Delivering in Challenging Times
These are extraordinary times for public higher education. Our colleges and universities face great challenges. Working with our members, AASCU does an excellent job of capitalizing on these challenges through effective policy and program initiatives. We addressed significant issues during 2012, and a number of the highlights in this report reflect fulfillment of AASCU’s strategic plan goals.

Project Degree Completion—the AASCU/APLU initiative that aims to increase college completion by 3.8 million students to help America reach the goal of 60 percent of adults possessing a college degree by 2025—was signed by almost 90 percent of the AASCU membership. This commitment is so important because our colleges and universities have always been about opportunity and many of our students seek an education that offers them a chance for upward mobility. In addition, improving degree completion and enhancing earning power is an important component to rebuilding America’s middle class. Public higher education must be part of the solution.

AASCU’s state advocacy work is a point of pride for the association. We are the only Washington, D.C. higher education association that includes state-level policy, research and advocacy communications in its service portfolio. Given the importance of the compact between states and institutions—as challenged as this compact may seem currently—AASCU stands out as a visible source for state policy expertise.

To strengthen our portfolio of state policy and advocacy services, AASCU initiated a project in 2012 that will explore state lawmakers’ perceptions of higher education, their support for it as a policy and funding priority, and challenges associated with the current fiscal, political, social and technological environment. I have appointed a task force on “Making Public Higher Education a State Priority” to guide this initiative.

AASCU is an essential voice in the higher education policy debates at the federal level, particularly on the issues of access, completion and affordability. We are well positioned with and viewed favorably by officials at the Department of Education. While we may not always agree on the issues, AASCU staff have met with the leadership numerous times to discuss policy initiatives and to ensure that the voice of our members is represented.

This annual report offers additional information about these accomplishments and other endeavors, including a strategic focus on leadership development, AASCU’s work on college readiness, advancements in the Red Balloon project, and a review of services.

August 2012 marked my third year as president of AASCU. I am as pleased and honored to lead this association today as I was when I assumed the presidency. One of the great joys of this position is that AASCU and its members work collaboratively to foster the mission and values of public higher education. It is only through this shared commitment that we can be truly effective on behalf of our members and distinguish our campuses as places of public purpose and as stewards of the public trust.

Muriel A. Howard
Effective Financial Aid Advocacy

On the heels of the Budget Control Act of 2011 and the Congressional Super Committee’s failure to find $1.2 trillion in federal savings, 2012 began under the haze of a complicated and incomplete budget atmosphere. The hope that an election year could produce a solution to a budget process called sequestration—an across the board cut in nearly all federal spending accounts—was not high. Despite this atmosphere, AASCU continued to work hard for the long-term strength of federal financial aid programs. The Pell Grant Program suffered significant change in 2011, but that change provided a reprieve for further reform in 2012. AASCU and its member institutions advocated for sustained funding which will minimize future changes to the program. In addition, AASCU provided a strong voice in keeping subsidized federal loans affordable by maintaining a low interest rate. Finally, AASCU educated policymakers on the intricacies of several policy ideas proposed in President Obama’s budget to reward institutions that maintain lower tuition and provide quality.

AASCU President Muriel Howard testified before the Senate Health, Education, Labor, and Pensions Committee at a hearing entitled, “Improving College Affordability: A View from the States.” Dr. Howard told senators that states should:

• Invest in need-based student aid programs;
• Provide greater flexibility involving institutional priorities;
• Ensure students are college- and career-ready; and
• Pursue mission-driven, flexible and equitable performance-based funding systems.

Thwarting Bad Policy

The Department of Education conducted a series of meetings to review and revise the current regulatory structure for teacher preparation programs, during which several troubling proposals emerged. The department proposed to define four categories into which states would place teacher preparation programs after an evaluation and review. These four categories would be based on criteria that are not valid or reliable for evaluative purposes. In addition to these federally defined categories, another proposal tied student federal aid eligibility to the quality rating of the teacher preparation program. AASCU engaged in an aggressive campaign to modify and thwart the department from issuing revised regulations. The department did not ultimately propose new regulations in 2012; however, AASCU will continue to monitor this activity in 2013.
Taking the Lead on Degree Completion
Approximately 370 AASCU members signed on to Project Degree Completion: A Public University Initiative, a joint project of AASCU and the Association of Public and Land-grant Universities (APLU) in which members of each association have pledged to award an additional 3.8 million baccalaureate degrees to help the nation reach the goal of 60 percent of adults possessing a college degree by 2025.

The institutions pledged to continue constraining per-student educational expenditures while pursuing enhanced educational quality, and noted that public colleges and universities have limited increases in these expenditures to about the rate of inflation for the past 20 years, even though there has been a significant decline in state appropriations for public education in many states during that period. The pledge called for a strong, renewed partnership among the states and the federal government, as well as public colleges and universities.

AASCU plans to be actively engaged through both advocacy and service to support members’ efforts to meet these commitments.

Service Members Issues Addressed
Congress continues to remain responsive to the veterans’ community’s assertion that there is inadequate consumer information about colleges and universities. The U.S. House of Representatives passed a measure that would require institutions to report a number of items related to veterans’ education and services and AASCU signed onto a community letter indicating its preference for the House-passed bill. AASCU will continue to support efforts to provide information to all students that do not place an undue burden on institutions.

Related to these veterans’ bills is a revised Department of Defense (DOD) Memorandum of Understanding (MOU) issued for institutional adoption in order for service members or their families to receive tuition assistance benefits. Initially set to go into effect in early 2012, AASCU and the higher education community expressed concerns about several elements of the memorandum. The DOD took these concerns under advisement and issued a revised MOU in December that institutions must sign by March 1, 2013. AASCU believes the revised version is significantly improved due to the input provided; however, institutions will have to make institution-specific choices with regard to signing.
AASCU Leads in Leadership

AASCU traditionally has offered leadership programs designed especially for those who serve state colleges and universities. These programs provide a continuum of leadership training from “Becoming a Provost” to making the transition out of a presidency. The programs cover various phases of institutional leadership, combine the theoretical with the practical, and feature interaction with leaders in the field. In 2012, a Leadership Development Planning Group identified common themes and principles that distinguish AASCU’s leadership programming from the competition. These themes and principles will form the basis for a comprehensive, coordinated marketing plan for AASCU’s leadership programming that will begin in 2013.

Leadership Development Expansion

AASCU’s Division of Academic Leadership and Change hosted two leadership programs during 2012: the Executive Leadership Academy (ELA), and the new Becoming a Provost Academy. ELA, with candidates from both AASCU and the Council of Independent Colleges (CIC), prepares a diverse set of candidates from many different positions for the presidency. The yearlong program addressed a variety of issues appropriate for candidates whose next career step is the presidency. Twenty AASCU and 20 CIC candidates have been accepted in the program.

The Becoming a Provost program, held for the past two summers as a one-day extension of the Academic Affairs Summer Meeting, was converted to a full-year program in the summer of 2012. The new program, the Becoming a Provost Academy (BAPA), is an effort to develop a pipeline of highly qualified candidates for AASCU provost positions, with a special emphasis on minority and women candidates. Twenty-five candidates have
been accepted for the 2012-13 BAPA program. The American Academic Leadership Institute (AALI) continues to provide generous support for both of these programs.

**MLI Evidences Continued Success**
The Millennium Leadership Initiative (MLI) had a very productive 2012. The Executive Steering Committee re-visited and re-examined the initiative’s core values, role and mission and strategic plan. MLI continues to enjoy the placement of graduates in key administrative higher education and government positions. In the 13th year of existence, MLI has 424 graduates.

The evaluations for the 2012 MLI Institute provided very positive feedback. The mix of participants was regarded as “very good,” and the quality of the faculty and the quality of program were both rated “excellent.”

The MLI Executive Steering Committee (ESC) continues to cultivate strategies for increasing MLI membership and external funding to ensure future financial self-sufficiency. Consequently, MLI membership has increased by almost 20 percent in the past year.

**New Leadership Institute for International Program Officers**
AASCU partnered with NAFSA: Association of International Educators to co-design and deliver the first Senior International Officers Institute for new SIOs at AASCU member institutions who have been in their position less than three years. The institute was held in September with the goal of increasing the professionalism of international officers. Trainers for the institute came from the following member campuses: University of Wisconsin-Eau Claire, Western Kentucky University and The University of North Carolina at Greensboro.
A Conduit to Higher Education State Policy

AASCU remains the only Washington, D.C. higher education association that includes state-level policy, research and advocacy within its services portfolio. A respected source for analysis of state policy and institutional practices, the association added several publications to its Policy Matters briefing series in 2012. Topics addressed include state oversight of for-profit colleges, college and university mergers, the three-year bachelor’s degree, federal “maintenance of effort” provisions, and the outcomes and implications on higher education stemming from the general elections.

In addition to in-depth issues analysis, AASCU continues to serve as a valued resource for timely information on state level policy activities. The association makes it easy to keep abreast of key state-level developments via the weekly e-publication of EdLines, or the more immediate tracking of happenings in higher education via the @AASCUPolicy Twitter account.

Public Higher Education as a State Priority

Further bolstering the association’s portfolio of state policy and advocacy services, AASCU is undertaking an initiative to explore state lawmakers’ perceptions of higher education, their support for it as a policy and funding priority, and challenges associated with the current fiscal, political, social and technological environments. A Task Force on Making Public Higher Education a State Priority, appointed by AASCU President Muriel Howard, is guiding the initiative, known as the Political Perceptions and Policy Priorities Project. The task force includes several AASCU member presidents, many of whom held elected office during their careers. In 2013 the task force will issue a report that provides college and university leaders with strategies for increasing partnerships with the state political system, designed to build institutional capabilities in meeting state workforce, economic and social objectives.
Red Balloon: Collaborating for Innovation
AASCU’s first Red Balloon national blended learning course, Global Challenges, was launched in 2012 for general use. AASCU staff, in collaboration with staff from Fort Hays State University (Kan.), has developed Red Balloon licensing agreements for Red Balloon scholars, contributors and e-book editors. These licenses are a core part of organizing the Red Balloon Project for long-term sustainability. The licenses grant AASCU worldwide rights to the intellectual properties contributed and incorporate the provisions of the Creative Commons attribution and share-alike agreements.

University of Wisconsin-Green Bay Vice Chancellor Julia Wallace continues leading the development of another Red Balloon course on Introductory Psychology. This effort is a collaboration that currently involves Thomas Edison State College (N.J.), SUNY Fredonia, Clemson University (S.C.), Millersville University of Pennsylvania, Dalton State College (Ga.) and the University of Wisconsin-Green Bay.

Red Balloon: Advancing New Ideas
AASCU has created a partnership with Rosetta Stone to facilitate new models of language instruction, blending technology and live instruction on campus. The goal is to find solutions to some of the most complex issues of language instruction and acquisition: course design, foreign language pedagogy, blending technology with the traditional classroom, and partnering between universities and other providers of educational materials and experiences. This project is unique in that it will produce a collaboratively designed product that is aligned with Rosetta Stone but is the intellectual property of the participating project campuses.

Under the leadership of John Hammang, AASCU’s associate vice president for academic leadership and change, a national group of experts is being convened to plan the development of a learning analytics tool to be used in conjunction with Red Balloon courses. Conceptually, the tool will be able to harvest information from the campus learning management system (LMS), as well as from the institution’s Student Information System, for the purpose of learning what works and what

Students at University of Central Arkansas.
does not in the delivery of Red Balloon courses. The tool will be designed to make information available to students and faculty involved in delivering the courses. In addition, institutions will be asked to make this learning data (in anonymous form) available for educational research. The work group conducted an initial organizational call in late September and gathered for a two-day meeting at Austin Peay State University in Tennessee in January 2013. These meetings provided the foundation for a grant proposal to fund actual development of the learning analytics tool.

**Advancing College Readiness: Member Task Force**

The report of the Task Force on College Readiness, *Serving America’s Future: Increasing College Readiness*, was released at AASCU’s 2012 Annual Meeting in New Orleans. An article in the fall issue of the AASCU magazine, *Public Purpose*, “Strengthening the Education Continuum to Increase College Readiness,” provides a summary of the report. Tomás Morales, president of California State University, San Bernardino and Jim Votruba, president emeritus of Northern Kentucky University, co-chaired the task force.

**Advancing College Readiness: Partnership Efforts**

AASCU continued its partnership with the Council of Chief State School Officers (CCSSO) and the State Higher Education Executive Officers (SHEEO) on an initiative to better implement the Common Core State Standards—a set of K-12 academic standards in mathematics and English language arts designed to prepare individuals to be workplace and college-ready.

In 2012 the partnership wrapped up its Phase I activities with state teams from Kentucky, Massachusetts, Maine, Missouri, Tennessee, Oregon and Wisconsin. Program officers from the Lumina Foundation and the Hewlett Foundation communicated that they are pleased and impressed with the ability of the partnership to help move the state teams toward viable Common Core State Standards implementation plans. These discussions resulted in submission of a new request for a Phase II funding of the partnership’s work. This proposal (for $495,000 over 12 months) envisions “graduating” Kentucky, Massachusetts, Maine and Tennessee and adding five or six new states, in addition to a continuation of partnership services for Missouri, Oregon and Wisconsin.
Signature Program will Mark ADP Anniversary
AASCU’s American Democracy Project (ADP) continues to grow and establish itself as one of the largest and most successful civic engagement initiatives in American higher education. During the 2012-13 academic year, ADP will celebrate its 10th anniversary.

ADP selected 25 campuses to participate in its 10th anniversary signature program—a new Campus & Community Civic Health Initiative, in partnership with the National Conference on Citizenship. The Campus & Community Civic Health Initiative is intended to encourage AASCU institutions to measure and improve campus and local community civic health. The initiative will result in a repository of assessment tools for use by all AASCU campuses. The inaugural Civic Health Summit, which launched the Campus & Community Civic Health Initiative, was held as a pre-conference workshop at ADP’s 2012 National Meeting.

Civic Minor in Urban Education Near Completion
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 third and final year. The minor, open to all undergraduates, integrates 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 (SUNY); California State University, Fresno; the University of North Carolina at Charlotte; West Chester University of Pennsylvania; and Wright State University (Ohio). Proposals for the new Civic Minors in Urban Education have been approved by campus governance. In the project’s final year, faculty are implementing the new minors and organizing and hosting 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.
Brazil Hosts AASCU Presidential Mission

AASCU undertook its first presidential mission to Brazil in November. The American Chamber of Commerce–Brazil (AMCHAM BRAZIL) donated 10 roundtrip international airline tickets to AASCU for travel between Miami and Recife, in the state of Pernambuco. The mission focused on building student/faculty exchanges and student recruitment in STEM and tourism fields. Additional city visits included Rio de Janeiro and Brasilia to meet Brazilian Ministry of Education officials and university administrators.

China Programs Continue to Expand

AASCU’s signature work has been the association’s relationships with China. The most important one is the Sino-American 1+2+1 Dual Degree Program. Nearly 2000 students have been or are enrolled at AASCU institutions. That project, now 10 years old, has generated more than $60 million in tuition for AASCU institutions and is recognized by the People’s Republic of China Ministry of Education as a program of excellence. In June, the China Consortium for International Education Exchange (CCIEE) and AASCU held the 12th annual graduation in Lanzhou. Over 65 AASCU campus representatives attended, including six presidents. More than 250 Chinese students received degrees from both the participating AASCU campus and its Chinese university partner. Following the graduation, CCIEE and AASCU co-sponsored three seminars for over 100 participating college and university representatives.

Effective June 2012, AASCU and the China Educational Association for International Exchange (CEAIE)/CCIEE will work under the new program name, The Sino-American Cooperation on Higher Education and Professional Development (CHEPD). CHEPD will be the umbrella for all programs co-sponsored by the two organizations, including the:
Supporting Members’ Global Literacy Initiatives

- Undergraduate Transfer program (formerly 1+2+1 Undergraduate Program);
- Graduate Transfer program (formerly 1+2+1 Graduate Program);
- 3+2 PathPro Program (partnership with McGraw Hill International for combined vech + BA degrees);
- YES (Youth Exchange Students) student exchange program for non-degree/one year undergraduate Chinese students at AASCU campuses;
- Visiting Scholars Program (American and Chinese faculty);
- Study in China Scholarship Program and Summer Short-term Program (AASCU campus students);
- AASCU/CEAIE China-US Higher Education Leadership and Innovation Center (opened in fall 2012, Shanghai); and the
- Proposed China Institute (to open in 2013 in Shanghai).
**Providing Tools and Resources**

**GRC’s Expanded Scope and Outcomes**

In 2012 the Grants Resource Center staff visited 28 campuses, providing budget briefings, policy and procedural updates, and faculty training to promote the development of more competitive proposals. Web conferences were used in these campus visits to expand agency and GRC staff participation in order to add value to the information offered and reduce travel expenses. These hybrid campus visits, combining on-site and virtual presentations, also emphasized support of first-time applicants, research at predominantly undergraduate institutions and funding opportunities for minority-serving institutions.

GRC’s agency advocacy agenda saw an expansion of outcomes in 2012. Thirty-five campus representatives offered leadership through the GRC advisory board and task forces. The Community and Economic Development Task Force worked to redefine bottom-up, community-based research and sponsored programs in a way that no other group of institutions is pursuing. At the same time, the Health Research and Education Task Force promoted funding success in biomedical and behavioral health research at regional comprehensive universities.

This more aggressive posture on the part of GRC is based on the belief that understanding of the funding priorities and organizational cultures of funding agencies is essential to funding success. Therefore, a priority has been placed on the provision of timely, accurate and personalized information delivery.

**Pell Grant Information and Resource Support**

Launched in 2011, AASCU continues to maintain the Pell Action and Resource Center, a website filled with information for those who support the Federal Pell Grant Program as a critical student aid resource that enhances higher education access and affordability. Also in 2011, AASCU developed Individual Institutional Data profiles as an additional resource for member institutions; in 2012, these profiles were updated with the latest available data. Each profile—containing information 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 continue to be updated as warranted and will reside on the AASCU website for member-only access.
A Strategic Approach to Meetings
AASCU developed a Strategic Meetings Management Plan in 2012 that will create an organization-wide approach to managing its meeting-related processes, spending, standards, vendors, sponsors and suppliers to mitigate risk, achieve cost-savings and improve services to members.

Continuing Veterans and Service Members Support
As a result of the efforts of an Education Working Group convened by Servicemembers Opportunity Colleges (SOC), SOC released a white paper entitled, Educational Attainment: Tracking the Academic Success of Servicemembers and Veterans (download at http://www.soc.aascu.org) in July 2012. Staff members hosted a Burning Issues Summit related to tracking military student outcome measures at the Department of Defense Worldwide Education Symposium; representatives from the major student information systems (Peoplesoft, Banner, Datatel) participated in the event and convened user focus groups to discuss system upgrades that will assist colleges/universities.

AASCU staff worked closely with staff from the American Council on Education to finalize the 2012 research report, From Soldier to Student II: Assessing Campus Programs for Veterans and Service Members. The report findings chronicle the changes in type and scope of services and programs provided to military students and veterans since the implementation of the Post-9/11 GI Bill in 2009. Survey findings were presented at the Department of Defense Worldwide Education Symposium, the National Association of Veteran Program Administrators, and the Council for Adult and Experiential Learning.
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 to 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. Also, 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 a rich tradition in AASCU that includes an academy for new presidents, leadership renewal for veteran presidents, and programs for those exploring the presidency. AASCU’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.
Benefits of Membership

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 several special initiatives—the funding information services offered by the Grants Resource Center; the American Democracy Project, AASCU’s civic engagement initiative; 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 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 845 students to more than 58,000. 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 online 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-focused 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.

Keene State College (N.H.)
OUR STUDENTS

Nearly 4 million students attend AASCU institutions (as of Fall 2011), 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. Sixty-two AASCU schools have minority students comprising at least half of their student population. AASCU also represents 38 Historically Black Colleges and Universities and approximately 35 Hispanic Serving Institutions.

Among all public four-year institutions, AASCU schools educated approximately 51 percent of all minority students in Fall 2011. This includes approximately 64 percent of all African-American students, 47 percent of all Hispanic students, 49 percent of all Native American and Alaskan Native students, and 37 percent of Asian/Pacific Islander students.

Following an ongoing nationwide trend of women outnumbering men on many campuses, women comprise approximately 57 percent of all AASCU students. Full-time students make up approximately 71 percent of all AASCU students, compared to part-time students (approximately 29 percent).

While the majority of AASCU students are full-time and in their teens and 20s, our members are charged with educating many nontraditional students. More than 1.2 million students enrolled at AASCU institutions in Fall 2010 were 25 or over. When looking at all public four-year institutions, AASCU educated 52 percent of all part-time students as of Fall 2011.

<table>
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<tr>
<th>Race/Ethnicity</th>
<th>Enrollment</th>
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<td>Native American/Alaskan Indian</td>
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<td>Asian/Pacific Islander</td>
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<td>Total minorities</td>
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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, and Enrollments (Provisional Release Data 2011) surveys. This is the most recent data available.
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 2011 ranged from 845 students at the New College of Florida to 58,465 at the University of Central Florida. The estimated average population size is 10,372. Approximately 40 percent of AASCU schools are located in cities, another 45 percent in rural areas and towns, and 15 percent in suburbs.

In the 2010-11 academic year*, member institutions awarded more than 550,000 baccalaureate degrees. This includes close to 49 percent of bachelor’s degrees in education, and approximately 35 percent of bachelor’s degrees in health professions (see below). These 550,000-plus degrees represent approximately 55 percent of all bachelor’s degrees granted at public colleges and universities in the United States in 2010-11. In addition, member institutions awarded over 35,000 associate degrees and sub-baccalaureate certificates.

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*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, and Enrollments (Provisional Release Data 2011) surveys.
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 State Standards in English and mathematics.
• Enhanced advocacy support through the @AASCUpolicy Twitter account, 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.
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. 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, and undertaking analyses of current and emerging academic trends. Foremost among our projects is the Red Balloon Project, which seeks to “re-imagine undergraduate education.” 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; 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, and the 2012 report Serving America’s Future: Increasing College Readiness, which outlines steps AASCU institutions can and should take to address the challenge of college readiness. Other projects include the Voluntary System of Accountability (VSA), 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; and the American Democracy Project (ADP), 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 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 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 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 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 section on aascu.org 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 via the division’s Twitter account, @AASCU Policy.

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 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.
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.

Millennium Leadership Initiative
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)
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 service members 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, service members 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 service members, 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

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<tr>
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### Statement of Financial Position

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<td><strong>Assets</strong></td>
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<tr>
<td>Cash</td>
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<td>Building, Property and Equipment</td>
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<td><strong>Liabilities and Net Assets</strong></td>
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<tr>
<td><strong>Liabilities</strong></td>
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<tr>
<td>Deferred Membership Dues and Fees</td>
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<td>Bond Payable (building ownership)</td>
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<td>Accrued Salary, Benefits and Post-Retirement</td>
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<td>2,187,687</td>
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<td>Accounts Payable</td>
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<td>Interest Rate Swap Agreement</td>
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<td><strong>Net Assets</strong></td>
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<td>Unrestricted</td>
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<tr>
<td>Permanently Restricted</td>
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<td>1,000,000</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td>$9,149,117</td>
<td>$8,346,089</td>
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<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td>$19,248,378</td>
<td>$17,716,383</td>
</tr>
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2012 Board of Directors

Officers
• Mickey L. Burnim (Chair), President, Bowie State University (Md.)
• Mary Evans Sias (Chair-Elect), President, Kentucky State University
• Bruce Shepard (Secretary-Treasurer), President, Western Washington University
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• Tomás Morales (At Large), President, California State University, San Bernardino

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Vice Chair: John M. Anderson, President, State University of New York College of Technology at Alfred

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Vice Chair: Nasser H. Paydar, President, Indiana University East

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Vice Chair: Randy Dunn, President, Murray State University (Ky.)

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Vice Chair: Elsa Núñez, President, Eastern Connecticut State University

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Chair: Mary Evans Sias, President, Kentucky State University

Membership Committee
Chair: William A. Sederburg, Commissioner, Utah System of Higher Education

Nominating Committee
Chair: Glenn D. Johnson, Chancellor, Oklahoma State Regents for Higher Education

Rural Coalition
Conveners: Robert R. Bell, President, Tennessee Technological University
Affinity Groups

African-American Presidents and Chancellors
Convener: Wilson Bradshaw, President, Florida Gulf Coast University

Asian-American/Pacific Islander Presidents and Chancellors
Convener: Beheruz Nariman Sethna, President, University of West Georgia

Hispanic Presidents and Chancellors
Convener: Rodolfo Arévalo, President, Eastern Washington University

Women Presidents and Chancellors
Convener: Dianne F. Harrison, President, California State University, Northridge

Distinguished Alumnus Award Selection Committee
Chair: Erik J. Bitterbaum, President, State University of New York College at Cortland

Millennium Leadership Initiative (MLI) Steering Committee
Chair: Mildred García, President, California State University, Fullerton
2012 Council of State Representatives

- Benjamin J. Allen, President, University of Northern Iowa
- 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
- Betsy V. Boze, President, The College of the Bahamas
- Daniel Bradley, President, Indiana State University
- John R. Broderick, President, Old Dominion University (Va.)
- Nancy Carriuolo, President, Rhode Island College
- John E. Christensen, Chancellor, University of Nebraska at Omaha
- David A. DeCenzo, President, Coastal Carolina University (S.C.)
- Timothy J. Donovan, Chancellor, Vermont State Colleges
- Philip L. Dubois, Chancellor, University of North Carolina at Charlotte
- Jerry B. Farley, President, Washburn University (Kan.)
- J. Anthony Fernandez, President, Lewis-Clark State College (Idaho)
- 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. Gibralter, President, Frostburg State University (Md.)
- Joe Gow, Chancellor, University of Wisconsin-LaCrosse
- John D. Haeger, President, Northern Arizona University
- 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.)
- Glen D. Johnson, Chancellor, Oklahoma State Regents for Higher Education
- Steve Jordan, President, Metropolitan State University of Denver (Colo.)
- Marcia V. Keizs, President, City University of New York, York College
- Flavius C. Killebrew, President, Texas A&M University-Corpus Christi
2012 Council of State Representatives

- Michael Klein, Chief Executive Officer, New Jersey Association of State Colleges and Universities
- Edward MacKay, Chancellor, University System of New Hampshire
- 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)
- Robert Nelsen, President, University of Texas-Pan American
- P. Kay Norton, President, University of Northern Colorado
- James H. Page, Chancellor, University of Maine System
- Troy Paino, President, Truman State University (Mo.)
- Bart Patterson, President, Nevada State College
- Earl H. Potter, III, President, St. Cloud State University (Minn.)
- John Pugh, Chancellor, University of Alaska Southeast
- George Ross, President, Central Michigan University
- Richard Rush, President, California State University Channel Islands
- Allen Sessoms, President, University of the District of Columbia
- Joseph Shepard, President, Western New Mexico University
- Steven Shirley, President, Valley City State University (N.D.)
- Mary Evans Sias (Chair), President, Kentucky State University
- James M. Smith, President, Northern State University (S.D.)
- Donald O. Straney, Chancellor, University of Hawaii at Hilo
- Robert Underwood, President, University of Guam
- Juan Varona, Chancellor, University of Puerto Rico at Cayey
- Charles L. Welch, President, Arkansas State University System
- Doug Whitlock, President, Eastern Kentucky University
- Wim Wiewel, President, Portland State University (Ore.)
- Harry L. Williams, President, Delaware State University
- Philip Williams, President, McNeese State University (La.)
### 2012–2013 Members

<table>
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<tr>
<th>State</th>
<th>Universities</th>
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<tr>
<td><strong>Alabama</strong></td>
<td>Alabama A&amp;M University, Alabama State University, Athens State University,</td>
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<td>Auburn University Montgomery, Jacksonville State University, Troy University,</td>
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<td>University of Montevallo, University of North Alabama, University of South</td>
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<td>Alabama, University of West Alabama</td>
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<tr>
<td><strong>Alaska</strong></td>
<td>University of Alaska Anchorage, University of Alaska Fairbanks, University</td>
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<td></td>
<td>of Alaska Southeast, University of Alaska Statewide System</td>
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<td><strong>Arizona</strong></td>
<td>Arizona Board of Regents, Northern Arizona University</td>
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<td><strong>Arkansas</strong></td>
<td>Arkansas State University Jonesboro, Arkansas State University System,</td>
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<td></td>
<td>Arkansas Tech University, Henderson State University, Southern Arkansas</td>
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<td></td>
<td>University, University of Arkansas – Fort Smith, University of Arkansas at</td>
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<td>Little Rock, University of Arkansas at Monticello, University of Arkansas</td>
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<td>System, University of Central Arkansas</td>
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<td><strong>California</strong></td>
<td>California Maritime Academy, California Polytechnic State University, San</td>
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<td></td>
<td>Luis Obispo, California State Polytechnic University, Pomona, California</td>
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<td>State University, California State University Bakersfield, California State</td>
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<td>University Channel Islands, California State University, Chico, California</td>
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<td>Southwestern State University, Kennesaw State University, Middle Georgia</td>
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<td>State College, Savannah State University, Southern Polytechnic State</td>
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<td>University, University of North Georgia, University of West Georgia, Valdosta</td>
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<td><strong>Guam</strong></td>
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<tr>
<td><strong>Hawaii</strong></td>
<td>University of Hawaii at Hilo, University of Hawaii System</td>
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<tr>
<td><strong>Idaho</strong></td>
<td>Lewis-Clark State College</td>
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<tr>
<td><strong>Illinois</strong></td>
<td>Chicago State University, Eastern Illinois University, Governor State</td>
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<td>University, Illinois Board of Higher Education, Illinois State University,</td>
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<td>Northeastern Illinois University, Northern Illinois University, Southern</td>
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<td>Illinois University, Southern Illinois University, Southern Illinois</td>
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<td>University Carbondale, Southern Illinois University Edwardsville,</td>
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2012–2013 Members

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 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
University of New Orleans

Maine
University of Maine at Augusta
University of Maine at Farmington
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
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
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
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
Ham-Stone 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

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Montana State University, Billings
Montana State University, Northern
Montana Tech of the University of Montana
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Nebraska State College System
Prairie State College
University of Nebraska at Kearney
University of Nebraska at Omaha
Wayne State College

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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
Rampart College of New Jersey
Richard Stockton College of New Jersey
Rowan University
The College of New Jersey
Thomas Edison State College

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)
Buffalo State College (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 at Cortland
State University of New York at Old Westbury
State University of New York at Oneonta
State University of New York at Oswego
State University of New York at Plattsburgh
State University of New York 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
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 Oklahoma 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
2012–2013 Members

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

Vermont
Carleton 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

Washington
Central Washington University
Eastern Washington University
University of Washington, Tacoma
Washington State University Vancouver
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
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