



National Association of State Universities and Land-Grant Colleges

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www.nasulgc.org



NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES



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NASULGC

America's state universities and land-grant colleges—all of them truly peoples' universities—constitute a marvelous enterprise that has served our nation superbly. They are fundamental to our democratic system and essential to our aspirations for a better, more just future. These universities are a critical part of public higher education, and they are essential to the well-being of our nation's economy and society.

C. Peter Magrath
President, NASULGC



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Facts

What With roots going back to 1887, NASULGC is the nation's oldest non-profit, higher-education association. NASULGC has member campuses in all 50 states, the District of Columbia and the U.S territories. The association is governed by a Chair and Board of Directors elected from the member universities and university systems. Its president is Dr. C. Peter Magrath, who directs a staff of more than 30 people at its Washington, D.C., offices.

Who As of February 2004, the association's membership stood at 213, consisting of state universities (52%), land-grant universities (35%), and state-university systems (13%). The total included 76 land-grant universities, of which 17 are historically black institutions. In addition, 30 tribal colleges were granted land-grant status in 1994 and are represented in NASULGC through the membership of the American Indian Higher Education Consortium. NASULGC members enroll more than 3.55 million students or about 40 percent of all U.S. undergraduates at four-year institutions. Of the total enrollment, about one third of the students are members of minority groups and about 60 percent are female. Members estimate upwards of 20 million alumni.

When In 1963, the American Association of Land-Grant Colleges and State Universities merged with the National Association of State Universities to form the present National Association of State Universities and Land-Grant Colleges, or NASULGC (pronounced na SUL juck).

Where The association's offices are located at:
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Why The association's overriding mission is to support high-quality public higher education and to enhance the ability of its members to carry out their public obligations in learning, discovery, and engagement with society at large. NASULGC provides a forum for the discussion and development of policies affecting higher education and the public interest.

“Since new developments are the products of a creative mind, we must therefore stimulate and encourage that type of mind in every way possible.”

George Washington Carver,
November 1932

- How** NASULGC aids its members by helping to:
- Inform Congress, federal agencies, the news media, the general public and others about the special contributions of public universities, including their commitment to broad student access to higher learning;
 - Encourage strong partnerships among public universities and federal, state, and local governments, as well as partnerships with business and other postsecondary institutions;
 - Promote legislative programs that strengthen public higher education, including in the increasingly important national security, information-technology, and international arenas;
 - Advance historically black land-grant institutions through the Office for the Advancement of Public Black Colleges;
 - Expand the impact of urban universities through activities that enhance the capacity of these institutions to deal with a wide range of urban problems.

Additional Data Member institutions’ annual tuition and fees for full time, in-state undergraduates averaged \$4,990 for academic 2003-2004, an increase of \$599 or 13.6 percent over the previous year. This contrasts with an average of \$19,710, an increase of \$1,114 or 6 percent at private four-year institutions. Room and board charges averaged \$5,942, up 6.6 percent over the previous year, compared with an average of \$7,144 at private institutions, up 5 percent.

Member campuses award about three quarters of a million degrees annually. They grant 39 percent of the baccalaureate, 33 percent of the master’s, 56.5 percent of the doctoral, and 31 percent of the professional degrees granted annually. This includes 34 percent of the baccalaureate degrees granted to teachers and more than 60 percent of the degrees granted to engineers at all levels. Members also grant 31 percent of the law and 36 percent of the medical degrees awarded annually. Reflecting members’ special commitment to providing broad access to higher education, NASULGC members enroll 39 percent of the minority undergraduate, 41 percent of the minority graduate, and 32 percent of the minority professional students attending four-year institutions in the United States.

Evidence of the importance of NASULGC institutions to the nation’s research capacity comes from data on individual federal agencies’ obligations for science and engineering research and

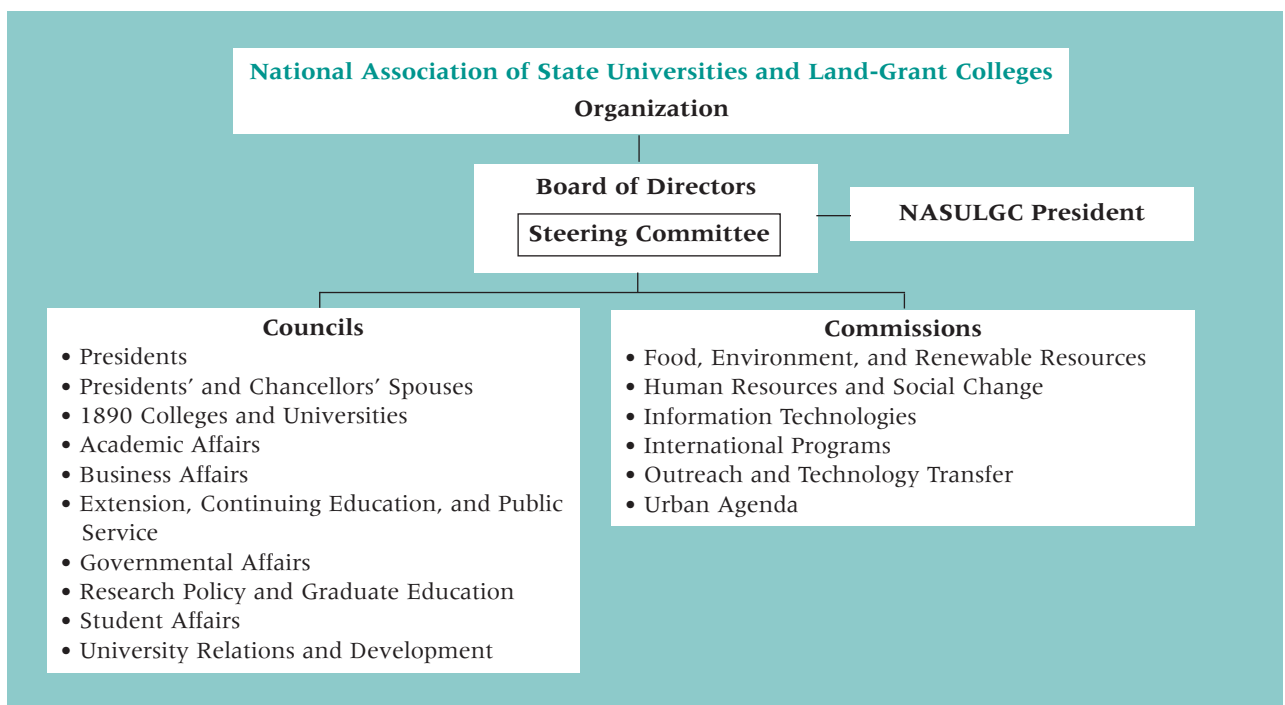
development at four-year institutions. In fiscal year 2001, for example, NASULGC members received:

- 92% of the funds obligated by the Department of Agriculture for such activities
- 69% of the funds obligated by the National Science Foundation
- 69% of those obligated by the Environmental Protection Agency
- 65% of those from the Department of Energy
- 57% of those from the National Aeronautics and Space Administration
- 44% of those from the Department of Health and Human Services, including 41 percent of those obligated by the National Institutes of Health.

The funds obligated by these and other federal agencies to NASULGC members totaled more than \$9.8 billion. The potential of NASULGC members to affect economic development also is indicated by the fact that, over the past 30 years, 61 percent of all patents awarded to colleges and universities have gone to NASULGC members. In 2003, six of the 10 universities awarded the most patents were NASULGC members.

Member universities have educated about half the members of Congress, and about half of the CEOs of America's Fortune 100 corporations graduated from NASULGC institutions.

For more than 75 years, citizens in almost all of the nation's 3,150 counties have benefited from the activities of the land-grant universities' Cooperative Extension System.





Governance

The Board of Directors is the governing and ultimate policymaking body of the association. Under NASULGC's bylaws, representatives from the association's councils and commissions, six president/chancellor representatives, and three elected officers constitute the board. Each representative is elected to a three-year term, with the exception of the officers, who are elected to one-year terms.

NASULGC's 10 councils consist of representatives from each member institution. Appointed by the member institution's president or chancellor, the representatives are the chief administrators in their respective areas.

In addition, all NASULGC member institutions are given the opportunity to be involved with its six commissions, which focus on broad issue areas. Each president/chancellor may appoint a voting delegate to each commission, while other individuals who work in relevant program areas may participate as nonvoting members.

In September 1992, the bylaws were amended to permit institutions that already belong to the American Association of State Colleges and Universities (AASCU) to become members of NASULGC, provided they fall under certain institutional categories and maintain AASCU membership.

Coalition Building

NASULGC works through multiple channels to encourage support of American higher education, and it frequently works in cooperation with other college associations to further higher-education interests. In particular, NASULGC staff meet regularly in networks, alliances and working groups with representatives of such associations as the American Council on Education, the American Association of Community Colleges, the Association of American Universities, the American Association of State Colleges and Universities, and the National Association of Independent Colleges and Universities.

NASULGC also works closely with the AAU on the federal research agenda, and the association has developed an especially close partnership with AASCU, given that a number of public universities enjoy membership in both AASCU and NASULGC.



Context and Mission

America's state and land-grant universities have played a pivotal role in the development of our democratic society. Positioned as the keystone of a public-education system unparalleled in world history, the nation's great public universities have opened the doors to a better life for millions of Americans.

They have produced advances in new knowledge that have spurred the economic growth of the nation; spearheaded the development of revolutionary discoveries in basic and applied science, agriculture, and health; undergirded America's national-security system; and enhanced the quality of life for all citizens through engaging with community, state, and national needs. The association's overriding mission is to coordinate national activities that enhance the capacity of member institutions to perform their traditional roles of fostering learning, discovery, and engagement—reflecting a strong social commitment to investing in the development of America's greatest resource, its people.

The association continues to advocate programs that advance the historic mission of public higher education: to offer access, opportunity, and a quality education to all who can benefit from the experience; to discover and develop the new technologies that will keep the nation competitive and safe; to produce a skilled workforce that meets America's needs and to provide new knowledge to citizens throughout their lifetimes; to contribute to the nation's national defense and security needs; and to support the advances in the sciences, arts, and humanities so vital to the cultural and social progress of this nation.

The specific areas of interest to the association are wide-ranging and include: student assistance; basic and applied scientific research; the environment and natural resources; urban affairs and welfare policies; fiscal and tax policies; trade competitiveness; international education; human health and nutrition; food and agriculture systems; marine science and technology; engineering; veterinary medicine; national security and defense; and the arts and humanities.

Today, at a time of economic and national security challenges, NASULGC universities are helping to chart the new directions needed so that public higher education continues to be a vibrant force for positive change in American society.



Activities and Initiatives

As the voice of public higher education, NASULGC serves its member institutions by expressing their priorities and positions to the legislative and administrative branches of government in Washington, D.C. It also works to expand public understanding of the contributions of state and land-grant universities to society and to promote support for higher education within the private sector.

NASULGC places the following among its most important priorities:

- **Preserving and enhancing student access and opportunity by such activities as expanding student financial-assistance programs.** NASULGC works with legislators and other higher-education groups to expand federal student-aid programs, in particular the maximum Pell Grant available. It also supports expanded outreach to K-12 education to insure that more students, including members of minority groups, receive adequate preparation to be admitted to and succeed in higher education.
- **Maintaining and enhancing the university academic research base and activities, including research and development important to national and homeland security.** The return to society from the public investment in science has been enormous. To retain the United States' scientific strength, higher education must continue to make the case for the value of supporting both research in developing "pure" new knowledge and research applied toward meeting societal goals, particularly the nation's security. NASULGC will continue to foster partnerships among governments at all levels, among its member universities, and with industry.
- **Reducing costly and unnecessary federal regulations.** NASULGC will continue to work with the federal government and other higher-education associations to minimize or eliminate needless and expensive rules and regulations affecting public higher education. It will continue to support efforts to eliminate fraud, abuse, and inefficiency in federal programs and to promote public accountability.
- **Serving as a strong voice for higher-education policies for the digital age.** The use of technology is having a significant impact on the creation, preservation, and dissemination of knowledge and information. Constant changes in technology affect many areas of the campus, from teaching and learning, to

research and discovery, to student life, to the publication process, to outreach to communities, states, the nation, and beyond. NASULGC's Commission on Information Technologies will continue to work closely with other association councils and commissions on common areas of interest, identify policy positions, issue advisories and assessments, and actively participate in federal initiatives concerning intellectual property, free speech and inquiry, advanced communications and technology, telecommunications policy, and distributed-education issues.

- **Focusing on state issues.** Increasingly, federal and state higher-education issues intersect. Major examples include the pressures on public universities stemming from economic downturns at the federal and state levels; pressures for more accountability; demands for outreach to K-12 education; and strategies for providing student financial assistance. NASULGC's Council on University Relations and Development and its Council on Governmental Relations, in alliance with the American Association of State Colleges and Universities, the Council for the Advancement and Support of Education, and the American Association of Community Colleges, will continue to work on such matters and expand the ways in which members can share information and communicate about state-relations issues.
- **Promoting international awareness and understanding.** The international initiatives of state and land-grant universities have made enormous contributions over the decades, but today globalization has changed the way markets and the economy operate. NASULGC will work with its member universities to help them integrate a global perspective and promote international experiences as central to their academic, scholarly, and outreach missions. It also will work with members to foster partnerships in the U.S. and abroad to promote these goals.
- **Encouraging change in public higher education.** NASULGC's Kellogg Commission on the Future of State and Land-Grant Universities laid out a revamped agenda for public universities in the 21st century. The panel issued six reports that included a wide variety of recommendations for improving access to college and the student experience there, engaging universities with the public, providing lifelong learning, attempting to bring more coherence to the often-fragmented campus culture, and outlining commitments public universities should make in return for greater government and public support. Various activities are under way to carry out the recommendations and monitor institutions' progress.
- **Participating in improving the accreditation process.** NASULGC will maintain its efforts to improve the processes of accrediting institutions and, particularly, the processes of specialized accreditation. The NASULGC Council on Academic Affairs, in particular, is working with the Council for Higher Education Accreditation to insure that the processes work efficiently and responsibly.



The Mechanisms

NASULGC pursues its mission through a variety of federal relations activities, commission and council initiatives, and print and electronic communications projects.

The Federal Relations Group

The Federal Relations Group is staffed by professionals who have responsibilities for specific legislative areas and federal budget issues. The group keeps the membership informed about developments in the nation's capital that affect higher education and seeks to advance members' interests. With the support and direct participation of university staff members, the federal-relations group provides timely information on a wide range of complex legislative policy issues to members of Congress and their staffs and conveys the views of members.

The group also provides consultation and support for constituent NASULGC councils, commissions, and committees and serves as a communications network. It confers with other higher-education associations and with members to develop policy positions. Governmental-relations interests include those related to:

- **Higher education**, which supports the association's interests in student financial aid and institutional support, as well as basic scientific and health research, information technology, distance education, continuing education, higher education finance, and federal rules and regulations. Staff members work through coalitions of members' federal-relations officers, who have contacts in every Congressional district in the country. Together they maintain close contacts with Congressional and Executive Branch offices.
- **Food, Environment and Renewable Resources**, which deals with academic programs, research and extension activities in agriculture; food production, processing and delivery; human nutrition; human sciences; forestry; veterinary medicine; natural resources; land and water (including fish, wildlife and minerals); ecological sciences; marine and atmospheric sciences; and related environmental and social concerns. Close liaison is maintained with the U.S. Department of Agriculture and other relevant federal agencies, as well as with other groups representing those who use the knowledge about agriculture and natural resources developed by NASULGC member institutions.

- **International programs**, which serves as a center for information on legislation and governmental and non-governmental programs related to international agriculture, research, and development. Close liaison is maintained with the Agency for International Development and the United States Department of Agriculture, as well as with multilateral agencies.

Minority and Human Resources Programs

Advancement of public black colleges is a goal NASULGC pursues in cooperation with the American Association of State Colleges and Universities through the Office for the Advancement of Public Black Colleges. The office works within the associations and with other minority-related groups on congressional and federal issues of national significance to the advancement of public black universities. This unit seeks to increase the visibility of, and support for, the nation's historically black public campuses by:

- Providing current information on issues of critical concern to public black colleges—particularly concerning development of educational policy;
- Working to bring these institutions into more meaningful and productive relationships with federal agencies;
- Promoting research on the roles of public black universities in American society;
- Serving as a link between public black colleges and sources of financial support, such as foundations, corporations, and governmental agencies.

Office of Public Affairs

With responsibility for the overall public-affairs program of NASULGC, the office works closely with the president's office, councils and commissions, and other higher-education associations to set the organization's public affairs policy and serves as its primary communications and publications unit.

The staff produces *NASULGC Newslines*, the association's monthly newsletter; gathers and distributes membership data and other resource material on higher-education policy issues; works closely with the electronic and print news media; and collaborates with member university administrators who have primary responsibility for fund raising, media relations, publications, and alumni affairs. The office disseminates information on NASULGC programs and policies through a variety of communications channels including news briefings, official publications, e-mail, and the association's Website (<http://www.nasulgc.org>).



Councils

Councils are groups of people with similar roles at each of NASULGC's member institutions. They are organized to enable their members to communicate with each other on important issues in their areas of responsibility. Voting members of NASULGC councils are designated by the president or chancellor of the member institutions and are usually the institution's highest administrative or academic officer in the council's specified area.

Councils are governed by chairs and executive committees elected by their voting members each year in November at the association's annual meeting. Councils meet at least once a year to discuss significant issues in their areas of concern, hear from national experts, advocate positions, conduct studies, issue reports, plan annual meeting sessions, and carry out other activities in support of public higher education.

The following are the council chairs for 2004:

Council on Academic Affairs

Brady J. Deaton
Provost and Executive Vice Chancellor
University of Missouri-Columbia

The council consists of the chief academic officers of member institutions and is particularly concerned with issues such as teaching, academic programs, and the research and service missions of member institutions. It currently has eight committees, which focus on issues related to access and diversity; the economics of higher education; faculty; institutional quality and effectiveness; intercollegiate athletics; libraries and information technology; research and graduate education; and undergraduate education.

Council on Business Affairs

John R. Carnaghi
Vice President
Finance and Administration
Florida State University

The council is composed of the chief administrative officers responsible for business and financial affairs at member institutions. They work to inform members and the public about financial issues facing public universities.

Council of 1890 Colleges and Universities

Clinton Bristow
President
Alcorn State University

In keeping with the land-grant portion of the association's mission, the council is a national advocacy group made up of the chancellors and presidents of the historically black institutions designated as

“Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day.”

Thomas Jefferson
Letter to Du Pont de Nemours,
April 24, 1816

land-grant colleges under criteria set by the Second Morrill Act in 1890. The council fosters policies and programs that build on America’s commitment to educational access and opportunity and promotes congressional and federal initiatives that support scholarship and other academic activities designed to aid socially and economically distressed communities.

Council on Extension, Continuing Education, and Public Service

Barbara Emil
Dean, Outreach and E-Learning
University of Wisconsin-Extension

The council is composed of university administrators and staff responsible for extension, continuing education, and public-service functions at member institutions and systems.

Council on Governmental Affairs

Lillian T. Mashburn
Executive Director, Federal Relations
University of Tennessee

The council is composed of the principal representatives of member institutions who interact with their congressional delegations and with the staffs of federal agencies. The council is co-chaired by the chief executive officer of a member institution and a non-CEO appointed by the council’s executive committee. The council focuses on current federal legislative, budgetary, and regulatory issues.

Council of Presidents

Michael F. Adams
President
University of Georgia

The council is made up of the presidents and chancellors of member universities and university systems. It develops an agenda and sponsors plenary and program sessions at NASULGC’s annual meeting.

Council of Presidents’ and Chancellors’ Spouses

Adele R. Kupchella
University of North Dakota

The council is composed of the spouses of the chief executive officers at member institutions. It facilitates communication among spouses, promotes public-affairs programs and projects, and provides a source of advice and counsel to spouses on issues of common concern, particularly through programs at the NASULGC annual meeting.

Council on Research Policy and Graduate Education

Gail S. Habicht
Vice President for Research
University at Stony Brook, SUNY

The council consists of the chief administrative officers at member campuses and systems with responsibility for research policy and administration and with graduate education. It monitors government rules and regulations affecting campus scientific and technical research and those concerning graduate education. It has working groups focusing on reauthorization of the Higher

Education Act, protection of human research subjects, and the National Research Council’s study of research and doctoral programs.

Council on Student Affairs

Barbara Hancock Snyder
Vice President for Student Affairs
University of Utah

The council is made up of the chief student-affairs administrators at member institutions and systems. It has four task forces devoted to access and diversity, campus community, student learning, and reauthorization of the Higher Education Act.

Council on University Relations and Development

James B. Milliken
Senior Vice President
University Relations

The University of North Carolina
The council provides a forum for examination of the concerns of campus professionals in alumni relations, communications, public affairs, development and fund-raising, as well as state-government relations. Through program sessions at NASULGC’s annual meeting and special communications throughout the year, the council fosters professional development and dialogue on issues of concern to the membership, with the overarching goal being aggressive advocacy of the achievements and contributions of public research, land-grant, and urban universities to the nation.



Commissions

Analogous to interdisciplinary centers or institutes within a university, commissions monitor programs and develop policy positions in broad issue areas. The following are the functions and the chairs of NASULGC's six commissions for 2004:

Commission on Food, Environment, and Renewable Resources

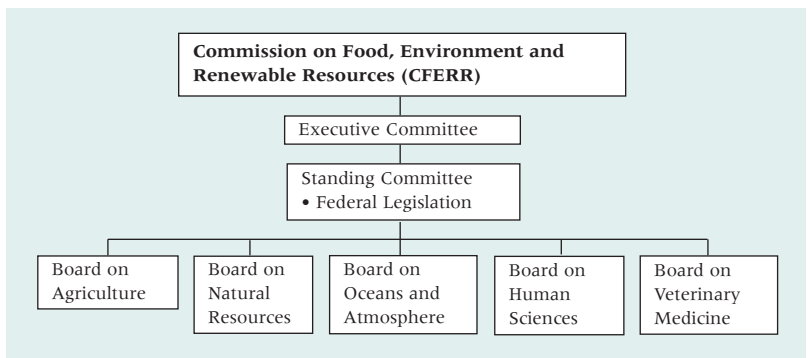
Marye Anne Fox
Chancellor

North Carolina State University

The Commission on Food, Environment, and Renewable Resources focuses on cross-cutting issues related to agriculture, forestry, human sciences, natural resources, ecological sciences, oceans and atmosphere, and veterinary medicine in the functional areas of research, extension, and academic programs. Current high priority areas include: technologies to defend against bioterrorism and agroterrorism; food and its relationship to health, the environment and globalization; the quality and health of the environment;

the scientific workforce; expanding partnerships with the U.S. Geological Survey, the Environmental Protection Agency, and the National Oceanic and Atmospheric Administration; sustainable natural-resource management; water quality and quantity; global change; agriculture and marine biotechnology; food safety and quality; and international trade and development.

The commission seeks to formulate and implement an integrated federal-relations program and formulate Congressional budget recommendations in these high-priority areas of national concern, as well as to forge partnerships with government agencies whose mission areas are congruent with the commission's activities.



“ . . . it is the duty of an institution of learning set in the midst of a free population and amidst signs of social change, not merely to implant a sense of duty, but to illuminate duty by every lesson that can be drawn out of the past. It is not a dogmatic process.”

Woodrow Wilson, 1896

Commission on Human Resources and Social Change

Robert Hemenway
Chancellor
University of Kansas

The Commission on Human Resources and Social Change seeks to bring into focus many of the interests widely dispersed throughout the association. Its concern include such matters as student access and opportunity, student financial aid, minority and multicultural affairs, nutrition and health, links with elementary and secondary education, and faculty recruitment and retention.

Commission on Information Technologies

Warren J. Baker
President
California Polytechnic State University,
San Luis Obispo

The Commission on Information Technologies was created to identify and develop policy positions and issue advisory assessments on information technology and related policy issues of concern to NASULGC members and to the nation. The use of technology is having a profound effect on the creation, preservation, and dissemination of knowledge and information. Rapid changes wrought by electronic technologies are affecting learning, classroom teaching, libraries, student life, the publication process, the workplace, modes of research, and public service. The commission is committed to serving as a strong voice for public higher education by pursuing federal initiatives involving development of the national

information infrastructure, particularly efforts to ensure that members possess the academic and technological infrastructure needed for advanced information-technology operations in all their activities.

Commission on International Programs

Nancy L. Zimpher
Chancellor
University of Wisconsin-Milwaukee

The Commission on International Programs seeks to incorporate a global dimension into the learning, discovery, and engagement activities of NASULGC members, and strives to make internationalization an integral part of each university's mission and strategic plan. The Commission serves as a liaison between universities and government agencies, private organizations and education associations concerned with international programs and studies. It also supports initiatives within Congress, federal agencies, and multilateral development banks to enlarge the international dimensions of academic exchanges, research, training, and development programs.

Commission on Outreach and Technology Transfer

Lee Todd
President
University of Kentucky

The purpose of the Commission on Outreach and Technology Transfer is to foster effective, high-quality outreach endeavors and to support related public policy initiatives. The commission's goals for the year are to promote a culture of engagement and to advance

technology transfer and other commercialization activities for member institutions. Through an executive committee and ad hoc task forces, COTT provides professional development programs at the association's annual meeting, summer seminars, or via on-line interactions. The commission also seeks and provides leadership for collaborations with other organizations to further the priorities and needs of its members.

Commission on the Urban Agenda

Dr. Samuel A. Kirkpatrick
President
Eastern Michigan University

The Commission on the Urban Agenda is NASULGC's chief vehicle for focusing on urban issues and programs. It is broadly constituted to encourage participation from other association commissions and councils. It advocates policies, positions and legislative strategies that further the urban agenda at national, state, and city levels. It also fosters the development of programs and projects of special interest to NASULGC universities with strong commitments to urban areas and to the solution of urban issues.



History of the Association

1862 First Morrill Act is passed, providing federal lands to the states to be sold to support colleges of agriculture and mechanical arts.

1871 Representatives from 29 land-grant institutions meet in Chicago to discuss common issues; the gathering urges the establishment of agricultural experiment stations.

1872 The U.S. Commissioner of Agriculture convenes a meeting of agricultural colleges, societies and others; the group discusses additional land-grants, experiment stations, and military training.

1877, 1882, 1883 “Unofficial” gatherings of land-grant leaders are held.

1885 Colleges of agriculture representatives meet in Washington, D.C., with representatives of the Department of Agriculture. The group agrees to create a formal association and hold annual conventions.

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1887 The first annual convention of the Association of American Agricultural Colleges and Experiment Stations is held in Washington, D.C. George W. Atherton of Pennsylvania State University is elected first president, and membership is limited to colleges receiving benefits under the 1862 Morrill Act and the 1887 Hatch Act. The association begins work in support of the second Morrill Act.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of the funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1896 The National Association of State Universities is founded, representing “major” state universities, whether land-grant or not.

1912 Deans of engineering organize the Land-Grant College Engineering Association.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer instruction beyond their campuses through cooperative extension efforts in agriculture and home economics.

1919 The Land-Grant College Engineering Association and the Association of American Agricultural Colleges and Experiment Stations merge to form the American Association of Land-Grant Colleges.

1920 A home economics section is added to the American Association of Land-Grant Colleges.

1926 The association’s name is changed to the Association of Land-Grant Colleges and Universities.

1939 Graduate studies are added to the association’s agenda.

1945 A liberal arts component is added to the association.

1945 Russell I. Thackery is named the first full-time salaried executive secretary of the association, and its headquarters is located permanently in Washington, D.C.

1948 The veterinary medicine division is added to the association.

1950 The Council of General Extension is added to the association.

1954 The historically black land-grant institutions join the association.

1954 The association’s name is changed to the American Association of Land-Grant Colleges and State Universities, in anticipation of a merger with the National Association of State Universities and the State Universities Association (non-land-grant state universities).

1963 The completed merger formally creates NASULGC, which undergoes major changes in structure and governance.

1966 The National Sea Grant College Act is passed with a mission of research, teaching, and education in marine and coastal sciences. Many of the sea grant colleges are established at land-grant universities.

1969 Russell I. Thackery retires and is succeeded by Ralph K. Huitt as executive director of the association.

1979 Ralph K. Huitt retires and is succeeded by Robert L. Clodius, who is designated president.

1987 NASULGC’s Centennial is celebrated.

1987 The Thurgood Marshall Scholarship Fund is established, supporting scholarships at the historically black public colleges and universities.

1990 “A Charter for the Nineties and Beyond,” a year-long study of the association, is completed and approved in principle by its Senate.

1992 Robert L. Clodius retires; C. Peter Magrath becomes NASULGC’s president, and new bylaws are adopted that streamline the association’s structure.

1995 The American Indian Higher Education Consortium (AIHEC), representing the nation’s 30 land-grant Native American colleges, becomes a member of NASULGC as a system.

1998 NASULGC purchases a building jointly with three other higher education associations and moves to new offices located at 1307 New York Avenue, N.W., Washington D.C. 20005.



A Chronology of Federal Legislation Affecting Public Higher Education

1787 The Northwest Ordinance is passed, authorizing the sale of public land for support of education, thus establishing the land-grant principle.

1862 The First Morrill Act is passed and signed by President Abraham Lincoln, donating public lands to the several states, the sale of which is for the “endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.”

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of this funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1907 The Nelson Amendment to the Morrill Acts of 1862 and 1890 is passed, providing increased appropriations to land-grant institutions.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer educational programs to enhance the application of useful and practical information beyond their campuses through cooperative extension efforts with states and local communities.

1934 Congress creates the National Youth Administration to enable college students to earn money by performing educationally useful tasks and to continue their studies.

1935 The Bankhead-Jones Act adds to annual appropriations for land-grant institutions.

1942 The General Equivalency Diploma (GED) program and the Military Evaluations Programs for veterans who left school to serve in World War II are established.

1944 The Servicemen’s Readjustment Act (G.I. Bill of Rights), Public Law 346, provides for the higher education of veterans.

1945 The Bankhead-Flannagan Act furthers the development of cooperative extension work in agriculture and home economics.

1946 Congress passes the Fulbright Act, Public Law 584, to enable Americans to study and teach abroad.

1946 The United Nations Educational, Scientific and Cultural Organization (UNESCO) is established, which among its many other activities, provides international exchange opportunities for American scholars and administrators.

1948 The U.S. Information and Educational Exchange Act (the Smith-Mundt Act) provides for the international exchange of teachers, students, lecturers and other specialists.

1950 The Point Four Program is enacted by Congress. The Foreign Economic Assistance Act creates the International Cooperation Administration, later renamed the Agency for International Development, or AID.

1950 Congress creates the National Science Foundation (NSF).

1950 The Land-Grant Endowment Funds Bill protects federal and private endowments from unilateral federal action to divert them from the purposes for which they were granted.

1952 The Veterans’ Readjustment Assistance Act (Korean G.I. Bill of Rights) is passed.

1958 The National Defense Education Act (NDEA) provides college student loans, graduate fellowships and aid for improving the teaching of science, mathematics and modern languages.

1961 A report of the U.S. Commission on Civil Rights, “Equal Protection of the Laws in Public Higher Education: 1960,” recommends that federal funds be disbursed “only to such publicly controlled institutions of higher education as do not discriminate on grounds of race, color, religion, or national origin.”

1963 The Higher Education Act (HEA) of 1963 recognizes federal responsibility for aid to colleges and universities in the form of grants and loans for the construction of academic facilities.

1964 The National Defense Education Act Amendments authorize major changes to expand and strengthen the graduate fellowship program and eliminate discriminatory institutional limitations on assistance.

1965 The Higher Education Act of 1965 is passed, funding many higher education programs, including student aid.

1965 The Housing and Urban Development Act of 1965 establishes a maximum interest rate of three percent for the College Housing Loan Program.

1966 The National Defense Education Project is passed to coordinate the federal role in international education. Later, this project is incorporated as Title VI of the Higher Education Act.

1967 The District of Columbia Post Secondary Education Reorganization Act gives land-grant status to Federal City College, now the University of the District of Columbia. This establishes a precedent for federal trust areas to participate in the land-grant system.

1972 The University of Guam, Northern Marianas College, the Community Colleges of American Samoa and Micronesia, and the College of the Virgin Island secure land-grant status through the Education Amendments of 1972 (Public Law 92-318).

1979 The U.S. Department of Education is created.

1980 Congress passes the Education Amendments of 1980, amending the Higher Education Act of 1965.

1992 President Bush signs the Higher Education Act Amendments, reauthorizing the 1965 Higher Education Act.

1993 The National and Community Service Trust Act establishes a corporation to coordinate programs through which students receive minimum wage stipends and tuition benefits in return for community service.

1993 The federal government begins “direct lending,” a program that enables colleges and universities to provide federally funded loans directly to students, thus avoiding private lenders and streamlining the process.

1994 The Elementary and Secondary Education Reauthorization Act of 1994 grants land-grant status to 29 Native American colleges, located primarily in the Plains states and areas of the West.

1998 The Higher Education Amendments of 1998 are passed.



Member Institutions

Alabama

Alabama A&M University*
 Auburn University*
 Tuskegee University*
 University of Alabama System °
 University of Alabama
 University of Alabama at Birmingham
 University of Alabama in Huntsville

Alaska

University of Alaska System* °
 University of Alaska Fairbanks

American Samoa

American Samoa Community College*

Arizona

Arizona State University
 Northern Arizona University
 University of Arizona*

Arkansas

Arkansas State University
 University of Arkansas System °
 University of Arkansas, Fayetteville*
 University of Arkansas at Pine Bluff*

California

California Polytechnic State University,
 San Luis Obispo
 California State University System °
 California State University, Fresno
 California State University, Fullerton
 California State University, Sacramento
 San Diego State University
 San Francisco State University
 San Jose State University
 University of California* °
 University of California, Berkeley
 University of California, Davis
 University of California, Irvine
 University of California, Los Angeles
 University of California, Riverside
 University of California, San Diego
 University of California, Santa Barbara
 University of California, Santa Cruz

Colorado

Colorado State University*
 University of Colorado System °
 University of Colorado at Boulder

Connecticut

Connecticut Agricultural Experiment
 Station*
 University of Connecticut*

Delaware

Delaware State University*
 University of Delaware*

District of Columbia

American Indian Higher Education
 Consortium* °
 University of The District of Columbia*

Florida

Florida A&M University*
 Florida Atlantic University
 Florida International University
 Florida State University
 State University System of Florida °
 University of Central Florida
 University of Florida*
 University of South Florida

Georgia

Fort Valley State University*
 Georgia Institute of Technology
 Georgia Southern University
 Georgia State University
 University System of Georgia °
 University of Georgia*

Guam

University of Guam*

Hawaii

University of Hawaii*

Idaho

Idaho State University
 University of Idaho*

Illinois

Illinois State University
 Northern Illinois University
 Southern Illinois University °
 Southern Illinois University at
 Carbondale
 University of Illinois* °
 University of Illinois at Chicago

University of Illinois at Springfield
 University of Illinois at Urbana-
 Champaign

Indiana

Ball State University
 Indiana University °
 Indiana University-Purdue University
 Indianapolis
 Purdue University*

Iowa

Iowa State University*
 University of Iowa

Kansas

Kansas State University*
 University of Kansas
 Wichita State University

Kentucky

Kentucky State University*
 Northern Kentucky University
 University of Kentucky*
 University of Louisville

Louisiana

Louisiana State University System* °
 Louisiana State University and
 Agricultural & Mechanical College
 Louisiana Tech University
 Southern University and A&M College
 System* °
 University of New Orleans

Maine

University of Maine System °
 University of Maine*

Maryland

Towson University
 United States Naval Academy
 University System of Maryland °
 University of Maryland, Baltimore
 County
 University of Maryland, College Park*
 University of Maryland Eastern Shore*
 University of Maryland University
 College

Massachusetts

Massachusetts Institute of Technology*
 University of Massachusetts Amherst
 University of Massachusetts Boston

* Indicates a land-grant institution as designated by the state legislature.

° Indicates a university system.

^ Indicates an affiliate member

Michigan

Eastern Michigan University
Michigan State University*
Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

Minnesota

University of Minnesota*
University of Minnesota Duluth

Mississippi

Alcorn State University*
Mississippi State University*
University of Mississippi
University of Southern Mississippi

Missouri

Lincoln University*
University of Missouri System*^o
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Rolla
University of Missouri-St. Louis

Montana

Montana State University*
University of Montana

Nebraska

University of Nebraska*^o
University of Nebraska-Lincoln

Nevada

University of Nevada-Las Vegas
University of Nevada, Reno*

New Hampshire

University System of New Hampshire^o
University of New Hampshire*

New Jersey

Montclair State University
New Jersey Institute of Technology
Rutgers, The State University of New Jersey*

New Mexico

New Mexico State University*
University of New Mexico

New York

The City University of New York^o
City College of New York, CUNY
Cornell University*
The Graduate School & University Center of CUNY
Hunter College, CUNY
State University of New York^o
University at Albany, SUNY
University at Binghamton, SUNY
University at Buffalo, SUNY
University at Stony Brook, SUNY

North Carolina

East Carolina University
North Carolina A&T State University*
North Carolina State University*
University of North Carolina System^o
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington

North Dakota

North Dakota State University*
University of North Dakota

Ohio

Bowling Green State University
Cleveland State University
Kent State University
Miami University
The Ohio State University*
Ohio University
University of Akron
University of Cincinnati
University of Toledo
Wright State University

Oklahoma

Langston University*
Oklahoma State University*
University of Oklahoma
Oklahoma State System of Higher Education^o

Oregon

Oregon State University*
Oregon University System^o
Portland State University
University of Oregon

Pennsylvania

Indiana University of Pennsylvania
The Pennsylvania State University*
Temple University
University of Pittsburgh

Puerto Rico

University of Puerto Rico Mayaguez*
University of Puerto Rico Rio Piedras

Rhode Island

University of Rhode Island*

South Carolina

Clemson University*
South Carolina State University*
University of South Carolina

South Dakota

South Dakota State University*
University of South Dakota

Tennessee

Middle Tennessee State University
Tennessee State University*
University of Memphis
University of Tennessee*^o

Texas

Prairie View A&M University*
Texas A&M University System^o
Texas A&M University*
Texas State University, San Marcos
Texas Tech University
Texas Tech University System^o
University of Houston
University of North Texas
University of Texas System^o
University of Texas at Arlington
University of Texas at Austin
The University of Texas at San Antonio

Utah

University of Utah
Utah State University*

Vermont

University of Vermont*

Virgin Islands

University of the Virgin Islands*

Virginia

University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University*
Virginia State University*

Washington

University of Washington
Washington State University*

West Virginia

West Virginia State College*
West Virginia University*

Wisconsin

University of Wisconsin System^o
University of Wisconsin-Extension
University of Wisconsin-Madison*
University of Wisconsin-Milwaukee

Wyoming

University of Wyoming*

The College Board^A

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**Future
NASULGC
Annual
Meeting
Dates**

2004

San Diego Marriott
San Diego, CA
Sunday, November 14-Tuesday, November 16

2005

Hilton Washington and Tower
Washington, D.C.
Sunday, November 13-Tuesday, November 15

2006

Fontainebleau Hilton Resort
Miami Beach, FL
Sunday, November 12-Tuesday, November 14

2007

Hilton New York
New York, New York
Sunday, November 11-Tuesday, November 13



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