than 70 participating community college members. The Democracy Commitment campuses will undertake projects by themselves and in partnership with AASCU institutions involved in the American Democracy Project.

# Fostering Leadership and Professional Development



Carl E. Wieman, associate director for science at the White House Office of Science and Technology, speaks at the 2011 Annual Meeting.

## Comprehensive Approach to Professional Development

AASCU offers conferences, workshops, meetings and webinars that support the leadership and professional development needs of its member institutions. 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.

## Annual Meeting Responds to Member Preference

The 2011 Annual Meeting, held in Boston, Massachusetts, was convened for the first time in October, a response to members' preference to avoid meeting prior to the Thanksgiving holiday. The October schedule has been strongly endorsed by the membership and will be retained in the coming years.

The 2011 meeting's dual theme, "Inspired by Five Decades of Service—Leading Transformational Change," acknowledged AASCU's 50<sup>th</sup> anniversary and the rich legacy of AASCU institutions while covering topics that addressed the challenges presidents and chancellors face in the coming years. Highlights included sessions on student success, boosting college completion, leading transformational change, and discussion topics that included Common Core State Standards, entrepreneurial institutions and presidential leadership, diversity as a cultural and learning imperative, and changing dynamics of teacher preparation, particularly in an urban setting.

## Leadership Development for New and Experienced Presidents

2011 marked the New Presidents' Academy's 21<sup>st</sup> year of supporting newly appointed presidents and chancellors as they transition into their new roles and address the challenges they face as leaders of

Jolene Koester, president of California State University, Northridge, moderates a panel addressing the implementation of Common Core State Standards at the 2011 Annual Meeting.



state college and university campuses. To complement the academy, a new member workshop was held during the Annual Meeting to introduce new presidents and chancellors to the association and to integrate them into the AASCU network.

Plans are under way for the 2012 Experienced Presidents Retreat, to be scheduled in conjunction with the AASCU Summer Council and organized around the theme, “Managing the Human and Potential Dynamics of Change.” The retreat helps presidents reflect on the challenges facing them and their institutions, and also assists presidents as they lay the groundwork for the next stage in their presidencies.

## Fostering the Next Generation of Leaders

The Millennium Leadership Initiative (MLI) had a very productive 2011. The Executive Steering Committee re-visited and re-examined the initiative’s core values, role and mission and strategic plan.

With a strong commitment to strategic planning, the committee reviewed the plan’s four major goals: develop financial self-sufficiency for MLI by strengthening existing revenue streams and identifying new sources of revenue; establish standards of excellence in the program curriculum that distinguishes MLI as “the leading provider of executive leadership training” for the next generation of higher education leaders; enhance the image and national visibility of MLI by developing an integrated marketing plan and branding strategy; and maintain the focus on the original principles and intent of the founders of MLI while consistently assessing the current status and future viability.

The annual evaluations for the 2011 MLI Institute provided very positive feedback. The mix of participants was regarded as “very good,” the quality of the faculty was rated “excellent” and the quality of program was rated “excellent.”

## Addressing Academic Leadership

AASCU’s Academic Leadership and Change Division hosted two leadership programs during the summer of 2012: the Executive Leadership Academy, delivered by the American



Millennium Leadership Institute participants have ample opportunities for interaction with colleagues and faculty.

Academic Leadership Institute (AALI), and the annual summer program, *Becoming a Provost*. The latter is an effort to develop a pipeline of highly qualified candidates for AASCU provost positions, with a special emphasis on minority and women candidates. There were 19 participants in the 2011 program.

## Collaborative Meetings Support Members

AASCU's American Democracy Project (ADP) continued its successful programming and member involvement in 2011 with almost 300 attendees at the annual National Meeting held in June. Additionally, several ADP initiatives offered special programs, including two



William Payne, interim dean of fine arts at the University of Minnesota Duluth and a 7 Revolutions Scholar, addresses participants at the seminar held at California State University, Fresno.

that focused on the 7 Revolutions (7R) project. California State University, Fresno hosted a faculty development seminar that provided an in-depth exploration of the 7 Revolutions topic and focused on how institutions can deepen their commitment to effective global education. The need to educate globally competent citizens also is being met by 7 Revolution Scholars across AASCU institutions; in 2011, this included an online course designed and delivered by William Payne of the University of Minnesota Duluth. Offered in the fall, it inspected the seven major global trends

covered by the 7R curriculum through the study of dramatic literature.

## Presidents Examine Students and Technology

Each year for the past seven years, AASCU has partnered with EDUCAUSE and the University of Central Florida to design and host a two-day conference on technology and student success. This past year, 16 presidential teams explored new strategies for achieving greater student success. The conference uses an interactive team format to engage institutions in conversations about student learning and technology.

# Providing Resources, Tools and Service

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## Essential Funding Tools Through GRC

During 2011, AASCU's Grants Resource Center (GRC) ramped up several key service areas; in turn, members were successful in securing more diverse discretionary funding, earning grants from new sponsors and first-time competitions. This expansion of support helped to mitigate the reduction of state appropriations and elimination of federal earmarks. More members than ever are engaged in leadership and steering roles within GRC, driving an agenda that anticipates, and is helping to shape, the national research and sponsored programs climate into the next election.

GRC staff visited 38 campuses in 2011, providing budget briefings, policy and procedural updates, and faculty development training to accelerate the development of more competitive proposals.

The GRC agency advocacy agenda saw significant growth and outcomes in 2011. Thirty-seven campus representatives at all levels of administration—presidents, provosts, vice presidents for research, research and sponsored programs directors and faculty—are working with GRC through the advisory board and task forces to redefine bottom-up, community-based research and sponsored programs in a way that no other group of institutions is pursuing.

The Health Research and Education Task Force played a role not only in the overhaul of the National Institutes of Health application and peer review changes, but also in the development of funding opportunities to build biomedical and behavioral health research infrastructure at regional comprehensive universities.

The *Grants.gov* Task Force negotiated substantial discounts with the providers of tools—previously used almost exclusively by research-intensive institutions—to increase the efficiency and volume of successful proposal submissions from member campuses. This group is also working with *Grants.gov* leadership and national organizations to foster the inclusion of community partners in university-based faculty and proposal development—putting AASCU campuses at the forefront of answering this federal government priority.

The Community and Economic Development Task Force developed an innovative approach to convey the role of regional comprehensive universities in the community-workforce-economic development continuum. The task force operates on the belief that research and sponsored programs are at the center of the network connecting program officers, principal investigators and project directors, partner organizations and the senior administrators whose support is so critical for successful collaborative proposals.



Communications leaders from AASCU campuses listen to a marketing presentation during the March 2011 conference held in Washington, D.C.

## Communications Initiatives in Support of Members

One of the goals of AASCU's 50<sup>th</sup> anniversary was to use the celebration as an opportunity to tell the story of AASCU members. Two projects undertaken by the Division of Communications focused on that goal. The division developed a 50<sup>th</sup> anniversary video that, in addition to being featured on *aascu.org*, was made available to member institutions. Campuses could choose to download either the "association" version or a version that enabled them to

add a segment to personalize it for their college or university. The video focused on AASCU members' historical mission of access and educational opportunity, as well as on recognizing their engagement commitment. Five alumni and three students from AASCU schools were featured along with current and historical campus scenes provided by members.

A media project focused on members' community and regional relationships. AASCU conducted a survey among member presidents and chancellors on the *Future Outlook and Community Relationships* to ascertain presidential perceptions of current and future trends in education and their community, as well as how institutions enrich the fabric of their community. Survey findings were developed into media packages with both regional and national implications and were made available to members for their use and personalization.

## New Website Launched with Special Member Features

AASCU redesigned its website in 2011, and included in redesign was the development and installation of a content management system. The redesign was built around the principles of accessibility, enhanced usability and navigation, coordinated presentation and improved scalability. The new *aascu.org* offers access to several sections of "members-only" content while retaining the rich resource and information sections that have been traditionally part of the site.

The AASCU Innovations Exchange was launched as a new *aascu.org* resource. Available only to members,

the online resource contains innovative, outcomes-oriented and



replicable initiatives at member campuses and university systems. The AASCU Innovations Exchange marks an invigorated effort by the association to collect, codify and spur the

replication of successful initiatives across a range of issues central to state colleges and universities.

The website features campus/system initiatives spanning 30 topics, compiled under seven broad categories: resource management, student success, research and regional stewardship, program design and delivery, teacher education, international education, and legislative relations and advocacy. More than 100 concise case illustrations are featured. New submissions are continuously updated and communicated via *The Exchange*, the Innovations Exchange e-newsletter.

## Enhanced Accessible Policy Resources

In tandem with the 2011 comprehensive revamping of *aascu.org*, the Division of Government Relations and Policy Analysis has enhanced member access to online policy resources. National and state-level reports and other resources are now housed under the categories of accountability, campus safety, campus sustainability, access and success, college affordability, economic and state fiscal conditions, and higher education finance. Supplementing *EdLines*, AASCU's weekly round-up of state higher education policy headlines, the division now communicates state policy developments as they happen via *@AASCUPolicy* on Twitter.

## Serving Those Who Serve the Nation

Servicemembers Opportunity Colleges' (SOC) gained national exposure in 2011 through their presence at the White House Summit on Community Colleges. At the request of the summit planners, SOC was encouraged to submit an issue brief entitled, *Community College Support and Engagement of Servicemembers, Veterans, and Military Families*. SOC's issue brief was one of 13 included in the summit proceedings distributed to summit participants.

Kathryn Snead, SOC director, was invited by the Department of Education to facilitate one of six breakout sessions at the Western Regional Summit on Community Colleges in San Diego, Calif. This regional summit, coordinated by the Department of Education, focused on "Serving Military Students and Veterans." The SOC issue brief written for the White House Summit was reprinted by the Department of Education and was the only one included in the Western Regional Summit on Community Colleges materials.

During the 2011 Council of College and Military Educators (CCME) annual symposium, SOC staff conducted a "Burning Issues Summit" that provided an opportunity for nearly 200 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 that were communicated to the Department of Defense Continuing Education Programs and Voluntary Education Service leadership.

# The AASCU Strategic Plan



AASCU has completed its first year of Strategic Plan implementation. Developed in 2010, the plan is designed to ensure that AASCU's programs and services are closely aligned to support member needs and that internal operations are conducted in effective and sustainable ways. Development of the plan followed an extensive process of member feedback, stakeholder consultation and input from the chair and members of the board of directors. The plan is built around five **strategic directions** to guide AASCU's programs and services to members, and six **operational directions** that relate primarily to internal operations.

Internal implementation of the plan is steered by AASCU's staff planning council, with regular reports to the board of directors.

## Strategic Directions

- Advance the distinctive mission of public higher education and promote AASCU institutions as places of public purpose;
- Advocate for student-focused federal public higher education policy and assist institutional efforts to influence state policy that acknowledges the role and value of public higher education;
- Develop and support exemplary presidential and institutional leadership;
- Identify, disseminate and support innovative institutional policies, programs and practices;
- Develop a national initiative that advances the work of member institutions in strengthening P-20 education; and
- Foster diversity and inclusiveness.

## Operational Directions of Strategic Importance

- Foster an organizational culture that exemplifies high performance teamwork;
- Establish membership development strategies that focus on service and engagement;
- Enhance AASCU's marketing and public communications;
- Develop financial strategies that ensure sustainability; and
- Strengthen AASCU's human and operational resources for optimal effectiveness.

The work to implement the Strategic Plan is distributed throughout AASCU's organizational structure, and as such is reflected within the various sections of this report. Below are several highlights of early accomplishments:

- ◆ Launch of the new *aascu.org* in the summer of 2011.
- ◆ Development of the AASCU Innovations Exchange, an online repository of campus submissions of best practices and model programs.
- ◆ Establishment of a partnership with the State Higher Education Executive Officers (SHEEO) and Council of Chief State School Officers (CCSSO) to support the implementation of Common Core Standards in English and mathematics.
- ◆ Enhanced advocacy support through new *@AASCUpolicy* Twitter activity, a new *Public Policy Agenda* format and web presence, and preparation of customized individual financial aid profiles for each AASCU member.

Staff continues to work with AASCU leadership to refine the Strategic Plan goals and implement high priority activities. A new “mini-strategic plan” for international activities is now in development, as are detailed plans and financial strategies to ensure sustainability. Recommendations for the alignment and integration of leadership development programs across AASCU will be implemented during the coming months.

# Scenes from the 2011 Annual Mee

Robin Roberts, *Good Morning America* co-anchor and alumnus of Southeastern Louisiana University, receives the 2011 Distinguished Alumnus Award from Ken Dobbins, chair of the AASCU Board of Directors and president, Southeast Missouri State University.



Bowling Green State University (Ohio) President Mary Ellen Mazey (left) and Vaughn Vandegrift, chancellor of Southern Illinois University at Edwardsville and his spouse Suzanne, at the 50<sup>th</sup> Anniversary Gala reception held at the John F. Kennedy Presidential Library and Museum.



Patricia Cormier, president emerita Longwood University (Va.) and chair of AASCU's 50<sup>th</sup> Anniversary Planning Committee, talks with Tim Grant of ARAMARK, one of the anniversary sponsors at the Anniversary Gala dinner. Constantine W. (Deno) Curris, former AASCU president, and Mary Thornton of ARAMARK are seated to her left.



# ting and the 50<sup>th</sup> Anniversary Gala



AASCU President Muriel Howard greets Massachusetts Governor Deval Patrick at the Anniversary Gala dinner. University of Massachusetts Boston President J. Keith Motley looks on.



Doris Kearns Goodwin, Pulitzer Prize-winning author and presidential historian, addressed the meeting's closing general session. She discussed America's presidents and their role in public higher education.



Ken Dobbins, president, Southeast Missouri State University and 2011 chair of the AASCU Board of Directors, passes the gavel to 2012 chair Mickey Burnim, president of Bowie State University (Md.).

## Who We Are



Photo courtesy of Southeast Missouri State University.

AASCU's 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.

## Our Students

Over 3.9 million students attend AASCU institutions (as of Fall 2010), representing nearly half of all students at public four-year institutions and approximately 29 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. Fifty-six AASCU schools have minority students comprising at least half of their student population. AASCU also represents 38 Historically Black Colleges and Universities and approximately 30 Hispanic Serving Institutions.

Among all public four-year institutions, AASCU schools educated approximately 50 percent of all minority students in Fall 2009. This includes approximately 64 percent of all African-American students, 44 percent of all Hispanic students, 47 percent of all Native American and Alaskan Native students, and 38 percent of Asian/Pacific Islander students.

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 72 percent of all AASCU students, compared to part-time students (approximately 28 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 2010 were 25 or over. When looking at all public four-year institutions, AASCU educated 53 percent of all part-time students as of Fall 2010.

**Note:** 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 (2010) and Enrollments (Fall 2009 and estimated Fall 2010) surveys. This is the most recent data available.



Photo courtesy of the University of Pittsburgh at Johnstown.

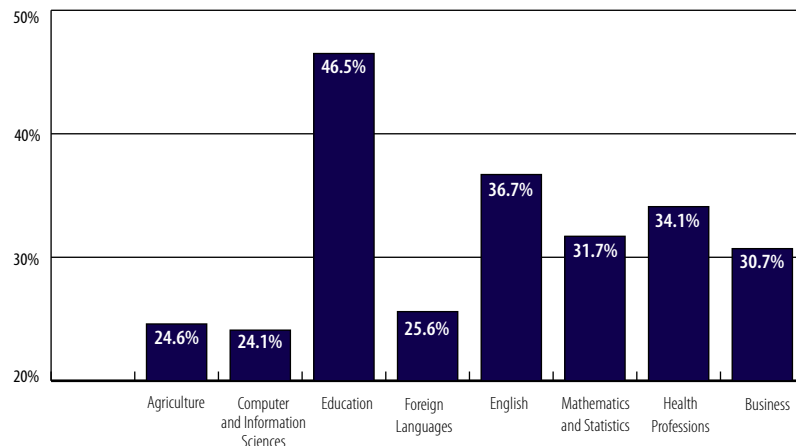
# Our Members

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 2010 ranges from 801 students at the New College of Florida to 56,236 at the University of Central Florida. The estimated average population size is 10,336. Approximately 41 percent of AASCU schools are located in cities, another 44 percent in rural areas and towns, and 15 percent in suburbs.

In the 2009–2010 academic year\*, member institutions awarded more than half a million baccalaureate degrees. This includes close to 47 percent of bachelor's degrees in education, and approximately 34 percent of bachelor's degrees in health professions (see Figure 1). These half-million-plus degrees represent approximately 51 percent of all bachelor's degrees granted at public colleges and universities in the United States in 2009–2010. In addition, member institutions awarded over 29,000 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 (2010) and Enrollments (Fall 2009 and estimated Fall 2010) surveys.

**Bachelor's Degrees Conferred at AASCU Institutions, as a Percent of U.S. Total, 2009–2010**



# 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 include such diverse topics as institutional accountability, college readiness, civic engagement, 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, graduation and 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*, which examines factors contributing to institutional success in graduation; the *Hispanic Student Success Study*, which evaluates strategies to improve Hispanic student success; the Voluntary System of Accountability (VSA) project, concerned with developing a process for public accountability; the Sino-American 1+2+1 Project, which brings 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; The Degree Qualifications Profile project, which tests the feasibility of a new certification of degree attainment; the American Democracy Project, a civic engagement initiative involving senior administrators, faculty and staff at more than 220 AASCU campuses; and the Red Balloon Project, a comprehensive initiative to redesign undergraduate education.

## **The Division of Administration and Finance**

provides fiscal management and general administrative support for the association, including finance and accounting, human resources, information technology systems and services, and facilities management. The division oversees the investment of AASCU's assets, inclusive of an endowment, in equity and bond funds. 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 Department of Labor regulations. Information Services is responsible for technical

support to staff, developing and maintaining the IT infrastructure, procuring and licensing hardware and software, and programming services.

## **The Division of Communications**

provides leadership for a strategic communications and marketing effort that advances AASCU's Strategic directions 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, organizes initiatives that support members marketing and public relations endeavors and hosts an annual conference for senior communications leaders from member institutions.

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 bestows.

## **The Division of Government Relations and Policy Analysis**

advocates for sound higher education public policy and effective federal and state programs. The division 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 helps formulate the AASCU *Public Policy Agenda*, an annual 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 useful resources for their state advocacy efforts and their support of legislation at the federal level. The division provides members with information and analysis on an array of issues such as student enrollment, financial aid and tuition, higher education finance, veterans education, institutional and student outcomes, and institutional best practices. AASCU is unique in that it offers a dual focus on federal and state policy and programs. Division staff track state legislation and communicate state-level developments on college affordability and access, higher education funding and governance, among others.

In addition, the division produces several key publications including *Policy Matters* (an ongoing series of policy briefs), EdLines (a weekly news round-up of state-related higher education issues) and special reports and white papers on topics addressing institutional, state and federal policies, programs and "best practices." More immediate updates on state higher education policy developments are communicated daily on the division's Twitter account, @AASCUPolicy.

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 help revitalize 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 postsecondary policy and public affairs leadership.

## **The Division of Membership Services**

links 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 October 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.

### **Grants Resource Center**

Housed within AASCU's Division of Membership Services, the Grants Resource Center (GRC) is an optional additional service that assists participating institutions with increasing their federal and foundation grant support. GRC staff liaisons serve as an extension of the institution's research and sponsored programs office, 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 dozens of web conferences each year. Further, GRC members drive the development of additional, national-scale resources through the GRC Community and Economic Development Task Force, the *Grants.gov* Task Force, and the Health Research and Education Task Force.

In addition, GRC offers its members several topical publications including the *GRC Bulletin*, a twice-weekly digest of all federal requests for proposals, meeting notices and rulemaking announcements relevant to higher education. This digest allows research and sponsored programs staff members to direct more time and effort at proposal development. Another GRC publication and related faculty alert system, *GRC Deadlines*, gives members advance notice of approaching federal and private grant opportunities. Finally, analysis of higher education discretionary funding is provided weekly through the *GrantWeek* e-magazine, which is shared quarterly with all AASCU presidents and provosts. All GRC publications are housed on the members-only website, along with additional funding and proposal writing resources, including a library of successful proposals and GrantSearch, a proprietary database of funding opportunities for higher education institutions.

### **The Spouse/Partner Program**

The Spouse/Partner Program provides a network of support, professional education, resources and conference programming for the spouses and partners of college and university presidents and chancellors. A planning committee of spouses and partners is selected through a member-driven process to encourage broad spouse/partner involvement and ensure responsiveness to members' information needs.

## Millennium Leadership Initiative (MLI)

### Advancing Executive Leadership in Higher Education

The Millennium Leadership Initiative (MLI) is a unique professional development program designed for senior administrators in higher education. In addition to enriching preparation, MLI helps deans, vice presidents and provosts become more competitive for placement as a president/chancellor at an institution of higher education. Additionally, the MLI experience helps senior administrators decide if ascending to the presidency is an appropriate career choice.

This focused leadership development program serves underrepresented groups, women and all others who are properly nominated and qualified for consideration for a senior executive position. Accepted applicants (chosen by an MLI presidential screening committee) complete a two-part program. The first component is a four-day institute that offers an intensive and focused program with a nationally renowned and committed faculty comprised primarily of presidents, chancellors and topical experts. The second component is a required yearlong mentorship with a president or chancellor.

The role and mission of MLI is measured by the number and level of successful executive placements of our graduates. To date, 55 graduates of MLI have held a presidency/chancellorship, and an additional 15 graduates are in their second presidency/chancellorship. Of these graduates, 15 serve as a president or chancellor at an AASCU institution. Further, more than 40 percent of the 390 MLI graduates have ascended to their next career-level position.

The recent integration and partnership formed between MLI and AASCU has proven to be mutually beneficial to both entities. MLI's primary emphasis on preparing diverse executive leadership for higher education is highly compatible with both the MLI and AASCU Strategic Plan. The placement of MLI graduates within AASCU Institutions sustains and advances the institutional membership pool for MLI and supports long-term viability for both organizational entities.

## 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), Active and Reserve Components of the military Services, and the Department of Veterans Affairs 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.

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 reservists.

# Financial Statements

## Statement of Activities (for the 12 months ended June 30)

|   | 2011              | 2010              |
|---|-------------------|-------------------|
| <b>Revenue</b>  |                   |                   |
| Grants and Contracts                                      | \$ 5,800,443      | \$ 5,917,634      |
| AASCU Program Memberships                                 | 5,081,423         | 5,147,954         |
| Meetings and Workshops                                    | 1,116,543         | 1,196,487         |
| Net investment income/(loss)                              | 1,058,550         | 603,108           |
| Other Revenues  | 519,752           | 166,716           |
|   | <u>13,576,711</u> | <u>13,031,899</u> |
| <b>Expenses</b>   |                   |                   |
| Personnel   | 8,595,121         | 8,733,316         |
| Occupancy   | 517,690           | 564,986           |
| Printing and Publications                                 | 307,148           | 345,037           |
| Meetings and Workshops                                    | 782,044           | 587,035           |
| Travel  | 518,586           | 587,756           |
| Other Expenses  | 1,701,048         | 1,807,298         |
|   | <u>12,421,637</u> | <u>12,625,428</u> |
| Non-Periodic Post Retirement Benefits—Decrease (Increase) | 244,925           | (220,832)         |
| <b>Change in Net Assets</b>                               | <u>1,399,999</u>  | <u>185,639</u>    |

## Statement of Financial Position (as of June 30)

|  | 2011              | 2010              |
|--|-------------------|-------------------|
| <b>Assets</b>                                |                   |                   |
| Cash   | 1,269,463         | 1,185,630         |
| Investments                                  | 8,157,979         | 7,615,876         |
| Building, Property and Equipment             | 6,428,065         | 6,525,922         |
| Receivables                                  | 1,146,980         | 1,219,678         |
| Deposits                                     | 342,631           | 285,525           |
| Other  | 371,265           | 371,849           |
| Total Assets                                 | <u>17,716,383</u> | <u>17,204,480</u> |
| <b>Liabilities and Net Assets</b>            |                   |                   |
| <b>Liabilities</b>                           |                   |                   |
| Deferred Membership Dues and Fees            | 1,680,703         | 1,769,212         |
| Bond Payable (building ownership)            | 4,655,949         | 4,938,504         |
| Accrued Salary, Benefits and Post-Retirement | 2,187,687         | 2,470,982         |
| Accounts Payable                             | 680,666           | 897,897           |
| Interest Rate Swap Agreement                 | 165,289           | 181,795           |
| Total Liabilities                            | <u>9,370,294</u>  | <u>10,258,390</u> |
| <b>Net Assets</b>                            |                   |                   |
| Unrestricted                                 | 6,723,500         | 5,675,762         |
| Temporarily Restricted                       | 622,589           | 270,328           |
| Permanently Restricted                       | 1,000,000         | 1,000,000         |
| Total Net Assets                             | <u>8,346,089</u>  | <u>6,946,090</u>  |
| Total Liabilities and Net Assets             | <u>17,716,383</u> | <u>17,204,480</u> |

# 2011 Board of Directors

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## Officers

- **Kenneth W. Dobbins** (Chair), President, Southeast Missouri State University
- **Mickey L. Burnim** (2012 Chair-Elect), President, Bowie State University (Md.)
- **Bruce Shepard** (Secretary-Treasurer), President, Western Washington University
- **James C. Votruba** (Past Chair), President, Northern Kentucky University
- **Jolene Koester** (At Large), California State University, Northridge

## Directors

- **F. King Alexander**, President, California State University, Long Beach
- **Wilson Bradshaw**, President, Florida Gulf Coast University
- **Susan A. Cole**, President, Montclair State University (N.J.)
- **Flavius C. Killebrew**, President, Texas A&M University-Corpus Christi
- **Tomás Morales**, President, College of Staten Island, City University of New York
- **J. Keith Motley**, President, University of Massachusetts Boston
- **Charlie Nelms**, Chancellor, North Carolina Central University
- **P. Kay Norton**, President, University of Northern Colorado
- **William A. Sederburg**, Commissioner, Utah System of Higher Education
- **Mary Evans Sias**, President, Kentucky State University
- **Richard H. Wells**, Chancellor, University of Wisconsin-Oshkosh

# 2010–2011 Leadership Committees

## Committee on Economic and Workforce Development

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

Vice Chair: **Hamid Shirvani**, President, California State University Stanislaus

## Committee on International Education

Chair: **John D. Haeger**, President, Northern Arizona University

Vice Chair: **Mildred García**, President, California State University, Dominguez Hills

## Committee on Policies and Purposes

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

Vice Chair: **Leslie E. Wong**, President, Northern Michigan University

## Committee on Professional Development

Chair: **Joe Gow**, Chancellor, University of Wisconsin-La Crosse

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

## Committee on Teacher Education

Chair: **Cynthia S. Ross**, President, Cameron University (Okla.)

Vice Chair: **Thomas J. Hynes**, President, Clayton State University (Ga.)

## Committee on the Undergraduate Experience

Chair: **Stephen M. Jordan**, President, Metropolitan State College of Denver

Vice Chair: **Judith A. Ramaley**, President, Winona State University (Minn.)

## Nominating Committee

Chair: **David L. Eisler**, President, Ferris State University (Mich.)

## Rural Coalition

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

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

## Affinity Groups

### African-American Presidents and Chancellors

Convener: **Livingston Alexander**, President, University of Pittsburgh at Bradford, (Pa.)



Photo courtesy of Mississippi University for Women.

### **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 M. Nuñez**, President, Eastern Connecticut State University

### **Millennium Leadership Initiative (MLI) Steering Committee**

Chair: **Livingston Alexander**, President, University of Pittsburgh  
at Bradford (Pa.)

# 2011 Council of State Representatives

- **Mickey L. Burnim**, (Chair) President, Bowie State University (Md.)
- **Benjamin J. Allen**, President, University of Northern Iowa
- **Ruben Armiñana**, President, Sonoma State University (Calif.)
- **Peter B. Barr**, President, Glenville State College (W.Va.)
- **Judith Bense**, President, University of West Florida
- **Linda Bleicken**, President, Armstrong Atlantic State University
- **Al Bowman**, President, Illinois State University
- **Betsy V. Boze**, President, The College of the Bahamas
- **Daniel Bradley**, President, Indiana State University
- **Nancy Carriuolo**, President, Rhode Island College
- **John E. Christensen**, Chancellor, University of Nebraska at Omaha
- **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
- **Darryl Greer**, Chief Executive Officer, New Jersey Association of State Colleges and Universities
- **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.)
- **John Halstead**, President, The College at Brockport (N.Y.)
- **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
- **Carolyn R. Mahoney**, President, Lincoln University of Missouri
- **Francine G. McNairy**, President, Millersville University of Pennsylvania
- **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.)
- **Robert Nelsen**, President, University of Texas-Pan American



Photo courtesy of the University of Wisconsin-Whitewater.

- **P. Kay Norton**, President, University of Northern Colorado
- **Richard L. Pattenau**, Chancellor, University of Maine System
- **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
- **Robert Underwood**, President, University of Guam
- **Vaughn Vandegrift**, Chancellor, Southern Illinois University Edwardsville
- **Charles L. Welch**, President, Arkansas State University System
- **Robert A. Wharton**, President, South Dakota School of Mines and Technology
- **Doug Whitlock**, President, Eastern Kentucky University
- **Harry L. Williams**, President, Delaware State University

# 2011–2012 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 Maritime Academy  
California Polytechnic State University, San Luis Obispo  
California State Polytechnic University, Pomona  
California State University  
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  
Colorado Mesa University  
Colorado State University–Pueblo  
Fort Lewis 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 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

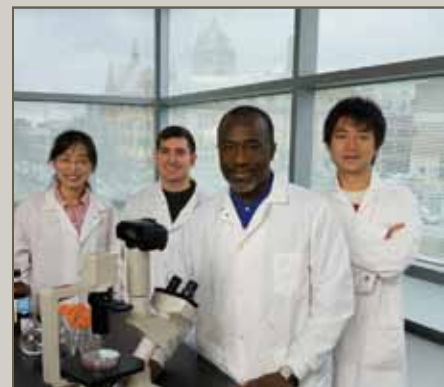


Photo courtesy of Wayne State University.

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 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 at Monroe  
University of Louisiana System

#### **Maine**

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

#### **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  
University System of Maryland

#### **Massachusetts**

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

#### **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 College System  
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**

Montclair State University  
New Jersey Association of State Colleges and Universities  
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 (CUNY)**

City University of New York, Lehman 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, Medgar Evers College  
City University of New York, Queens College  
City University of New York, York College  
The City College of New York, CUNY  
The City University of New York

**New York (SUNY)**

Buffalo State College (SUNY)  
Farmingdale State College (SUNY)  
Purchase College (SUNY)  
State University of New York  
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  
The College at Brockport (SUNY)

**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 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  
Valley City State University

**Ohio**

Bowling Green State University  
Central State University  
Cleveland State University  
Shawnee State University  
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  
Edinboro University of Pennsylvania  
Indiana University of Pennsylvania  
Kutztown University of Pennsylvania  
Lincoln University  
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 at Cayey

**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**

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

#### **Vermont**

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

#### **Virgin Islands**

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  
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 State College  
West Virginia Higher Education Policy Commission  
West Virginia State University  
West Virginia University Institute of Technology

#### **Wisconsin**

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

#### **International Members**

China Center for International Education Exchange  
The College of the Bahamas  
University of Liberia

# AASCU's Operational Leadership

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