



2010
Public Policy
Agenda

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American Association of State
Colleges and Universities

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**American Association of State
Colleges and Universities**

2010 Public Policy Principles

AASCU's *Public Policy Agenda* is rooted in an uncompromising commitment to opportunity for the nation's students and expressed through the following core principles:

- ◆ **Higher education is a common good that provides significant benefits to individuals and society as a whole.** While the personal gains from higher education are widely acknowledged, the societal benefits are even more significant and lasting, thus warranting continued public investment. These include tangible returns through economic productivity and increased tax revenues, but even more fundamentally, through the promotion of an enlightened citizenry and greater social cohesion and inclusion.
- ◆ **America's public higher education system stands as an embodiment of the nation's democratic ideals.** State colleges and universities accomplish this by promoting broad access to education for all students, regardless of socioeconomic background thus, transforming society and setting a global standard. Amid fundamental changes in the state–campus relationship, this principle must not be compromised.
- ◆ **State colleges and universities are committed to delivering America's promise** through quality undergraduate and graduate programs that reflect responsible stewardship of the public investment; meaningful engagement of the social and economic issues facing their states, regions and communities; and the promotion of global awareness, understanding and competitiveness.
- ◆ **No American should be denied the opportunity to pursue higher education for lack of financial resources.** Affordable public sector tuition and need-based federal aid are the two requisite ingredients for realizing this ideal.

From the President

Dear Colleagues:

I am pleased to present to you the American Association of State Colleges and Universities' 2010 *Public Policy Agenda*. This annual statement of policy principles and positions guides the association's advocacy on current and developing issues at the federal and state levels.

Continuing extraordinary economic challenges and dramatic political change form the backdrop for this year's *Public Policy Agenda*. The wide-ranging national financial crisis that emerged over a year ago has led to reduced state revenues, directly affecting college and university finances and increasing the challenges of providing affordable higher education for all. The passage of the American Recovery and Reinvestment Act, enacted into law in February 2009, offered a temporary lifeline to states through the \$54 billion State Fiscal Stabilization Fund, but as the nation slowly emerges from the Great Recession, long-term financial challenges remain. The inauguration of President Barack Obama brought with it a new agenda for higher education: expanding its role in workforce development and value-added higher education for business and industry. In September 2009, the House of Representatives passed the Student Aid and Fiscal Responsibility Act, a top priority of the Obama Administration. Currently awaiting action by the Senate, this bill would overhaul the federal student loan program, provide record investment in the Pell Grant program, support significant growth in community colleges and two-year degree programs through the American Graduation Initiative and support innovative approaches to college access and completion through the creation of a College Access and Completion Fund.

AASCU is pleased that the policies of the new administration share our underlying belief that investment in human capital is

in the long-term best interests of the nation and all its citizens. AASCU institutions' day-to-day work helps bring the country closer to achieving these national policies. This year's *Public Policy Agenda* reinforces our commitment to that belief, and continues to organize our policy positions around the central themes of affordability, access and attainment, accountability, and competitiveness. Reflecting on the events of the past year, as well as on emerging opportunities, AASCU will work in the coming year to focus national educational attainment goals on the number of Americans with a degree or certificate, rather than on graduation rates, and to emphasize the critical role of the nation's state colleges and universities in meeting these goals. One timely new legislative goal is the support of efforts focused on urban universities and their role in fostering economic and workforce development in urban communities. This complements AASCU's ongoing efforts on behalf of rural universities and their communities. AASCU calls on policymakers to honor their commitments to the nation's students and their families, and to work together to ensure that the doors of college opportunity remain open for all.

The 2010 *Public Policy Agenda* is intended to serve as a point of reference for the association's members and other interested organizations, as well as federal and state policymakers. The association and its members stand ready to do their part to ensure a higher education system worthy of the public's hope and trust.

Sincerely,

A handwritten signature in cursive script that reads "Muriel A. Howard". The signature is written in dark ink and is positioned above the printed name.

Muriel A. Howard
President

2010 Public Policy Priorities

AASCU's advocacy efforts in 2010 will focus on the theme of Delivering America's Promise in four broad policy arenas: **Affordability, Access and Attainment, Accountability and Competitiveness**. AASCU will continue to promote public policy that honors long-standing commitments to the nation's students and their families.

Following are key public policy priorities for the association in the year ahead:

Affordability Priorities

- ◆ Advocate for sufficient funding to sustain the value of Pell Grant awards by ensuring an appropriations base of \$4,860 given the escalating demand for awards. This amount will ensure the path of predictable and continuous growth laid out by President Obama as realized through the passage of the Student Aid and Fiscal Responsibility Act.
- ◆ As the Department of Education becomes the sole entity responsible for originating and servicing loans, ensure that the department delivers a high level of quality throughout the loan process, especially in loan servicing.
- ◆ Require the Department of Education to promptly contact borrowers in the Direct Loan Program, as well as borrowers whose loans were directly or indirectly purchased by the federal government, who cease making regular payments. The department should put these borrowers in an appropriate repayment plan, including Income Based Repayment (IBR) and Income Contingent Repayment (ICR), and set up special handling for those borrowers who have recurring repayment problems.

- ◆ Require that any federal Stafford Loan that is past due for a specified period of time be immediately assigned by the lender to the Department of Education. The department should immediately inform the borrower of the full range of repayment options and assist in selecting an option most appropriate to the financial circumstances of the borrower.
- ◆ Support a legislative change to require mandatory use of institutional certification of private loans by lenders. This will help ensure that students and families fully utilize state and federal grants and less expensive financing options such as subsidized and unsubsidized Stafford Loans and PLUS Loans before securing more costly private loans.
- ◆ Support the extension or permanency of the American Opportunity Tax Credit as established in the American Recovery and Reinvestment Act in order to assist needy students.
- ◆ Support the establishment of a federal tax exemption for loan forgiveness proceeds for borrowers in the Income Contingent Repayment and Income Based Repayment programs.
- ◆ Support legislation that would make permanent tax provisions that permit individuals 70½ and older to transfer up to \$100,000 from an Individual Retirement Account (IRA) tax-free to charitable and other nonprofit organizations. AASCU will explore the feasibility of lowering the eligibility requirement from age 70½ to 65.

Access and Attainment Priorities

- ◆ Support funding directed toward states in their efforts at aligning K-12 and higher education curricula, standards and assessments to ensure that students are prepared for and enter postsecondary education and the workforce with the knowledge and skills to be successful.

- ◆ Boost appropriation levels for Title III of the Higher Education Act, which supports the development and strengthening of Historically Black Colleges and Universities, Predominantly Black Institutions, American Indian Tribally Controlled Colleges and Universities, Alaska Native and Hawaiian Serving Institutions, and Native American Serving Institutions.
- ◆ Boost funding of Title V of the Higher Education Act, which supports the development and strengthening of Hispanic Serving Institutions (HSIs) in order to address the nation's changing demographics and increasing enrollments at HSIs.
- ◆ Support legislative changes and/or technical corrections to the Post-9/11 Veterans Educational Assistance Act of 2008 in order to standardize processing of benefits in accordance with accepted higher education practices.
- ◆ Fund Model Programs for Centers of Excellence for Veteran Success authorized under HEA to award competitive grants for model programs that support veteran student success in postsecondary education.
- ◆ Support clarification of existing federal immigration law to allow states to determine the tuition status of qualified dependents of undocumented immigrants. AASCU believes that states' authority over tuition policy must be preserved and respected.

Accountability Priorities

- ◆ Encourage the use and adoption, where applicable, of voluntary reporting structures such as the Voluntary System of Accountability.
- ◆ Support state efforts to develop an integrated network of state data systems, based on common data elements, to serve as a privacy-protected state-based system of student level longitudinal data.

- ◆ Discourage federal efforts that require states to collect overly burdensome or intrusive student data, while supporting data collection that directly informs key educational outcomes.
- ◆ Focus national educational attainment goals and federal evaluation efforts on the number of Americans with a degree or certificate, rather than solely on institutional graduation rates.
- ◆ Require that graduation rates using federal financial aid as a proxy for income be reported in IPEDS. These new graduation rates were identified in the HEOA for the following groups: Pell Grant recipients, Subsidized Stafford Loan recipients who are not Pell Grant recipients, and students who do not receive any federal aid or who receive only unsubsidized loans.
- ◆ Oppose the direct involvement of the federal government in regulating inter-institutional academic practices such as the transfer of credit. Academic matters are most appropriately handled through the collaborative efforts of accreditors and statewide, system and institutional boards.

Competitiveness Priorities

- ◆ Maintain full funding for the Teacher Quality Partnership Grant program and require that partnerships between institutions of higher education and K-12 schools include a comprehensive focus on reforming teacher preparation programs, with an emphasis on clinical experiences, induction and professional development.
- ◆ Provide federal funds for research and evaluation of teacher preparation programs, including improvement of state P-20 data systems through the linkage of teachers with student outcomes in order to inform and improve program performance, productivity and impact on student learning.

- ◆ Revamp Title II to include emphasis on strong clinical experiences, mentorship, technology integration and content mastery in pre-service training; differentiated retention strategies and professional development for in-service educators; and accountability in teacher preparation programs focused on improving student learning.
- ◆ Provide appropriations for the Rural Development Grants for Rural Colleges and Universities program.
- ◆ Support efforts to reauthorize, authorize and fund programs that encourage research and partnerships between urban institutions and their communities to promote economic and workforce development, community revitalization, teacher recruitment and greater access to college for urban high school students.
- ◆ Advocate for provisions in reauthorization of the WIA that more fully include and recognize the role of four-year colleges and universities in workforce education and include state college and university leaders in planning and decision-making processes for state utilization of federal WIA funds.
- ◆ Support the Lincoln Commission recommendations to establish a national study abroad program, particularly for students from underrepresented institutions and populations.

Affordability

American families continue to identify college affordability as one of their biggest concerns. AASCU, representing more than 400 institutions and heads of systems on behalf of over 3.9 million students who attend AASCU institutions, advocates for a higher education finance model that ensures every student can afford a college education. This model emphasizes providing as much support as possible from all sources, using federal student support as its base, in order to meet the need of low-income individuals.

Student grants, student loans and tax policies all contribute to college affordability. AASCU believes that while each is an important piece of financing a college education, limited public resources should be targeted to the neediest students in the form of direct grant aid. Student debt should be limited, student loan repayment options flexible and manageable for students in all income categories, work-study opportunities available and financially feasible for students, and education tax benefits transparent.

The reauthorization of the Higher Education Act saw the realization of several AASCU-supported policy provisions related to student financial aid and college affordability. These included a year-round Pell Grant, improvements to the SMART grant program that ensure all Pell-eligible students who pursue degrees in math and science qualify for the program, improved student loan counseling, and more transparency and accountability in the private loan market.

Recent legislation has called for the complete transition to the Direct Loan Program. AASCU will be closely monitoring implementation in order to ensure that students experience a streamlined conversion, as well as informed servicing. In addition, the legislation provided for a steady and reliable increase in

the Pell Grant maximum each year; however, this reliability is predicated on continued base appropriations.

Moving forward, it is important to strengthen the improvements that have been made. Many borrowers are not aware of the new options and benefits available to them. This leads many to become “defaulters” with harsh financial penalties and no statute of limitations. AASCU believes that the goal now should be to streamline and reform borrower repayment in federal student loan programs to ensure that all borrowers are able to repay their loans using an appropriate repayment plan without incurring penalties.

Federal Role in College Affordability—AASCU Policy Statements

Federal Grants

Pell Grants

- ◆ Advocate for sufficient funding to sustain the value of Pell Grant awards by ensuring an appropriations base of \$4,860 given the escalating demand for awards. This amount will ensure the path of predictable and continuous growth laid out by President Obama as realized through the passage of the Student Aid and Fiscal Responsibility Act.

Under the current structure, when the maximum award for the Pell Grant is increased, essentially all awards are increased by the same amount and the recipient pool expands to include more families with higher incomes. This occurs because most awards are calculated by subtracting the Expected Family Contribution (EFC) from the maximum award. If a negative EFC were to be implemented, those who currently have a zero EFC would benefit relative to those with higher incomes, effectively targeting additional dollars to the neediest students.

The Pell Grant program contributes significantly to the nation's economy and security by making it possible for low-income students to earn college degrees. The majority of Pell Grant recipients enter fields of study essential to national and state workforce needs, with 8 percent majoring in health-related fields, 17 percent business, 11 percent education, 13 percent other professional/technical fields, 3 percent math and science and 6 percent engineering, according to recently published Department of Education research on successful Pell Grant recipients.

- ◆ Examine the impact and continue to advocate for policies that define “acceleration toward a degree,” with regard to year-round Pell Grants.

This includes helping low-income students reduce their time to degree by providing financial support beyond the current one award per year limit on

The FY2009 maximum Pell Grant award (\$5,350) covers approximately 35 percent of the 2009–2010 in-state cost of attendance at public four-year institutions (\$15,213) and approximately 76 percent of in-state tuition and fees (\$7,020).

Over half of all Pell Grant recipients are eligible for the maximum award amount, which includes family incomes up to \$30,000.

receipt of Pell Grant funds. The regulation implementing this new program should not inhibit the national effort to reduce the educational attainment gap between those from low-income circumstances and those from more economically fortunate situations.

- ◆ Explore augmenting the maximum Pell Grant award to benefit the lowest income students. AASCU will continue to advocate for proposals that advance additional monies to individuals with greater need among this group.
- ◆ Advocate for a student-aid financing model in which federal grant and loan resources cover a significant portion of the need for a low-income student attending a public institution. The remaining costs should be covered by a combination of state grants and institutional aid. This model is predicated on the premise that states and institutions should work to ensure affordable tuition and the provision of funds for grant aid to students.

Campus-Based Financial Aid Programs and Leveraging Educational Assistance Partnership (LEAP)

- ◆ Increase funding for the Federal Supplemental Educational Opportunity Grant Program (FSEOG), Federal Work-Study Program (FWS) and Perkins Loan Program.
- ◆ Ensure that Leveraging Educational Assistance Partnership (LEAP) funds are used for need-based aid, particularly targeted toward Pell Grant recipients. Increased LEAP funds should be allocated only to states that do not reduce appropriations for need-based awards.

Federal Student Loans

- ◆ As the Department of Education becomes the sole entity responsible for originating and servicing loans, ensure that the department delivers a high level of quality throughout the loan process, especially in loan servicing.

Student Debt Burden and Loan Limits

- ◆ Maintain aggregate loan limits for undergraduate students in the federal loan programs at the current level of \$31,000 for dependent students and \$57,500 for independent students (in both cases, no more than \$23,000 can be subsidized) in the FFEL and Federal Direct Loan programs.

Loan Repayment

- ◆ Require the Department of Education to promptly contact borrowers in the Direct Loan Program, as well as borrowers whose loans were directly or indirectly purchased by the federal government, who cease making regular payments. The department should put these borrowers in an appropriate repayment plan, including Income Based Repayment (IBR) and Income Contingent Repayment (ICR), and set up special handling for those borrowers who have recurring repayment problems.
- ◆ Require that any federal Stafford Guaranteed Loan that is past due for a specified period of time be immediately assigned by the lender to the Department of Education. The department should immediately inform the borrower of the full range of repayment options and assist in selecting an option most appropriate to the financial circumstances of the borrower.
- ◆ Support a change in federal student loan collection policy to collect only what is currently due and manageable instead of

adhering to a practice of declaring the entire loan to be due and payable. Such a change in policy would facilitate borrowers curing their past due status and mitigating the accumulation of excessive collection charges and fees when collection agencies are able to assess penalty fees based on the entire loan rather than just the payments due to date.

- ◆ Fully reimburse institutions for loan cancellations for various service-related activity in the military, teaching, public service, law enforcement, corrections and firefighting.

Private Loans

- ◆ Support a legislative change to require mandatory use of institutional certification of private loans by lenders. This will help ensure that students and families fully utilize state and federal grants and less expensive financing options such as subsidized and unsubsidized Stafford Loans and PLUS Loans before securing more costly private loans.
 - According to the College Board, private educational loan volume declined by about 50 percent in 2008–2009 to roughly \$11 billion dollars.
 - Twelve percent of students from families with annual incomes under \$35,000 and 17 percent of students from households with incomes between \$35,000 and \$50,000 did NOT complete the Free Application for Federal Student Aid (FAFSA), according to Sallie Mae's national study *How America Pays for College*. This means that they may be missing out on federal financial grants and loans to which they are entitled.
- ◆ Support legislation that provides government oversight over all private student loans, regardless of the institution offering the loan.
 - Private non-federal student loans (also known as “alternative loans”) are offered by private lenders, institutions and state guaranty agencies and are not backed by the federal government. These private loans often have much higher fees and interest rates than federal loans, and may lack many benefits such as cancellation provisions and alternative repayment plans offered to federal student loan borrowers.
 - When students who do not meet the eligibility criteria for federal student loans are excluded, one out of five undergraduate private loan borrowers did not first take advantage of federal student loans. Half of these students did not file the necessary application for federal student loans.

- ◆ Support revising the bankruptcy code to permit the discharge of private educational loans in bankruptcy proceedings to provide greater protection to borrowers enticed into unmanageable debt burden.

Tax Policy

Student-Related Tax Policy

- ◆ Support the extension or permanency of the American Opportunity Tax Credit as established in the American Recovery and Reinvestment Act in order to assist needy students. It expands the Hope tuition tax credit for 2009 and 2010, increasing the tax credit from \$1,800 to \$2,500 for those two years. Taxpayers will receive a tax credit based on 100 percent of the first \$2,000 of tuition, fees and course materials paid during the taxable year, plus 25 percent of the next \$2,000 of tuition, fees and course materials. Up to a maximum of 40 percent of the amount of the credit is “refundable.”
- According to the College Board, in 2009 only approximately 11 percent of taxpayers with incomes below \$50,000 benefited from tuition tax deductions. Tuition tax credit benefits went to about 41 percent of taxpayers with incomes below \$50,000.
- ◆ Support the establishment of a federal tax exemption for loan forgiveness proceeds for borrowers in the Income Contingent Repayment and Income Based Repayment programs.
 - ◆ Support the extension or permanency of the above-the-line tax deduction for up to \$4,000 in tuition and fee expenses, which expired in 2009.
 - ◆ Continue support for a refundable tax credit for student loan interest paid by low-income borrowers.

- ◆ Oppose any proposed modification of the Federal Insurance Contributions Act (FICA) exemption for students working on college and university campuses.

Institution-Related Tax Policy

- ◆ Support legislation that would make permanent tax provisions that permit individuals 70½ and older to transfer up to \$100,000 from an Individual Retirement Account (IRA) tax-free to charitable and other nonprofit organizations. AASCU will explore the feasibility of lowering the eligibility requirement from age 70½ to 65.
- ◆ Support the extension of the Individual Retirement Account (IRA) Charitable Rollover, which expired in 2009. This will help colleges and universities generate new or increased contributions to maintain benefits to students, particularly financial aid.
- ◆ Oppose any proposal to restrict deductions for non-cash gifts to the amount paid for such property, rather than the current standard of fair market value.
- ◆ Support legislation that would allow taxpayers who do not itemize deductions on their federal income tax returns to claim a deduction for charitable contributions.
- ◆ Oppose a permanent extension of the federal estate tax repeal, and call on Congress to instead consider estate tax reforms that balance the needs of farms and small business owners with those of states and charitable organizations.
- ◆ Support the active enforcement of existing laws and regulations governing the tax-exempt status of nonprofit and charitable organizations over the expansion of these laws and regulations. Specifically, AASCU supports current law that places the burden

of proof for reasonable compensation under the intermediate sanctions law on the Internal Revenue Service.

- ◆ Oppose any attempt to repeal the existing exemption of tuition remission for college and university employees.
- ◆ Oppose any proposal to increase the federal tax liability of public college and university employees by changing the treatment of their contributions to state retirement plans.
- ◆ Oppose IRS attempts to create standardized definitions for early or normal retirement age with regard to governmental plans; rather, IRS should defer to applicable state or local laws, regulations and policies governing the plan.
- ◆ Oppose any proposal to make the Medicare Payroll Tax mandatory for all public sector employees, regardless of hire date or participation in another insurance plan.
- ◆ Oppose any proposal to eliminate the ability of issuers of government and tax-exempt bonds to do one advance refunding (i.e., refinancing of outstanding bonds before maturity or callability).
- ◆ Oppose any mandatory proposal requiring institutions of higher education to spend down their endowment assets.

According to the College Board, in 2008 the estimated median average amount of endowment assets per FTE student was about \$14,400 at public four-year doctorate-granting universities and about \$2,400 at public four-year master's universities, compared to an estimated median average of about \$72,300 at private four-year doctorate-granting universities and about \$11,100 at private four-year master's universities.

State Role in College Affordability—AASCU Policy Statements

Public Colleges and Universities as a Critical Public Investment

- ◆ Encourage state lawmakers to view their public colleges and universities as economic assets that provide critical competitive leverage, even in recessionary periods; thus, operating support for public postsecondary institutions and per-student appropriations should be elevated as a state policy priority.

Twenty-five years ago, tuition income represented 23 percent of public postsecondary institutions' operating revenues, with the balance covered by state and local appropriations. By fiscal year 2008 the figure had reached 36 percent.

State Financial Aid: Strengthened Investment in Need-Based Aid

- ◆ Encourage states to reinvigorate their investment in need-based grant programs that promote increased access for low-income undergraduate students, especially those who are Pell-eligible.
- ◆ Advise states to support programs that facilitate the completion of postsecondary credentials for nontraditional student populations, such as those who are over the age of 25 and those who attend part-time.

Education Tax Credits

- ◆ Support provision of state income tax credits for students' and parents' investment in higher education to include tuition, fees and related expenses.

- ◆ Support tax credits for employers who provide tuition reimbursement or other incentives to employees to promote postsecondary enrollment.

College Savings Plans

- ◆ Support state efforts to provide and sustain fiscally sound state prepaid tuition plans. Encourage states to make every effort to keep enrollment open to future enrollees.
- ◆ Encourage state policy reforms of 529 savings plans to increase future savings for lower-income families. Consider “seed” funding initiatives that provide an initial contribution and/or matching monies up to a specified dollar amount. Provide greater individual protection of 529 savings plans from creditors. Urge states to offer tax benefits to families using any state’s 529 plan.

Recognition of Inflationary Pressures Impacting Higher Education

- ◆ Encourage states to recognize the higher-than-average relative price level of the goods and services purchased by colleges and universities, and to choose appropriate inflation indexes when drafting state policy that affects tuition pricing, state operating support, and grant aid programs. Alternative indices include the Higher Education Price Index (HEPI), administered by the Commonfund Institute, and the Higher Education Cost Adjustment (HECA), administered by the State Higher Education Executive Officers (SHEEO) association.

According to the Commonfund Institute, inflationary costs for the typical market basket of goods purchased by higher education institutions rose by an average 4 percent annually between fiscal years 2000–2009. When compared to an average annual increase of 2.7 percent in the Consumer Price Index, it is evident that inflation has an above-average impact on college and university purchasing.

Improved Transparency of Tuition Cost Changes

- ◆ Urge states, coordinating boards and other agencies to improve transparency and comparability by expressing tuition changes in dollar terms as opposed to percentage terms—especially as it may relate to formal policy affecting state institutions, such as the provision of state operating support.

Reporting tuition cost changes in dollar figures rather than in percentages leads to greater transparency and clarity. For example, according to the College Board, in-state tuition and fees rose by an average of 6.5 percent in 2009–2010 at state public four-year colleges, above the 4.4 percent increase witnessed at the nation's private four-year not-for-profit colleges—yet, the actual dollar increases paid by students were \$429 and \$1,096, respectively.

Mandated Tuition Caps

- ◆ Discourage mandated tuition caps on state colleges and universities that are set by state legislatures. Externally imposed tuition caps may lead to decreases in academic quality, reduced ability to respond to market opportunities, and reduced institutional student financial aid. Exceptions may exist in cases where state appropriations sufficiently offset losses in tuition revenues.

Taxpayer Bill of Rights (TABOR)

- ◆ Discourage efforts to amend state constitutions to place arbitrary limits on revenues and expenditures through Taxpayer Bill of Rights (TABORs) or similar means. Inadequate funding of institutions of higher education penalizes students. The imposition of arbitrary limits on revenues and expenditures constrains the flexibility of state elected leaders to respond to changing needs and circumstances and to invest strategically in the state's economic future, and they have proven devastating to higher education funding.

Access and Attainment

Access to college means ensuring that all students who wish to pursue a higher education have the opportunity to do so, regardless of their socioeconomic, demographic, geographic or academic backgrounds. It includes the opportunity to earn admittance, experience a supportive environment during their studies, and graduate from college prepared to succeed in the workplace and participate as a citizen of the world.

While state and federal governments, as well as institutions, play a role in ensuring the path to college is as smooth as possible for all students, state and federal governments play an especially important role in ensuring equal access to college. The states and federal government, in partnership with the nation's pre-K-12 system, have a responsibility to focus the most effective strategies for access and inclusion on the pre-college years and work to reduce barriers in the transition from secondary to postsecondary education.

The Department of Veterans Affairs has begun to implement the new Post 9/11 GI Bill Program. AASCU is actively monitoring this implementation and the effect it is having on veterans and campuses. Based on its observations, AASCU is actively engaged in discussions with policymakers advocating positive change that will reduce confusion and lead to a more simplified process.

The first session of the 111th Congress brought a strengthened federal role in the area of access through the College Access and Completion Initiative. Significant funding has been provided to bolster state efforts around access. AASCU was instrumental in the design of this new program.

Looking forward, the Congress will be reauthorizing the Elementary and Secondary Education Act and examining immigration reform. AASCU will work to strengthen teacher development programs in order to ensure that high school graduates are college-ready, not only with an understanding of curricula, but also armed with the skill sets to achieve college success.

Federal Role in College Access and Attainment—AASCU Policy Statements

K-12 and Postsecondary Education Alignment

- ◆ Support funding directed toward states in their efforts at aligning K-12 and higher education curricula, standards and assessments to ensure that students are prepared for and enter postsecondary education and the workforce with the knowledge and skills to be successful.

Minority-Serving Institutions (MSIs)

- ◆ Boost appropriation levels for Title III of the Higher Education Act, which supports the development and strengthening of Historically Black Colleges and Universities, Predominantly Black Institutions, American Indian Tribally Controlled Colleges and Universities, Alaska Native and Hawaiian Serving Institutions, and Native American Serving Institutions.

According to the National Center for Education Statistics (NCES), between 2007–2018, college enrollment is expected to increase 4 percent for white students, 26 percent for black non-Hispanic students, 38 percent for Hispanic students, 29 percent for Asian/Pacific Islander students 32 percent for Native American/Alaskan Native students and 14 percent for nonresident alien students.
- ◆ Boost funding of Title V of the Higher Education Act, which supports the development and strengthening of Hispanic Serving Institutions (HSIs) in order to address the nation’s changing demographics and increasing enrollments at HSIs.

Federal Early Outreach and Student Services Programs: TRIO and GEAR UP

- ◆ Support increased funding for TRIO and GEAR UP through the annual appropriations process.

According to the U.S. Department of Education, in 2008 there were 2,853 TRIO projects, 838,591 total participants, and a total funding allocation of \$878,850,850 for TRIO—an across-the-board decline from 2007. According to other recent data, more than 11 million people need TRIO services, and over 90 percent of people eligible for TRIO projects are not served. Two-thirds of TRIO participants come from households where neither parent graduated from college and where the income for a family of four is under \$30,975.

- ◆ Oppose any proposal to scale back or eliminate any significant component of TRIO and GEAR UP programs.

Veteran Students, Students Called to Active Duty and Reserve Officers' Training Corps (ROTC) Students

- ◆ Support legislative changes and/or technical corrections to the Post-9/11 Veterans Educational Assistance Act of 2008 in order to standardize processing of benefits in accordance with accepted higher education practices.

In particular, support efforts to revise separate payment charts for tuition and fees created by the U.S. Department of Veterans Affairs (VA)—in which the VA calculates and caps tuition and fee charges separately—to a combined tuition and fee chart conforming to standard higher education billing practices.

The Post-9/11 Veterans Educational Assistance Act of 2008 or “Post-9/11 GI Bill” also has a Yellow Ribbon component, where institutions whose tuition and fees are higher than the base Post-9/11 GI Bill benefit (in-state tuition and fees at the most expensive public college or university in that veteran’s state) can sign agreements with the U.S. Department of Veterans Affairs to contribute up to 50 percent of tuition and fees toward the remaining cost. The VA will match up to 50 percent of the school’s Yellow Ribbon contribution. According to October 2009 VA statistics, 3,539 Yellow Ribbon agreements have been signed for the 2009-2010 school year; 1,101 of them are for an unlimited number of veteran students.

- ◆ Fund Model Programs for Centers of Excellence for Veteran Success authorized under HEA to award competitive grants for model programs that support veteran student success in postsecondary education.
- ◆ Benchmark MGIB benefits (pre-Post 9/11 GI Bill) to the cost of attendance at public four-year institutions for those service members who served prior to September 11, 2001. Service members eligible under the current MGIB who served on or after September 11, 2001 will have an irrevocable decision point to choose either set of benefits.
- ◆ Ensure that no student-reservist is required to repay any unearned federal student aid received for an academic term in which they are called to active duty.
- ◆ Support the U.S. Department of Veterans Affairs in its efforts to create a comprehensive payment system able to make timely and accurate payments to eligible recipients of veterans education benefits. Such a system should ensure that student veterans, states and institutions do not suffer adverse financial consequences as a result of federal action.
- ◆ Advocate for more advantageous tuition rates for MGIB Selected Reserve (Chapter 1606) benefits; also advocate for portability equity for MGIB-SR benefits earned during mobilization for a period of 10 years after leaving service (equal to MGIB Active Duty portability rates).
 - ◆ MGIB-SR benefits for members of the Selected Reserve attending college in 2009 ranged from \$83.25/month for less than half-time study to \$333/month for full-time study; reservists who voluntarily separate from the Selective Reserve lose their educational benefits immediately upon separation.
- ◆ Boost funding for the Upward Bound TRIO programs that prepare low-income, first-generation military veterans for college.

- ◆ Support ROTC programs on campus that allow students to develop both academic and leadership skills in the service of their country.
- ◆ Discourage attempts to mandate institutional refund policies for veteran and active-duty military students on the federal level; a recent national survey indicated that nearly 80 percent of responding campuses had already established refund policies for military activations and deployments.

Funding for Advanced Degree Programs

- ◆ Increase investment in federal scholarship and fellowship programs—such as the Javits Fellowship and GAANN programs—as important means of building a pipeline for historically underrepresented groups into academia and advanced graduate studies.
- ◆ Boost funding to the Ronald E. McNair Post-Baccalaureate Achievement Program through the TRIO programs in order to increase the number of undergraduate students who participate in advanced degree programs. Funding is used to encourage enrollment in advanced degree programs through mentoring, test preparation for the Graduate Record Exam (GRE), tutoring and assistance in applying for graduate school. Students who benefit from this program are tracked and supported as they progress through their advanced degree programs.

Undocumented Students

- ◆ Support clarification of existing federal immigration law to allow states to determine the tuition status of qualified dependents of undocumented immigrants. AASCU believes that states' authority over tuition policy must be preserved and respected.

- ◆ Support access to federal loan and work-study programs for qualified undocumented students who were brought to the United States under the age of 16, have resided in the United States for five or more years and have graduated from a United States high school.

Between 2001 and 2006, 10 states passed legislation allowing undocumented students to receive in-state tuition. The issue of whether undocumented students should have access to enrollment in public postsecondary institutions and lower in-state tuition rates continues to be hotly contested in many states. Considerable attention will be given to the first state Supreme Court case on the issue, in California. A central question in the case will be whether high-school attendance can legally replace the residency requirement for receiving in-state tuition. While the California court's decision, which should be handed down in 2010, will not have any binding effect on other states, it may have national implications given that policymakers and the courts could be influenced by the decision.

Affirmative Action and Diversity of College Campuses

- ◆ Oppose federal efforts that prohibit affirmative action policies for colleges and universities, in order to ensure equal educational opportunity and access for all students.

State Role in College Access and Attainment—AASCU Policy Statements

Undocumented Students

- ◆ Encourage states to provide eligibility for in-state tuition rates to qualified undocumented students. Qualifications may include graduation from a state high school, state residency and intent to obtain U.S. citizenship.
- ◆ Discourage state efforts to prohibit undocumented students from enrolling in public institutions.

Tuition Benefits for Active Military Personnel and Veterans

- ◆ Encourage states to support programs that facilitate veterans' entry into and success in postsecondary education.

Affirmative Action and Diversity Referendums

- ◆ Discourage state referendums limiting the ability of public colleges and universities to utilize admissions or other policies that aim to engender a diverse student body.

Aligning and Strengthening the Education Pipeline

- ◆ Support state efforts to increase the preparedness for, and transition to, postsecondary education through strong P-20 coordination initiatives. Such initiatives may include:
 - Alignment of secondary and postsecondary curriculum, standards and assessments.

- Clarifying and raising expectations for entering college freshmen by articulating a rigorous statewide high school core course of study that prepares students for college and the world of work.
- Developing policies that promote access to accelerated learning options and that encourage participation of middle- and lower-achieving groups in such programs as Advanced Placement, International Baccalaureate and dual/concurrent enrollment.
- Supporting early outreach/commitment programs that incentivize middle and high school students to plan and prepare for college.

Seamless Student Transitioning

- ◆ Encourage states to develop effective policies to support the transfer of credit and streamline credit transfer, including statewide articulation agreements, while recognizing that academic matters are most appropriately handled through the collaborative efforts of accreditors and statewide, system and institutional boards.
- ◆ Urge adoption of policies that remove undue barriers to baccalaureate programs for students completing associate degree programs.

Nontraditional/Adult Learners

- ◆ Urge states to develop policies that facilitate adult learner re-entry into college and toward degree completion, such as assessment of prior learning and initiatives designed to help adults meet the logistical challenges of balancing occupational, parental and college responsibilities.

Accountability

Public colleges and universities have an obligation to be responsible and trusted guardians of the public's resources and to communicate clearly and effectively about their stewardship of the public's investment in them. AASCU is committed to greater public accountability and has been a leader in promoting improved data systems, greater transparency and increased focus on student learning outcomes. AASCU calls on its members to participate in the AASCU/APLU Voluntary System of Accountability (VSA), designed to improve transparency of institutional and student data, core educational outcomes and student engagement. To date, over one-half of AASCU members have signed on to this initiative.

The Higher Education Act requires colleges and universities to be more accountable, particularly in relation to transparency in college costs. AASCU worked with Congress to ensure these new provisions take into account the unique nature of costs in public higher education and tuition-setting authority of public colleges. AASCU helped to secure several provisions, including recognition of the measure of tuition in dollars and not just percentages; the role of state appropriations in tuition levels; and the role of tuition-setting authority in the price of tuition. AASCU believes that the federal effort to engage states in the higher education debate through maintenance of effort and supplement—not supplant—requirements is an important piece in the college cost equation and will continue to advocate for strengthening these provisions.

President Obama has called for the United States to be first in the world in the number of people with a postsecondary degree by the year 2020. AASCU applauds this focus on producing more graduates, as well as shifting the accountability focus on improving the number of graduates produced by institutions, rather than just on graduation rates. AASCU will support efforts to strengthen government oversight and institutional accountability to eliminate fraud and abuse in federal student aid programs.

Federal Role in Accountability— AASCU Policy Statements

Consumer Information and College Costs

- ◆ Encourage the use and adoption, where applicable, of voluntary reporting structures such as the Voluntary System of Accountability.

- ◆ Oppose any attempts to impose federal cost containment measures on institutions.

Public institutions of higher education in only 15 states have authority to set their own tuition rates.

Increases in tuition at public colleges are directly correlated to declines in state appropriations; that is, when state appropriations decrease, tuition and fees must be increased—sometimes significantly—to make up the shortfall. While the recession has sharply exacerbated disinvestment in state operating support for higher education on a per-student basis, enrollment is surging at many state colleges. In some instances, such as throughout California’s public postsecondary sector, thousands of students have been denied classes due to fiscal limitations such as not having enough money to hire instructors. In Utah, for example, student enrollment in the public four-year university system has increased 17 percent in 2008 and 2009 combined, while funding has been cut 17 percent, reflecting \$1,300 fewer state dollars invested in each full-time student. Federal stimulus monies helped mitigate about half the cuts, but state re-investment is unlikely once those dollars are exhausted. To offset the cuts, Utah’s state colleges increased tuition by about nine percent. The increase would have had to be 42 percent to restore revenues lost from state funding reductions.

Postsecondary Student Data Systems

- ◆ Support state efforts to develop an integrated network of state data systems, based on common data elements, to serve as a privacy-protected state-based system of student level longitudinal data.

- ◆ Discourage federal efforts that require states to collect overly burdensome or intrusive student data, while supporting data collection that directly informs key educational outcomes.

- ◆ Oppose federal efforts to require states to disclose student data that could violate the Family Educational Rights and Privacy Act (FERPA).

Degree Attainment Reporting

- ◆ Focus national educational attainment goals and federal evaluation efforts on the number of Americans with a degree or certificate, rather than solely on institutional graduation rates.
- ◆ Require that graduation rates using federal financial aid as a proxy for income be reported in IPEDS. These new graduation rates were identified in the HEOA for the following groups: Pell Grant recipients, Subsidized Stafford Loan recipients who are not Pell Grant recipients, and students who do not receive any federal aid or who receive only unsubsidized loans.

Accreditation

- ◆ Support mandatory public disclosure and dissemination of findings from final accreditation reports.
- ◆ Encourage the six regional accrediting associations to clearly define and broadly communicate their expectations for assessing and reporting student learning in a manner that is aligned with the AACU/APLU Voluntary System of Accountability (VSA).

Transfer of Credit

- ◆ Oppose the direct involvement of the federal government in regulating inter-institutional academic practices such as the transfer of credit. Academic matters are most appropriately handled through the collaborative efforts of accreditors and statewide, system and institutional boards.

Fraud and Abuse in Federal Student Financial Aid Programs

90/10 Rule

- ◆ Support integrity in federal student financial aid programs by encouraging changes to the recent amendment to the Higher Education Act that weakened federal regulation of these programs regarding the “90/10 Rule.” The amendment weakens the original intent of the provision by allowing for-profit institutions to include private institutional loans and the extra unsubsidized Stafford Loan eligibility authorized by the Ensuring Continued Access to Student Loans Act (ECASLA) in calculating the minimum required 10 percent of revenue that is to be derived from sources other than federal student financial aid.
- ◆ Oppose any efforts to weaken regulation of an institution of higher education’s financial viability for participation in the Title IV student financial aid programs.

Loan Program Integrity

- ◆ Encourage the replacement of Cohort Default Rates with improved indicators to track fraud and abuse in the federal student financial aid system.

Cohort Default Rates (CDRs) on student loans have declined in recent years. However, the decline has been fueled by the misuse of the current CDR formula, which is used to determine eligibility for participation in Title IV programs.

Campus Safety, Security and Emergency Preparedness

- ◆ Oppose onerous, costly and unfunded campus security mandates from the federal government.
- ◆ Encourage and fund federal, state and institutional partnerships that enhance campus safety and security.

State Role in Accountability— AASCU Policy Statements

Improved Student and Institutional Data

- ◆ Support state efforts to work with the higher education community and the federal government to improve and expand student data systems to inform educators and policymakers on strategies for improving student attendance, retention and college completion. The implementation of statewide or multistate consortia student data systems will provide for the enhanced ability to identify both challenges associated with and solutions for improving student success.

As states and school systems work to align expectations in high school with the demands of postsecondary education, they need better data on student success when they leave the P-12 system and enter college. As of 2008, 28 states have the ability to match student-level P-12 and higher education data, up from just 12 states in 2005, according to the Data Quality Campaign.

- ◆ Encourage states to align data system efforts with institutional and system contributions being made via the Voluntary System of Accountability (VSA), a joint initiative between AASCU and the Association of Public and Land-grant Universities (APLU) that provides greater transparency of student demographic information, core student educational outcomes and student engagement.

Upholding Ethical Standards

- ◆ Encourage collaborative efforts with states to ensure that appropriate policies are in place that promote ethical behavior, that ensure appropriate transparency and accountability for institutional transactions, and that seek to prevent conflicts of interest that may arise between institutions and third-party vendors.

Public Safety, Emergency Preparedness and Disaster Response

- ◆ Support state-coordinated efforts to help higher education institutions plan for, respond to and recover from natural disasters and other public safety emergencies.
- ◆ Support existing state law and proposed legislation that: 1) bans concealed weapons from public college campuses or 2) provides for institutional and system autonomy with regard to concealed weapons policy. Discourage new legislation that would overturn or weaken concealed weapons bans on campus.

Governing Board Selection, Preparation and Institutional Relations

- ◆ Continue to endorse the selection/appointment criteria put forward by the Center for Higher Education Policy Analysis: commitment to public education; record of public or community service; knowledge of complex organizations and academic institutions; demonstrated collaborative leadership; willingness and availability for constructive engagement; commitment to open-minded, nonpartisan decision-making; and a record of integrity and civic virtue.
- ◆ Encourage the formation and maintenance of appropriate and constructive relationships between institutions, their governing and coordinating entities and states' elected leaders. The terms of these relationships must be absolutely clear. AASCU opposes changes in these relationships that muddle or politicize the decision-making process or compromise the autonomy or integrity of institutions.
- ◆ Continue to endorse the Association of Governing Boards of Colleges and Universities' statement, *Governing in the Public Trust: External Influences on Colleges and Universities*, as a

STATE ROLE IN ACCOUNTABILITY

constructive articulation of the roles and responsibilities of those charged with governing the nation's higher education institutions.

Academic Bill of Rights

- ◆ Encourage opposition to state legislation mandating intellectual diversity or faculty quotas on campus.

Competitiveness

Public colleges and universities play a central role in expanding the nation's human capital and boosting our competitive advantage in today's global marketplace. This is accomplished, in part, by providing quality preparation for the majority of the nation's K-12 teachers. It is also accomplished by producing graduates in a variety of fields who have the knowledge and skills needed to meet the needs of business, nonprofit and public sector employers. This includes health care workers, scientists and engineers, business leaders and others essential to the nation's economy.

AASCU believes that the federal government must play an essential role in supporting institutional efforts to meet national, state and local workforce needs. The federal government can provide incentives for individuals to enter high-demand fields and to work in hard-to-staff areas, support scientific research and education, and streamline efforts to attract international talent. State and local governments, as well, can support institutional efforts to educate teachers, health care workers, scientists and engineers, and others. The nation's economic competitiveness, security and prosperity depend in large measure on how well the nation's colleges prepare citizens for a knowledge-based economy.

In the coming debate on the Elementary and Secondary Education Act, AASCU will advocate for strategies to improve teacher quality efforts and strengthen the effectiveness of teacher preparation programs begun in the last reauthorization of the Higher Education Act. With regard to Workforce Investment Act debates, AASCU will be looking to improve the standing of AASCU institutions as key and integral players in any state and local economic development initiatives. This includes strengthening programs around rural and urban programs. In order to be successful in today's economy, an understanding of how one fits into a world economy is essential. AASCU will look to improve programs that provide a more contextual awareness of our role in the world, including stewardship of the environment.

Federal Role in Competitiveness— AASCU Policy Statements

Teacher Quality Partnership Grants and Title II of the Higher Education Act

- ◆ Secure increased appropriations for the Teacher Quality Partnership Grant program and require that partnerships between institutions of higher education and K-12 schools include a comprehensive focus on reforming teacher preparation programs, with an emphasis on clinical experiences, induction and professional development.
- ◆ Target the limited federal funds available to support linkages between teacher preparation programs and the needs of our nation's K-12 system, such as preparing teachers to teach in high-need, hard-to-staff schools and in high-need subjects.
- ◆ Oppose federal legislation that infringes on state authority in the regulation of teacher preparation programs.

Accountability of Teacher Preparation Programs

- ◆ Provide federal funds for research and evaluation of teacher preparation programs, including improvement of state P-20 data systems through the linkage of teachers with student outcomes, in order to inform and improve program performance, productivity and impact on student learning.

Assessment of the effectiveness of teacher education program in achieving greater learning outcomes among pupils is most effective when it is a state responsibility. When a single teacher education program tries to gather data to assess the impact of its graduates on K-12 student learning, it takes extraordinary time and effort. After all, much of the data about effectiveness is “owned” by the state, not the individual institution: pupil test scores, teacher employment date, teacher retirement date, etc. When the state works in partnership with all state institutions, as is happening in some states (e.g., Louisiana), meaningful data can result in substantial program improvement.

Teacher Recruitment and Retention Strategies

- ◆ Provide federal funding to increase the number of educators from underrepresented and nontraditional teaching populations through various incentive structures, including centers of excellence based at institutions of higher education.

According to research from the New Teacher Center at the University of California, Santa Cruz, every \$1 spent on high quality teacher induction programs provides a return on investment of \$1.66 after five years. The return on investment is primarily a result of enhanced student learning and reduced teacher turnover costs.
- ◆ Fully fund service-payback models, such as the TEACH Grant program, to recruit students who agree to teach in targeted school districts, especially schools that are difficult to staff or where salaries are often not comparable to those of more affluent school districts.
- ◆ Support loan forgiveness for teachers who work in high-need schools or teach in high-need subject areas.

Reauthorization of the Elementary and Secondary Education Act (ESEA)

- ◆ Revamp Title II to include: emphasis on strong clinical experiences, mentorship, technology integration, and content mastery in pre-service training; differentiated retention strategies and professional development for in-service educators; and accountability in teacher preparation programs focused on improving student learning.
- ◆ Support states in creating effective pre-service and in-service teacher evaluation measures, with research-based methodology and metrics.
- ◆ Authorize and secure appropriations to assist states in meeting the updated teacher quality requirements set forth under the reauthorized ESEA.
- ◆ Support the strengthening of high-quality clinical experiences in all traditional teacher preparation programs and require that all federally funded alternative teacher preparation programs include high-quality clinical experiences. Clinical experiences should drive coursework in pedagogy and student learning, and prepare teacher candidates to teach diverse students in high-needs schools.
- ◆ Support efforts to align Title II of the Higher Education Act and Title II of the Elementary and Secondary Education Act to strengthen recruitment, pre-service preparation, induction and in-service professional development of teachers, principals and other K-12 school leaders.

Science, Technology, Engineering and Mathematics (STEM) Education

- ◆ Strengthen the Mathematics and Science Partnership (MSP) program to build content knowledge for teachers and performance for students as part of ESEA reauthorization.
- ◆ Fully fund MSP and other STEM grant programs in appropriations cycle.
- ◆ Support continued incentives for partnerships among institutions and states to strengthen traditional and nontraditional pathways for qualified candidates to teach in STEM fields.
- ◆ Boost appropriations to support recruitment, training, placement and retention of STEM teachers in areas of greatest need and to encourage federal incentives to improve their compensation.
- ◆ Increase funding for research initiatives for the National Science Foundation, National Institutes of Health and other agencies that support institutional research efforts.

Economic and Workforce Development

Rural Institutions

- ◆ Provide appropriations for the Rural Development Grants for Rural Colleges and Universities program. These grants encourage partnerships between rural colleges and universities and local entities that promote greater access to college for rural high school students. Other program objectives include increasing the number of adults in rural communities with a bachelor's degree or higher, enhancing training opportunities and stimulating technological innovation.

Urban Institutions

- ◆ Support efforts to reauthorize, authorize and fund programs that encourage research and partnerships between urban institutions and their communities to promote economic and workforce development, community revitalization, teacher recruitment and greater access to college for urban high school students.

Workforce Investment Act (WIA)

- ◆ Advocate for provisions in reauthorization of the WIA that more fully include and recognize the role of four-year colleges and universities in workforce education and include state college and university leaders in planning and decision-making processes for state utilization of federal WIA funds.
- ◆ Support clarification of federal law that would make it easier for states to coordinate the various statewide data systems related to workforce development.
- ◆ Advocate for increasing the allowable time limits under which welfare recipients can pursue a higher education as a direct work activity, given that the current 12-month limit forces many welfare recipients to leave college before receiving the needed education and training.

International Education

Student/Faculty Exchange

- ◆ Support the Lincoln Commission recommendations to establish a national study abroad program, particularly for students from underrepresented institutions and populations.
- ◆ Support the removal of barriers to the open exchange of scholars between all nations and oppose limitations on student and

faculty study abroad, except in instances of personal health and security issues.

- ◆ Expand student exchange programs with foreign countries for colleges and universities, and lift current travel restrictions imposed by the Department of Treasury that serve as barriers to student/faculty exchanges with Cuba.
- ◆ Boost appropriations for international programs managed by the Department of Education: Title VI of the Higher Education Act: International Education Programs, Fulbright-Hays and the Institute for International Public Policy.

Immigration and Visa Control of Foreign Students

- ◆ Relieve problems associated with the valid acquisition of H-1B visas and EB green cards.
- ◆ Protect provisions under current law that permit exemptions from the annual visa cap on H-1B visas for the academic community.
- ◆ Support changes in legislation that would raise the current limitation on new visas per year imposed on employers from the business community.
- ◆ Support the visa process that increases access into the U.S. for legitimate international students and scholars, in part through the effective utilization of biometric technology employed by U.S. VISIT.
- ◆ Simplify federal regulations that hinder the successful development of international programs or severely restrict the access of foreign students to American institutions.

Science, Technology, Engineering and Mathematics (STEM)

STEM Research and Workforce Preparation

- ◆ Increase funding for the programs in the America COMPETES Act and support specific funding designations to public four-year institutions for research and workforce development in energy and sustainability fields.

In 2007–2008, according to the most recent IPEDS data, AASCU institutions awarded approximately 33 percent of bachelor’s degrees in the United States in mathematics and statistics, 27 percent of bachelor’s degrees in computer and information science and 21 percent of bachelor’s degrees in engineering.
- ◆ Recognize the contributions of each sector of higher education in the strengthening of STEM fields—the resources of the entire community must be tapped when creating, funding and implementing STEM programs that educate future scientists, engineers and mathematicians, as well as create research opportunities for students studying in the STEM fields.
- ◆ Support and improve basic and applied scientific research and education activities for undergraduate programs in order to complement established graduate and research programming.
- ◆ Strengthen the pipeline for those who have been traditionally underrepresented in STEM fields, such as students of color, low-income students and women.

State Role in Competitiveness— AASCU Policy Statements

Higher Education’s Role in Statewide Economic Development Initiatives

- ◆ Urge states to include the higher education community as an essential partner in statewide economic development efforts.
- ◆ Call for state policies and programs that promote the role of higher education, including four-year institutions, in the development of the human capital essential to advancing state and local economic development and meeting workforce needs.
- ◆ Include all public four-year institutions in formal state-sponsored programs designed to facilitate applied research and development activities and regional economic development.

The Kentucky Postsecondary Education Improvement Act (HB 1), approved in 1997, is illustrative of a successful and inclusive state initiative. The Kentucky Strategic Investment and Incentive Funding Program and the Regional University Excellence Fund serve as good examples of how states can effectively leverage state monies, allowing all public four-year institutions to fully tap their economic development capacity.

Preparing, Developing and Retaining a Quality Teacher Workforce

- ◆ Support state efforts to establish and implement rigorous standards of learning for students in teacher preparation programs. These standards should address both specific content area comprehension and knowledge of appropriate methods of instruction and should be used to promote public accountability.
- ◆ Encourage states to develop comprehensive teacher workforce strategies that address teacher quality, recruitment, distribution and retention. These strategies might include:

STATE ROLE IN COMPETITIVENESS

- Strengthen teacher preparation, induction and mentoring, and professional development programs.
- Promote efforts to increase the number of educators from underrepresented and nontraditional teaching groups.
- Increase coordination between two-year and four-year colleges to facilitate seamless transfer of teacher preparation students.
- Provide financial incentives, including increased salaries and pay for performance.
- Intensify partnerships between teacher preparation programs and school districts, including emphasis on formal, structured interactions between teacher preparation programs and schools.
- Increase professionalism and improved working conditions (enhanced license reciprocity and pension portability, opportunities for advancement, reduced teaching loads and extra support in hard-to-staff schools).
- Support comprehensive teacher data systems and research on program effectiveness.
- Heighten the importance of mathematics education for all teacher preparation students.
- Promote alternative certification programs aimed at high-need areas with assurance that these programs have sufficient rigor.

State Investment in Capital Outlay and Infrastructure Maintenance Needs

- ◆ Urge states to make a greater commitment to the infrastructure and facility needs of their public colleges and universities to ensure high quality instructional and operating capacity. Further, encourage states to provide grants to address sustainability efforts aimed at decreasing energy consumption.

Human Capital Investment in High Demand Occupations

- ◆ Support state programs that provide in-school tuition reimbursement or on-the-job student loan forgiveness aimed at incentivizing students' interest in and training for high-demand professions—such as teaching and nursing—and who upon graduation may be obligated to work in underserved urban and rural areas.

Enhanced Preparedness for STEM Occupations

- ◆ Support state initiatives designed to prepare students' interest in and training for careers that involve STEM disciplines, both at the K-12 and post-secondary levels.

Attracting and Retaining Talent Capacity

- ◆ Support state efforts to provide resources and policies that aim to attract and retain a diverse, highly capable and competitive postsecondary workforce. This includes the use of progressive benefits packages, such as, but not limited to, domestic partner benefits.

Temporary Assistance to Needy Families (TANF) and Workforce Investment Act (WIA)

- ◆ Continue to support the need for state flexibility and adequate federal resources to ensure that the implementation of the Temporary Assistance for Needy Families (TANF) provisions is successful.
- ◆ Encourage states to coordinate their Workforce Investment Boards with a broad range of appropriate state entities such as TANF programs and public colleges and universities.

Council of State Representatives

Alabama

- William H. Harris, President, Alabama State University

Alaska

- John Pugh, Chancellor, University of Alaska Southeast

Arizona

- John D. Hager, President, Northern Arizona University

Arkansas

- Charles L. Welch, President, Henderson State University

California

- Ruben Armifiñana, President, Sonoma State University

Colorado

- Brad Bartel, President, Fort Lewis College
- P. Kay Norton, President, University of Northern Colorado

Connecticut

- John W. Miller, President, Central Connecticut State University

Delaware

- Harry L. Williams, President, Delaware State University

District of Columbia

- Allen Sessoms, President, University of the District of Columbia

Florida

TBD

Georgia

- David L. Potter, President, North Georgia College and State University

Guam

- Robert Underwood, President, University of Guam

Hawaii

- Rose Y. Tseng, President, University of Hawaii at Hilo

Idaho

- Dene Kay Thomas, President, Lewis-Clark State College

Illinois

- Al Bowman, President, Illinois State University
- Vaughn Vandergrift, Chancellor, Southern Illinois University
Edwardsville

Indiana

- Howard Cohen, Chancellor, Purdue University Calumet
- Sandra Patterson-Randles, President, Indiana University
Southeast

Iowa

- Benjamin J. Allen, President, University of Northern Iowa

Kansas

TBD

Kentucky

TBD

Louisiana

- John L. Crain, President, Southeastern Louisiana University

Maine

- Richard L. Pattenaude, Chancellor, University of Maine System

Maryland

TBD

Massachusetts

- Timothy J. Flanagan, President, Framingham State College

Michigan

- Thomas J. Haas, President, Grand Valley State University

Minnesota

- Earl H. Potter, III, President, St. Cloud State University

Mississippi

- Martha Dunagin Saunders, President, University of Southern Mississippi

Missouri

- Kenneth W. Dobbins (Chair), President, Southeast Missouri State University
- Carolyn R. Mahoney, President, Lincoln University of Missouri

Montana

TBD

Nebraska

- John E. Christensen, Chancellor, University of Nebraska at Omaha

Nevada

- Fred J. Maryanski, President, Nevada State College

New Hampshire

- Helen Giles-Gee, President, Keene State College

New Jersey

- Peter P. Mercer, President, Ramapo College of New Jersey

New Mexico

- John E. Counts, President, Western New Mexico University

New York

- Marcia V. Keizs, President, City University of New York, York College
- Deborah F. Stanley, President, State University of New York College at Oswego

North Carolina

- Philip L. Dubois, Chancellor, University of North Carolina at Charlotte

North Dakota

- Gary D. Hagen, President, Mayville State University

Ohio

- Rita Rice Morris, President, Shawnee State University

Oklahoma

- Glen D. Johnson, Chancellor, Oklahoma State Regents for Higher Education

Oregon

TBD

Pennsylvania

- Francine G. McNairy, President, Millersville University of Pennsylvania

Puerto Rico

TBD

Rhode Island

- Nancy Carriuolo, President, Rhode Island College

South Carolina

- David A. DeCenzo, President, Coastal Carolina University

South Dakota

- Robert A. Wharton, President, South Dakota School of Mines and Technology

Tennessee

- Timothy L. Hall, President, Austin Peay State University

Texas

- Flavius C. Killebrew, President, Texas A&M University-Corpus Christi
- Rodney H. Mabry, President, University of Texas at Tyler

Utah

- F. Ann Millner, President, Weber State University

Vermont

- Barbara E. Murphy, President, Johnson State College

Virgin Islands

- David Hall, President, University of the Virgin Islands

Virginia

- Carolyn W. Meyers, President, Norfolk State University

Washington

- James L. Gaudino, President, Central Washington University

West Virginia

- Peter B. Barr, President, Glenville State College

Wisconsin

- Joe Gow, Chancellor, University of Wisconsin-LaCrosse

Endorsements

The American Association of State Colleges and Universities' 2010 *Public Policy Agenda* is endorsed by the following organizations:

- American Association of Colleges for Teacher Education
- Association of Public and Land-grant Universities
- Coalition of Urban and Metropolitan Universities
- Council for Opportunity in Education
- Hispanic Association of Colleges and Universities
- National Association for Equal Opportunity in Higher Education
- State Higher Education Executive Officers

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Delivering America's Promise

AASCU's membership of 420 public colleges and universities is found throughout the United States and in Guam, Puerto Rico and the Virgin Islands. We range in size from 1,000 students to 44,000. 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 with on-line degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

- We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.
- We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through teaching and advising, but 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.