



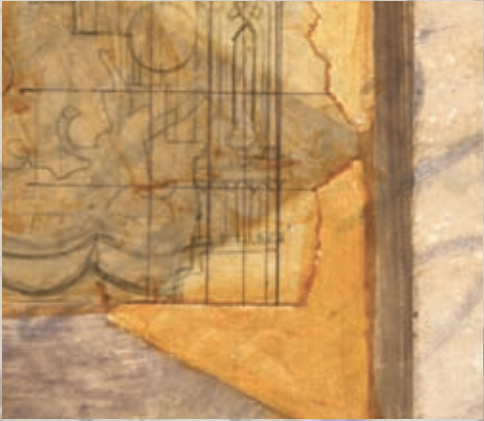
Academic Freedom, Excellence and Accountability

15 Years of Leadership in Higher Education Reform

2010 Annual Report



ACTA
AMERICAN COUNCIL OF
TRUSTEES AND ALUMNI



What an honor it is
for me to receive the
Philip Merrill Award.

The award comes from ACTA,
the most important and creative
organization in higher education,
one that supports high academic
standards, academic freedom,
and institutional accountability.
There is a great need for a national
organization that oversees this field.
Thank you.

– Benno Schmidt, Chairman
City University of New York Board of Trustees

The American Council of Trustees and Alumni is an independent, non-profit organization committed to academic freedom, excellence, and accountability at America's colleges and universities. Founded in 1995, ACTA is the only national organization dedicated to working with alumni, donors, trustees, and education leaders across the United States to support liberal arts education, uphold high academic standards, safeguard the free exchange of ideas on campus, and ensure that the next generation receives an intellectually rich, high-quality education at an affordable price. Our network consists of alumni and trustees from more than 700 colleges and universities, including over 10,000 current board members. Our quarterly newsletter, *Inside Academe*, reaches over 13,000 readers.

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The background of the page is a close-up photograph of a stone wall. The wall is covered in Latin inscriptions, with words like 'DIVIS', 'DAR', 'RENTI', 'VELLE', 'A 12.8', 'NEMIC', and 'PIDA' visible. The stone is light-colored and shows signs of weathering and texture.

From the President

Dear ACTA Friend:

Pick up a newspaper and what do you see? “Why Does College Cost So Much?,” “American College Students Shortchanged,” “Governor Says Colleges are Too Top Heavy.” The challenges in higher education are making the news—and the news sounds a lot like what ACTA has been saying for years!

It was just 15 years ago when ACTA opened its doors. We were a lone voice for academic excellence, academic freedom, and accountability in higher education.

Now, thanks to your support, we are not alone—indeed, we are leading the charge! ACTA’s call for higher education reform is being heard in Washington, in state capitals, and in the homes of parents, students, and policymakers across America. Everywhere I look, education leaders are responding to ACTA’s theme to return higher education to first principles—quality education at an affordable price.

Now, don’t get me wrong, there are tremendous challenges in higher education—and I don’t wish to understate them. But I hope you will agree: as I survey the landscape, **there are signs of real progress**. Progress made possible by you.

Described in the next few pages, you will see the results of ACTA’s unrelenting campaign to say no to the status quo. You’ll see the incredible impact our What Will They Learn? project is having in providing parents and students with the information they need to locate the best quality education at the lowest cost. You’ll see how our outreach to trustees is changing the “go along-get along” culture that has rubber-stamped administrators’

demands for too long. You'll learn more about our hard-hitting report cards in key states, focusing attention on general education, intellectual diversity, governance, and cost. You'll see the unique pressure ACTA continues to place on the so-called "elite" institutions which think defense of American liberties is for everybody but themselves.

And you'll see the remarkable coverage and positive response that ACTA has received—in newspapers, websites, and new media—demanding that a college education prepare students for effectiveness in the workplace and the voting booth. In 2010, our 15th anniversary year, ACTA reached new levels of success. And that success was made possible by you.



Our nation's ability to compete successfully demands an education system that is second to none. With your support, we are working hard—each and every day—to inform and strengthen higher education. We are changing incentives so that we can, once again, put students—and education—first.

I hope you will enjoy reading about what your support makes possible.

With warm regards and sincere thanks,

A handwritten signature in blue ink that reads "Anne".

Anne D. Neal
President

“Congratulations on the important work you are doing. ... What you are fighting for has never been more important.”

– Lawrence Summers, Professor
and former President, Harvard University

Academic Excellence

“The [What Will They Learn?] study and Web site do fill a gap so that parents and students can make better choices. As a consequence, colleges and universities may be forced to examine their own responsibility in molding an educated, well-informed citizenry.”

– Kathleen Parker, *The Washington Post*

Restoring the Core

What do students actually learn at today’s colleges and universities?

ACTA’s campaign, What Will They Learn?, answers that question. In 2010, under the leadership of ACTA policy director Dr. Michael Poliakoff, the project covered the core curricula of 718 colleges and universities, a five-fold increase from last year.

And what did we find out? When it comes to ensuring graduates possess the basic skills and knowledge they need to succeed, higher education is shortchanging students.

Our colleges and universities have, by and large, abandoned a coherent, content-rich, general education curriculum. Too many allow students to graduate with important gaps in their knowledge of history, economics, literature, science, composition, foreign language,

and mathematics. Only a handful of schools get A’s in our rating system. Most do not require college-level courses in many of these critical subjects.

We announced the expanded report and college-guide website at the National Press Club with the endorsement of the founder of the *U.S. News & World Report* college rankings and several prominent academics. Unlike other college-ranking systems, ACTA’s What Will They Learn? project—as its name implies—looks at education, not reputation.

The 2010 expansion has resulted in tremendous press coverage—and public concern. Kathleen Parker, the nationally syndicated Pulitzer Prize winning columnist at *The Washington Post*, endorsed WhatWillTheyLearn.com, hoping colleges and universities would be “forced to examine their own

responsibility in molding an educated, well-informed citizenry.” The *New York Times* showcased the website in an article entitled, “How to Choose the Right University.” The *Huffington Post*, the number-one ranked internet blog, published two posts, one on the “A” schools and another on some of the “F” schools. The *Wall Street Journal* featured ACTA on its web program *Opinion Journal Live*. ACTA was also heard “live” on National Public Radio’s *Morning Edition*, and NBC presented grades for local schools in major television markets and local papers across the country.

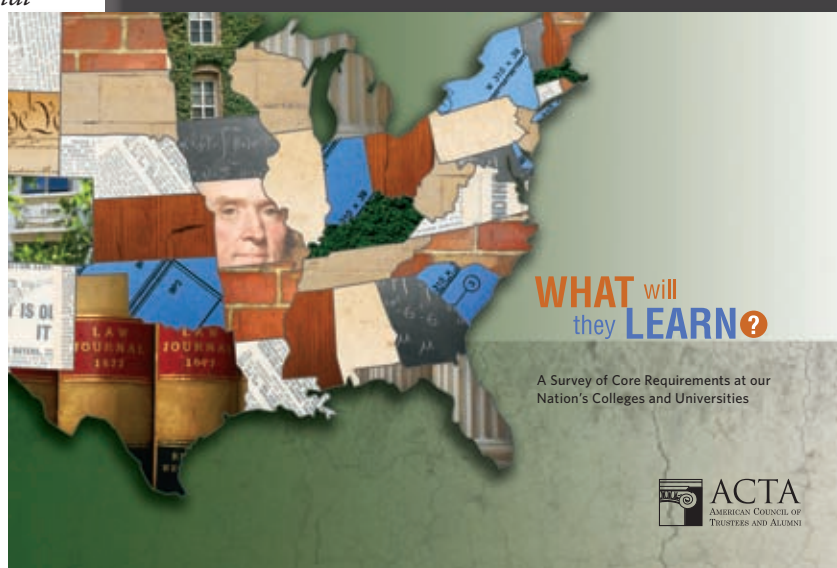
Changing Incentives

Of course, our goal is not just to issue reports, but to improve college curricula by drawing attention to the sorry state of affairs. That’s why we have also mailed a copy of the companion publication, *What Will They Learn?*, to 95,000 high school guidance counselors and 10,000 trustees, as well as a six-point action plan for strengthening core requirements. High schools have begun posting our website on their college information pages; guidance counselors and parents have requested almost 1,000 additional copies of our materials; and, most importantly, trustees have indicated they are concerned by our findings—and want to improve their ratings.

As it turns out, a strong core curriculum not only teaches the fundamentals, it also leads to higher retention rates. At a

PROVIDING INTELLECTUAL AMMUNITION

Mel Elfin, founding editor of *U.S. News & World Report*’s college rankings, praised the What Will They Learn? report and website as “an invaluable and unique additional resource for parents.”



Of the more than 700 institutions evaluated on WhatWillTheyLearn.com:

- More than 60% receive a “C” or worse for requiring 3 or fewer subjects.
- Less than 5% of colleges and universities require economics.
- Nearly 40% don’t require college-level mathematics.
- Less than one-third require intermediate-level foreign language or a broad survey class in literature.
- Less than one-fifth require a broad survey course in U.S. government/history.

Traffic on WhatWillTheyLearn.com

- 120,000 Visitors
- Over One Million Page Views

Go to www.WhatWillTheyLearn.com and find out how your school or state fares.

WHAT will they LEARN A guide to what college rankings don't tell you. [DONATE](#)

DEAN'S LETTER | FAQ | COMPARE SCHOOLS | RATING CRITERIA | "I" LIST | \$30,000+ CLUES | ABOUT US

Institutions in Washington

Your search produced 12 results.

School	Grade	Computer Literacy	Foreign Language	U.S. History	Economics	Mathematics	Science	Tuition	Graduation Rate
Central Washington University	C	✓	✗	✗	✗	✗	✓	\$7,113 (In State) \$17,754 (Out of State)	56%
City University of Seattle	D	✓	✗	✗	✗	✗	✗	\$16,380	28%
Eastern Washington University	C	✓	✗	✗	✗	✗	✓	\$5,820 (In State) \$15,291 (Out of State)	47%
Evergreen State College	F	✗	✗	✗	✗	✗	✗	\$8,931 (In State) \$17,208 (Out of State)	58%
 Gonzaga University	C	✓	✓	✗	✗	✗	✓	\$30,825	83%
Seattle University	B	✓	✓	✗	✗	✗	✓	\$30,825	74%
University of Puget Sound	D	✗	✗	✗	✗	✗	✓	\$37,390	78%
University of Washington	F	✓	✗	✗	✗	✗	✗	\$8,701 (In State) \$28,328 (Out of State)	91%
Washington State University	C	✓	✗	✗	✗	✗	✓	\$8,483 (In State) \$20,293 (Out of State)	69%
Western Washington University	D	✗	✗	✗	✗	✗	✓	\$8,816 (In State) \$17,228 (Out of State)	69%
Whitman College	D	✗	✓	✗	✗	✗	✓	\$38,770	89%
Whitworth University	C	✓	✗	✗	✗	✗	✓	\$30,204	73%

WHAT'S ON THIS WEBSITE?
What Will They Learn™ provides unique information on whether colleges make sure their students learn the things they need to know. You can find what they expect their graduates to study outside their majors, how much they are charging, how many of their students graduate, and what the colleges say about the education they offer. There are more than 700 institutions currently covered, and we'll be updating continuously.

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conference sponsored by the Educational Policy Institute, ACTA—as well as faculty friends from the University of Nebraska and Catholic University—drilled down on the unacceptably low graduation rates in community and four-year colleges. We showed how student achievement and timely graduation can be enhanced through sound curricula that direct students’ choices in positive ways. Evidence increasingly shows that the “do-it-yourself” curricula on campuses across the country—documented on ACTA’s college-guide website, WhatWillTheyLearn.com—are contributing to high dropout rates and leaving students without the skills and knowledge they will need for success after graduation.

Where the Rubber Meets the Road: Working in the States

Why is tuition so high? Why is it taking so long to get a degree? Are trustees rubber-stamping the administration’s recommendations? These are the questions ACTA is bringing to the attention of policymakers and trustees at the state level—where the rubber meets the road.

While the national press is typically focused on highly-selective private schools,

“When I came across your rating system, I shared it with several of my colleagues. There was general agreement that your rating system is a better indicator of the quality of an institution than many of the other existing systems. Keep up the effort.”

- Pennsylvania College Professor

in fact, nearly 80 percent of students attend a state public university. Many surveys show that parents and taxpayers are fed up. Nearly half of the respondents in a recent survey said that public higher education in their state should be fundamentally overhauled. A similar number indicated that college costs are not justified by the education students receive. ACTA's state report cards uniquely aim to address this rising tide of public unhappiness.

The premise of our report cards is simple: Focus policymakers' and trustees' attention on quality and cost. The report cards delve into how much public universities are charging—and how they spend the money. They push universities to keep tuition low (giving an “F” grade if tuition goes up more quickly than inflation or the average family’s income) and to concentrate their spending on the classroom (giving an “F” if ad-

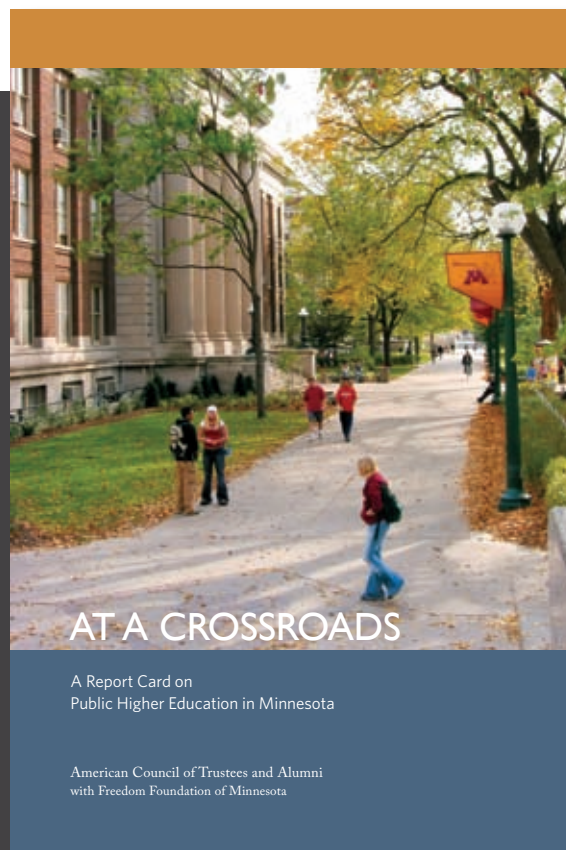
“I wanted to express my appreciation for ACTA’s efforts to lead the charge in terms of helping trustees and regents. ...Your independent and objective evaluation make it possible for governing boards to push back against often strong bargaining power of administrators and faculty. ... Congratulations again for ACTA’s efforts to lead us all back from the darkness.”

– James Van Houten, Trustee
Minnesota State Colleges and
Universities System

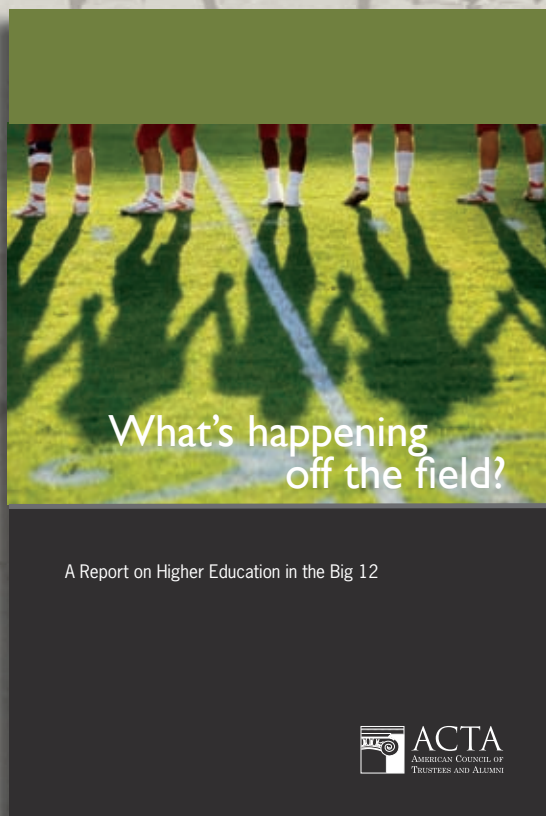
REPORTING ON THE STATES



ACTA's Charles Mitchell and Heather Lakemacher talked with Governor Tim Pawlenty on his radio show about the findings of our state report card on public higher education in Minnesota.



While many focused on the college football field, ACTA focused on what happens *off* the field. We evaluated costs, spending (comparing expenditures on administration and athletics versus spending on instruction), and academic quality measures at Big 12 institutions. What we found is that Big 12 schools have raised tuition an average of 30 percent between 2003 and 2008. Meanwhile, fewer than half of all students are graduating in four years.



ministrative spending increases more quickly than instructional spending).

In 2010, we completed our fourth state report card, this one on Minnesota—working with the Minnesota Freedom Foundation, our State Policy Network partner on the ground.

ACTA's study—and the media and political attention it garnered—galvanized the Minnesota State Colleges and Universities Board (MnSCU) to act. The trustees asked ACTA for help, inviting ACTA's policy director to address the board. Schools have since made substantive changes in key areas: reducing administrative staff, cutting the budget, and developing a strategic vision to enhance mission-related programs and close down those that are not. This Minnesota system modeled a variety of best practices that ACTA recommends in these difficult times.

From Minnesota, we moved on to the “Big 12,” this time asking *What's happening off the field?: A Report on Higher Education in the Big 12*, prepared in partnership with the Platte Institute.

The *Wall Street Journal* invited ACTA president Anne D. Neal to talk about whether the top football schools could compete where it matters—in what their students learn. Speaking on *Opinion Journal Live*, Neal discussed the state of core requirements by looking at the conference match-ups.

How do Rose Bowl teams match up off the field?			
TCU		WISCONSIN	
Composition	Yes	Composition	No
Literature	No	Literature	No
Foreign Language	Yes	Foreign Language	Yes
U.S. History	No	U.S. History	No
Economics	No	Economics	No
Math	Yes	Math	No
Science	Yes	Science	Yes
GRADE: B		GRADE: D	
WhatWillTheyLearn.com			



Anne Neal on the *Wall Street Journal's* web broadcast.

The *Wall Street Journal* wanted to know too. So they invited ACTA to appear on their innovative web program, *Opinion Journal Live*, to explore how our top football schools match up off the field.

The answer? Universities are charging more while students are getting less. At almost every institution

surveyed, tuitions are going up far faster than inflation. Hard-earned taxpayer dollars are going into administration rather than instruction. And at the end of the day, a third of students fail to graduate in six years!

Faced with ACTA's findings, Texas House Higher Education Committee Chairman Dan Branch told a crowd of reporters that there "is clearly room for cuts in administration." The *Kansas City Star* ran a piece titled, "Report finds tuition explosion in Big 12" and called on the board to resist a tuition increase.

ACTA is providing policymakers with the intellectual ammunition they need to bring about reform—information they get nowhere else. As one reformer on the ground wrote, "We've read the report and have discussed how it will help aid our reform efforts, so kudos to you and ACTA for its impact. Keep up the great work!"

“There’s broad agreement that the general education system is flawed, and some presidents are calling for stronger core requirements. The American Council of Trustees and Alumni in Washington has led the campaign ...”

– Daniel DeVise, *The Washington Post*

Accountability



“We need the training. We’re expected to run this multi-million dollar institution by the seat of our pants.”

—Trustee, Northeastern Illinois University,
attending ACTA/Aspen Trustee Seminar

Achieving Accountability through Trustee Action

College and university trustees have a unique role to play as guardians of academic excellence and fiscal responsibility. They are, after all, fiduciaries, responsible for the academic and financial health of their institutions. So, in 2010, ACTA worked vigorously to reach out to trustees who have—sad to say—too often been asleep at the switch. Unfamiliar with the special protocols and intimidated by academic insiders, trustees have failed to address issues of quality and cost.

Each month, ACTA communicates directly with over 10,000 trustees, supplying them with user-friendly topical information and action plans. Thanks to the Internet Age and a visionary donor, we’ve created a unique trustee database with the names and personal addresses of trustees of over 700 universities in the country—collectively overseeing more than 6,000,000

students. With this asset, we are able to direct our publications on trusteeship to a much wider audience—and we are able to help our friends reach that audience as well. In 2010, we mailed reports and publications to trustees on cutting costs, the story of the City University of New York, graduation rates, student free speech, and governance best practices. In November, the Lumina Foundation also distributed copies of our trustee guide *Cutting Costs* to several hundred policymakers at a National Conference on Higher Education Productivity, held in Indianapolis, Indiana. McKinsey & Company also cited ACTA as a key resource for its Report on Higher Education Productivity.

Our goal is to bring about reform. That’s why we not only send trustees intellectual ammunition, but we also provide recommendations for how to address

the problems. Reports are important, but in-person advice and consultation must follow.

In 2010, ACTA and the Aspen Institute, famous for its executive-level Great Books program, piloted a new trustee training program in Chicago. At that seminar, trustees from public and private institutions grounded discussion of university stewardship in readings ranging from Plato to Jefferson to Harry Lewis.

Working with Governors

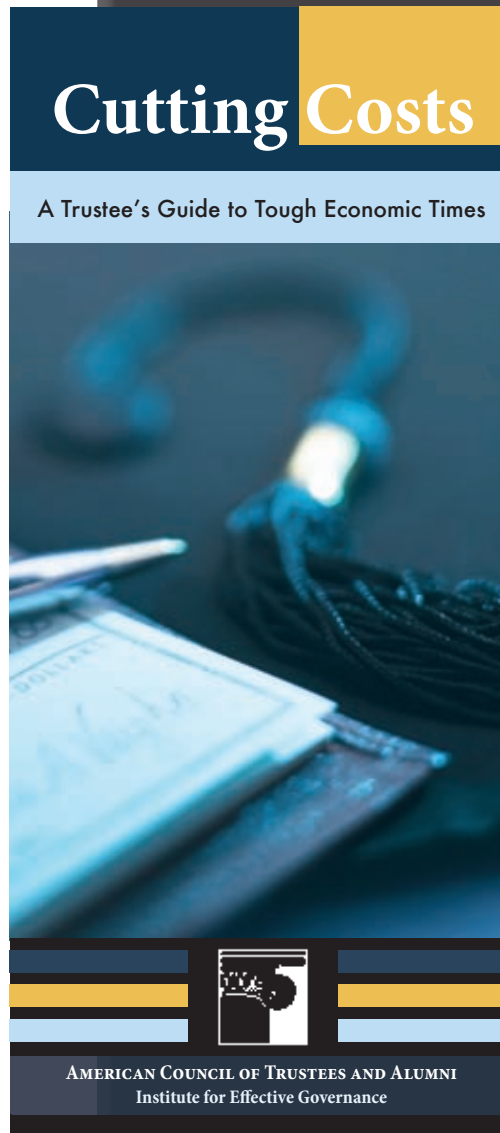
Trustees are key to changing public higher education. And governors are the key to trustees. They appoint them, and they are in a position to set goals for them. And governors can encourage or even host the kind of trustee training that ACTA provides. 2010 marked a watershed year for us, as accountability-minded governors reached out to ACTA for help. In August, ACTA president Anne Neal spoke on *Trustees and Fiscal Stewardship* at an **Indiana** Trustees' Academy keynoted by Governor Mitch Daniels. *The Indianapolis Star* published a prominent article, and trustees responded with rave reviews. One trustee thanked us for "having the courage (he used a more ribald term!) to present specifics."

Governor Sanford of **South Carolina** invited ACTA to speak at a September roundtable focused on higher education costs. Policy director Michael Poliakoff addressed a large crowd on the need to limit capital

SAYING NO TO EVER-RISING COSTS

As higher ed demanded larger tuitions and more public aid, ACTA staked a unique position in the debate: NO!

To trustees and the media, ACTA's message was clear: Enough with never-ending tuition increases! Families have had enough. Higher ed can no longer balance its budget on the backs of students.



"Based on my experience, I simply don't believe the cost increases we have been seeing in colleges and universities are sustainable," said **Robert L. McDowell**, a former member of the Virginia Military Institute Board of Governors who endorsed ACTA's *Cutting Costs* report in a letter to trustees. "Tuition costs have more than quadrupled over the last 30 years. If trustees don't take on this issue, who will?"

ACTA has assisted trustees at universities across the country, counseling on a range of issues including:

- ✓ core curricula
- ✓ academic freedom violations
- ✓ intellectual diversity
- ✓ presidential reviews
- ✓ presidential searches

ACTA's cost-cutting strategies were featured in the media and received positive reviews from the participants at an Indiana Trustees' Academy.

spending projects. The Governor told colleges to “brace for more cuts,” and one day later, the South Carolina Budget and Control Board imposed a moratorium on building projects for all public colleges and universities that raised tuition by 7 percent or more. ACTA's op-ed—calling for lowering capital expenditures and co-published with the South Carolina Policy Council—ran in the state's leading paper.

ACTA also submitted testimony to the Higher Education Task Force in **New Jersey** with a message of fiscal stewardship and quality academics. And, illustrating that higher education reform doesn't happen overnight, we received welcome news from Governor Jay Nixon and his education advisor Michael Nietzel that **Missouri** had taken to heart the critique ACTA set out in the 2008 Missouri Report, *Show Me: A Report Card on Public Higher Education*.

Challenging the AGB

ACTA's success in reaching governors, addressing trustees' conferences, and working with individual boards had another effect—providing a stark alternative to the Association of Governing Boards. In not one but two articles in *Inside Higher Ed*, AGB's approach to trusteeship was exposed as promoting the “potty trained trustee.”



“I’ve heard many positive comments from trustees who were grateful for the information and support.”

- Teresa Lubbers, Higher Education Commissioner, Indiana

Over the years, AGB has issued surveys expressing trustee satisfaction with the status quo.

What was not clear—until ACTA revealed the inconvenient truth—is that AGB does not broadly survey trustees; AGB typically relies on input from college presidents and administrators. ACTA surely believes in strong presidents. But we also believe in empowering individual trustees since they are legally responsible for the academic and financial health of their institutions. We contact trustees directly, providing them with independent information and serving as a resource on issues such as lowering administrative costs, presidential assessment, and general education curricula.

“For a university’s administrators to formulate policies—rather than its board of trustees—indicates that there is a mockery in the role of the trustees, and that the university’s organizational structure needs to be corrected.”

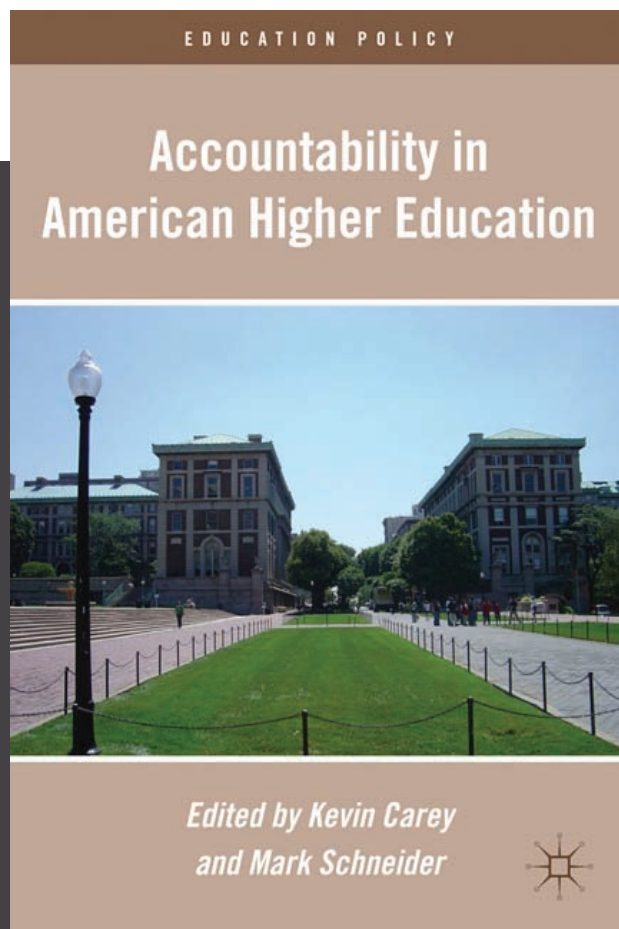
– George Patsourakos, retired administrator, Harvard University, responding to ACTA’s article in *Inside Higher Ed*

DEFINING GOOD GOVERNANCE

For 15 years, ACTA has been a prominent voice for active trusteeship and best practices in higher education governance. One way we did that in 2010 was by contributing a chapter in the new book *Accountability in American Higher Education*, published by Palgrave MacMillan. The book features prominent academics, entrepreneurs, and journalists who discuss the current obstacles to accountability in higher education and the potential opportunities for reform.

“Much of our current conversation about higher education focuses on symptoms rather than root causes. When faced with rising costs and declining quality ... people expect to see administrators trimming budgets and faculties doing a better job.... In the midst of crisis, it’s easy to forget about trustees. But the reform we need begins with them.”

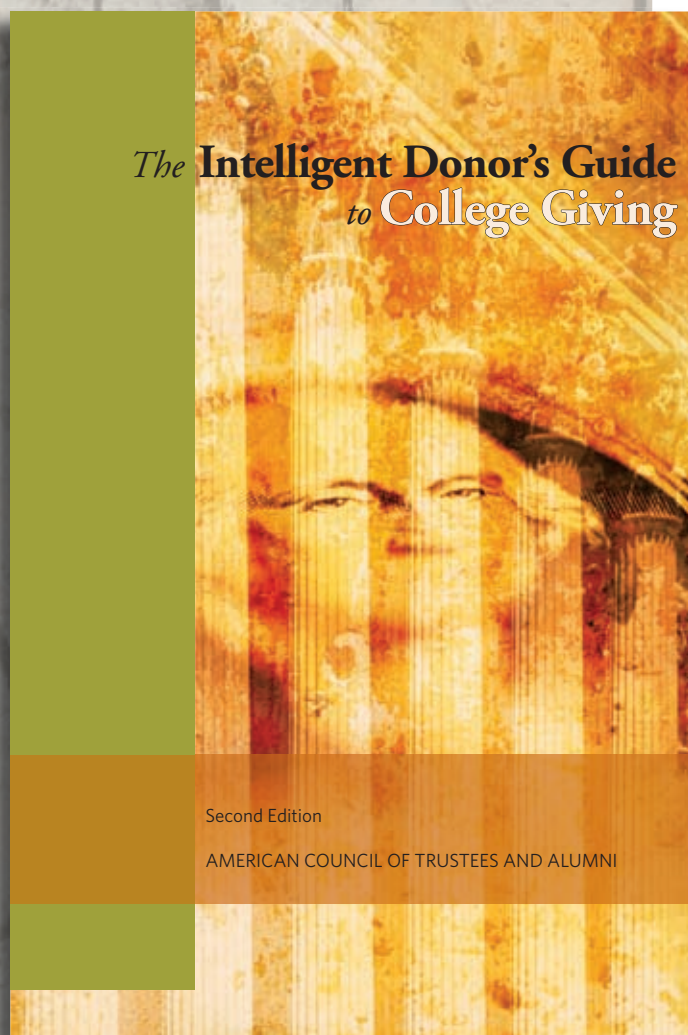
Excerpt from the chapter “What’s Governance Got to Do with It?” by Anne D. Neal, Erin O’Connor, and Maurice Black



PROTECTING DONOR INTENT

Since its founding, ACTA has been a national spokesman for alumni donors and donor intent. In 1998, we published the first edition of ***The Intelligent Donor's Guide to College Giving***, a step-by-step guide to targeted giving that remains one of our most popular publications.

The second edition debuts in early 2011. It provides instructions for donors on how to target their giving, with nearly a dozen profiles of successful gifts. Based on the principle that, "It's your money—you get to decide how to use it," the guide encourages donors to decide what college activities they value most and direct their funds to those activities.



Empowering Alumni and Donors

Boards don't act in a vacuum. That's why ACTA works hard to reach out to alumni—what we refer to as the inside-outside approach. Alumni care about the well-being of their colleges and universities. Free from campus politics, they can speak with independent judgment and without fear of reprisal. Alumni can let trustees, administrators, and faculty know that they support high academic standards and deplore the politicization of education. They can advocate change.

And advocate they did in 2010.

We worked with two board candidates at Yale and Harvard, rallying support for their election. With ACTA's help, alumni trustee candidates—at Dartmouth, Yale, Colgate, and Harvard—have, in recent years, stepped up to the plate and demanded more of their alma maters. They represent a growing movement of alumni who wish to put students back at the center of education and refuse to remain silent when academic standards and intellectual pluralism are threatened.

Alumni have also assisted us in letter writing campaigns to institutions in Arkansas, New York, California, and New England states.

Alumni donors are some of the most dedicated givers when it comes to university support. Through well-directed funds, they can make a difference at their alma maters. In February, ACTA organized a conference on "Responsible Giving to Higher Education" in collaboration with the Federalist Society and the Philanthropy Roundtable. Braving snowy weather, participants learned how they could frame their gifts to have an impact and



Attorneys Richard Gallagher, John Horak, and Seth Lapidow participate in “Responsible Giving to Higher Education,” a conference organized by ACTA in collaboration with the Philanthropy Roundtable and the Federalist Society.

accomplish their intent. In April, it was off to Las Vegas for a panel sponsored by the Association of Private Enterprise Education entitled: “Creating and Protecting Chairs in Private Enterprise.”

Holding Accreditors’ Feet to the Fire

Today, virtually all colleges and universities are accredited (sometimes by more than one accrediting body); yet there are widespread concerns that college quality has been on a steady decline. The accreditation process currently serves as a gatekeeper for billions of taxpayer dollars, yet taxpayers have little knowledge of this process.

For years, ACTA has been a lone voice exposing the accreditation system and showing how accreditors have been a silent partner in the decline in quality and rising costs of higher education. Recently, the tide has begun to turn.

The National Advisory Committee on Institutional Quality and Integrity—on which ACTA’s Anne Neal serves as a Senate appointee—recently held hearings to discuss accreditation. There, ACTA’s policy prescription, specifically the delinking of federal student aid and accreditation, was on the table for serious discussion.

ACTA’s call for accreditors’ seamless transfer of credits also met with success in 2010 when Education Secretary Arne Duncan launched a study in response to a joint request from ACTA and allies at Education Sector, American Enterprise Institute, American Institutes for Research, and Center for College Affordability and Productivity. The taskforce met at the Education Department, and policy director Michael Poliakoff reiterated ACTA’s call for meticulous and fair transfer policies.

Academic Freedom

“Educating citizen-soldiers is necessary not only for the vigor of our armed forces, but for the vitality of our universities and our republic.”

– Jacques Barzun, former Provost and Professor of History at Columbia University; received the Presidential Medal of Freedom in 2003 and National Humanities Medal in 2010

Reinstating ROTC on Campus

Since 2005, ACTA has protested the hypocrisy of highly selective institutions which take federal money but ban ROTC programs on campus, thus denying students the ability to make their own choices and think for themselves. And in 2010 there has been substantial progress. The repeal of “Don’t Ask, Don’t Tell,” President Obama’s call in his State of the Union address for the return of ROTC, and comments by Secretary of Defense Gates about the divide between military and civil society, have provided special opportunities to press this issue with governing boards and concerned alumni.

This past October, ACTA’s Anne Neal spoke at Columbia University’s Service & Society Conference and called on trustees to stop delaying and recognize

ROTC as an on-campus student activity. Shortly thereafter, the *New York Times* featured our letter regarding the issue. We rallied Ivy League alumni, urging them to write to their alma maters, and wrote to trustees at Brown, Yale, Columbia, and Stanford. ACTA contacted every member of the Harvard Corporation, urging them to direct the Harvard administration to recognize ROTC, and got the attention of *The Harvard Crimson* as well.

And on March 3, 2011 came a major victory when President Drew Faust announced official recognition for Naval ROTC at Harvard. ROTC committees have formed at Columbia and Stanford, and Brown is following suit. This is a moment to celebrate, but much remains to be done. ACTA will closely monitor

Harvard's future steps to align the ROTC curriculum with other course offerings. And we will work with alumni and trustees at other institutions to restore ROTC fully to its proper place on campus.

Protecting Free Speech

Despite one court case after another, university rules and administrative actions continue to violate students' freedom of speech.

ACTA has focused on ending this violation of law and abuse of power on campus by going straight to the level of governance and policy. While lawyers clash in the courts and other groups seek redress at specific campuses, ACTA is working proactively with state policymakers and governing boards to change higher education policies. ACTA's goal is to make sure students no longer have to stand in the docket for exercising their Constitutional right to free speech.

In April, at a hearing on "Free Speech on California Public University and College Campuses," ACTA joined forces with the Foundation for Individual Rights in Education (FIRE) and other allied organizations to condemn speech codes and to call upon trustees from the many campuses in attendance to foster and protect free speech on campus.

ADVOCATING FOR ROTC

Since its founding, ACTA has spoken out loudly and clearly for the restoration of ROTC to its proper place on college campuses, and our efforts made headlines in 2010.

The New York Times

By ANNE D NEAL | October 31, 2010

A Debate About R.O.T.C. on Campus

To the Editor:

It's no myth; the R.O.T.C. has been de facto banned for years. Trustees have invoked "the military," Congressional rules and faculty opposition for decades to avoid their obligation to formally recognize the R.O.T.C.

It's time to acknowledge the R.O.T.C. as an important student opportunity for national service.

The next step is to call upon faculty to develop intellectually rigorous classes in military engineering, ethics, history and science—classes that are so good they will merit both university and R.O.T.C. credit. It's no myth that most of our colleges and universities have all but eliminated the opportunity to study military history and science at all.

Isn't it time for the nation's elite students to learn about these critical subjects and, if they choose, prepare to defend our country in future conflicts?

The Harvard Crimson

The University Daily since 1873

By Tara W. Merrigan and Zoe A. Y. Weinberg | March 1, 2011
ACTA Advocates for ROTC Recognition

The American Council of Trustees and Alumni (ACTA), a non-profit advocacy group has submitted a letter to the Harvard Corporation urging the University to recognize the Reserve Officers' Training Corps.

"We ask simply that the Corporation commit Harvard to official recognition of ROTC," the letter said. "That can be done by the Corporation immediately—whether or not there is an official ROTC unit on campus."

University President Drew G. Faust said in November that Harvard would recognize ROTC upon the repeal of "Don't Ask, Don't Tell," which prohibits gays and lesbians from serving openly in the military. A repeal of that policy—which the University has said violated its antidiscrimination policy—was signed into law in December.

But the repeal has yet to take effect as the military reviews its potential effects, and the University has not officially changed its position.

ACTA President Anne D. Neal '77 said in an interview yesterday that her organization has also written letters to Yale, Columbia, and Stanford encouraging ROTC recognition.

"Though ACTA has advocated for ROTC for several years before the repeal of 'Don't Ask, Don't Tell,' it redoubled efforts after the repeal," Neal said.

Some have argued that there is not enough interest on campus to justify creating a unit at Harvard. But Neal said that she believes that this is a "chicken and egg" problem, and that recognition and publicity of ROTC will lead to greater interest and participation in the program.

"We are very heartened by the words of President Faust," Neal said.

Faust confirmed yesterday that the University is in discussion with the military about the possibility of creating an ROTC unit at Harvard.

"We have had conversations with the military focused on the gay and lesbian issue,"

Faust said.

Recently however, the Harvard Trans Task Force (TTF) and other members of the community have protested that the military still does not allow trans-identified and intersex individuals to serve in the military—meaning that ROTC's return could still violate University antidiscrimination policy.

"Recognizing ROTC does not prevent students from making this kind of a protest or arguing," Neal said. But "there is a belief that it is time to make this service available to students that would like it."

TTF members met with members of the administration yesterday.

"The issues that are being voiced now by transgender students are ones that I think the military hasn't entirely sorted through because it has been posed to them over the last two decades in terms of gays and lesbians," Faust said.

"These are voices that have become much more forceful and much more vocal in recent years."

ACTA stepped up the pressure on trustees at Ivy League institutions, urging them to reinstate ROTC.

Freedom of Association



Supreme Court Decision: CLS *versus* MARTINEZ

*How does it affect your campus?
What can you do?*



On June 28, 2010, the Supreme Court ruled 5-4 in **Christian Legal Society vs. Martinez**

that public colleges and universities, in certain circumstances, can refuse to recognize and fund student groups that exclude from membership those who do not share the group's foundational principles or religious beliefs.

Challenging the AAUP

ACTA has also undertaken a sustained campaign to communicate with and challenge the American Association of University Professors (AAUP). After ACTA's highly-successful panel at AAUP's annual conference—featuring presentations by Senator Hank Brown, trustee Donald Drakeman, and former NCES commissioner Mark Schneider—AAUP invited ACTA to speak at its conference on shared governance. AAUP has been a zealous advocate for faculty rights and privileges, but it has failed to take up its historical mission to enforce professional ethics and responsibilities. In the fall of 2010, Michael Poliakoff chaired the session, “Safeguarding Academic Freedom through Academic Ethics,” at that conference. Citing statistics from a variety of sources,

ACTA provided trustees an informative brochure on how the decision might affect freedom of association on campus and stressed the need for sound and steady judgment.

<h3>The Issue</h3>		
<p>As a trustee, you are responsible for ensuring the integrity of students' educational experience and the free exchange of ideas on campus. A campus climate that welcomes a robust, vigorous mix of ideas helps broaden students' horizons and challenges students to refine their ideas. Crucial to creating such a climate is a vibrant, diverse range of student-run groups—from the College Democrats to the College Republicans to faith-based, social, and civic organizations of all political, cultural, and religious persuasions. The more kinds of student groups there are, the more interests and outlooks they represent, the richer and more engaging the student experience.</p> <p>But these student opportunities may be in jeopardy. A recent, closely-divided Supreme Court decision may prompt administrators to make hasty changes that will adversely affect students' right of association in their political, religious, and social groups. It's time for sound and steady judgment.</p> <p>Our advice: Go slow.</p>	<h3>What Does the Ruling Mean for Your Campus?</h3> <p>Legally, not very much at this point.</p> <ul style="list-style-type: none"> The case has been remanded to the lower court on issues of fact. The decision itself is narrow: it permits an "all comers" policy but does not require one. Most institutions have in place nondiscrimination policies that, in various ways, allow students to maintain the ideological, philosophical, or political makeup of their group. These policies are not affected by this decision. 	<p>power to enforce an all-comers policy, they are best not doing so, if they wish to continue a robust debate on their campuses."</p> <p>Indeed, consider the implications. An "all comers" policy requires that voting membership and leadership positions within a student group be open to all students, even those who disagree with or are hostile to the group's core beliefs. In other words:</p> <ul style="list-style-type: none"> Any student or group of students, regardless of what they believe, can join any organization, vote on the organization's policies and plans, and even assume leadership roles within that organization. Operationally, College Democrats could find themselves saddled by Republican officers—and vice versa. Pro-choice groups would be required to admit pro-life members—and vice versa.
<h3>The Ruling</h3> <p>On June 28, 2010, the Supreme Court ruled 5-4 in <i>Christian Legal Society vs. Martinez</i> that public colleges and universities, in certain circumstances, can refuse to recognize and fund student groups that exclude from membership those who do not share the group's foundational principles or religious beliefs.</p> <p>Administrators from the University of California Hastings College of the Law argued that the Christian Legal Society violated the university's "all comers" policy by requiring members to sign a "statement of faith" declaring that they share the group's religious beliefs and will adhere to its standards of sexual morality. The Christian Legal Society responded that it had a First Amendment right to limit membership to those who shared the Society's beliefs and that opening membership to everyone would leave the society subject to takeover or dilution by those with fundamentally different values.</p> <p>In finding for Hastings, the Court ruled that a public college or university may constitutionally require student organizations to apply an "all comers" policy, as long as the university enforces the policy equally for all student groups. The ruling does not require schools to adopt an "all comers" policy.</p> <p>Because of disputed facts in the case, the decision was remanded to the lower court, which has yet to determine whether Hastings discriminates against religious groups in its enforcement of the policy.</p>	<h3>What Can You Do?</h3> <p>Find out what policies your school has in place. Read the policies and examine the forms that student groups must submit for recognition. Understand how recognition procedures work and who is in charge. Since <i>CLS v. Martinez</i> involves a school with a mandatory student activity fee imposed on all students, find out your school's policy on collection and use of student fees. Are student activities subsidized by mandatory or voluntary student fees? Does your school give students the opportunity to opt out of paying fees for activities and associations? Prepare for discussions to come.</p> <p>Avoid hasty changes in policy. Until there is greater clarity, there is no reason for an institution to change policies currently in place governing recognition and funding of student groups. An "all comers" policy may not be practical or desirable and could endanger freedom of association. According to William Creeley, director of legal and public advocacy for the Foundation for Individual Rights in Education: "Although colleges have the</p>	<p>Such a policy could marginalize controversial or unpopular campus groups and increase hostility among groups. It could also increase the likelihood of litigation: A student organization could sue, claiming that the university failed to police groups' membership policies and therefore failed to apply the policy equally, as the law demands.</p> <p>Insist that administrators report to you any changes they propose in policy concerning recognition of student groups, before any action occurs.</p> <p>Acquaint yourself with policies at other institutions. Both the University of North Carolina and University of Wisconsin, for example, currently have policies that permit belief-based organizations to select members on the basis of belief. At the University of Southern Illinois, the Christian Legal Society is allowed to require officers and voting members to adhere to its religious beliefs, provided that programs are open to all.</p>

including the AAUP's own surveys, Dr. Poliakoff noted that instances of plagiarism, failed attribution, and research misconduct have created a crisis of confidence that runs counter to the high principles that AAUP promulgated at its founding in 1915. Professor Steven Cahn, a former provost at CUNY, and Dr. Walter Horton, Vice President for Research and Dean of Graduate Studies at the Northeastern Ohio Universities Colleges of Medicine and Pharmacy, served as ACTA's distinguished panelists.

Ending Political Correctness

While much of ACTA's work aims to implement policies to advance academic freedom, ACTA also chal-

lenges individual institutions that threaten the free exchange of ideas. In 2010, incidents at Hamilton College and Brooklyn prompted letters to the board and president, urging them to foster an academic climate open to diverse perspectives.

ACTA also publicly opposed those on Capitol Hill considering community service as a requirement for tuition tax credits. In an editorial appearing in the *Washington Examiner*, ACTA opined: "The best way to help college students get outside themselves is to have them delve into great figures of history, wrap their minds around the best works of literature, and grapple with big ideas that have changed the world."

Now, that's revolutionary!

"Congratulations to ACTA for its steadily increasing successes. Recent books by liberal educators acknowledge that higher education doesn't work: the public has paid ever-increasing bills for a debased product. ACTA foresaw those trends years ago and publicized inconvenient truths in the face of denial and opposition ... ACTA offers principled, practicable solutions to an anxious public."

– Dr. Lawrence Okamura

Public Awareness

“Please accept my great thanks for all that ACTA has accomplished ... The papers, pamphlets, articles and speeches ... provide a continuous integrated message. ... You certainly provide the coverage and clearly define the message.”

— Jane Tatibouet, former Trustee
University of Hawaii and Cornell University

Getting the Word Out

Of course, the foundation of change is an informed public. That is why ACTA works aggressively to get the word out about higher education reform to the actual stakeholders—students, parents, taxpayers, trustees, alumni, policymakers, and faculty—through a variety of sources.

In 2010, ACTA’s work received media attention across the country. Printed articles involving ACTA initiatives reached over 105 million readers. And ACTA found itself on the radio 31 times, on television 48 times, and in innumerable articles online.

ACTA’s campaign was highlighted in a range of venues, including C-SPAN, the *New York Times* and *Washington Post*, the *Wall Street Journal*’s online broadcast *Opinion Journal Live*, local television broadcasts such as KARE-TV (NBC) in Minneapolis, radio

broadcasts such as NPR affiliates, local newspapers such as the *Buffalo News* and *Arkansas Democrat Gazette*, campus-based student newspapers such as the *Daily Texan* and the *Harvard Crimson*, syndicated columns by Kathleen Parker and Michael Barone, and regularly in higher education publications *Inside Higher Ed* and the *Chronicle of Higher Education*.

But that’s not all. The means of communication is changing, and ACTA is changing too. In 2010, ACTA inaugurated a Facebook page, a LinkedIn group, and invigorated our Must Reads Blog. We also issued an updated *Questions and Answers* booklet about ACTA’s work and sent our quarterly newsletter, *Inside Academe*, to over 13,000 readers. And the demand for our publications continues to grow.

ACTA also pursued an aggressive schedule of

public presentations in 2010, participating in events across the country to educate the American people about the problems in higher education and to engage the higher education establishment.

ATHENA Roundtable: The Purposeful University

This year's ATHENA roundtable convened in the birthplace of the American republic, Philadelphia. Held in the historic Union League of Philadelphia, a few short blocks from the Liberty Bell, the conference took its inspiration from one of the many maxims of Philadelphia's patron saint, Benjamin Franklin: "The secret of success is constancy of purpose."

Professor Wilfred McClay, Professor of History at the University of Tennessee, offered the keynote, noting that he had good news and bad. The bad news is a "higher education bubble" will soon burst much like the housing market. The good news, McClay said, is that the upheaval that results from a burst bubble creates a moment of reassessment and a chance to recover the purpose of education.

Other panelists included Gordon Gee, president of Ohio State University; Jackson Toby, professor emeritus at Rutgers; Donald Drakeman, a trustee at Drew University; Peter Berkowitz from Stanford University; James Kurth from Swarthmore College; Elizabeth Capaldi, provost of Arizona State University; Robert Benjamin, president of the Council on Aid to Education; and Robert Dickeson,

ACTA ON THE ROAD

Highlights from 2010

February 3: Hosted meeting on donor intent in Washington, DC.

March 18: Released Minnesota report card at press conference in St. Paul.

April 12: Spoke at Association of Private Enterprise Education meeting in Las Vegas.

April 29: Gave testimony before California Advisory Committee to the U.S. Commission on Civil Rights in Los Angeles.

May 10-11: Participated in AEI discussion on higher education reform.

May 18: Addressed Minnesota State Colleges and Universities Board of Trustees.

June 9: Participated in Career College Association panel on degree attainment in Las Vegas.

June 11: Participated in Educational Policy Institute conference in Chicago.

June 11: Chaired a panel at AAUP annual meeting.

August 11: Spoke at Hudson Institute on "Decline and Revival in Higher Education."

August 16: Launched "What Will They Learn?" expansion at the National Press Club.

August 30: Spoke at annual Indiana Trustees' Academy.

September 12-15: Participated in State Policy Network annual meeting in Cleveland, OH.

September 28: Presented at South Carolina Governor Sanford's Higher Ed Roundtable.

October 2: Presented on ROTC at Columbia University.

November 4-5: Held annual ATHENA Roundtable in Philadelphia.

November 13: Participated in panel discussion on academic ethics at AAUP conference.

November 15-16: Participated in Lumina National Productivity Conference.

December 1-3: Appointed to National Advisory Committee on Institutional Quality and Integrity.

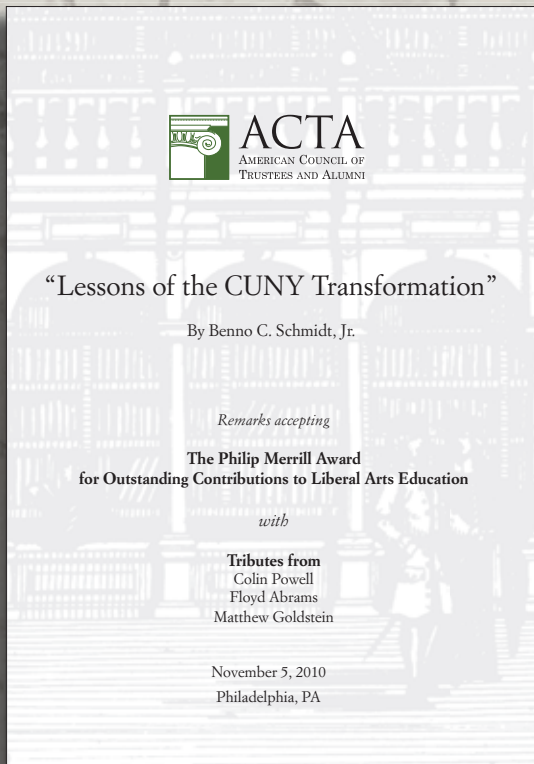
December 1-3: Presented at ALEC's annual Policy Summit in Washington, DC.

2010 PHILIP MERRILL AWARD

The sixth annual Philip Merrill Award for Outstanding Contributions to Liberal Arts Education was presented to **Benno C. Schmidt**. For over 30 years, Mr. Schmidt has spearheaded higher education reform and the advancement of a strong liberal arts education—in both the public and private sectors.

former president of the University of Northern Colorado.

The evening concluded with a presentation of the Philip Merrill Award to Benno C. Schmidt. Mr. Schmidt, a nationally-recognized advocate of the liberal arts, is a former president of Yale University, and is currently the chairman of the City University of New York (CUNY) Board of Trustees. More than 100 individuals were in attendance—and remarkable figures paid tribute to Benno, including General Colin Powell, Judge Jose Cabranes, CUNY chancellor Matthew Goldstein, and First Amendment lawyer Floyd Abrams.



Carl Schramm and Jan Kreamer with Merrill Award recipient Benno Schmidt

“Change in institutional strategy can only come from trustees. ... Reviewing an institution’s academic strategy and deciding whether change is called for is a trustee’s most important responsibility.”

– Benno Schmidt, Chairman, CUNY Board of Trustees



Peter Berkowitz and James Kurth



Floyd Abrams



Elizabeth Capaldi



Wilfred McClay



Gordon Gee



Matthew Goldstein



Roger Benjamin and Robert Dickeson

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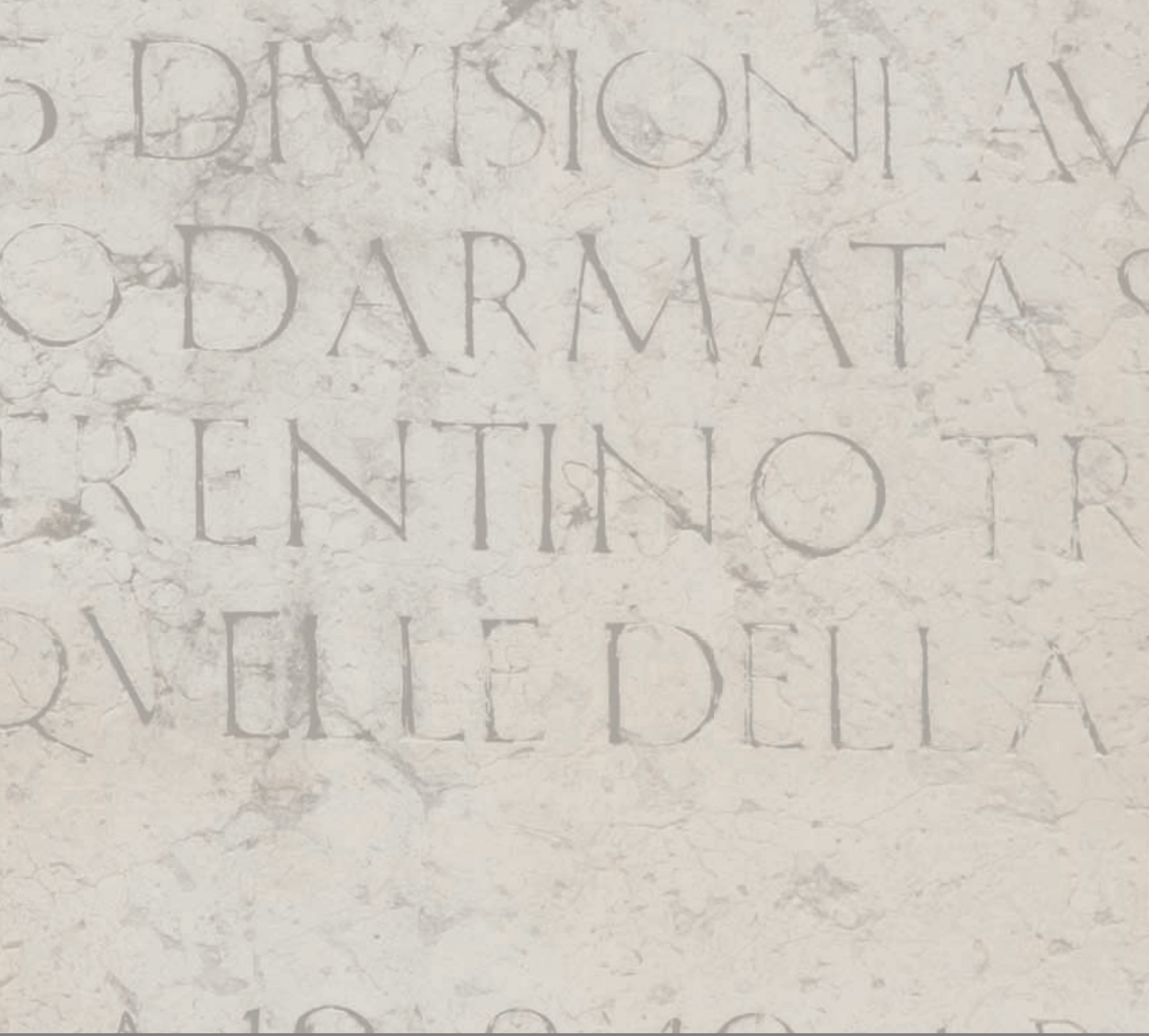
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In Memoriam

In 2010, we bid farewell to some very special supporters and friends:

Lovett Peters, Massachusetts
Stanley Rothman, Massachusetts
Ralph Smeed, Idaho
Robert Sprinkel, France
Frank Turner, Connecticut
David Wolper, California



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