Influencing American Public Higher Education
Welcome to the 2013 edition of AASCU’s Annual Report. During the past year, we have made significant progress on a number of priorities and strategic plan initiatives in the areas of advocacy, leadership, member service and support. We’ve also strengthened the association infrastructure.

These advancements have been achieved through the work of talented and dedicated staff in collaboration with our members, many of whom serve AASCU through their volunteer commitment. It is this partnership between AASCU and its members that sets our association apart. It is also one of the values that makes me proud to serve as your president.

This report highlights several major initiatives, undertaken in 2013, including commissioning a national research survey to better understand public perception of AASCU institutions and to serve as a basis for developing a communications program around those findings; the Federal-State College Affordability Partnership proposal; a report calling for a new compact between states and public higher education; and AASCU’s role in the Department of Education’s negotiated rulemaking. This work reflects AASCU’s leadership as the only Washington, D.C. higher education association with state policy and research in its service portfolio and the fact that we are well positioned and viewed favorably both by the administration and the Department of Education.

Your association also made important steps forward in program areas and infrastructure. AASCU 2013 covers a number of these: a comprehensive approach to positioning and marketing AASCU as an important resource in leadership; continuing our work in pursuing innovation in undergraduate education; seeking new revenue streams through the development of a corporate engagement program and the hiring of a director of corporate partnerships; and continuing the work of the financial review task force and AASCU staff leadership to ensure that we are maximizing our financial resources.

The report also highlights work undertaken by Servicemembers Opportunity Colleges (SOC) in the areas of student progress and the interagency work they undertake with the Departments of Defence, Education and Veterans Affairs. In addition the report shares an overview of services provided by the Grants Resource Center (GRC).

AASCU plays a vital role in addressing both the challenges and opportunities that confront our members. But it is through our shared commitment and our vision to be a transformative influence in American public higher education that we can be provide effective leadership on behalf of our members and distinguish our campuses as places of public purpose and as stewards of the public trust.

Muriel A. Howard
President
During 2013, AASCU undertaken a number of important initiatives in support of its strategic plan and enhanced its work on several ongoing programs. Your association remains focused on its vision of being a transformative influence in American public higher education through advocacy, leadership and service.

The Public View of State Colleges and Universities

AASCU commissioned a national research project, polling 800 American adults, which focused on the views of the general public relative to member institutions. The results reaffirmed the public’s appreciation of the role AASCU institutions play in providing high-quality, accessible and affordable college opportunities. The research found that in this era of stagnant incomes, job loss, and endless stories of unsustainable student debt burdens, the state college and university commitment to value remains powerful and relevant.

However, the survey results also revealed that for AASCU institutions to remain leading contributors to state development, they will need to build on existing efforts to increase the public’s awareness of the actual costs and benefits of investing in a college education; bolster outreach efforts to minority communities; and strengthen their case that state tax dollars are being efficiently used in pursuit of meeting state needs and objectives.

This research will be used by AASCU as the foundation for building a messaging and communications program about member institutions and the public purpose of public higher education.
**Leveraging Federal Financial Aid to Incentivize State Investment in Public Higher Education**

As a strong advocate for publicly-supported higher education, AASCU released a proposal to create a federal matching program to incentivize state investment in public higher education operating support and, in turn, mitigate rising tuition prices.

In recent years AASCU has championed so-called “maintenance of effort” provisions in federal spending bills, which require states to maintain funding levels for public higher education above a certain specified threshold in order to be eligible for federal funds. Building off of this work, AASCU’s proposal calls for the creation of a $15 billion program using repurposed federal aid dollars. As designed, the program would provide an annual federal block grant to states using a formula that ties state funding to the federal Pell Grant maximum award.

The proposed **Federal-State College Affordability Partnership** would, for the first time, create a strong alignment between state and federal investment in higher education, improve the stability and predictability of state higher education funding, and provide a meaningful solution to ensuring college affordability. The paper, *A Proposed Federal Matching Program to Stop the Privatization of Public Higher Education*, was released as part of AASCU’s *Policy Matters* briefing series. It was commissioned by a consortium led by the Education Trust, as part of the Bill and Melinda Gates Foundation’s Reimagining Aid Design and Delivery (RADD) initiative.

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**A New Compact Between States and Public Higher Education**

The **AASCU Task Force on Making Public Higher Education a State Priority** released a report, *Creating a New Compact Between States and Public Higher Education*. The report urges higher education leaders and state policymakers to work collaboratively in crafting a shared public agenda grounded in mutual understanding, trust and accountability and that is linked to state needs and objectives. The report examines higher education funding and policy support in the state political context, discusses a series of commitments higher education leaders can make toward a new compact, and offers a number of strategies for elevating public higher education as a state investment and policy priority.

The report was widely distributed to higher education leaders and state policymakers throughout the U.S. AASCU Senior Scholar William Sederburg, who served as the chair of the task force, along with members of the AASCU staff, shared the report’s findings and recommendations at numerous forums throughout the country. The *New Compact* report is a product of the AASCU Political Perceptions and Policy Priorities Project, an initiative designed to provide research, advocacy and thought leadership on strategies for strengthening the relationship between public higher education and state government.
AASCU, the Department of Education Negotiated Rulemaking Panel, and “Gainful Employment”

AASCU was the only Washington higher education association to have a staff member appointed to the committee negotiating the U.S. Department of Education’s second attempt at a regulatory definition of “gainful employment.” Sections 101 and 102 of the Higher Education Act require all programs at for-profit institutions (and certain non-degree programs at public and private non-profit institutions) to “prepare students for gainful employment in a recognized occupation” in order to be eligible for federal student aid. Since its original inclusion as a pre-condition for aid eligibility in 1973 until 2009, the department had not attempted to define criteria for satisfaction of this statutory requirement. In 2009, the department began a rulemaking process that culminated in a rule, published in October 2011, that was to go into effect on July 1, 2012.

The association representing for-profit schools sued the department upon publication of the gainful employment rule, and prevailed in having all but the reporting and disclosure provision of that rule struck down by a federal judge. Instead of appealing the court’s decision, the department opened another round of formal negotiations with the broad community of stakeholders, including for-profit representatives and AASCU. The negotiations, while helpful in communicating concerns of the different groups to the department, ended in December without a consensus. This outcome leaves the department free to draft a Notice of Proposed Rulemaking on its own for publication sometime early in 2014. Outside groups are free to comment. The final rule must be published by November 1, 2014 for it to go into effect July 1, 2015.

In 2013, AASCU launched the “principles across programs” leadership development section of its website, which provides a summary of the programs and the philosophy in which they’re grounded. 2013 also saw a robust series of meetings for presidents, chancellors and their leadership teams.

AASCU also introduced a mobile app in support of most AASCU meetings; the app provides participants with program information on a smart phone or tablet. This has reduced our reliance on paper and gives meeting attendees up-to-the-minute schedule and program information, committee meeting agendas, handouts and presentations, registration lists, photos and access to social media.
AASCU provides professional development opportunities for members of the institutional leadership team, including chief communications officers.

The Millennium Leadership Initiative is one of AASCU’s premier leadership development programs. It provides individuals traditionally underrepresented in university leadership the skill development and networking needed to advance to the presidency.

The AASCU New Presidents Academy is tailored to the distinctive needs of presidents and chancellors who lead state colleges and universities.

AASCU’s Summer Council of Presidents focuses on presidential leadership and professional development and includes sessions for spouses/partners.

AASCU provides professional development opportunities for members of the institutional leadership team, including chief communications officers.
**Red Balloon Project: Reimagining Undergraduate Education**

Since 2010, AASCU has promoted information and ideas to prepare AASCU institutions to not only survive, but thrive in today’s challenging higher education landscape. The Red Balloon project is a national initiative to re-imagine and then to redesign undergraduate education for the 21st century. Public colleges and universities face a complex set of challenges, including: transformational changes in technology; reductions in funding; shifting student demographics; growth of the private sector in higher education; and demands for greater accountability. The Red Balloon Project will help institutions restructure to respond to these new, rapidly changing circumstances.

The Red Balloon Project has produced several signature papers, programming at both the winter and summer academic affairs meetings, and presentations on more than 40 AASCU campuses. A number of AASCU members have also undertaken Red Balloon initiatives spawned by this project to re-imagine undergraduate education.

A Red Balloon Implementation Committee comprised of 20 provosts from member institutions provides leadership for this initiative, working in concert with AASCU’s vice president for academic leadership and change.

**Online Learning and Chief Academic Officers**

During the summer of 2013, AASCU collaborated with Learning House to conduct a survey and prepare a report about online learning at AASCU institutions. The survey addressed the question: As online education continues to gain in popularity, how are traditional colleges and universities meeting the challenge? In the report, *Online Learning at Public Universities: Building a New Path to a College Degree*, chief academic officers (CAOs) from AASCU institutions shared how their public colleges and universities currently manage online education needs, overcome challenges, serve online students, and plan for the future.

Among the findings, CAOs reported that offering online courses provided new pedagogy for face-to-face instruction, enabled traditional students to enroll in online courses, and increased institutional capacity to offer more classes.

**Building on Civic Engagement Success Continues**

AASCU’s Division of Academic Leadership and Change has continued to build the programming of the American Democracy Project (ADP) to assist members who are interested in strengthening their civic learning outcomes. The division continues its partnership with The Democracy Commitment, a community college civic engagement initiative. The national coordinator of TDC works at AASCU alongside the national manager of ADP, and the two organizations co-host a joint annual national meeting to facilitate greater collaboration and cooperation—and improve articulation and transfer—between the two-year and four-year sectors.
Strengthening the Sino-American Programs

The Division of Academic Leadership and Change is working on the creation of a joint Sino-American Innovation Center in Shanghai, where AASCU member institutions can have offices and build deep connections to universities in China. This is another step in the evolution of AASCU’s partnership with the China Education Association for International Exchange, a division of the Chinese Ministry of Education. Through this partnership, more than 2,000 Chinese students have come to AASCU schools to study; a number of senior Chinese university leaders have been trained in AASCU institutions for leadership roles on Chinese campuses; and more than 600 AASCU senior university leaders have participated in conferences in Beijing and Shanghai, organized and lead by ALC staff.

Tracking Military Student Progress

Servicemembers Opportunity Colleges (SOC) personnel continued to engage various segments of the military voluntary education community in discussions about tracking student progress and outcome measures for the military student population. SOC hosted several webinars focused on tracking the academic success of servicemembers and veterans, and staff members have engaged student information system vendors and non-profit entities to explore optimal solutions for employing technology to track military student progress with member colleges and universities.

Academic Credentialing for Servicemembers Task Force

One outcome of a January 29, 2013 White House Forum on Academic Credentialing was the formation of an interagency task force with representatives from the Departments of Defense, Education and Veterans Affairs. These groups work with members of the higher education community to identify, support and share promising strategies for institutions of higher education to use when evaluating military training and experience in order to award appropriate academic credit for the skills and knowledge that servicemembers gain through their military service. The director of Servicemembers Opportunity Colleges serves on two of the three interagency work groups at the request of the Department of Defense. The task force will release working group reports and communication plans for disseminating information over the next six months to the White House and supporting agencies.
New Corporate Partnerships Program Benefits Members

AASCU developed a new corporate partnerships program that is responsible for establishing and maintaining relationships with companies working in the higher education market. The program’s goals are to increase revenue for AASCU, while also enabling AASCU to provide member intuitions with additional access to industry leaders, subject matter experts and innovative practices. The partnerships will assume a number of forms, including traditional event sponsorships, research collaborations, program and workshop development, and opportunities to collaborate on our work internationally.

Brand Identity Program Honors Both Tradition and the Present

AASCU launched a new brand identity program in 2013 that included a new association logo. The visual rebranding fulfills one of the operational directions in the association’s strategic plan—to enhance marketing and public communications.

The strategic plan was developed recognizing the rich tradition of AASCU members while acknowledging the 21st century in which they function. The new logo, which is at the core of AASCU’s rebranding, is built on the same foundation. The logo combines traditional and contemporary fonts, emphasizes who AASCU represents by setting off the “S,” and the bar supports the name and acronym and draws everything together.

Responding to Financial Task Force Recommendations

AASCU implemented operational changes and new initiatives recommended by the Financial Review Task Force and approved by the board of directors that included restructuring the member dues schedule to add new tiers for larger enrollment institutions and recalibrating levels that became inconsistent over time due to rounding off annual percentage increases. The association also improved collaboration between divisions with respect to meeting planning and standardized financial policies related to meetings operations.
AASCU members are found throughout the United States, including Guam, Puerto Rico and the U.S. Virgin Islands. Member institutions range in size from just fewer than 1,000 to more than 50,000 students and are located in suburbs, towns and cities, and in rural America. The following statistics were taken from Integrated Postsecondary Data System (IPEDS) of the National Center for Education Statistics (NCES), the most recent data available.

The average enrollment of an AASCU school is 10,430.

The smallest AASCU member has 845 students.

The largest AASCU member has approximately 58,000 students.

38 percent of AASCU institutions are located in rural areas and towns.

44 percent of AASCU institutions are located in cities.

18 percent of AASCU institutions are located in suburbs.

AASCU institutions have awarded more than 540,000 bachelor’s degrees, representing 49 percent of all bachelor’s degrees granted at four-year public colleges and universities in the United States.

Member institutions awarded over 38,000 associate degrees and sub-baccalaureate certificates.

AASCU institutions include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies.
AASCU members awarded:

66 percent of all public four-year bachelor’s degrees in education.

55 percent of all public four-year bachelor’s degrees in business.

57 percent of all public four-year bachelor’s degrees in health professions.

Carnegie Classifications of AASCU Institutions:

- 61 percent are classified as master’s degree institutions.
- 7 percent are classified as doctoral/research institutions.
- 17 percent are classified as baccalaureate institutions.
- 9 percent are classified as research universities.
- 3 percent are classified as baccalaureate/associate institutions.
- <1 percent are classified as associate institutions.
Nearly four million students attend AASCU colleges and universities, representing 48 percent of all students at public four-year institutions and 28 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. The following statistics were taken from Integrated Postsecondary Data System (IPEDS) of the National Center for Education Statistics (NCES), the most recent data available.

Among all public four-year institutions, AASCU colleges and universities educate approximately 51 percent of all minority students. This includes 63 percent of all African-American students, 47 percent of all Hispanic students, 50 percent of all Native Americans and Alaskan Natives, and 37 percent of Asians and Pacific Islanders.

Full-time students constitute 71 percent of all AASCU students; part-time students constitute 29 percent.

While the majority of students at AASCU institutions attend full-time and are in their teens and 20s, our members are charged with educating many nontraditional students. In fall 2011, more than 1.2 million students at AASCU colleges and universities were 25 years old or older; 52 percent of all part-time students attending a public four-year college or university attend an AASCU institution.
The Division of Administration and Finance employs best practices to be a strategic partner, service provider and resource steward to the AASCU community. The division exists to provide services that support AASCU’s mission. Broadly, these services include finance, facilities, human resources and information technology (IT). We approach our work through the pursuit of continuous improvement. We strive to engender a sense of collaboration and community and to provide an appealing environment that creates a special place in which to work.

The finance division provides AASCU with a sound financial management system that assures reliable reporting of all budgets, revenues, expenditures and investments. The division also processes disbursements through its oversight of accounts payable, records internal financial transactions, monitors grant and contract reporting, manages investments, and ensures IRS compliance.

The primary objective of the facilities department is to economically provide and maintain a safe, comfortable and attractive environment for all members of the AASCU community. This is accomplished through a commitment to consistently meet and exceed expectations for all who work or visit the AASCU offices.

The human resources department supports AASCU by developing, implementing and administering best practices and programs that will attract and engage the highest quality employees and support their contributions to the association.

AASCU’s information technology department seeks to leverage technology and add value to employee work experience. IT provides current technology, prompt service and a robust network to allow the fair, accurate and free interchange of educational content, information and ideas throughout AASCU’s members and the world.

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 academic affairs meetings each year for chief academic officers and their invitees, with a diverse set of topics including academic planning and management, faculty development, institutional leadership, financial management, legal matters, and other timely issues. Topics at recent academic affairs meetings included institutional accountability, college readiness, civic engagement, and using technology for student success. Other national meetings developed by the division include a team conference on technology and student success, an annual conference of the American Democracy Project, and a number of smaller meetings on focused topics.

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, and undertaking analyses of current and emerging academic trends. Foremost among our endeavors is the Red Balloon Project. Since the summer of 2010, the division has devoted substantial attention to Red Balloon issues during the summer and winter academic affairs meetings to help campuses navigate their way to a new century.

The division also produces monographs and reports, including the upcoming spring
2014 release of *Becoming a Steward of Place: A Guide for Institutional Leaders*—the sequel to the division’s 2002 publication, *Stepping Forward as Stewards of Place*. Other projects include the Voluntary System of Accountability (concerned with developing a process for public accountability); Project Degree Completion (a public college and university commitment to award an additional 3.8 million baccalaureate degrees by 2025); 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); and the American Democracy Project (a civic engagement initiative involving senior administrators, faculty and staff at more than 220 AASCU campuses).

**Grants Resource Center**

Housed within AASCU’s Division of Academic Leadership and Change, the Grants Resource Center (GRC) is a premium service of AASCU 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 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 AASCU’s Public Policy Agenda, an annual document that articulates 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 section on the AASCU 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 that address institutional, state and federal policies, programs and “best practices.” More immediate updates on state higher education policy developments are communicated daily via 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 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 AASCU Graduates: The Difference We Make, a project that showcases the stellar contributions AASCU member alumni make to the world around us; Founding Celebrations, which highlights AASCU members marking milestone anniversaries; and First Generation Voices, a multi-media initiative that features students who are the first in their families to attend college. The website also 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, among others.

The division produces the AASCU magazine, Public Purpose, which seeks to communicate the mission and value of public higher education. It also provides a national medium to feature distinctive programs at member institutions and offers opportunities for members to share their opinions and perspectives 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 Leadership Development and Member 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.

Leadership Development

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 of Presidents provides informal professional development and networking programs in a retreat setting. In addition to these two national meetings, the division also coordinates the New Presidents Academy and the Experienced Presidents Retreat. The Meetings Office supports meeting planning for other divisions. A leadership development planning group has been established to coordinate program content across all AASCU leadership development programs.

Corporate Partnerships

AASCU’s new corporate partnerships program is responsible for establishing and maintaining relationships with companies working in the higher education market. The program’s goals are to simultaneously increase revenue for AASCU, while also enabling AASCU to provide member institutions with additional access to industry leaders, subject matter experts and innovative practices. The partnerships take many different forms, including traditional event sponsorships, research collaborations, program and workshop development, and opportunities to collaborate on our work internationally.
Strategic Planning

The Division of Leadership Development and Member Services supports the Office of the President in coordinating the implementation, tracking and measurement of AASCU’s strategic goals and initiatives.

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.

Servicemembers Opportunity Colleges (SOC)

is co-sponsored by AASCU and the American Association of Community Colleges (AACC) and 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 1,850 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.
### Statement of Activities

**Revenue**

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<td>AASCU Program Memberships</td>
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<td>Meetings and Workshops</td>
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<td>Net investment income (loss)</td>
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<td>Other Revenues</td>
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**Expenses**

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<td>Meetings and Workshops</td>
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<td>Travel</td>
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<td>Other Expenses</td>
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**Non-Periodic Post Retirement Benefits—Decrease (increase)**

|                      | (58,742)       | (235,375)      |

**Change in Net Assets**

|                      | 884,305        | 803,028        |

### Statement of Financial Position

**Assets**

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<th>FY12</th>
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<td>Investments</td>
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<td>Other</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td><strong>20,331,596</strong></td>
<td><strong>19,295,632</strong></td>
</tr>
</tbody>
</table>

**Liabilities and Net Assets Liabilities**

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred Membership Dues and Fees</td>
<td>2,199,612</td>
<td>2,056,688</td>
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<tr>
<td>Bond Payable (Building Ownership)</td>
<td>4,307,925</td>
<td>4,674,111</td>
</tr>
<tr>
<td>Accrued Salary, Benefits and Post-Retirement</td>
<td>2,795,195</td>
<td>2,630,285</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>997,444</td>
<td>785,431</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>10,298,174</strong></td>
<td><strong>10,146,515</strong></td>
</tr>
</tbody>
</table>

**Net Assets**

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>7,814,387</td>
<td>7,083,661</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>1,219,035</td>
<td>1,065,456</td>
</tr>
<tr>
<td>Permanently Restricted</td>
<td>1,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td></td>
<td><strong>10,033,422</strong></td>
<td><strong>9,149,117</strong></td>
</tr>
</tbody>
</table>

**Total Net Assets**

|                      | **20,331,596** | **19,295,632** |

**Total Liabilities and Net Assets**

|                      | **20,331,596** | **19,295,632** |
2013 AASCU
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**Task Force on Making Higher Education a State Priority**
Convener: William A. Sederburg, AASCU Senior Scholar

**Task Force on School Partnerships**
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**Hispanic Presidents and Chancellors**
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Peter B. Barr, President, Glenville State College (W.Va.)
Judith Bense, President, University of West Florida
Linda Bleicken, President, Armstrong Atlantic State University (Ga.)
Donald Bobbitt, President, University of Arkansas System
Hank Bounds, Commissioner, Mississippi Institutions of Higher Learning
Al Bowman, President, Illinois State University
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John Halstead, President, The College at Brockport (N.Y.)
Glen D. Johnson, Chancellor, Oklahoma State Regents for Higher Education
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Michael Klein, Chief Executive Officer, New Jersey Association of State Colleges and Universities
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Robert S. Nelsen, President, University of Texas-Pan American (Texas)
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James H. Page, Chancellor, University of Maine System
Troy Paineo, President, Truman State University (Mo.)
Bart Patterson, President, Nevada State College
Earl H. Potter, III, President, St. Cloud State University (Minn.)
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Juan Varona, Chancellor, University of Puerto Rico Cayey
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Philip C. Williams, President, McNeese State University (La.)
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Alabama A&M University
Alabama 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 Fairbanks
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, East Bay
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, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University San Marcos
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 University
Colorado Mesa University
Colorado State University-Global
Colorado State University-Pueblo
Fort Lewis College
Metropolitan State University of Denver
University of Northern Colorado
Western State Colorado University

Connecticut
Central Connecticut State University
Connecticut Board of Regents for Higher Education
Eastern Connecticut State University
Southern Connecticut State University
Western Connecticut State University

District of Columbia
Howard University
University of the District of Columbia

Florida
Florida A&M University
Florida Gulf Coast University
Florida International University
University of Central Florida
University of North Florida
University of West Florida

Georgia
Albany State University
Armstrong Atlantic State University
Board of Regents of the University System of Georgia
Clayton State University
College of Coastal Georgia
Columbus State University
Dalton State College
Fort Valley State University
Georgia College & State University
Georgia Regents University
Georgia Southern University
Kennesaw State University
Middle Georgia State College
Savannah State University
Southern Polytechnic State University
University of North Georgia
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
Governor 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
Wichita State University

Kentucky
Eastern Kentucky University
Kentucky Council on Postsecondary Education
Kentucky State University
Morehead State University
Murray State University
Northern Kentucky University
Western Kentucky University

Louisiana
Grambling State University
Louisiana State University Campus
Louisiana State University Shreveport
Louisiana State University System
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
University of New Orleans

Members
<table>
<thead>
<tr>
<th>State</th>
<th>Universities</th>
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</table>
| Maine        | University of Maine at Augusta  
University of Maine at Fort Kent  
University of Maine at Machias  
University of Maine at Presque Isle  
University of Maine System  
University of Southern Maine |
| Maryland     | Bowie State University  
Coppin State University  
Froeburg 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  
State Colleges of Massachusetts Council of Presidents  
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  
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  
Southwest Minnesota State University  
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 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 |
| 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  
Rutgers University Camden Campus  
The College of New Jersey  
Thomas Edison State College  
William Paterson University |
| New Mexico   | New Mexico Higher Education Department  
New Mexico Highlands University  
Northern New Mexico College  
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) | Farmingdale State College (SUNY)  
Purchase College, State University of New York  
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  
State University of New York Delhi  
State University of New York, Buffalo State  
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  
University of North Dakota  
Valley City State University |
| Ohio         | Bowling Green State University  
Central State University  
Cleveland State University  
Shawnee State University  
Wright 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 University System
- 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
- 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 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

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
- Texas State University System
- Texas Woman’s University
- The University of North Texas at Dallas
- The University of Texas at Dallas

Washington
- Central Washington University
- Eastern Washington University
- University of Washington Bothell
- University of Washington, Tacoma
- Washington State University Vancouver
- Western Washington University

West Virginia
- Bluefield State College
- Concord University
- Glenville State College
- Shepherd University
- West Virginia Higher Education Policy Commission
- West Virginia State University

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

Utah
- Dixie State University
- 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
- Vermont Technical College

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
Support for the Public Purpose of Public Higher Education

Student-Focused 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 and Chancellors and Leadership Teams

Member-Driven Policy and Programs
AASCU presidents and chancellors help set AASCU’s course on 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 initiatives.

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 AASCU Innovations Exchange links members to resources and best practices in key areas of presidential leadership.

Professional Development
Both leadership and professional development are rich traditions in AASCU that include an academy for new presidents, leadership renewal for veteran presidents, and programs for those exploring the presidency. AASCU’s 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
AASCU presents two meetings annually that provide presidents and chancellors an opportunity to network and to 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 placed AASCU members in the leadership vanguard of these increasingly important and distinctive movements. Both reinforce the public purpose of public higher education.

Special Initiatives
AASCU membership 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 provides topical and timely commentary and analysis.
AASCU’s Operational Leadership

**Academic Leadership and Change**
George L. Mehaffy, Vice President  ■ mehaffyg@aascu.org

**Administration and Finance**
Cathy P. Jones, Vice President  ■ jonesc@aascu.org

**Communications**
Susan M. Chilcott, Vice President  ■ chilcotts@aascu.org

**Government Relations and Policy Analysis**
Edward M. Elmendorf, Senior Vice President  ■ elmendorfe@aascu.org

**Leadership Development and Member Services**
Dorcas L. Colvin, Vice President  ■ colvind@aascu.org