

STEWARDSHIP OF PLACE: PERCEPTIONS OF CHIEF EXECUTIVE AND  
ACADEMIC OFFICERS AT PUBLIC REGIONAL UNIVERSITIES  
REGARDING INTERNAL AND EXTERNAL ISSUES  
ASSOCIATED WITH INVOLVEMENT  
IN ECONOMIC DEVELOPMENT

by

DON CORDELL KILLINGSWORTH, JR.

STEPHEN G. KATSINAS, COMMITTEE CHAIR  
NATHANIEL BRAY  
ARLEENE BREAUX  
VINCENT LACEY  
MARK NELSON

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## ABSTRACT

The American Association of State Colleges and Universities launched its stewardship of place program in 2002, “to promote direct, two-way interaction with communities and key external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit” (AASCU, 2002). The emphasis on economic development and community engagement is occurring in an era of rapidly declining and/or inconsistent state appropriations. This study surveys perceptions of CEOs and CAOs regarding issues and barriers related to public regional university involvement in economic and community development, to assess the engagement of stewardship of place.

Out of the 375 public regional university members of AASCU, 98 CEOs responded to the survey while 115 of the CAOs responded. Key findings include community engagement is important to public regional universities and their leaders, finances are becoming a greater challenge at public regional universities, and a well-trained workforce is important to future economic development opportunities.

Key conclusions include public regional universities are committed to Stewardship of Place, but lack the financial resources to do so and regional university leaders lack sufficient knowledge to be effectively involved in economic and community development. The responses of the CEOs indicated that 9 out of 10 CEOs learn about economic development of the job. Another key conclusion is that the deficiencies in the existing Carnegie Basic Classification as they pertain to rural institution are well documented that 130 institutions that are members of AASCU not in the Carnegie public MCU universe limits is effective use.

Key recommendations for further study include further research is needed to flush out *suburban* and *urban* classified institutions to combine the *suburban small* and *large* institutions and the *urban small* and *large* institutions for a total of five categories in the modified Carnegie Classification scheme. A key recommendation for policy is that *stewardship of place* means providing access, which is needed to improve college success rates, and a key recommendation for practice includes funding should be allocated by federal agencies charged with regional economic development to provide regional university leaders with the tools (research, leadership, and networking skills) needed to do the job.

## DEDICATION

This study is dedicated to Dr. William A. Meehan, my mentor and friend.

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## CHAPTER I: INTRODUCTION

America's public regional universities have long been challenged to be involved in the regions and communities that they serve. For the most part, these regional or state universities have strong community ties dating back to their founding often as municipally-funded institutions or normal schools for teacher education. Normal schools were first introduced to adapt the German teacher seminary to the French *école normale* to train teachers for the growing American School Systems (Ogren, 2003). It is important to note that higher education institutions have always been asked to solve current issues of the day. Whether it is current social issues, workforce development training, or an education in the arts, higher education has always been mandated to educate (Cohen, 2014). The role of higher education is not limited to the typical continuing education class, the latest flower arranging class, or auctioneering training, which may or may not serve a great purpose to the local and regional communities, but more or less to educate and better the society as a whole through a disciplined group of courses designed to elevate the critical thinking skills of the student.

Since 1990, higher education has enjoyed steady growth. According to the National Center for Education Statistics, degree-granting institutions grew in one year by 11% during the 1990-1991 academic year (NCES, 2014). Over a ten-year period, enrollments grew from 15.9 million degree-seeking students to 21 million in 2001-2011, which was an increase of 5.1 million or 32% (NCES, 2014). This dramatic enrollment growth highlights the value of higher education in business, government, and society.

At the institutional level, the Chief Executive Officers (CEOs) and the Chief Academic Officers (CAOs) are often regarded as leaders to help their institutions serve their state-assigned regions. They can be seen as the torchbearers that prove to be the success or failure of their institutional, economic, and community development efforts. They are challenged by some issues within their control, such as institutional barriers that restrict efforts to develop in the community, and many more issues outside their direct control, such as new federal Pell Grant eligibility restrictions mandated by Congress in June 2012 and implemented immediately with the Fall 2012 term, or rapidly declining state appropriations. A recent Grapevine-SHEEO study released in January 2015 found a majority of the states appropriated less for public higher education than they did five years ago. The *Chicago Tribune* reported public institutions in Illinois may lose a third of their funding in one year (Long, 2015). Louisiana, which saw state-funding cuts for six consecutive years from 2007-2013 has pending cuts of 15%, and Alabama has seen the second largest cuts, after Louisiana, in state spending for higher education since the Great Recession began in late 2007 through mid 2009 (SHEF, 2014). What are the issues, barriers, and opportunities challenging America's publicly controlled regional universities today to be involved in addressing the economic and community development problems facing the regions that they serve?

### **Purpose of Study**

The purpose of this study was to survey the perceptions of American Association of State Colleges and Universities (AASCU) institutions' chief executive officers (CEO) and the chief academic officers (CAO) regarding the external and internal issues, barriers, and options challenging their institutions to become involved in economic and community development. America's public regional universities face increasing scrutiny as well as ever-greater demands

to “do more with less” and to be economic engines for the communities and states they serve. As an organization, one of AASCU’s most important initiatives in the past two decades has been its *Stewardship of Place* program, described in greater detail in Chapter II. This study assessed CEOs and CAOs of AASCU-member institutions in a manner much more inclusive and empirically based than has been conducted in the past in an attempt to learn how public regional universities in our country work to improve the economic and community development of the regions they serve. Can this be accomplished in an era of declining state investments? The goals of AASCU’s program and the researcher’s interests dovetail well.

### **Research Questions**

The overall purpose of this study was to compare and contrast the two positions of CEO and CAO when it comes to economic development and *Stewardship of Place* within AASCU institutions. This study was not strictly a replicative study because it did not survey the same set of institutions; rather it used the same research design as deployed by Rankin (2008) and applied it to public regional universities. To maintain consistency, the same six research questions that were asked then were asked now. They included the following:

1. What are the perceptions of CEOs regarding issues facing the college’s service region;
2. What are the perceptions of CAOs regarding issues facing the college’s service region
3. What are the perceptions of CEOs regarding *external* challenges/barriers facing their institution
4. What are the perceptions of CAOs regarding *internal* challenges/barriers facing their institution;

5. What are the perceptions of CEOs regarding collaboration issues; and
6. What are the perceptions of CAOs regarding student issues?

Surveying the CEOs and CAOs of AASCU institutions regarding their knowledge of these areas answered the aforementioned research questions. As the key individuals typically responsible for external relations (CEOs) and internal relations (CAOs), these administrators know the key external and internal issues, challenges and barriers, and collaboration opportunities for their institutions, and are themselves likely to be involved in the economic and community development of the regions that they serve. Stephen Katsinas initially used this survey as a Ford Foundation-sponsored initiative while at the University of Toledo and was later used by Katsinas at the University of North Texas (Katsinas, 1996). The survey was modified and used by Rankin at The University of Alabama in 2007 (Rankin, 2008). While past administrations of the survey assessed CEOs and CAOs at community colleges, the striking similarities between AASCU institutions and community colleges in terms of high commitment to place cannot be overstated. This is precisely what AASCU's *Stewardship of Place* initiative is all about, and why these were appropriate research questions, and it supported the use of this research instrument for this study.

### **Significance of the Study**

As the burdens of accountability increase, supporters of higher education must be able to defend the very existence of higher education institutions. In a world where attending community college to access program completion or career specific certifications is promoted and encouraged, evidenced by President Barack Obama calling for community college education to be free, a four-year higher education degree may be in jeopardy of losing value, even if data shows it to be obligatory to access higher paying careers. In the United States, according to *The*

*Chronicle of Higher Education* (2014), there has been a 60% increase in degrees awarded over the ten-year period from 2001-02 through 2011-12 in the United States. The increases indicate that higher education is still thought of as one of the best ways to advance earnings and establish a higher paying career over time.

State budget cuts have become so severe that leading practitioners and researchers now actively question if a public role can be maintained by the states. F. King Alexander, the former President of Murray State University (KY) and California State University-Long Beach—two AASCU-member institutions—now serves in the dual roles of President of Louisiana State University and Chancellor of the LSU system, which includes the AASCU member institutions of LSU Shreveport, Alexandria, and Eunice. At the December 2014 annual meeting of the Higher Education Government Relations Conference, which is sponsored by the Association of Land-grant Universities (APLU), American Association of State Colleges and Universities (AASCU), American Association of Community Colleges (AACC), and the Council for Advancement and Support of Education (CASE), Alexander noted that at current rates of state disinvestment, state funding will fall to zero in Colorado by 2025, Iowa by 2027, and other states soon to follow (Alexander, 2014). This free-falling state investment made this study timely.

The American Association of State Colleges and Universities established its *Stewardship of Place* initiative in 2002 “to capture the essence of the unique role that our institutions play in the life of their communities and regions, and because of their connections and relationships with their local community and region, the makeup of the student body, and their sense of identity and purpose—have a unique role as ‘Stewards of Place’”(Wiewel, 2014, p. 7). It is this author’s personal experience that America’s public regional universities are quite active in economic and community development activities associated with the regions and communities they represent,

but they may not necessarily be telling the story well. Do CEOs and CAOs acknowledge the impact of higher education in recruiting new industry, and if so, how? Does the external environment they work in make it easy or difficult to be active players institutionally? Do the internal barriers make it easy or challenging? Just what do the leaders of the AASCU institutions think about economic development as a whole and the role higher education needs to play? This speaks to the significance of this study.

This study is also significant in its usage of a modified-Carnegie Classification of the AASCU institutions, described in greater depth in Chapter II and III. The Carnegie Basic Classification released in 2006 included 266 of the 375 AASCU institutions in its public Master's Colleges and Universities. John Clinton Kinkead, II offered a four-fold rationale for modifying the Carnegie Basic Classification. First, Kinkead noted that the Associate's Colleges are already using a geographically based classification system and a model has already been established (Kinkead, 2009). Second, 94% of the Master Colleges and Universities (MCUs) are AASCU members. Third, *Stewardship of Place* is a core value for AASCU and relates to offering a higher education to all interested that meet qualifications which is at the core of a public MCU according to Kinkead (2009). Finally, in *Colleges of the Forgotten Americans: A profile of state colleges and universities* (1969), Dunham stated that additional research needs to be conducted on this institutional type (Kinkead, 2009). This study pilot tested a "modified Carnegie" style classification, that geographically classifies the number of AASCU institutions that are *not* MCU's into a single classification, as called for by Kinkead (2009).

## Definition of Terms

*American Association of State Colleges and Universities (AASCU)* is a Washington-based higher education association of nearly 420 public colleges, universities, and systems whose members share a learning- and teaching-centered culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions' economic progress and cultural development.

(<http://www.aascu.org/strategic-plan/governing-ideas>, para. 2)

The *Carnegie Classification*<sup>TM</sup> has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four decades. Starting in 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, and 2010 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, and faculty.

(<http://carnegieclassifications.iu.edu/>, para. 1)

To ensure continuity of the classification framework and to allow comparison across years, the 2010 Classification update retains the same structure of six parallel classifications, initially adopted in 2005. They are as follows: Basic Classification (the traditional Carnegie Classification Framework), Undergraduate and Graduate Instructional Program classifications, Enrollment Profile and Undergraduate Profile classifications, and Size & Setting classification. These classifications provide different lenses through which to view U.S. colleges and universities, offering researchers greater analytic flexibility. (<http://carnegieclassifications.iu.edu/> para. 2)

These classifications were updated using the most recent national data available as of 2010, and collectively they depict the most current landscape of U.S. colleges and universities.

In addition to the all-inclusive classifications, the Carnegie Foundation also completed another round of its Community Engagement Classification, which is elective. Unlike the all-inclusive classifications based on secondary analysis of existing national data, elective classifications rely on voluntary participation by institutions, permitting analysis of attributes that are not available in the national data. (<http://carnegieclassifications.iu.edu/> para. 4)

The *Carnegie Foundation for the Advancement of Teaching* is committed to developing networks of ideas, individuals, and institutions to advance teaching and learning.

(<http://www.carnegiefoundation.org/who-we-are/> para. 1)

*Chief academic officers* (CAOs) are the principal leaders and managers of the academic programs of the institutions they serve. The core functions of higher education—teaching students, conducting scholarly research, and service to the academic community—usually fall under their purview. In many cases, CAOs serve as the second executive leader of the institution, behind the president, often with oversight of institutional operations beyond the academic program (Hartley, 2010). (<http://files.eric.ed.gov/fulltext/ED510962.pdf>)

*Chief Executive Officer*: “As the chief representative and spokesperson of academe, college and university presidents are the leaders of all things on the campus of the university. The President is symbolically and actually responsible for what happens to and with the institution” (Fleming, 2010, p. 2).

[Economic development] According to the U.S. Department of Commerce *economic development* creates the conditions for economic growth and improves quality of life by expanding the capacity of individuals, firms, and communities to maximize the use of their talents and skills to support innovation, lower transaction costs, and responsibly produce and trade valuable goods and services. Economic development requires effective, collaborative institutions focused on advancing mutual gain for the public and the private sector. Economic development is essential to ensuring our economic future. (<http://www.eda.gov/>, para. 1)

*Federal appropriations* are revenues appropriated directly to institutions from the federal government. Includes federal appropriations made through state channels (IPEDS Finance Survey, Part A, line 02).

*Federal grants and contracts* are revenues from the federal government. Pell Grant revenues have been subtracted from the total reported to IPEDS. The federal total does not include FDSL loans (IPEDS Finance Survey, Part A, line 06 minus IPEDS Finance Survey, Part E, line 01).

*Government appropriations* are “the provision of funds, through an annual appropriations act or a permanent law, for federal agencies to make payments out of the Treasury for specified purposes. The formal federal spending process consists of two sequential steps: authorization and then appropriation” ([https://www.senate.gov/reference/glossary\\_term/appropriation.htm](https://www.senate.gov/reference/glossary_term/appropriation.htm) para. 6).

IPEDS is the *Integrated Postsecondary Education Data System*. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. (<http://nces.ed.gov/ipeds/about/>, para. 1)

*Local appropriations* are revenues appropriated directly to institutions from local governments (IPEDS Finance Survey, Part A, line 05).

*Local grants and contracts* are revenues received from private donors for activities relating to the teaching, research, and service missions of the institution. This does not include endowment income (IPEDS Finance Survey, Part A, line 09).

The *National Center for Education Statistics* (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. (<http://nces.ed.gov/about/> para. 1)

*State appropriations* are revenues appropriated directly to institutions through acts of a state legislative body. It does not include state grants and contracts (IPEDS Finance Survey, Part A, line 04).

*State grants and contracts* are grant and contract revenues from state governments (IPEDS Finance Survey, Part A, line 08).

A program of the American Association of State Colleges and Universities (AASCU), *Stewardship of Place* institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit (AASCU, 2002, p. 1)

### **Delimitations**

This study accounted for perceptions from various individuals at seven types of publicly controlled regional universities and colleges with various backgrounds and knowledge on economic and community development regarding the role of their institutions in *Stewardship of Place*. These differences create many of the delimitations. They were as follows:

1. A survey participant might misinterpret the concept of the questions and therefore devalue the results;
2. Only public four-year regional universities and colleges who are currently members of AASCU were assessed in this study; and
3. Participants were limited to Chief Executive and Academic Officers employed during the 2014-15 academic year. The participants could be new to their respective roles or employed on an interim basis.

### **Limitations**

This study was designed to assess the perceptions of Chief Executive Officers and Chief Academic Officers employed at AASCU member institutions. The limitations of the study included the following:

1. Different missions and goals for institutions may affect the emphasis placed on areas of interest. These differences are noted for each institution and leadership;
2. The cost of mailing a hard copy of the survey was high so the use of the technology and electronic versions of the surveys seemed beneficial to the respondents and the study;
3. The turnover at the 375 AASCU institutions may affect the response rate and identifying the correct contact; and

4. Data collected by government recording agencies like IPEDS is subject to each institution reporting accurate data based on what is requested from the government agency and survey. Each institution may collect data according to a different standard or may report data as they see fit.

### **Assumptions**

Certain assumptions were identified within this study. They included the following:

1. Respondents were honest in their responses;
2. Respondents have different levels of knowledge about the subject; and
3. Respondents were familiar with characteristics of their institutions, which were addressed in surveys.

CHAPTER II:  
REVIEW OF LITERATURE

**Introduction**

Education is an investment that is important to all. Ben Franklin may have said it best when he said, “an investment of knowledge always pays the best interest” (Franklin, 2015). Strong industry and successful and growing economies create and grow the tax base that supports all state services including public education. This chapter will focus on the literature associated with public colleges and universities as a group defined by similar institutional characteristics with emphasis placed on reviewing the American Association of State Colleges and Universities (AASCU) and how these institutional members group into the Carnegie Classification System. The chapter then turns to economic development and how higher education is relevant when it is affecting economic growth while discussing human capital and collaboration. This section is then followed by an in-depth review into *Stewardship of Place* as defined by AASCU and the effects of being a good steward of place with specific explorations into the Chief Executive and Academic Officer and how these two leadership positions view the external and internal barriers associated with their respective communities and good *Stewardship of Place*. This section turns the focus to Dual Enrollment (DE) and how DE transforms the community into a more educated possible workforce to stimulate the economic development. Finally, the last section reviews how Pell Grants affect all aspects of the higher education community and the researcher finishes the *Stewardship of Place* section with a look at the new Carnegie Classification on Community Engagement.

The researcher uses this literature review to answer the preliminary question of how the barriers are internally and externally hindering economic development. Chief Executive and Academic Officers must find a way to be good stewards of place in their respective jobs with their respective audiences. Using the literature already available, the researcher shows that more research is warranted within the realms of economic development and *Stewardship of Place*.

This researcher used various methods when retrieving the literature associated with this study including but not limited to The University of Alabama online McLure Education Library system, the Jacksonville State University Houston Cole Library, ProQuest Dissertations and Thesis Full Text, JSTOR, and H.W. Wilson websites. Utilizing search methods with the keywords of higher education, economic development, public colleges and universities, the researcher was able to secure a good population of literature on the subject areas stated earlier in this chapter.

### **Public Colleges and Universities**

With the boom in higher education enrollments after World War II, many of the AASCU member institutions began changing from teacher colleges to state colleges or universities (Harclerod, 1983). From this rapid growth, a need to collaborate with similar and like institutions became important, and AASCU was formed to focus on the needs of this growing body of institutions in higher education. AASCU grew from 160 to nearly 400 under Allan Ostar's presidency from 1965-1991. In 1991, Ostar proclaimed "it is our institutions that make the American dream of higher education a reality for millions of American men and women from all walks of life" (Ostar, 1991, p. 4).

The American Association of State Colleges and Universities (AASCU) is an advocacy group dedicated to furthering the mission and goals of the member institutions. Its 430-member

institutions and systems come together to advocate and serve those with similar characteristics including that the institutions be fully or partially funded through the state (Hager, 1970). Most of these institutions began as normal schools and were members of the Association of Teacher Education Institutions (ATEI), which was founded in 1951. The association first changed its name and began operating as the Association of State Colleges and Universities (ASCU) in 1961; in 1967, it added “American” to its title.

As stated earlier in Chapter I, according to Alden Dunham (1969) in *Colleges of the forgotten Americans: A profile of state college sand universities*, there seems to be a lack of literature regarding this group of colleges and universities. Kinkead (2009) put it best when he highlighted lack of research surrounding MCUs.

### **Carnegie Classification System**

The Carnegie Classification System was first introduced in 1970 by Clark Kerr for the Carnegie Foundation for the Advancement of Teaching. Kerr was a natural fit to develop a system that would allow researchers and those who study higher education a way to classify different institutions because of his work with the California Master Plan for Higher Education developed in 1960 (McCormick, 2005). According to McCormick, the goal was to provide a meaningful method of categorizing higher education institutions into similar and like categories easily definable by a set of public recordable information (McCormick, 2005). The first classification was categorized by degree granting institutions. As Table 1 shows, the five categories and subcategories were released by the Carnegie Commission (McCormick, 2005). However, as McCormick and Zhao studied, the Carnegie Classification System has put higher education institutions into a category that the institutions may not agree with and causes a “move-up” mentality among institutions that wish to be considered a different classification

(McCormick, 2005). The latest revision to the Carnegie Classification was completed in 2005, when associate degree granting institutions were added (Kinkead, 2009). According to Kinkead, Carnegie should implement a geographical-based classification system for master’s colleges and universities that would help identify over 1.5 million students who are not being identified under the current classification (Kinkead, 2009). These are the “missing” AASCU students.

Table 1

*First Classification System Released by Carnegie Foundation*

Doctoral Granting Institutions	Comprehensive Colleges	Liberal Arts Colleges	All Two-year Colleges and Institutions	Professional Schools and other Specialized Institutions
Heavy emphasis on research	Comprehensive colleges I	Liberal arts colleges Selectivity I		Theological seminaries, bible colleges and other institutions offering degrees in religion
Moderate emphasis on research	Comprehensive colleges II	Liberal arts colleges Selectivity II		Medical schools and medical centers
Moderate emphasis on doctoral programs				Other separate health professional schools
Limited emphasis on doctoral programs				Schools of engineering and technology
				Schools of business and management
				Schools of art, music, and design
				Schools of law
				Teachers colleges

Source: *Carnegie Classification on Higher Education, New Students and New Places* (Kinkead, 2009, 52)

The Carnegie Basic Classification System was instituted for researchers who study higher education and related fields to better organize and understand categorical related institutions for research. Kinkead (2009) and others have argued that the time has come for the current classification system to go through a remodeling to include all of the students attending these institutions so that proper reporting and research may take place.

Recently the Carnegie Foundation for the Advancement of Teaching decided to transfer the responsibility of the classification system to the Center for Postsecondary Research at Indiana University at Bloomington. In a press release dated October 18, 2014,

The Carnegie Foundation for the Advancement of Teaching has transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research. The Classification will continue to retain the Carnegie name after the Center for Postsecondary Research takes over responsibility on January 1, 2015 (Carney, 2014, p. 1).

The article continues, "As part of the move, the Lumina Foundation is awarding \$500,000 to the Center for Postsecondary Research to update and enhance the Carnegie Classification to reflect and accommodate an evolving higher education landscape (Carney, 2014, p. 1)." With this change in housing of the classification system, the Carnegie Classification System may be open to changing its classes and using a modified system such as the ones used by Kinkead and Katsinas. The Carnegie Classification System is a valuable tool that helps researchers and policy makers study higher education with a classification system that translates the basic information into researchable material that all can agree to use, but not all agree on the systems accuracy.

### **Economic Development**

As higher education continually comes under fire for costs and return on investments for the states that fund them, it is necessary to look inside AASCU institutions to see what they are doing and if change is really needed. Higher education is constantly called upon to be the

economic engine by the local, state, and federal elected leaders (Gilbert, 1989). With this philosophy, why is higher education the first to be cut in funding when they are called to bring new industry into their region? It is proven that higher education in most areas is the number one recruitment tool used in economic development, described as “a process of innovation that increases the capacity of individuals and organizations to produce goods and services and thereby create wealth” (Cote, 1993, p. 83).

Beginning in the middle of the 20<sup>th</sup> century, higher education has been connected to economic development, not only in the United States of America but around the world as well. Shils published an article in 1957 elaborating on the connection of higher education and the economic development of countries and states “programs of economic and social progress will thus depend for their fulfillment on the executive action of large numbers of intellectuals (Shils, 1957 p. 9). This statement makes the correlation that the more citizens are educated or in the terms of the times becoming intellectual, the better off the country will be in economic development and prosperity. David McClelland (1966) found countries that promote higher education with funds or needs develop at a higher pace economically than those that do not. McClelland further stated that comparing developed countries to underdeveloped countries, those who have invested anything into higher education have seen an increase in the overall Gross Domestic Product of that country. Heckman (2003) found “enhancing the economic outlook for a nation requires the equalizing returns across all types of investments, both physical and human” (p. 797).

## **Human Capital Theory**

Individuals and a culture as a whole benefit from the investment in those people; this idea describes human capital theory (Sweetland, 1996). Education is only a benefit to society. As more and more people are educated at any level, the society to which they belong prospers. Sweetland (1996) found any investment into the education of the people is brought back in return as an investment into the future of society. Investments in regional businesses are known in the business circles as a benefit to the economic growth of that area. Human capital theory is the theory that exemplifies the investments into the education world and will have a positive return on the people of the area.

Human capital theory suggests that once the human capital base is expanded, economic development will also expand. In 2004, Walters argued that all of education was some type of human capital investment. He stated that schools were designed to prepare students for whatever modern day jobs might be available at the time, compared to the traditional socialized thinking learned at other places such as home, church, political, and social settings.

## **Collaboration**

Higher education needs business and industry to hire college graduates, and for this reason, collaboration becomes essential. In *Universities and Colleges as Economic Drivers*, Lane (2012) wrote of the key policy groups that have stated that the necessity for higher education and industry to collaborate is essential. The National Collaborative for Higher Education Policy, the National Conference of State Legislators, and the Western Interstate Commission for Higher Education agree that all parties associated with economic development and higher education must work together to incentivize industry to locate within a certain area (Lane, 2012). The National Governors Association in 2011 stated that the two primary policy

agendas for higher education should be to increase the number of college graduates and coordinate those degrees with the jobs that are available with the highest demand (Lane, 2012).

Echevarria (2009) concluded that higher education played a significant role in economic growth and development. She also noted the role that all of education plays in specific sectors or areas (Echevarria, 2009). The impact begins with secondary education, which seems most important in her study, and the development of overall goals of education and the benefits to society as a whole to the post-secondary education.

Technology has changed the landscape when it comes to the work force (McMahon, 2009). The United States has an oversupply of under-educated workforce (McMahon, 2009). This changing technological environment should force higher education into changing the way we educate in the United States. McMahon also noted that self-induced limitation within higher education is to blame: “Technology changes have increased the productivity of American workers, which would become a sound argument for reinvestment in higher education if the topic were more consistently studied in higher education research (McMahon, 2011, p. 1).” The fact remains that economic development is not widely studied or systematically researched in the higher education field.

Economic development will be the answer to budgeting woes faced by states across the nation in years to come but there are ways to offset the public relations battle that occurs when funds are short and states are forced to keep funding Medicaid or higher education. The next section discusses AASCU’s *Stewardship of Place* programs, which might be an alternate way to help with the public relations battle that higher education is struggling to win.

## Stewardship of Place

The idea behind *Stewardship of Place* is not new. From the inception of most institutions of higher education, the local community and region have played a pivotal role in the development of these institutions by determining their scope and role. The community and region act as the promoters and developers for these institutions that they call their own. Whether through economic development planning or addressing local or regional social issues, the communities and regions where the institutions are located act as a support system. Over the last few decades, colleges and universities have negated the empowerment that comes with having direct communications with the local parties. This has brought strain into the overall success of both entities (AASCU, 2002). The Kellogg Commission on the Future of State Universities and Land-Grant Colleges published a report in 2001 titled *Returning to Our Roots: The Engaged Institution*. In the report, it was noted that in order for higher education to succeed through this transition of technology, an aging population, and with a global insight into every campus through online educational opportunities, higher education must learn to be community and regionally engaged (Kellogg, 1999).

The Kellogg report emphasized the importance of engaging the K-12 school systems. In the 2014 AASCU report, *Becoming a Steward of Place*, the concept of successful K-12 school systems correlated directly to the success of higher education institutions is revisited. The report stated that the success of the K-12 school systems is society's success, and society's success is their success (AASCU, 2014). The K-12 system is therefore directly bound to the local or regional partners where the students matriculate. Being good Stewards of Place for AASCU institutions means strong connections to area K-12 schools whether through faculty expertise on

certain subjects, partnerships with K-12 schools in various educational content areas including STEM, or providing resources to the K-12 system for their success.

One example of implementing this practice can be found at Jacksonville State University, an AASCU institution in Alabama that has formed a collaborative partnership with area K-12 school systems to provide the use of technology in the classroom, to elevate teaching and learning. The Collaborative Regional Education Initiative (CORE) was established in 2013 to improve college and career readiness. There are now 19 local school systems that are in the geographic region of the institution who participate in the collaborative effort (Jacksonville State University, 2014).

A key element to being an engaging institution is *public engagement*, and yet little is being done on campuses to advocate the significance of public engagement. Often community engagement is not seen as institutionally important. If this is the case, community engagement is left to the discretion of the individual community members. According to AASCU's *Stepping Forward as Stewards of Place* (2002),

From their earliest days, state colleges and universities have diligently served in their roles as stewards of place, answering the call to join the public and private partners in their communities and regions to take advantages of opportunities and confront challenges. On issues ranging from economic development to school reform to regional planning to environmental protection and more, public higher education institutions have teamed up with a wide range of stakeholders to identify problems, explore potential solutions, and test those solutions in real life. (p. 7)

The report noted that the term “public engagement” is now being used to demonstrate the partnership between the higher education institution and the local and regional communities they serve. *Stewardship of Place* is commonly referred to when discussing how higher education can service the community and region. The 2002 AASCU publication, *Stepping Forward as Stewards of Place*, advocated that AASCU institutions, with their relationships within the

community and region, the student body, and their functions, are in fact “Stewards of Place.” According to *Stepping Forward as Stewards of Place*, the definition of public engagement is being “fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit” (AASCU, 2002, p. 8).

A growing movement in higher education elevates the need for dissecting the role of higher education and the public understanding and support that would help abate the disconnect between society and public higher education (London, 2002). In 2007, Scott wrote there are strategies available to offset disconnects between the public and the institution. These strategies include public dialogue and reflection to offset the struggles between academia and the public (Scott, 2007).

### **Chief Executive Officers**

Chief Executive Officers (CEO) at AASCU institutions find constant demands for the engagement of the students, faculty, staff, and alumni with a regional or local body to promote positive relationships between all parties. In their 2002 report, AASCU identified a “toolkit” to be used for assistance as CEOs strive for better public engagement.

...CEOs who have determined that public engagement is an important element of their overall institutional mission and who now must think and act strategically in order to get all elements of the campus aligned and working together in support of public engagement efforts. However, it can also serve as a resource for local leaders and policymakers looking for ways to better link with nearby colleges and universities. (p. 10)

Weerts (2005) cited the AASCU 2002 study to identify culture and history, management, institutional policies, and faculty and staff as several factors that determine an institution’s obligation to service and engagement. A finding of Weerts’ study indicated that practices and attitudes of public engagement directly correspond to the leadership of the institutions (Weerts,

2005). The role of an institution is to teach the students that they are responsible for public engagement, but this is often confused with the convoluted message of service learning. In colleges and universities, too often the word engagement is synonymous only with service and volunteerism on the part of undergraduates (Scott, 2007). The American Council on Education (ACE) in 2007 and 2008 stated that over half of the university presidents currently serving were over the age of 60 and most were considering retirement (Boyles, 2011). This would appear to indicate that unless a university leader is set on changing the culture at their institution, then the likelihood of achieving the status of being a better Steward of Place is not likely. The idea of being a good Steward of Place requires a commitment to change the culture if needed, and if the leadership of the institution is on “cruise-control” to retirement, then change is not going to happen.

### **Chief Academic Officers**

Perhaps the most difficult role on a campus may be that of the Chief Academic Officer (CAO). According to Mech (1997), the CAO at an institution may have a more significant role affecting day-to-day operations than the president (Mech, 1997). CAOs typically rise through the ranks of academia from faculty member to department head to dean. This is a common ascension among faculty turned administrators. The CAO plays a valuable role in community engagement because, as the leader of the academic side of an institution, this role may require a greater sense and need for community engagement or an attitude that the community should respect the expertise of academia and not try to change the methods of operations.

Boyles (2011) stated that 30% of all provosts are at the retirement age and this group is most likely not receptive to changing the culture of academia at their respective institutions. This is a problem because turnover is a common occurrence within the higher echelons of higher

education but changing the culture when there is no change at the highest level of administration is often difficult with no difference of who is in charge.

## **Dual Enrollment**

Dual enrollment (DE) is another area where institutions could implement *Stewardship of Place*. DE was initially started to better prepare high school students for college and provide students with opportunities to experience true postsecondary academic courses. It can be traced back to 1876 when it was first developed as an accelerated three-year program at Johns Hopkins University (Greenberg, 1988). While advanced placement (AP) seemed a natural way to accelerate getting through college, AP was designed for the more gifted and elite students. In contrast, DE was geared more toward the average student (Boswell, 2001). With enough DE credits, students could enter a postsecondary institution as a transfer student rather than a new traditional student. Today, DE is one of the fastest growing segments of higher education (Marshall, 2002).

A good review of the very limited research that is available on dual enrollment is found in a study by Allen for the City University of New York (CUNY) in 2010. Allen referenced a previous study by Adelman (2004) that stated that college credits earned prior to exiting high school actually reduce the amount of time taken to complete a degree, which leads to better persistence and graduation rates for the students who participate in the DE programs (Adelman, 2004). Allen cited a 2008 study by Swanson, who found DE students were 12% more likely to enter college within seven months after completing high school, 11% were more likely to persist into their second year of college if they were participating in DE, and that most DE students who were a part of a DE program received a bachelors degree whether they originally wanted to achieve that degree or not (Swanson, 2008).

DE offers high school students an opportunity to experience college level classes while simultaneously offering training for a job right out of high school. Of course, those are two different avenues in DE. Rodriguez (2012) stated “the experience has the potential to improve their academic and nonacademic skills, help them understand what will be required of them in college, and encourage their future college attendance by showing that they are capable of doing the work” (p. 4). DE can be the environment that allows students to try being a college student (Karp, 2006).

The notion of being a good steward of place in the community that an institution is housed in covers many broad areas. An AASCU institution would do well to look first into the local high schools to make sure that, as a good steward of place, an option of DE would benefit not only the citizens in the area but the community and institution as well.

### **Pell Grants**

One of the best examples of the barriers to being effective stewards of place is the Pell Grant story that has unfolded from 2010-2014. The Pell Grant was established to help meet the accessibility needs of students who were not financially able to meet the costs of attending higher education. This has been a widely successful endeavor for decades. Started in 1972 under President Nixon, Pell Grants were awarded to those who showed a need-based qualification with academic ability. President Nixon stated on June 23, 1972, at the signing of the of the 1972 Education Amendments that “this legislation includes comprehensive higher education provisions, authority for a new effort to revitalize our educational research effort, and authority to provide financial assistance to school districts to meet special problems incident to desegregation” (Nixon, 1972, p. 1).

The Pell reductions that have taken place after June 2012 have demonstrated the need for additional measures to offset the revenue losses associated with declining student enrollment of Pell. Recall that the definition of *Stewardship of Place* states that a *mutual benefit* exists from the institution to the community. Having robust need-based aid programs for higher education expenses encourages the institutions, community, and citizens.

According to a 2012 study by the Education Policy Center at The University of Alabama, 93% of all college students in Alabama are attending public institutions (EPC, 2012). Over 51,150 students were on Pell grants at the 14 public, four-year universities in Alabama. Pell grantees account for almost 60% of the students enrolled at these institutions, 12 of which are members of AASCU (EPC, 2012). The total amount allocated for Pell recipients at public universities in Alabama was \$218,440,805 in 2011. Since Alabama does not have a state-funded need-based student aid program, this number shows that the Pell program is the state's *de facto* need-based student aid program for the citizens of Alabama who wish to attain a higher education degree.

Since state funding for higher education has significantly decreased since the recession of 2007, financial assistance has played a pivotal role in the enrollments of AASCU institutions. Over the last several years our nation has undergone a global recession (Douglass, 2010). Over the last decade, public, four-year, higher education institutions have had to keep up with ever-rising costs of operations by offsetting revenue streams with increasing one or two of the big three in revenue streams: state appropriations, federal funds, or tuition and fees. Revenues and expenditures have varied over time in regards to higher education, but by how much?

Institutions of higher education have had to be creative in securing revenue funding from many different areas other than state appropriations and in cutting expenditures to make sure

necessary costs are covered. Eliminating expenditures in higher education stifles the growth and education of students. When a state realizes the role that higher education can offer to the economic development plan of the state, the possibility of increased assistance becomes prudent.

According to *The Chronicle of Higher Education Almanac*, revenues from corporate income taxes were down 22% in 2008-2009 (Chronicle, 2009). Higher education institutions have other means to balance the budgets where shortfalls occur in state appropriations. For example, retiring employees, cutting programs, and making general cutbacks internally can offset shortfalls (Soo Hoo, 2007). Douglass (2010) noted that once economies start to turn south, there seems to be an increase in demand for higher education. The Grapevine project at Illinois State University gathers, analyzes, and compares financial data on state appropriations from all fifty states (Archibald, 2006). With changes in funding for public higher education, the researcher asked, is there a philosophical change occurring with state funding?

It has been posited that most research universities are becoming “quasi-private” when state support drops below 35% of the overall operating budget (Weerts, 2006). According to a Weerts, demand for postsecondary education has increased sevenfold since World War II and is expected to continue the growth over the next twenty years. Weerts noted that higher education is headed towards a doomsday type scenario; if the trends continue, institutions could face large deficits in operating expenses (Weerts, 2006). Higher education and its reliance on state tax dollars is major foundation of instability, especially as other agencies in the state require more funding (Edirisooriya, 2001). Many politicians love the fact that they play an important role in the funding aspect of higher education because it gives them influence and a firm grip on what legislators want to see happen with higher education (Edirisooriya, 2001). Legislators often claim that higher education has not done enough to regulate or reign in their expenses. In 2002,

Gose quoted one Texas Legislator as saying, “The general rule at universities is, they never cut anything. They just blame us for not giving them a lot of money. They spend an enormous amount of time trying to convince us there is no other solution, but I am not convinced” (Gose, 2002, p. 1). There is a popular view among lawmakers that higher education is a private good and should be supported by its students and donors rather than using tax dollars (Selingod, 2001).

In an article from the Chronicle of Higher Education entitled *The Disappearing State in Public Higher Education*, Lyall, president of the University of Wisconsin System, stated,

State government, like the public, has been somewhat confused about what it wants from the university. They want high access, low tuition, top quality, and no tax increases to pay for it. We have to get real about what realistically can be accomplished with the dollars we have. (Selingod, 2001, p. 2).

The research shows that state higher education funding is down and has been going down for the last three decades (Soo Hoo, 2007; Weerts, 2006). In Rizzo’s 2003 study *A (less than) zero sum game? State funding for public education: how public higher education institutions have lost*, she acknowledged that the funding of public higher education is the single largest, unrestricted budget item within the state budget. Institutions in various states often cope with the response to higher costs of operation.

Public regional universities continue to strive to be all they can be for the constituents that they purportedly represent. Aside from the community college, which is designed to educate a workforce and develop students for the next educational level, the AASCU institutions must operate to achieve the same types of goals while being affordable and accessible to the communities in which they are located. AASCU institutions are often thought of as the next level in higher education after community college. Most are state institutions that started as teacher’s colleges and have grown to a comprehensive regional institution covering all aspects of

the curriculum, while maintaining constant ties to the local and regional communities where they are located.

### **The Carnegie Community Engagement Classification**

In 2006, the Carnegie Foundation for the Advancement of Teaching implemented a voluntary new classification. Talk started in 2005 with a conversation about how to best prepare our students to be civically and community minded as they prepare to enter the workforce, according to George Mahaffey, AASCU's Vice President for Academic Leadership and Change. Mahaffey (2005) cited that a task force assembled to discuss the concerns of student engagement in the community. The task force then sought out George Kuh and the National Survey of Student Engagement (NSSE) to help identify where students currently are in thinking about community engagement. Mahaffey stated that the results were disappointing. From this task force, the voluntary classification on Community Engagement was born.

The Classification on Community Engagement was first granted by Carnegie to institutions in 2006 with a renewal in 2008 and a five-year rotation after 2010. The next cycle of reporting and application is in 2015. In 2006, 76 institutions were granted the classification (Carnegie, 2014). Out of those 76 colleges and universities, 20 of the classification requesting institutions were AASCU institutions. In 2008, 121 institutions applied for the classification. Out of 121, 34 were AASCU institutions. In 2010, 121 again requested and applied for the classification and 27 were AASCU institutions by affiliation. These possibly could have been the same institutions. The classification is renewable, but first-time interested institutions must complete the application process in full. The process begins two years in advance. For instance, the 2020 classification cycle will begin in 2018 with the application and gathering of data (Carnegie, 2014). As Table 2 illustrates, there are 311 total institutions that have applied and

received the Carnegie Classification on Community Engagement during the three cycles of 2006, 2008, and 2010. Of these 311, the classification was sought out more in 2008 than in 2010 and more than 2006. Are AASCU members realizing that they are already sufficient in community engagement or are the paperwork and the two-year time period required for the Carnegie Foundation driving institutions to forgo the voluntary classifications status?

Table 2

*The Number of Higher Education Institutions Earning the Classification of Community Engagement from the Carnegie Foundation the Advancement of Teaching*

Year	Number of Institutions Applications	Number of AASCU Institutions
2006	76	20
2008	121	34
2010	121	27

Source: *Carnegie Foundation for the Advancement of Teaching (2014)*

There are currently 375 AASCU institutions based on membership. In 2010, there were only 27 that were awarded the community engaged classification according to the Carnegie Foundation. In the 2014 AASCU report, *Becoming a Steward of Place: Four Areas of Institutional Focus*, the message of becoming a better member of the society was a main focus (AASCU, 2014). If this is truly the way that American higher education wants to progress then there is a long way to go, if only a little over 6% of the AASCU member institutions thought that the new classification was worth the effort.

In a 2008 article, *Attaining Carnegie’s Community-Engagement Classification*, officials from North Carolina State University described the process their institution went through in attaining Carnegie Classification on Community Engagement. After reading and evaluating the two reports by the Kellogg Foundation and the AASCU report on regional stewardship, North

Carolina State decided to update and expand the definition of the term “community,” noting the need to add “identifiable groups of individuals that share similar interests, concerns, and educational needs around a subject-matter area” (Zuiches, 2008, p. 8).

As higher education continues to evolve through the global learning portal, we see a changing awareness of higher education. The public perception now questions the necessity of what institutions, like the members of AASCU, undertake. In these circumstances, public engagement will likely become invaluable to higher education. Without the local and regional communities that are being served by these institutions defending the actions and roles of institutions, AASCU colleges and universities will struggle to maintain the nature of work that has been produced through the years.

With the assistance of the new engagement classification by Carnegie, perhaps community engagement can become a touchstone to alleviate tensions and the lack of communication between the AASCU institutions and community. But the advantages of the Carnegie Classification on Community Engagement will never be realized if the numbers of AASCU members attaining it does not substantially improve from the first three classifications cycles. With only 6% of AASCU members participating in the 2010 cycle, its member institutions are clearly not actively seeking this extra classification notoriety. With no mandate to participate, the classification will struggle to find its niche among the AASCU institutions. The 2015 cycle applications were due in 2013 to the Carnegie Foundation, and the number of applications will be a telling sign to the Carnegie Foundation as to whether this is a priority for AASCU member institutions or another cultural by-product of the times.

The Carnegie Foundation strives to better higher education through a detailed mandated classification reporting system, but the community engagement classification is strictly

voluntary. Most AASCU institutions are fighting the paperwork battle via an accreditation body or through new regulations passed down from the federal government. Until the community engagement piece is mandated as part of accreditation or via the Department of Education, then it will likely exist only on the level of a volunteer status on the periphery. In the future perhaps, the accrediting bodies may be willing to tackle the commitment to the communities of which the institutions are located. Community engagement is a vital part, which leads to the success of most AASCU member institutions.

This review of past and present literature is an insight into the overall story that this study entails. Using the literature presented, the researcher noticed the need for additional reviews on economic development but acknowledges the importance of this study for the overall success of AASCU member institutions to being better *Stewards of Place*.

CHAPTER III:  
METHODOLOGY AND PROCEDURE

**Introduction**

This chapter presents the applied research methodology adopted for this study. Two separate instruments pilot tested and applied to a very different set of public higher education institutions that are also highly committed to serving their state-assigned regions and communities—community colleges—were used. Rankin (2008) examined the perceptions of chief executive officers and chief academic officers regarding issues, barriers, and challenges for their institution's involvement in economic and community development. The CEOs were surveyed on external issues, barriers, and challenges, and a companion survey regarding internal issues was administered to the community college CAOs. Rankin used survey instruments first designed and pilot tested by Stephen G. Katsinas at the University of Toledo in 1999. These same instruments were used with minor modifications appropriate to regional universities and colleges to capture key elements of the American Association of State Colleges and Universities' *Stewardship of Place* program language.

The first survey assessed AASCU-member Chief Executive Officers' perceptions as it pertains to *external* issues, barriers, and challenges regarding their institution's sustained involvement in economic and community development and perceived progress and success and/or lack thereof related to *Stewardship of Place*. The second companion survey assessed *internal* issues, barriers, and challenges regarding institutional involvement from the perspective of Chief Academic Officers with a special focus on faculty-related and student issues. The

CAOs provided the researcher various perspectives as to the internal institutional rewards systems. If the CAOs support and reinforce and/or fail to support and reinforce institutional efforts to be involved in economic and community development in AASCU-member college regions and communities, then the *Stewardship of Place* would be difficult to attain. Comparing the two provides the researcher a comprehensive assessment of how AASCU institutions fulfill their commitment to being good *stewards of place*.

### **Research Questions**

The overall purpose of this study was to compare and contrast the two positions of CEO and CAO when it comes to economic development and *Stewardship of Place* within AASCU institutions. This study was not strictly a replicative study because it was not surveying the same set of institutions; rather, the survey instrument used the same research design as deployed by Rankin (2008) and applied the survey to public regional universities. To maintain consistency, the same six research questions were asked again. They were as follows:

1. What are the perceptions of CEOs regarding issues facing the college's service region;
2. What are the perceptions of CAOs regarding issues facing the college's service region;
3. What are the perceptions of CEOs regarding *external* challenges/barriers facing their institution;
4. What are the perceptions of CAOs regarding *internal* challenges/barriers facing their institution
5. What are the perceptions of CEOs regarding collaboration issues; and
6. What are the perceptions of CAOs regarding student issues?

## Materials and Data Collection

The researcher distributed the survey via an email survey program. An email survey is the easiest and most cost and time efficient way of surveying on this magnitude at the current time. According to George Mehaffy, Vice President for Academic Leadership and Change at American Association of State Colleges and Universities (AASCU), there are 420 institutional members of AASCU at any one point. When the system offices were removed, such as the system offices for the California State University System, the Arkansas State University system, and the Southern Illinois University system, there were 375 usable institutional members of AASCU (Mahaffey, 2015). The CEOs and CAOs of these 375 AASCU member institutions were surveyed. The survey was administered for a duration of eight weeks.

The administration of this survey was conducted via an online survey instrument called Qualtrics®. Using this method allowed for the use of technology to assist with data distribution and collection. The researcher conducted phone calls to assure potential respondents that the survey will be arriving via email soon. Additional phone calls were made three to four weeks into the data collection period for non-responders to remind the participant that they have received the survey and participation was appreciated. The researcher obtained a list of CEOs and CAOs names, titles, and contact information including the email addresses compiled through various resources including institutional websites and the *Higher Education Directory* (2014). Ken Dobbins, the President Emeritus of Southeast Missouri State University who served as AASCU Board Chairman during the 50<sup>th</sup> Anniversary year of the organization, agreed to author a cover letter to encourage AASCU-member CEOs and CAOs to respond. William A. Meehan, President Emeritus of Jacksonville State University, coauthored the letter with Dobbins' recommendation.

## **Informed Consent**

The survey arrived with a cover letter that included the appropriate introductions and information regarding the survey. The survey posed no risk to the participants and was strictly voluntary. Information was provided for questions about the instrument and purpose. Approval of the surveys was obtained from the Internal Review Board of The University of Alabama prior to the distribution. Responding to the survey constituted informed consent.

## **The Carnegie Classification System**

The Carnegie Commission on Higher Education, chaired by former University of California President Clark Kerr, first released its Basic Classification of Institutions of Higher Education in 1973. The Carnegie Basic Classification was used by Kerr and the Carnegie Commission to guide their research to group colleges and universities classifications based upon highest level of degree awarded (doctoral, master's, bachelor's, associate's), and type of control (public, private not-for-profit, and private for-profit). Within the doctoral level grouping, institutions were further sub-divided based upon a combination of federal research grant funding and Ph.D. degrees awarded annually (not service grants nor doctorates of education), and within the bachelor's level institutions, institutions were further grouped into highly selective and non-selective groupings. These groupings were kept largely the same in the various editions published in 1973, 1976, 1987, and 1994.

The Carnegie Basic Classification framework is widely used to identify meaningful groups of similar institutions. Its general acceptance and popularity resulted in the Carnegie Basic Classifications being incorporated into all federal data sets, for ease of use by researchers, policymakers, and practitioners alike (Kinkead, 2009).

For this study, the researcher surveyed the CEOs and CAOs of the 375 publicly controlled regionally based universities and colleges that are member institutions of AASCU. It is important to note what Kinkead classified and what he did not classify. Kinkead's groundbreaking work geographically classified and then pilot tested IPEDS data for the 264 public Master's Colleges and Universities (MCUs) using the 2005 Carnegie Basic Classification. The 2005 Carnegie Basic Classification divided MCUs into larger-sized programs, medium-sized programs, and smaller-sized programs; this was seen as inadequate by Kinkead. Kinkead instead created seven geographic sub-categories roughly similar to the seven geographic categories used in the Basic Classification of Associate's Colleges developed by Katsinas, Lacey, and Hardy for the Carnegie Foundation for the Advancement of Teaching in 2005 (and later in 2010).

It is important to note that Kinkead *did not* classify the AASCU-member institutions that were positioned outside the public Master's Colleges and Universities category. Even though AASCU founding President Emeritus Allen Ostar sat on Kinkead's dissertation committee, the resulting reordering was seen by AASCU Vice President for Academic Affairs George Mahaffey as not appropriate to quantitatively "tell the AASCU story" because it left out roughly 120 institutions that serve 1.4 million of AASCU members' 4.9 million total students. The researcher proposed taking the institutions that are *not* public MCUs that were included in the 2010 Carnegie Basic Classification as Doctoral and Baccalaureate institutions, and reclassifying them to include the entire universe of AASCU institutions thus represents the "Carnegie-modified" geographically based classification. Table 3 and Figure 1 break down the types of institutions according to the classification system developed by Kinkead in 2009 and further modified by researchers at the Education Policy Center at The University of Alabama.

Table 3

*Kinkead's Modified Carnegie Classification*

	Rural	Suburban	Urban
Small	78	14	11
Medium	41		
Large	117	53	61

Source: *The University of Alabama Education Policy Center (2014)*

2000 Major Class Subclass	2005 Major Class Subclass
<i>Associates' Colleges</i>	<i>Associate's Colleges</i>
	Associate's Public Rural-serving Small Associate's Public Rural-serving Medium Associate's Public Rural-serving Large Associate's Public Suburban-serving Single Campus Associate's Public Suburban-serving Multicampus Associate's Public Urban-serving Single Campus Associate's Public Urban-serving Multicampus Associate's ublic Special Use Associate's Private Not-for-profit Associate's Private For-profit Associate's Public 2-year Colleges and Universities Associate's Public 4-year, Primarily Associate's Associate's Private Not-for-profit 4-year, Primarily Associate's Associate's Private For-Profit 4-year, Primarily Associate's
<i>Doctoral-Granting Institutions</i>	<i>Doctoral-Granting Univerisites</i>
Doctoral/Research Universities-Extensive Doctoral/Research Universities-Intensive	Research Universities (very high research activity) Research Universities (high research activity) Doctoral/Research Unversities
<i>Master's Collges and Universities</i>	<i>Master's Colleges and Universities</i>
Master's Colleges and Universities I Master's Colleges and Universities II	Master's Collges and Universities (larger programs) Master's Coleges and Universities (medium programs) Master's Colleges and Universities (smaller programs)
<i>Baccalaureate Colleges</i>	<i>Baccalaureate Colleges</i>
Baccalaureate Colleges-Liberal Arts Baccalaureate Colleges-General Baccalaureate/Associate's Colleges	Baccalaureate Colleges Arts & Sciences Baccalaureate Colleges Diverse Fields Baccalaureate Colleges Associate's Colleges
<i>Specialized Institutions</i>	<i>Special Focus Institutions</i>
Theological Schools Medical Schools & Medical Centers Other Separate Health Profession Schools Schools of Engineering & technology Schools of Business & Management Schools of Art, Music & Design Schools of Law Teacher's Colelge Other Specialized Institutions	Theological seminaries, Bible Colleges, and other faith-related Institutions Medical Schools and medical centers Other health profession schools Schools of Engineering Other technology-related schools Schools of Business and Managment Schools of Art, Music, and Design Schools of Law Other Special-Focus Institutions
<i>Tribal Colleges &amp; Universities</i>	<i>Tribal Coleges</i>

Figure 1. The Carnegie Classification System of institutions of higher education by major class and subclasses, 2000 and 2005.

Thus, this study not only assessed CEO and CAO perceptions of external and internal issues, challenges, and barriers to involvement in economic and community development issues, but consistent with AASCU's *Stewardship of Place* initiative, this study used a methodology that included all AASCU institutions. Leading AASCU officials, including former Board Chairman Ken Dobbins, encouraged the researcher to go in this direction, so that the output resulting from the investigation will be of the greatest possible positive use to AASCU and AASCU member institutions.

### **Other Resources**

Information was also gathered from the National Center for Education Statistics (NCES). Several libraries were used in the collection of the various resources including McLure Library at The University of Alabama and the Houston Cole Library at Jacksonville State University. Various internet sites were used in this study including information from IPEDS, NCES, and the Carnegie Foundation for the Advancement of Teaching.

### **Data Extraction**

Several resources were used to collect a listing of all public four-year institutions and/or AASCU member institutions. The following steps were used in compiling of the list. Utilizing the listing capabilities on the Carnegie Classification website and selecting the Basic Classification option, selecting the institutional categories, a listing was assembled. Then, the compiled list of information regarding those UnitID from USED's Integrated Postsecondary Education Data System (IPEDS) and classification data was created and downloaded. Next, the list was inserted into an Excel® file. The Excel® file was divided into three areas of rural, suburban, and urban categories and further broken down into the seven geographically-based groupings (Rural Small, Rural Medium, Rural Large; Suburban Small and Suburban Large; and

the Urban Small and Urban Large). The grouping of all identifiable Unit IDs supplied to the U.S. Department of Education by AASCU members into the seven geographically-based as developed by the Education Policy Center at The University of Alabama following the work of Kinkead (2009) was assembled.

After this list was compiled, the researcher located the names of the CEOs and CAOs for each institution using various methods, which include *The Higher Education Directory (2014)* and the institutional websites. Surveys were then mailed out using the Qualtrics® software system. Those with no listed email addresses for either their CEOs, CAOs, or both were personally contacted by telephone to obtain an address to then electronically disseminate the survey.

### **Analysis**

Fourteen weeks was allowed for survey administration. Once the deadline expired, survey results were tabulated via the Qualtrics® software and then exported to separate CEO and CAO files. Once the exported files were obtained, the results were analyzed. Standard methods were used when calculating to determine the basic descriptive statistics. Open-ended questions were reviewed on a per answer basis by the researcher for any continuous themes. The information gathered was used to support the findings and conclusions presented in Chapter V.

### **Prior Administration of the Survey**

The 2005, 2002, and the 1999 versions of the survey of community college CEOs and CAOs varied somewhat by population and by methodology deployed. The 1999, 2002, and 2005 surveys used pen-and-paper format to distribute the survey through the United States Postal Service. The data were collected and entered manually into databases. The 2007 survey administration by Rankin used an electronic software, as was here.

## CHAPTER IV:

### RESULTS

The purpose of this research was to identify effective collaborative practices among university presidents (CEOs) and chief academic officers (CAOs) that promote economic and community development. Specifically, this study surveyed CEOs and CAOs when it comes to economic development and *Stewardship of Place* within AASCU institutions. This study used the same research design as Rankin (2008) but applied it to public regional universities. Thus, it was not a strict replication of Rankin's study. Because this study compared two university officials, CEOs and CAOs, these terms were used instead of the more generic participants.

#### **Research Questions**

The research questions that were addressed included the following:

1. What are the perceptions of CEOs regarding issues facing the college's service region;
2. What are the perceptions of CAOs regarding issues facing the college's service region;
3. What are the perceptions of CEOs regarding external challenges/barriers facing their institution;
4. What are the perceptions of CAOs regarding internal challenges/barriers facing their institution;
5. What are the perceived barriers of CEOs regarding collaboration issues; and
6. What are the perceptions of CAOs regarding student issues?

## Response Rate

Participants were CEOs and CAOs from AASCU member institutions. The total number of surveys that were completed and returned was 98 (CEOs) and 115 (CAOs). The highest response rate was from the small and large rural institutions based on the geographical modified Carnegie Classification schema (see Appendix G) (see Table 4).

Table 4

*Institutions and Survey Responses in the “Modified Carnegie” Classification of Public Regional University CEOs and CAOs, 2015*

	Institutions		Survey Responses		% of surveys received
	Number	%	Number	%	
<b>Chief Executive Officers</b>					
Rural Small	78	21	31	40	32
Rural Medium	41	11	10	24	10
Rural Large	117	31	32	27	33
Rural, Total	236	63	73	31	74
Suburban Small	14	4	0	0	0
Suburban Large	53	14	8	15	8
Suburban, Total	67	18	8	12	8
Urban Small	11	3	2	18	2
Urban Large	61	16	15	25	15
Urban, Total	72	19	17	24	17
Total CEOs	375	100	98	26	100
<b>Chief Academic Officers</b>					
Rural Small	78	21	37	47	32
Rural Medium	41	11	12	29	10
Rural Large	117	31	32	27	28
Rural, Total	236	63	81	34	70
Suburban Small	14	4	1	7	1
Suburban Large	53	14	9	17	8
Suburban, Total	67	18	10	15	9
Urban Small	11	3	4	36	3
Urban Large	61	16	20	33	17
Urban, Total	72	19	24	33	21
Total CAOs	375	100	115	31	100

## CEO and CAO Demographics

A total of 98 university CEOs completed the survey. University CEOs had served an average of six years ( $M = 5.94$  yrs,  $SD = 4.51$ ) ranging from a minimum of one (the president's first year in office) to 23 years as a university president. The median was six years, indicating that half of the 98 CEOs have served more than six years and half have served less than six years. The distribution of experience was bimodal, with 14 CEOs having served one year (were in their first year) and 13 CEOs, each having served two or seven years.

The most recent position that CEOs held before assuming their current office revealed a range of previous experiences: 21% CEOs before assuming the current presidency, 21% vice CEOs, 18% provosts, 11% university deans, 8% VPAA's and 3% had held duo posts of VPAA and provost. The remaining 16% held the positions listed in Table 5.

A total of 115 CAOs consented to participate in this research. Case 112 answered the demographic questions but did not respond to the rest of the survey items and was removed before analysis ( $N = 114$  CAOs). Table 5 provides a breakdown of the responses. With respect to previous position held, 51% were deans ( $n = 58$  CAOs), 22% were provosts ( $n = 25$  CAOs), 14% were vice CEOs ( $n = 16$  CAOs), 6% had been department chairs ( $n = 7$ ) and two had been CAOs in other institution than the current one. The remaining 5% of the sample included one each of the following positions: Chancellor, Chief Operating Officer, Executive Assistant to the President for Student Success, Executive Director of Teacher Preparation-System Office Position, Professor of Philosophy and Senior Advisor to the President and Professor of Law. CAOs were fairly new at the job [ $M = 4.13$  years as CAOs,  $SD = 3.39$ ,  $min = 0$  (first year on the job),  $max = 20$  years]. The median years on the job as CAO ( $Mdn = 3$ ) showed that half of the

participating CAOs had been a CAOs from one to three years. The top 10% had been working 8-20 years as CAOs.

Table 5

*Previous Positions of CEOs and CAOs at Public Regional Universities in the US, 2015*

	CEOs		CAOs	
	<i>n=98</i>		<i>n=114</i>	
	Number	%	Number	%
<b>Prior Positions</b>				
Chief Academic Officer (VPAA/Provost)	33	35	27	24
University Vice President (Not CAO)	23	23	16	14
CEO at another university	22	22	1	0
University Department Chair	0	0	7	6
University Dean	11	11	58	51
	11	11	6	5
<b>Other Titles</b>				
<i>Positions in Higher Education</i>				
Associate Commissioner of Higher Education	9		6	
State Commissioner of Higher Education	3		0	
Assistant Secretary of Postsecondary Education	1		0	
Acting Assistant Secretary of Education	1		0	
Faculty Member	1		2	
Vice President level position	1		2	
Chief of Staff in a University President's Office	1		2	
<i>Positions in Public Administration</i>				
Mayor of Jacksonville FL	2		0	
General Officer, U.S. Military	1		0	

**Sources of CEOs and CAOs Knowledge about Economic Development Issues**

The sources of knowledge for CEOs about economic development issues ranged broadly. Table 6 shows the categories listed on the survey and the numbers of CEOs who chose each. Percentages indicate that many reported more than one source. Twenty-five CEOs provided answers to the open-ended survey item for economic development knowledge sources.

Most CAOs had acquired their knowledge of economic development issues on the job (78%, n = 89 CAOs). However, many CAOs chose more than one knowledge source so the percentages do not add up to 100%. Just under half had also acquired knowledge on the job as faculty, department chair, etc. (43%, n = 49 CAOs) or from professional development programs or workshops (40%, n = 46 CAOs). About a quarter acquired economic development knowledge from AASCU-sponsored meetings (25%, n = 29 CAOs). Less than 1 out of 5 had acquired it through “other” sources (17%, n = 19 CAOs) or visiting other institutions (13%, n = 15 COA). Table 6 shows that CAOs obtained knowledge of numerous economic development issues from numerous other sources as well.

Table 6

*Sources of Knowledge Regarding Economic Development Issues among CEOs and CAOs at Public Regional Universities in the United States, 2015*

<i>Where have you acquired knowledge of economic development issues? (check all that apply)</i>	CEOs		CAOs	
	<i>n= 98</i>		<i>n=114</i>	
	Number	%	Number	%
<b>Source of Knowledge of Economic Development Issues</b>				
On the Job	88	90	89	78
On the job in prior position (VP/Dean/Dept Chair)	71	72	49	43
Professional Development	51	52	29	25
AASCU-sponsored Meetings	38	39	15	13
Visiting Other Institutions	36	37	46	40
<b>Other, Please Specify (written responses):</b>	38	38	20	18
<i>Involvement with Local Economic Development Boards or Agencies</i>	20		4	
economic development/workforce committees	10		2	
chamber of commerce	5		2	
chamber of commerce president	4		0	
non-profit arts organizations	1		0	
<i>Involvement w/State-Level Economic Development Boards or Agencies</i>	8		0	
economic development committee	2		0	
chamber of commerce committee	2		0	
worked for Department of Commerce	1		0	
communities of excellence board president	1		0	
worked for government	1		0	
service on higher education coordinating board	1		0	
<i>Personal job experience</i>	8		16	
my academic discipline relates to it	3		6	
past work in private sector	3		1	
participation in professional organizations	0		4	
as a dean	0		2	
as business school dean, Small Business Development Centers reported to me	1		1	
prior service as university VP for Advancement	1		2	
<i>Governmental Service</i>	2		0	
past county commission chair and past board of ed chair	1		0	
worked in city hall	1		0	

### **Research Question 1: CEOs' Issues and Challenges Facing the University's Service Region**

This section presents results of CEOs' views for research question one, which was "what are the perceptions of CEOs regarding issues facing the college's service region?"

Variables reflecting the issues are divided into two sections. The first section presents the university's regional service issues. There were seven issues/challenges. They included (1) its number of counties, boroughs, parishes; (2) its estimated population size; (3) its general economic health in 2015 and since 2010; (4) predictions about significant economic improvement; (5) the number of university-operated full service and off-campus centers; (6) movement toward a private higher education model; and (7) expansion of state's public regional universities. The second section presents issues facing the university's primary service area. There were 32 variables. Table 7 identifies the estimated population size and off-campus centers while defining service areas.

Table 7

*Public Regional Universities by Geographic Type, Population, and Average Number of Campuses and Population of Counties as Reported by CEOs, 2015*

	Primary Service Region as Reported by CEOs					
	Institutions		Survey Responses	Avg. Population	Avg. Number of Counties	Avg. Population
	Number	%				
Rural Small	78	21	31	130,000	11.73	11,082
Rural Medium	41	11	10	340,000	7	48,571
Rural Large	117	31	32	886,667	6.09	145,593
Rural, Total	236	63	73	452,222	9.09	49,749
Suburban Small	14	4	0	0	0	0
Suburban Large	53	14	8	2,400,000	3	800,000
Suburban, Total	67	18	8	2,400,000	3	800,000
Urban Small	11	3	2	2,000,000	30	66,667
Urban Large	61	16	15	3,166,667	48.5	65,292
Urban, Total	72	19	17	2,583,334	39.25	65,817
ALL	375	100	98	2,974,445	17.11	173,842

Note: There were CEOs that did not report but the "average number of counties" includes counties, boroughs, & parishes.

	Institutions		Number of Campuses	
	Number	%	Survey responses	Average Number
<i>How many campuses (physical places where entire degrees are obtained, not online) does your university operate?</i>				
Rural Small	78	21	31	1
Rural Medium	41	11	10	1
Rural Large	117	31	32	1
Rural Total	236	63	73	1
Suburban Small	14	4	0	1
Suburban Large	53	14	8	2
Suburban Total	67	18	8	1
Urban Small	11	3	2	2
Urban Large	61	16	15	4
Urban Total	72	19	17	3
ALL	375	100	98	1.4

## **Regional Service Issue - General Economic Health of University's Primary Service Area in 2015 and since 2010**

CEOs were asked to characterize the general economic health of their university's primary service area in two ways: currently (in 2015) and in the recent past (2010 to 2015). They used a five-point continuum from strength through distress (1= severely distressed, 2 = distressed, 3 = flat/stable, 4 = strong, 5 = very strong).

Table 8 shows that just under half of the CEOs characterized the 2015 economic health of their area as distressed or severely distressed, whereas half that percentage (22%) said the same of 2010. An approximate third of the CEOs characterized economic health as flat in both 2015 and 2010. Sixteen percent characterized conditions as strong or very strong in 2015 compared to 43% in 2010.

Table 8

*Perceptions of Public Regional University CEOs Regarding the General Economic Health of their University's Primary Service Area, 2010 and 2015 (n=91)*

<i>Please assess the general economic health of your university's primary service area in 2010 and 2015.</i>	2010		2015	
	Number	Percent	Number	Percent
Severely Distressed	2	2	7	8
Distressed	18	20	32	35
Flat, Stable	32	35	38	42
Strong	32	35	9	10
Very Strong	7	8	5	6
Total	91	100	91	100

<i>By type of regional university...</i>	Total	Severely Distressed/ Distressed	Flat/ Stable	Strong/ Very Strong
<i>2010</i>				
Rural Small	30	1	1	28
Rural Medium	10	0	8	2
Rural Large	30	1	23	6
Rural Total	70	2	32	36
Suburban Total	8	8	0	0
Urban Total	13	10	0	3
<i>2015</i>				
Rural Small	31	22	9	0
Rural Medium	9	0	8	1
Rural Large	32	11	21	0
Rural Total	72	33	38	1
Suburban Total	8	6	0	2
Urban Total	11	0	0	11

It should be of note that in 2010, 20% of the Urban and Suburban responses indicate that CEOs thought that the economy was distressed compared to 63% of the Rural schools thought that the economy was flat, stable, or strong. On the other hand, in 2015, 43% of CEOs considered the economy as distressed with 7% of those respondents coming from the Suburban CEOs. However, 57% considered the economy as flat, stable or strong.

## **Predictions about Significant Economic Improvement**

When asked about the most likely timeframe for the economy to improve significantly, half of the CEOs (50%) said not until 2017 or later. Among the other half, 17% said the economy would show significant improvement by the end of 2015 and 33% said it would significantly improve in 2016.

CEOs were asked to respond to the following survey item: My state is moving toward a “private higher education funding model” by cutting state appropriations for operating budgets and raising tuition on students and their families. The response array was a five-point Likert scale of degree of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

An uneven division of perspectives on whether the state is moving toward a private higher education funding model. A little over half (56%, n = 51) of the CEOs agreed or strongly agreed with movement toward the new model. About a quarter (28%, n = 25) of the CEOs disagreed or strongly disagreed. One in six of the CEOs (17%) did not have an opinion.

## **Regional Service Issue - Expansion of State’s Public Regional Universities**

CEOs were also asked for their level of agreement to the following survey item: To significantly increase the numbers of successful community college transfers who obtain baccalaureates degrees requires expanding my state’s public regional universities. The response array was a five-point Likert scale of degree of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

There was a division of agreement among CEOs regarding the need to expand their states’ public regional universities to significantly increase the numbers of successful community college transfers who obtain baccalaureates degrees. The modal response was disagree,

garnering 37% of the responses. Together, the number of strongly disagree and disagree statements was nearly half, 48%. Another third, 31%, agreed with a small percentage of them, 2%, strongly agreeing. Again, about one in six CEOs, 19%, did not report an opinion.

### **Issues Facing University's Primary Service Region**

This section addresses research question 1 (what are the perceptions of CEOs regarding issues facing the college's service region?) with 32 potential issues facing the university's primary service region. CEOs were asked to indicate their perspectives on the degree of seriousness of each item using a five-point Likert scale (1 = not serious, 2 = somewhat serious, 3 = unsure, 4 = serious, 5 = very serious).

Table 9 and 10 shows the variables and the CEOs' mean seriousness ratings and percentages, presented in descending order. The higher the numeric values of means, the more seriously the issue was rated. The most serious issue was the out-migration of talented young people from the region. The second most serious issue was access to access to seed capital for business, followed by availability of skilled labor and fragmentation in the public sector for economic development. Issues that were rated as the least serious were cultural, health care and recreational opportunities.

Table 9

*Ranking of Means of Perceptions of Public Regional University Chief Executive Officers of Issues in their Primary Service Region, 2015*

<i>Issue: Please identify your perception on the following issues facing your university's primary service region.</i>	<i>Mean</i>	<i>SD</i>	<i>Not Serious</i>	<i>Somewhat Serious</i>	<i>Unsure</i>	<i>Serious</i>	<i>Very Serious</i>	<i>Total</i>
Out-migration of talented young people	3.14	1.44	15	29	1	30	22	97
Access to seed capital for business	2.92	1.25	10	34	7	29	9	89
Availability of skilled labor (well-trained, well-skilled workforce)	2.91	1.22	9	39	1	36	6	91
Fragmented public sector for economic development	2.81	1.35	21	20	15	25	10	91
Ratings of public schools	2.76	1.52	28	24	5	25	15	97
A general lack of public trust or regard for higher education's contributions	2.70	1.50	26	29	4	23	15	97
State and local incentives to bring businesses to our area	2.65	1.41	25	27	4	25	10	91
Access to jobs, generally	2.64	1.33	21	31	6	26	7	91
Availability of jobs paying above the minimum wage	2.56	1.25	20	36	6	24	5	91
Availability of small business entrepreneurship opportunities in our area	2.50	1.40	28	29	2	22	9	90
Access to high quality, affordable child care	2.36	1.31	32	20	14	25	0	91
Environmental regulations	2.35	1.30	33	21	14	18	5	91
High student loan indebtedness is causing talented recent graduates to leave	2.33	1.43	35	32	11	2	17	97
Availability of advanced information and communications services	2.26	1.37	38	22	7	17	7	91
Accessibility to major airports	2.20	1.41	41	24	2	15	9	91
A broad base of good community leadership	2.18	1.40	41	23	7	16	4	91
Proximity to suppliers	2.11	1.19	36	29	10	12	4	91
Available health care staff (nursing/allied health care worker shortage)	2.11	1.19	37	39	1	17	3	97
Low crime rate	2.10	1.28	44	25	8	14	6	97
Proximity to major markets	2.09	1.29	40	28	5	11	7	91
Railroad service accessibility	2.07	1.35	47	16	11	9	8	91
Waterway or ocean port accessibility	2.04	1.37	48	17	9	8	9	91
Availability of unskilled labor	2.02	1.25	44	22	8	13	4	91
High labor costs	1.99	1.16	42	23	11	12	2	90
Energy availability and costs	1.95	1.22	46	24	5	12	4	91
Housing costs	1.92	1.23	48	29	2	13	5	97
Availability/proximity of businesses to technical programs	1.90	1.12	43	28	7	9	3	90
Highway accessibility	1.82	1.27	55	19	1	10	6	91
Cultural opportunities	1.80	1.10	52	30	3	9	3	97
Available health care facilities	1.66	1.12	66	15	2	13	1	97
Recreational opportunities	1.56	1.06	69	17	1	7	3	97

Note. A total of 98 CEO responses were obtained, but responses were not obtained for all survey items.

Table 10

*Ranking of the Mean Percentages of Perceptions of Public Regional University CEOs of Issues in their Primary Service Region, 2015*

<i>Issue: Please identify your perception on the following issues facing your university's primary service region.</i>	<i>Mean</i>	<i>N</i>	<i>Not Serious</i>	<i>Somewhat Serious</i>	<i>Unsure</i>	<i>Serious</i>	<i>Very Serious</i>	<i>Total</i>
Out-migration of talented young people	3.14	97	15	30	1	31	23	100
Access to seed capital for business	2.92	89	11	38	8	33	10	100
Availability of skilled labor (well-trained, well-skilled workforce)	2.91	91	10	43	1	40	6	100
Fragmented public sector for economic development	2.81	91	23	22	16	28	11	100
Ratings of public schools	2.76	97	29	25	5	26	14	100
A general lack of public trust or regard for higher education's contributions	2.70	97	27	30	4	24	15	100
State and local incentives to bring businesses to our area	2.65	91	27	30	4	28	11	100
Access to jobs, generally	2.64	91	23	34	6	29	8	100
Availability of jobs paying above the minimum wage	2.56	91	22	40	6	26	6	100
Availability of small business entrepreneurship opportunities in our area	2.50	90	31	32	3	24	10	100
Access to high quality, affordable child care	2.36	91	35	22	15	28	0	100
Environmental regulations	2.35	91	36	23	15	20	6	100
High student loan indebtedness is causing talented recent graduates to leave	2.33	97	36	33	11	2	18	100
Availability of advanced information and communications services	2.26	91	42	24	7	19	8	100
Accessibility to major airports	2.20	91	45	26	2	17	10	100
A broad base of good community leadership	2.18	91	45	25	8	18	4	100
Proximity to suppliers	2.11	91	40	32	11	13	5	100
Available health care staff (nursing/allied health care worker shortage)	2.11	97	38	40	1	18	3	100
Low crime rate	2.10	97	45	26	8	14	6	100
Proximity to major markets	2.09	91	44	31	5	12	8	100
Railroad service accessibility	2.07	91	52	17	12	10	9	100
Waterway or ocean port accessibility	2.04	91	53	19	10	9	9	100
Availability of unskilled labor	2.02	91	48	24	9	14	5	100
High labor costs	1.99	90	47	26	12	13	2	100
Energy availability and costs	1.95	91	51	26	5	13	5	100
Housing costs	1.92	97	50	30	2	13	6	100
Availability/proximity of businesses to technical programs	1.90	90	48	31	8	10	3	100
Highway accessibility	1.82	91	60	21	1	11	7	100
Cultural opportunities	1.80	97	54	31	3	9	3	100
Available health care facilities	1.66	97	68	16	2	13	1	100
Recreational opportunities	1.56	97	71	18	1	7	3	100

Note. (1) percentages may not add up to 100 due to rounding.

## Perceptions Regarding Labor Issues

Five variables that addressed labor issues are shown on Table 11. Nearly half of the CEOs, 46%, said that the availability of skilled labor was a serious or very serious issue. About a third of the CEOs, 37%, said that general access to jobs was a serious or very serious issue. A quarter of them said that the availability of jobs paying above minimum wage was a serious or very serious issue. Nineteen percent and 15%, respectively, said that the availability of unskilled labor and high labor costs were serious or very serious issues.

The mean seriousness of labor issues shown in Table 11 indicated that the availability of skilled labor was rated as the most serious. This rating was followed by general access to jobs and availability of jobs paying above minimum wage, which had comparable means. Availability of unskilled labor and high labor costs were rated as the least serious.

A repeated measures ANOVA indicated that the means were significantly different, Wilks Lambda = 0.65,  $p < .001$ , and that the effect of different labor issues was large, partial  $\eta^2 = .35$ . Planned comparisons showed that the availability of skilled labor was rated as significantly more serious than availability of jobs paying above minimum wage, the availability of unskilled labor and high labor costs. The general access to jobs and availability of jobs paying above minimum wage were rated as significantly more serious than the availability of unskilled labor and high labor costs.

In Table 11, the five subcategories from Table 10 are further identified with a response rate based on the modified Carnegie. In the area availability of skilled labor it was evenly split between somewhat serious and serious. Somewhat serious was selected by 33 of the 98 CEO respondents from the rural schools, while 52% of the serious responses came from the suburban and urban CEOs.

Table 11

*Perceptions of CEOs at Public Regional Universities of Labor Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% expressing opinion
<i>Availability of skilled labor (well-trained, well-skilled workforce) (M=2.91, n=91)</i>			
Not Serious	9	10	53
Somewhat Serious	39	43	
Unsure	1	1	
Serious	36	40	46
Very Serious	6	6	
<i>Access to jobs, generally (M = 2.64, n=91)</i>			
Not Serious	21	23	57
Somewhat Serious	31	34	
Unsure	6	6	
Serious	26	29	37
Very Serious	7	8	
<i>Availability of jobs paying above the minimum wage (M = 2.56, n=91)</i>			
Not Serious	20	22	62
Somewhat Serious	36	40	
Unsure	6	6	
Serious	24	26	32
Very Serious	5	6	
<i>Availability of unskilled labor (M = 2.02, n=91)</i>			
Not Serious	44	48	72
Somewhat Serious	22	24	
Unsure	8	9	
Serious	13	14	19
Very Serious	4	5	
<i>High labor costs (M = 1.99, n=90)</i>			
Not Serious	42	47	73
Somewhat Serious	23	26	
Unsure	11	12	
Serious	12	13	15
Very Serious	2	2	

For the availability of unskilled labor selections by CEOs, 62 out of the 91 responses, or 68%, noted that this was not a serious issue. The ten responses that selected that the availability of unskilled labor was serious, all came from CEOs at urban institutions. This would note that major metropolitan areas did not have a problem finding unskilled laborers according to the CEOs that represented the urban AASCU member institutions. Within the General Access to Jobs response, the range was broad from the Rural CEOs in every category. The only one of note was 18 Suburban and Urban CEOs noted that the access to jobs was somewhat serious.

Under the higher labor costs category, 55 out of 91 responses or 60% said that higher labor costs was not a serious issue. There were 10 CEOs from Urban institutions that said it was a serious issue. The 60% that said it was not a serious issue allows the conclusion that in rural areas higher labor costs are not an issue. On the issue of availability of jobs paying above minimum wage, 62% of the CEO respondents selected that this was not a serious issue. There were 24 responses that said this was a serious issue but it was spread across all responding categories.

### **Perceptions Regarding Business, Environmental, and IT Issues**

Table 13 shows that about a third of the CEOs, 35%, said that [the lack of] state and local incentives to attract businesses were a serious or very serious issue. About a quarter of the CEOs, 24%, said that [the lack of] availability of advanced information technology (IT) and communications services was a serious or very serious issue. A similar percentage, 23%, said that environmental regulations were a serious or very serious issue. Thirteen percent said that the availability or proximity of businesses to technical programs was a serious or very serious issue.

Table 12

*Perceptions of CEOs of Labor Issues by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Availability of skilled labor (well-trained, well-skilled workforce) (M=2.91, n=91)</i>							
Not Serious	2	1	6	9	0	0	9
Somewhat Serious	12	6	15	33	4	2	39
Unsure	0	0	1	1	0	0	1
Serious	13	1	3	17	6	13	36
Very Serious	4	2	0	6	0	0	6
<i>Access to jobs, generally (M=2.64, n=91)</i>							
Not Serious	12	3	6	21	0	0	21
Somewhat Serious	9	0	4	13	6	12	31
Unsure	3	3	0	6	0	0	6
Serious	2	4	13	19	1	6	26
Very Serious	0	0	7	7	0	0	7
<i>Availability of jobs paying above the minimum wage (M=2.56, n=91)</i>							
Not Serious	9	3	8	20	0	0	20
Somewhat Serious	13	6	17	36	0	0	36
Unsure	0	1	3	4	1	1	6
Serious	3	0	4	7	6	11	24
Very Serious	0	0	0	0	1	4	5
<i>Availability of unskilled labor (M=2.02, n=91)</i>							
Not Serious	16	0	24	40	4	0	44
Somewhat Serious	11	7	4	22	0	0	22
Unsure	0	0	1	1	3	4	8
Serious	0	0	3	3	0	10	13
Very Serious	4	0	0	4	0	0	4
<i>High labor costs (M=1.99, n=90)</i>							
Not Serious	22	5	15	42	0	0	42
Somewhat Serious	3	3	16	22	1	0	23
Unsure	4	2	1	7	1	3	11
Serious	0	0	0	0	2	10	12
Very Serious	0	0	0	0	0	2	2

In Table 14 the four subcategories from Table 13 are further identified with a response rate based on the modified Carnegie. The category of availability of technical programs to businesses seemed not to be important or a serious issue to any of the CEO respondents. With 71 out of 91, or 78%, of the respondents noting that this was not a serious issue in the CEOs minds. This insight says that the programs that are offered seem to be in line with what the business community is looking for and not a concern for the CEO or regional industry. For the next category of state and local incentives to attract businesses, the rural small and urban large CEOs indicated that this was not a serious issue. However, the rural large institutions indicated that this was a serious issue. What can be concluded is that the rural small and urban institutions seem to have a better setup with incentives to attract businesses, while the rural large institutions seem to be struggling with the necessary assistance from state and local leaders to offer incentives that would attract businesses. With regards to environmental regulations, the rural institutions noted that this was not an issue to them but the urban institutions seemed to be the most concerned. Concerning the availability of advanced IT communication, 66% or 60 out of 91 CEOs indicated that this was not a serious issue. This is overall good news for the infrastructure of the United States. If most rural institutions indicate that this is not an issue, the U.S. has done a great job with IT infrastructure.

CEOs were divided two to one on the question of the seriousness of a broad base of good community leadership. About two-thirds, 66% (n = 64 CEOs), rated community leadership as not serious or somewhat serious. Eight percent were unsure. The remaining quarter, 26% (n = 25 CEOs), rated community leadership as a serious or very serious issue.

Table 13

*Perceptions of CEOs at Public Regional Universities of Business, Environmental, and Community Issues in their Primary Service Regions, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% Expressing Opinion
<i>State and local incentives to bring businesses to our area (M = 2.65, n=91)</i>			
Not Serious	25	27	57
Somewhat Serious	27	30	
Unsure	4	4	
Serious	25	28	39
Very Serious	10	11	
<i>Environmental regulations (M = 2.35, n=91)</i>			
Not Serious	33	36	59
Somewhat Serious	21	23	
Unsure	14	15	
Serious	18	20	26
Very Serious	5	6	
<i>Availability of advanced information &amp; communications services (M = 2.26, n=90)</i>			
Not Serious	38	42	66
Somewhat Serious	22	24	
Unsure	7	7	
Serious	17	19	27
Very Serious	7	8	
<i>A broad base of good community leadership (M = 2.18, n=91)</i>			
Not Serious	41	45	70
Somewhat Serious	23	25	
Unsure	7	8	
Serious	16	18	22
Very Serious	4	4	
<i>Availability/proximity of businesses to technical programs (M = 1.90, n=90)</i>			
Not Serious	43	48	79
Somewhat Serious	28	31	
Unsure	7	8	
Serious	9	10	13
Very Serious	3	3	

Table 14

*Perceptions of CEOs at Public Regional Universities of Business, Environmental, and Community Issues in Their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perceptions regarding the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>State and local incentives to bring business to our area (M=2.65, n=91)</i>							
Not Serious	1	1	2	4	6	15	25
Somewhat Serious	19	1	4	24	1	2	27
Unsure	0	3	1	4	0	0	4
Serious	4	1	19	24	1	0	25
Very Serious	5	2	3	10	0	0	10
<i>Environmental regulations (M=2.35, n=91)</i>							
Not Serious	17	3	12	32	1	0	33
Somewhat Serious	9	4	7	20	0	1	21
Unsure	0	1	8	9	2	3	14
Serious	0	1	2	3	3	12	18
Very Serious	0	0	3	3	1	1	5
<i>Availability of advanced information and communications services (M=2.26, n=91)</i>							
Not Serious	16	5	15	36	2	0	38
Somewhat Serious	7	3	11	21	1	0	22
Unsure	0	2	1	3	1	3	7
Serious	1	0	2	3	2	12	17
Very Serious	2	0	1	3	2	2	7
<i>A broad base of good community leadership (M=2.18, n=91)</i>							
Not Serious	11	4	14	29	5	7	41
Somewhat Serious	6	3	11	20	0	3	23
Unsure	1	0	4	5	0	2	7
Serious	8	0	3	11	0	5	16
Very Serious	4	0	0	4	0	0	4
<i>Availability/proximity of businesses to technical programs (M=1.90, n=90)</i>							
Not Serious	18	5	13	36	3	4	43
Somewhat Serious	9	3	12	24	2	2	28
Unsure	2	0	3	5	1	1	7
Serious	0	1	2	3	1	5	9
Very Serious	0	0	1	1	1	1	3

## **Perceptions Regarding Accessibility to Infrastructures**

Four survey items addressed issues with access to infrastructure. Table 15 shows that the infrastructure accessibility issue that was rated as the most serious was major airports; 27% of the CEOs said that major airports accessibility was a serious or very serious issue. For the other three infrastructure issues, about one in five CEOs rated them as serious or very serious issues: 18% said highway accessibility and waterway or ocean port accessibility and 19% said railroad service accessibility, were serious or very serious issues.

When the survey results were tabulated for the categories represented in Table 15, most CEOs across the modified Carnegie Classification noted in Table 16 that none of these four issues were serious. The categories of Highway Accessibility, Railroad Accessibility, Major Airports Accessibility, and Waterway or Ocean Port Accessibility would indicate that the infrastructure around the various modified Carnegie Classification schema institutions would again indicate that the infrastructure has or significant to the section in Table 15, IT infrastructure, has been established well over the years and not a problem.

Table 15

*Perceptions of CEOs at Public Regional Universities of Transportation Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% Expressing Opinion
<i>Accessibility to major airports (M = 2.20, n=91)</i>			
Not Serious	41	45	71
Somewhat Serious	24	26	
Unsure	2	2	
Serious	15	17	27
Very Serious	9	10	
<i>Railroad service accessibility (M = 2.07, n=91)</i>			
Not Serious	47	52	69
Somewhat Serious	16	17	
Unsure	11	12	
Serious	9	10	19
Very Serious	8	9	
<i>Waterway or ocean port accessibility (M = 2.04, n=91)</i>			
Not Serious	48	53	72
Somewhat Serious	17	19	
Unsure	9	10	
Serious	8	9	18
Very Serious	9	9	
<i>Highway accessibility (M = 1.82, n=90)</i>			
Not Serious	55	60	81
Somewhat Serious	19	21	
Unsure	1	1	
Serious	10	11	18
Very Serious	6	7	

Table 16

*Perceptions of CEOs at Public Regional Universities of Transportation Issues in their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Accessibility to major airports (M=2.20, n=91)</i>							
Not Serious	10	1	12	23	5	13	41
Somewhat Serious	9	4	8	21	2	1	24
Unsure	1	1	0	2	0	0	2
Serious	4	2	9	15	0	0	15
Very Serious	7	0	2	9	0	0	9
<i>Railroad service accessibility (M=2.07, n=91)</i>							
Not Serious	13	5	12	30	4	13	47
Somewhat Serious	3	1	10	14	1	1	16
Unsure	7	0	5	12	0	0	11
Serious	4	3	3	10	0	0	9
Very Serious	0	1	0	1	2	3	8
<i>Waterway or ocean port accessibility (M=2.04, n=91)</i>							
Not Serious	17	5	15	37	2	9	48
Somewhat Serious	8	2	7	17	0	0	17
Unsure	0	0	2	2	3	4	9
Serious	1	2	2	4	2	1	8
Very Serious	1	1	3	5	1	3	9
<i>Highway accessibility (M=1.82, n=91)</i>							
Not Serious	18	5	20	43	4	8	55
Somewhat Serious	7	1	9	17	1	1	19
Unsure	1	0	0	1	0	0	1
Serious	4	3	3	10	0	0	10
Very Serious	0	1	0	1	2	3	6

## Perceptions Regarding Business Logistics

Six issues pertained to business logistics shows that they included market and supplier proximity, energy costs, seed capital, small business entrepreneurship opportunities and issues associated with localized social fragmentation that mitigated development. The means on Table 17 indicate that, within this cluster, CEOs rated the lack of seed capital and a fragmented public sector as the most serious. The least serious in this cluster was energy costs; although the mean ratings for proximity to markets and suppliers were close in value to the energy mean.

Table 17 also shows that nearly half, 43%, of the CEOs said access to business seed capital was a serious or very serious issue. Over a third, 37%, rated fragmented public sector for economic development as a serious or very serious issue. A third, 34%, also rated the availability of local small business entrepreneurship opportunities as a serious or very serious issue. One in five CEOs, 20%, said proximity to major markets was a serious or very serious issue. Finally, just 18% of the CEOs said proximity to suppliers and energy availability and costs were serious or very serious issues.

A repeated measures ANOVA showed that the means listed on Table 16 differed significantly, Wilks Lambda = 0.60,  $F(5, 83) = 11.10$ ,  $p < .001$ . The effect of the different logistical issues was large, partial  $\eta^2 = .40$ . Planned comparisons showed that access to business seed capital was rated as significantly more serious than the remaining issues with the exception of fragmented public sector for economic development from which seriousness ratings did not differ.

Table 17

*Perceptions of CEOs at Public Regional Universities Regarding Industrial Recruitment and Retention Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% Expressing Opinion
<i>Access to seed capital for business, (M = 2.92, n=89)</i>			
Not Serious	10	11	49
Somewhat Serious	34	38	
Unsure	7	8	
Serious	29	33	43
Very Serious	9	10	
<i>Fragmented public sector for economic development (M = 2.81, n=91)</i>			
Not Serious	21	23	45
Somewhat Serious	20	22	
Unsure	15	16	
Serious	25	28	39
Very Serious	10	11	
<i>Availability of small business entrepreneurship opportunities (M = 2.50, n=90)</i>			
Not Serious	28	31	63
Somewhat Serious	29	32	
Unsure	2	3	
Serious	22	24	34
Very Serious	9	10	
<i>Proximity to suppliers (M = 2.11, n=91)</i>			
Not Serious	36	40	72
Somewhat Serious	29	32	
Unsure	10	11	
Serious	12	13	18
Very Serious	4	5	
<i>Proximity to major markets (M = 2.09, n=91)</i>			
Not Serious	40	44	75
Somewhat Serious	28	31	
Unsure	5	5	
Serious	11	12	20
Very Serious	7	8	
<i>Energy availability and costs (M = 1.95, n=91)</i>			
Not Serious	46	51	77
Somewhat Serious	24	26	
Unsure	5	5	
Serious	12	13	18
Very Serious	4	5	

With Table 18, the six categories that were further evaluated dealt with business logistics and how the CEOs viewed how their region measured in the respective CEOs mind. This indicated that these three categories were not an issue according to CEOs across the board. The Access to Seed Capital category was an anomaly in the results recorded. The rural CEOs indicated that there was not an issue with obtaining seed capital for businesses but it was an issue for Urban institutions. This could mean a variety of different outcomes; one being that rural institutional CEOs realized that there was adequate amount of seed funding that was available for the businesses and that there was support and advice coming from the institution. Many of these rural institutions offer advice to local and regional businesses for planning and implementation purposes. In the category of the Local Small Business Entrepreneurship Opportunities, most of the responses indicated that this was not a serious issue with 57 out of 9 responses indicating a not serious or somewhat serious response. The final category in this section of business logistics, the Fragmented Public Sector for Economic Development; responses were evenly distributed across all classifications. This would indicate that possibly the CEOs misinterpreted the Fragmented portion of the question or that most CEOs do not understand the question.

Table 18

*Perceptions of CEOs at Public Regional Universities Regarding Industrial Recruitment and Retention Issues in their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Access to seed capital for business (M=2.92, n=89)</i>							
Not Serious	4	1	5	10	0	0	10
Somewhat Serious	12	5	14	31	2	1	34
Unsure	2	1	2	5	1	1	7
Serious	9	3	6	18	3	8	29
Very Serious	1	0	2	3	2	4	9
<i>Fragmented public sector for economic development (M= 2.81, n=91)</i>							
Not Serious	9	3	9	21	0	0	21
Somewhat Serious	9	1	9	19	1	0	20
Unsure	3	2	3	8	3	4	15
Serious	3	4	7	14	3	8	25
Very Serious	4	0	3	7	1	4	10
<i>Availability of small business entrepreneurship opportunities in our area (M=2.50, n=90)</i>							
Not Serious	5	3	10	18	3	7	28
Somewhat Serious	9	2	15	26	1	2	29
Unsure	0	1	0	1	1	0	2
Serious	12	2	7	21	0	1	22
Very Serious	2	1	0	3	3	3	9
<i>Proximity to suppliers (M= 2.11, n=91)</i>							
Not Serious	12	0	20	32	2	2	36
Somewhat Serious	11	5	8	24	2	3	29
Unsure	4	3	1	8	2	0	10
Serious	0	0	2	2	2	8	12
Very Serious	2	1	1	4	0	0	4
<i>Proximity to major markets (M=2.09, n=91)</i>							
Not Serious	9	2	18	29	3	8	40
Somewhat Serious	13	3	10	26	1	1	28
Unsure	2	1	2	5	0	0	5
Serious	1	1	1	3	3	5	11
Very Serious	4	2	1	7	0	0	7
<i>Energy availability and costs (M= 1.95, n=91)</i>							
Not Serious	13	3	18	34	4	8	46
Somewhat Serious	11	1	10	22	1	1	24
Unsure	3	2	0	5	0	0	5
Serious	1	1	2	4	3	5	12
Very Serious	1	2	1	4	0	0	4

## Perceptions Regarding Out-migration Issues

Three survey items reflected perspectives about higher education and retention of talented individuals. Table 19 shows the distribution of responses, indicative of levels of seriousness of the issues. Half of the CEOs, 54%, said out-migration of talent was a serious or very serious issue. A little over a third, 39%, said lack of trust/regard for higher education's contributions was a serious or very serious issue. Just 20% said talented graduate emigration due to high student loan indebtedness was a serious or very serious issue.

Table 19

### *Perceptions of CEOs at Public Regional Universities of Higher Education and Talent Retention Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% <i>Expressing Opinion</i>
<i>Out-migration of talented young people (M = 3.15, n=97)</i>			
Not Serious	15	15	45
Somewhat Serious	29	30	
Unsure	1	1	
Serious	30	31	54
Very Serious	22	23	
<i>A general lack of public trust or regard for higher education's contributions (M = 2.71, n=97)</i>			
Not Serious	26	27	57
Somewhat Serious	29	30	
Unsure	4	4	
Serious	23	24	39
Very Serious	15	15	
<i>High student loan indebtedness is causing talented recent graduates to leave (M = 2.32, n=97)</i>			
Not Serious	35	36	69
Somewhat Serious	32	33	
Unsure	11	11	
Serious	2	2	20
Very Serious	17	18	

Repeated measures ANOVA showed that the out-migration of talent was rated significantly more serious than lack of trust/regard for higher education's contributions and talented graduate emigration due to high student loan indebtedness. The latter two variables also differed significantly from each other. In Table 20, the categories of talent retention issues were questioned. The CEOs were asked to rate the following categories of Lack of Trust and Regard for Higher Education Contributions to the Region, Out-migration of Talent, and Talented Graduate Emigration due to the Student Loan Indebtedness. In the first category, Lack of Trust and Regard for Higher Education Contributions to the Region, a majority of the CEOs across the board indicated by their response that the lack of trust and regard is not an issue in their region. This is a worthy note that regions are appreciating what higher education is bringing to the area. Unfortunately, there was a group of CEOs mostly from the Rural Small institutions that said this was a serious issue. This could be the fact that these institution might be considered a larger and more expensive community colleges and the regions feel that is might not be necessary for the expense. On the issue of Out-migration of Talent, there was 57% of the CEOs indicated that emigration of talent was a serious issue. These responses came from the Rural Small, Medium and Large institutions. This would indicate that when student matriculate from these institutions that they are leaving the area and not staying to work in that region. This is a serious issue that would need addressing. On the other hand, the Suburban and Urban CEOs did not see this as an important issue because most of the students could find suitable working environments to stay in the larger metropolitan areas. In the last category, talented graduate emigration due to high student loan indebtedness, 78 CEOs indicated that this was not a very serious, serious, or unsure issue in their region. A cross reference of emigration of talent and high student loan indebtedness might be in order for future studies.

Table 20

*Perspectives of CEOs at Public Regional Universities of Higher Education and Talent Retention Issues in their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Out-migration of talented young people (M= 3.15, n=97)</i>							
Not Serious	3	1	6	10	1	4	15
Somewhat Serious	9	4	9	22	2	5	29
Unsure	0	0	0	0	0	1	1
Serious	7	5	7	19	4	7	30
Very Serious	11	0	10	21	1	0	22
<i>A general lack of public trust or regard for higher education's contributions (M= 2.71, n=97)</i>							
Not Serious	5	1	8	14	3	9	26
Somewhat Serious	9	4	9	22	2	5	29
Unsure	0	0	1	1	1	2	4
Serious	11	4	8	23	0	0	23
Very Serious	5	1	6	12	2	1	15
<i>High student loan indebtedness is causing talented recent graduates to leave (M=2.32, n=97)</i>							
Not Serious	10	3	12	25	1	9	35
Somewhat Serious	8	3	10	21	5	6	32
Unsure	4	3	1	8	1	2	11
Serious	1	0	1	2	0	0	2
Very Serious	8	1	8	17	0	0	17

### **Perceptions of Quality of Life Issues**

The survey contained eight quality of life survey items, parsed out into clusters (Tables 21 and 22). Table 21 shows the distribution of responses to questions about the seriousness of availability of health care services, which indicates that health care was not a serious issue; 14% of the CEOs said available health care facilities was a serious or very serious issue and 21% said available health care staff was a serious or very serious issue. The breakdown went further in Table 22 that studied the response rate for each of the modified Carnegie Classification schema

to each of the categories on health care in their regions. The first category in Table 21 involved the available health care facilities. CEOs overwhelmingly indicated that this was not a serious issue. Likewise with the second category, available health care staff was seen by the CEOs as not an important issue. The final category was health care facilities and again the CEOs indicated soundly that this was not an issue. The numbers for the not serious and serious options for the three categories about health care were 81, 76, and 85 out of the 97 CEOs responding. This was a resounding affirmation that in most regions health care is not an issue. Most AASCU institutions offer some type of health sciences curriculum; whether it is a nursing curriculum or nutrition curriculum, AASCU member institutions rely heavily on partnerships with health care facilities for teaching and learning opportunities. Like the Teachers Colleges that most of these institutions started out as, partnerships with schools is as important as the partnerships with hospitals. AASCU member institutions take partnerships seriously. Future research should include the partnerships that exist between hospitals and AASCU member institutions for teaching purposes.

The other five quality of life survey items pertained to housing costs, schooling, and crime. Table 22 shows that school quality was rated as the most serious with 30% of the CEOs reporting that local public school ratings were a serious or very serious issue. One out of five CEOs or less rated the other items as issues; 20% said low crime rate was a serious or very serious issue; 18% said housing costs were a serious or very serious issue; 12% said [lack of] cultural opportunities were a serious or very serious issue; and 10% said [lack of] recreational opportunities were a serious or very serious issue. Table 22 also shows that only two of the mean seriousness ratings were two or more in value (reflecting averages in the range of unsure or serious). A repeated measures ANOVA showed that the means differed significantly.

Table 21

*Perceptions of CEOs at Public Regional Universities of Health and Childcare Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% Expressing Opinion
<i>Access to high quality, affordable child care (M = 2.36, n=91)</i>			
Not Serious	32	35	57
Somewhat Serious	20	22	
Unsure	14	15	
Serious	25	28	28
Very Serious	0	0	
<i>Available health care staff (nursing/allied health care worker shortage) (M = 2.07, n=97)</i>			
Not Serious	37	38	78
Somewhat Serious	39	40	
Unsure	1	1	
Serious	17	18	21
Very Serious	3	3	
<i>Available health care facilities (M = 1.64, n=97)</i>			
Not Serious	66	68	84
Somewhat Serious	15	16	
Unsure	2	2	
Serious	13	13	14
Very Serious	1	1	

Table 22

*Perspectives of CEOs at Public Regional Universities on Health Care Issues in their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Access to high quality, affordable child care (M= 2.36, n=91)</i>							
Not Serious	12	5	10	27	2	3	32
Somewhat Serious	5	2	7	14	2	4	20
Unsure	1	0	4	5	4	5	14
Serious	12	0	8	20	0	5	25
Very Serious	0	0	0	0	0	0	0
<i>Available health care staff (nursing/allied health care worker shortage) (M=2.07, n=97)</i>							
Not Serious	12	4	15	31	2	4	37
Somewhat Serious	14	4	13	31	2	6	39
Unsure	1	0	0	1	0	0	1
Serious	2	1	4	7	4	6	17
Very Serious	2	1	0	3	0	0	3
<i>Available health care facilities (M=1.64, n=97)</i>							
Not Serious	23	8	20	51	3	12	66
Somewhat Serious	5	0	6	11	4	0	15
Unsure	2	0	0	2	0	0	2
Serious	0	2	6	8	1	4	13
Very Serious	1	0	0	1	0	0	1

Wilks Lambda = 0.64,  $F(4, 93) = 13.10$ ,  $p < .001$ . The effect of the different dimensions of quality of life had a large effect, partial  $\eta^2 = .36$ . Planned comparisons indicated that local public schools were rated as significantly more serious issues than the other quality of life dimensions on Table 18. In addition, crime was rated as significantly more serious than culture and recreation but not housing costs. In Table 24, there were five quality of life categories that were examined further with the breakdown of how the CEOs responded according to the modified Carnegie Classification schema. The five categories were housing costs, local public

school ratings, cultural opportunities, recreational opportunities, and low crime rate. In the category of housing costs 78 out of 97 CEOs indicated that housing costs was not a serious issue in any area, which translates in 80% agreement rate. The next category was local public school ratings. There were 97 CEOs that responded and 52 indicated that this was not a serious issue and 40 indicated that it was a serious issue. This is an interesting number that poses more questions. Is it apparent that suburban and urban CEOs are not concerned with local public school ratings but the rural CEOs seem to think that there is a serious issue with local public school ratings? One possible reason would be funding. Like AASCU rural member institutions, funding for public schools has also been affected by the great recession and this could be a direct affect of lack of proper funds allocated to these schools.

The next category is cultural opportunities. CEOs across the board or 82 out of 97 indicated that this was not a serious issue at all in their region. This would indicate that AASCU member institutions are reaching out to the region and offering cultural opportunities to its region. This would indicate being a good steward of place. Another category in the quality of life section is recreational opportunities. The CEOs, 86 out of 97 or 89%, indicated that recreational opportunities are not a serious issue at all for the region they service. This would also indicate that CEOs are sure that they are being good stewards of place when it comes to most quality of life issues. The last category in the quality of life section is low crime rate. CEOs, 69 out of 97, indicated that the crime rate is not a serious issue in their region. A few of the urban CEOs had different ideas on the seriousness of crime rates in their region but for the most part AASCU member CEOs does not feel that crime rates are a serious issue.

None of the CEOs rated childcare access as a very serious issue. A little over a quarter, 27%, rated it as serious compared to 58% who rated it as not serious or somewhat serious. Fifteen percent (n = 14) were unsure.

### **Involvement in Economic Development Organizations**

CEOs were asked to estimate the number of local/regional economic development organizations that served the university's primary service area. Case 27 gave the figure of 40,605 which was an outlier. It was removed and the descriptive statistics were calculated without it.

CEOs were asked about the existence of long-term university plans to finance operating budgets and capital budgets with the aim of increasing the number of degree-holding adults as well as whether state funding cuts make it difficult for the university to increase graduation rates. The response array was a five-point Likert scale of degree of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

A chi-square test of independence was run to see if there was a statistically significant relationship between long-term plans for operating budgets and capital budgets. To have a sufficient number of universities in each cell of the contingency table, disagree and strongly disagree categories were combined into one "disagree" category, and the strongly agree and agree categories were combined into one "agree" category. The chi-square showed that there was a significant relationship between agreements levels regarding the two budgets,  $X^2(4, 97) = 61.24, p < .001$ . The primary source of significance was due to the disproportion of universities who, by disagreeing, reported that they did not have a long-term operating or capital budgets plan to finance efforts to increase the number of graduating adults.

CEOs answered the survey item about the relationship between state funding cuts and increasing graduation rates. Note that none of them chose strongly disagree. Twenty percent disagreed with the statement. An approximately equal percentage, 18%, neither agreed nor disagreed. The most frequency response was “agree” with 41% of the CEOs. About a fifth, 22%, strongly agreed.

Table 23

*Perceptions of CEOs at Public Regional Universities of Non-Health Care Quality of Life Issues in their Primary Service Regions by Means, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Number	%	% Expressing Opinion
<i>Ratings of public schools, (M = 2.74, n=97)</i>			
Not Serious	28	29	54
Somewhat Serious	24	25	
Unsure	5	5	
Serious	25	26	40
Very Serious	15	14	
<i>Low crime rate, (M = 2.10, n=97)</i>			
Not Serious	44	45	71
Somewhat Serious	25	26	
Unsure	8	8	
Serious	14	14	20
Very Serious	6	6	
<i>Housing costs, (M = 1.95, n=97)</i>			
Not Serious	48	50	80
Somewhat Serious	29	30	
Unsure	2	2	
Serious	13	13	19
Very Serious	5	6	
<i>Cultural opportunities, (M = 1.77, n=97)</i>			
Not Serious	52	54	85
Somewhat Serious	30	31	
Unsure	3	3	
Serious	9	9	12
Very Serious	3	3	
<i>Recreational opportunities, (M = 1.54, n=97)</i>			
Not Serious	69	71	89
Somewhat Serious	17	18	
Unsure	1	1	
Serious	7	7	10
Very Serious	3	3	

Table 24

*Perspectives of CEOs at Public Regional Universities of Non-Health Care Quality of Life Issues in their Primary Service Regions by Type of Public Regional University, 2015*

<i>Please identify your perception on the following issues facing your university's primary service region.</i>	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Ratings of public schools (M=2.74, n=97)</i>							
Not Serious	4	2	5	11	4	13	28
Somewhat Serious	6	5	9	20	2	2	24
Unsure	2	0	3	5	0	0	5
Serious	12	1	9	22	1	2	25
Very Serious	6	2	6	14	1	0	15
<i>Low crime rate (M=2.10, n=97)</i>							
Not Serious	17	6	14	37	1	6	44
Somewhat Serious	9	2	10	21	2	2	25
Unsure	0	0	2	2	3	3	8
Serious	5	1	3	9	2	3	14
Very Serious	0	0	3	3	0	3	6
<i>Housing costs (M=1.95, n=97)</i>							
Not Serious	18	5	20	43	3	2	48
Somewhat Serious	10	3	8	21	0	8	29
Unsure	1	0	1	2	0	0	2
Serious	1	2	3	6	3	4	13
Very Serious	0	0	0	0	2	3	5
<i>Cultural opportunities (M=1.77, n=97)</i>							
Not Serious	16	4	16	36	3	13	52
Somewhat Serious	9	4	12	25	3	2	30
Unsure	1	1	0	2	1	0	3
Serious	4	1	4	9	0	0	9
Very Serious	0	0	0	0	1	2	3
<i>Recreational opportunities (M=1.54, n=97)</i>							
Not Serious	20	6	24	50	6	13	69
Somewhat Serious	8	2	7	17	0	0	17
Unsure	0	0	0	0	0	1	1
Serious	2	2	0	4	2	1	7
Very Serious	0	0	1	1	0	2	3

## **Research Question 2: CAOs' Perceptions Regarding Issues Facing the College's Service Region**

Research question 2 was what are the perceptions of CAOs regarding issues facing the college's service region? This question was addressed with three variables pertaining to funding, student transfers from community colleges, and supporting community schools.

### **Perceptions of Funding in the College's Service Region**

CAOs were asked about the degree to which they agreed with the following survey item: My state is moving toward a 'private higher education funding model' by cutting state appropriations for operating budgets and raising tuition on students and their families. The response array was a five-point, Likert scale of degree of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

Table 25 shows the distribution of responses in response to the survey statement about moving toward private higher education funding model by cutting state funds. Just under a half of the CAOs agreed and just over a quarter strongly agreed for a total of 71%.

Table 26 further analyzes the response rate of CAOs on the modified Carnegie Classification schema on four funding models and student transfers issues. In regards to *state funding moving to a private higher education model*, 81 out of 114 CAOs indicated agreement that they felt like state funding was moving to a private funding model. When you factor in only 14% of the respondents disagreed, then there must be something that has the CAOs worried about the future of funding for higher education. As stated earlier, state budget cuts are so severe that leading practitioners and researchers now actively question if a public role will be maintained by the states. F. King Alexander, the former President of Murray State University (KY) and California State University-Long Beach—two AASCU-member institutions—now serves in the dual roles of President of Louisiana State University and Chancellor of the LSU

system, which includes the AASCU member institutions of LSU Shreveport, Alexandria, and Eunice. At the December 2014 annual meeting of the Higher Education Government Relations Conference, which is sponsored by the Association of Land-grant Universities (APLU), American Association of State Colleges and Universities (AASCU), American Association of Community Colleges (AACCC), and the Council for Advancement and Support of Education (CASE), Alexander noted that, at current rates of state disinvestment, state funding will fall to zero in Colorado by 2025, Iowa by 2027, and other states soon to follow (Alexander, 2014). CAOs would know this through the information that is passed down from the CEOs offices. A further study would need to be completed to understand the funding knowledge that CAOs attain and to what extent the CAOs are planning for the future of their institutions.

Table 25

*Perceptions of Public Regional University CAOs of Funding Models and Transfer Issues, 2015*

	Number	%	% Expressing Opinion
<i>My state is moving toward a "private higher education model" by cutting state appropriations for operating budgets and raising tuition on students and their families. (M = 3.83, n=114)</i>			
Strongly Disagree	2	2	14
Disagree	14	12	
Unsure	17	15	
Agree	49	43	71
Strongly Agree	32	28	
<i>Students transfer easily from other institutions to my institution without loss of credit(s). (M = 3.68, n=114)</i>			
Strongly Disagree	1	1	11
Disagree	11	10	
Unsure	22	19	
Agree	69	60	70
Strongly Agree	11	10	
<i>My university gets a majority of transfers from the community colleges in my service region. (M = 3.61, n=114)</i>			
Strongly Disagree	2	2	20
Disagree	21	18	
Unsure	14	12	
Agree	60	53	68
Strongly Agree	17	15	
<i>The funding and incentive systems adequately reward my university's efforts to increase the number of community college transfers that achieve baccalaureate degrees in my state, (M = 2.54, n=114)</i>			
Strongly Disagree	12	10	59
Disagree	56	49	
Unsure	22	19	
Agree	21	18	21
Strongly Agree	3	3	

Table 26

*Perceptions of CAOs at Public Regional Universities of Funding Model Movement and Student Transfer Issues in their Primary Service Regions by Type of Public Regional University, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>My state is moving toward a "private higher education model" by cutting state appropriations for operating budgets and raising tuition on students and their families. (M=3.83, n=114)</i>							
Strongly Disagree	0	0	0	0	0	2	2
Disagree	4	3	6	13	1	0	14
Unsure	4	3	5	12	1	4	17
Agree	15	2	17	34	5	10	49
Strongly Agree	14	3	4	21	3	8	32
<i>Students transfer easily from other institutions to my institution without loss of credit(s). (M=3.68, n=114)</i>							
Strongly Disagree	0	0	0	0	1	0	1
Disagree	3	0	1	4	2	5	11
Unsure	9	3	6	18	1	3	22
Agree	20	7	22	49	6	14	69
Strongly Agree	5	2	3	10	0	1	11
<i>My university gets a majority of transfers from the community colleges in my service region. (M=3.61, n=114)</i>							
Strongly Disagree	0	0	0	0	2	0	2
Disagree	6	2	6	14	2	5	21
Unsure	6	1	3	10	1	3	14
Agree	21	6	16	43	4	13	60
Strongly Agree	4	3	7	14	1	2	17
<i>The funding and incentive systems adequately reward my university's efforts to increase the number of community college transfers that achieve baccalaureate degrees in my state. (M=2.54, n=114)</i>							
Strongly Disagree	2	1	4	7	3	2	12
Disagree	21	7	15	43	2	11	56
Unsure	8	2	6	16	3	3	22
Agree	5	2	7	14	2	5	21
Strongly Agree	0	0	0	0	0	3	3

To continue with Table 26, Students Transfer Easily with Loss of Credits, CAOs indicated in 80 out of 114 responses that they agreed with this statement. This could reflect a

variety of reasons. One reason that requires further research is the for-profit institutions preying on students who do not understand the accreditation process and end up enrolling in a school that most of the time courses do not transfer to an accredited school. In the next section of review in Table 26, CAOs were asked about funding incentives to increase community college transfers who obtain a baccalaureate degree. CAOs agreed 60% that this was something that they are trying to obtain. This would lend to being a good steward of place. There were 22 CAOs that were unsure on how to answer. This is a good sign that most AASCU member institutions are still being good stewards of place even when it involves the community colleges. Finally, the CAOs overwhelmingly agreed that a majority of community college students that attend their institution transferred from within the regions.

CAOs were also asked to use the five-point Likert scale of degree of agreement in response to three questions about students transferring into their university. Table 26 shows the 70% agreed or strongly agreed that students transfer easily without loss of credits. However, only 21% agreed or strongly agreed that there were adequate funding sources and incentives that reward university efforts to increase community college transfers who achieve a bachelor's degree. Two-thirds, 68%, agreed or strongly agreed that the majority of transfers from the community colleges come from within the university service region.

A repeated measures ANOVA was used to compare mean agreement levels for student transfers. It showed that the means were significantly different, Wilks Lambda = 0.51,  $F(2, 112) = 53.48$ ,  $p < .001$ . The effect of the different dimensions of student transfers was very strong, partial  $\eta^2 = .49$ . Planned comparisons showed that CAOs agreement that there was adequate funding and incentives (to reward university efforts to increase community college transfers so that they may attain bachelor's degrees) was significantly lower than it was for transfers coming

from the service region and transfers retaining credits (see Table 27). CAOs did not differ in their levels of agreement with transfers coming from the service region and retaining credits.

Table 27

*Perceptions of CAOs at Public Regional Universities regarding Education Partnerships with other Education Institutions in their Primary Service Region, 2015*

	Number	%	% Expressing Opinion
<i>My institution is serving as a regional hub for P-12 faculty development. (M = 3.34, n=114)</i>			
Strongly Disagree	5	4	26
Disagree	25	22	
Unsure	19	17	
Agree	56	49	57
Strongly Agree	9	8	
<i>Counselors and academic support staff from area high schools have regular meetings with my institution's staff. (M = 3.16, n=114)</i>			
Strongly Disagree	1	1	34
Disagree	37	33	
Unsure	24	21	
Agree	47	41	46
Strongly Agree	5	5	
<i>My institution is serving as a regional hub for community college faculty development. (M = 2.26, n=114)</i>			
Strongly Disagree	18	16	71
Disagree	63	55	
Unsure	19	17	
Agree	13	11	12
Strongly Agree	1	1	

CAOs were asked for their degree of agreement that the high school support staff regularly meets with university staff, and that the institution (university) serves as a regional hub for community college (CC) faculty, university faculty and for P-12 faculty development.

Table 27 shows that about a third of the CAOs did not regularly meet with high school staff (34%) whereas almost a half, 46%, agreed or strongly agreed that the university staff meets

regularly with high school staff. Note that one out of five CAOs were unsure about regular meetings with high school personnel (21%).

With respect to faculty development, Table 27 shows that 12% of the CAOs agreed or strongly agreed that their institution serves as regional hub for community college/faculty development compared to 71% who disagreed or strongly disagreed. Again, one out of five CAOs were unsure (17%).

Over half of the CAOs reported that their institution serves as regional hub for P-12 faculty development, 57%. About a quarter disagreed or strongly disagreed, 26%. Again, one out of five CAOs were unsure (17%).

A repeated measures ANOVA was used to compare mean agreement levels of university support to community schools to see if they differed. ANOVA showed that the means were significantly different, Wilks Lambda = 0.45,  $F(2, 112) = 68.42$ ,  $p < .001$ . The effect of the different dimensions of support for community schools was very strong, partial  $\eta^2 = .55$ . Planned comparisons showed that CAOs agreement that their institution serves as a regional hub for community college and faculty development was significantly lower than it was with the university meeting regularly with high school support staff and serving as regional hub for P-12 faculty development (Table 26). CAOs did not differ in their levels of agreement with university meeting regularly with high school support staff and serving as regional hub for P-12 faculty development.

Table 28

*Perceptions of CAOS at Public Regional Universities of Agreement with Supporting Community Schools in their Primary Service Regions by Type of Public Regional University, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>My institution is serving as a regional hub for P-12 faculty development. (M=3.34, n=114)</i>							
Strongly Disagree	0	1	0	1	1	3	5
Disagree	10	2	7	19	1	5	25
Unsure	6	1	6	13	2	4	19
Agree	16	7	15	38	6	12	56
Strongly Agree	5	1	3	9	0	24	9
<i>Counselors and academic support staff from area high schools have regular meetings with my institution's staff. (M=3.16, n=114)</i>							
Strongly Disagree	1	0	0	1	0	0	1
Disagree	13	6	10	29	3	5	37
Unsure	8	5	6	19	2	3	24
Agree	13	1	15	29	5	13	47
Strongly Agree	2	0	1	3	0	2	5
<i>My institution is serving as a regional hub for community college faculty development. (M=2.26, n=114)</i>							
Strongly Disagree	3	2	5	10	1	7	18
Disagree	24	4	18	46	6	11	63
Unsure	7	3	4	14	1	4	19
Agree	3	3	4	10	2	1	13
Strongly Agree	0	0	0	0	0	1	1

A further analysis was conducted on the modified Carnegie Classification schema (Table 28) with the CAO responses to Supporting Community Schools. The first question asked CAOs whether high schools staff met regularly with university staff for development. There were 52 CAOs out of 114 who agreed that they meet regularly with high school staff but the troubling answer was that 32% of the CAOs said that they do not meet with high school staff. This would

be a great example of being good stewards of place. This does not mean faculty development, that is taken up later, but assisting the overall administration of the school for effectiveness. The next question in this section was about community college faculty development. CAOs disagreed with this idea. A majority, 71% of the CAOs said that their institution was not providing development for community college faculty. Future studies might want to analyze the reason why community college faculty is not seeking development from the higher education institution in their region. Lastly, in this section is that P-12 faculty is using the institution for development. A majority of CAOs, 65%, indicated that P-12 regional faculty are seeking the higher education institution for assistance with development.

### **Research Question 3: CEOs' Perceptions Regarding External Challenges and Barriers**

The results in this section pertain to research question 3, which is “what are the perceptions of CEOs regarding external challenges/barriers facing their institution?” The survey included 18 items that measured university CEOs' views of external challenges and barriers facing their institutions. Fifteen of these items were measured in terms of level of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

Table 29 shows the percentages of CEOs in each of the agreement categories and lists the items in descending order by the mean numeric value of all of the answers. This can be interpreted as the higher the value of the mean, the greater the level of agreement with the statement. Note the some items on Table 29 ask about positive challenges (e.g., state funding and incentive systems adequately reward university efforts to increase community college (CC) transfers) and some are about negative challenges (e.g., declining flat funding of state student aid programs result in more student loans).

The item that garnered the greatest agreement was active university involvement in community engagement. This was followed by three statements whose agreement means were close in value. Two referred to negative financial outcomes for students (declining flat funding of state student aid programs result in more student loans, and changes in tuition and a flat maximum Pell grant of \$5,730 limit access for low-income students). The third item reflected support (the Board of Trustees/directors realize the efforts needed for community collaboration).

Table 29

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Number	%	% Expressing Opinion
<i>My university is actively involved in community engagement. (M = 4.44, n=97)</i>			
Strongly Disagree	1	1	6
Disagree	5	5	
Unsure	2	2	2
Agree	31	32	92
Strongly Agree	58	60	
<i>My board of trustees realizes the efforts needed to collaborate with the community. (M=3.91, n=97)</i>			
Strongly Disagree	2	20	32
Disagree	12	12	
Unsure	10	10	10
Agree	42	43	75
Strongly Agree	31	32	
<i>The Carnegie Classification on Community Engagement designation at my institution is important. (M=3.78, n=96)</i>			
Strongly Disagree	3	3	12
Disagree	9	9	
Unsure	26	27	27
Agree	25	26	60
Strongly Agree	33	34	
<i>My university is evaluating academic programs based on economic development prospects. (M=3.58, n=97)</i>			
Strongly Disagree	4	4	15
Disagree	11	11	
Unsure	21	22	22
Agree	47	48	62
Strongly Agree	14	14	
<i>Manufacturing is important in university efforts at community engagement. (M=3.35, n=97)</i>			
Strongly Disagree	5	5	27
Disagree	21	22	
Unsure	17	17	17
Agree	43	44	55
Strongly Agree	11	11	

Table 30

*CEOs' Perceptions Regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>My university is actively involved in community engagement. (M=4.44, n=97)</i>							
Strongly Disagree	0	0	0	0	1	0	1
Disagree	0	0	0	0	2	3	5
Unsure	0	2	0	2	0	0	2
Agree	7	8	6	21	1	9	31
Strongly Agree	24	0	26	50	3	5	58
<i>My board of trustees realizes the efforts needed to collaborate with the community. (M=3.91, n=97)</i>							
Strongly Disagree	1	0	0	1	0	1	2
Disagree	3	1	0	4	3	5	12
Unsure	1	4	2	7	1	2	10
Agree	15	5	14	34	2	6	42
Strongly Agree	11	0	16	27	1	3	31
<i>The Carnegie Classification on Community Engagement designation at my institution is important. (M=3.78, n=96)</i>							
Strongly Disagree	0	0	0	0	0	3	3
Disagree	0	1	0	1	5	3	9
Unsure	8	1	9	18	1	7	26
Agree	10	3	11	24	0	1	25
Strongly Agree	13	4	12	29	2	2	33
<i>My university is evaluating academic programs based on economic development prospects. (M=3.58, n=97)</i>							
Strongly Disagree	0	1	2	3	0	1	4
Disagree	4	1	3	8	1	2	11
Unsure	6	4	2	12	1	8	21
Agree	18	1	23	42	3	2	47
Strongly Agree	3	3	2	8	2	4	14
<i>Manufacturing is important in university efforts at community engagement. (M=3.35, n=97)</i>							
Strongly Disagree	2	0	1	3	0	2	5
Disagree	7	1	7	15	2	4	21
Unsure	8	4	5	17	0	0	17
Agree	13	5	17	35	4	4	43
Strongly Agree	0	0	2	2	2	7	11

Table 31

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Number	%	% Expressing Opinion
<i>Declining/flat funding of my state's student aid program, along with flat funding /cuts of Pell, will result in more student taking loans at institutions like mine. (M = 4.04, n=97)</i>			
Strongly Disagree	0	0	8
Disagree	8	8	
Unsure	6	6	6
Agree	57	59	86
Strongly Agree	26	27	
<i>Changes in tuition and a flat maximum Pell Grant of \$5,730 will limit access for low-income students at institutions like mine. (M=3.92, n=97)</i>			
Strongly Disagree	0	0	13
Disagree	13	13	
Unsure	5	5	5
Agree	56	58	82
Strongly Agree	23	24	

Table 32

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Declining state funding and reduced Pell results in more students taking loans. (M=4.04, n=97)</i>							
Strongly Disagree	0	0	0	0	0	0	0
Disagree	1	2	2	5	0	3	8
Unsure	0	2	0	2	2	2	6
Agree	18	6	24	48	4	5	57
Strongly Agree	12	0	6	18	1	7	26
<i>Changes in tuition &amp; lower max Pell leads in limited access for low-income students at institutions like mine. (M=3.92, n=97)</i>							
Strongly Disagree	0	0	0	0	0	0	0
Disagree	5	4	1	10	1	2	13
Unsure	0	1	2	3	0	2	5
Agree	18	2	26	46	3	7	56
Strongly Agree	7	3	3	13	4	6	23
<i>University turning to non-traditional means due to lack of state funding. (M=2.54, n=97)</i>							
Strongly Disagree	6	3	6	15	1	3	19
Disagree	15	3	13	31	3	4	38
Unsure	4	3	4	11	1	2	14
Agree	4	1	7	12	3	6	21
Strongly Agree	2	0	2	4	0	1	5

Table 33

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Number	%	% Expressing Opinion
<i>University turning to non-traditional means due to lack of state funding, (M = 2.54, n=97)</i>			
Strongly Disagree	19	20	59
Disagree	38	39	
Unsure	14	14	14
Agree	21	22	27
Strongly Agree	5	5	
<i>State budget cuts-imposed enrollment caps. (M = 2.29, n=96)</i>			
Strongly Disagree	31	32	70
Disagree	36	38	
Unsure	6	6	6
Agree	16	17	24
Strongly Agree	7	7	
<i>Have sufficient university funding for necessary workforce/talent. (M = 2.26, n=96)</i>			
Strongly Disagree	18	19	75
Disagree	54	56	
Unsure	8	8	8
Agree	14	15	17
Strongly Agree	2	2	
<i>State funding and incentive systems adequately reward university efforts to increase community college transfers. (M=2.21, n=96)</i>			
Strongly Disagree	23	24	69
Disagree	43	45	
Unsure	18	19	19
Agree	11	11	12
Strongly Agree	1	1	
<i>State budget cuts impose university movement away from comprehensive mission. (M = 2.14, n=96)</i>			
Strongly Disagree	27	28	74
Disagree	44	46	
Unsure	14	15	15
Agree	9	9	11
Strongly Agree	2	2	

Table 34

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>State budget cuts imposed a de facto enrollment cap. (M=2.29, n=96)</i>							
Strongly Disagree	11	3	12	26	2	3	31
Disagree	15	5	10	30	1	5	36
Unsure	1	1	2	4	1	1	6
Agree	4	1	7	12	2	2	16
Strongly Agree	0	0	1	1	1	5	7
<i>Have sufficient university funding for necessary workforce/talent. (M=2.26, n=96)</i>							
Strongly Disagree	4	4	5	13	2	3	18
Disagree	19	2	22	43	3	8	54
Unsure	4	1	1	6	1	1	8
Agree	3	3	3	9	2	3	14
Strongly Agree	0	0	0	0	0	2	2
<i>State funding and incentive systems adequately reward university efforts to increase community college transfers. (M=2.21, n=96)</i>							
Strongly Disagree	9	2	9	20	2	1	23
Disagree	12	4	15	31	4	8	43
Unsure	5	2	5	12	3	3	18
Agree	3	2	2	7	1	3	11
Strongly Agree	0	0	0	0	0	1	1
<i>State budget cuts impose university movement away from comprehensive mission. (M=2.14, n=96)</i>							
Strongly Disagree	8	3	11	22	1	4	27
Disagree	16	3	17	36	2	6	44
Unsure	5	2	3	10	2	2	14
Agree	2	1	1	4	1	4	9
Strongly Agree	0	1	0	1	1	0	2

Table 35

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Number	%	% Expressing Opinion
<i>Recession likely in USA in next 3 years (M=2.98, n=97)</i>			
Strongly Disagree	3	3	30
Disagree	26	27	
Unsure	42	43	43
Agree	22	22	26
Strongly Agree	4	4	
<i>Recession likely in region in next 3 years (M=2.77, n=97)</i>			
Strongly Disagree	3	3	41
Disagree	37	38	
Unsure	38	39	39
Agree	17	18	20
Strongly Agree	2	2	
<i>Recession likely in sub-region in next 3 years (M= 2.75, n=97)</i>			
Strongly Disagree	4	4	42
Disagree	37	38	
Unsure	39	40	40
Agree	13	13	17
Strongly Agree	4	4	

Table 36

*CEOs' Perceptions regarding External Federal Student Aid Challenges Facing their Public Regional Institutions, 2015*

	Rural Small	Rural Medium	Rural Large	Rural Total	Suburban Total	Urban Total	Total
<i>Recession likely in USA in next 3 years (M=2.98, n=97)</i>							
Strongly Disagree	0	0	2	2	0	1	3
Disagree	12	1	8	21	2	3	26
Unsure	10	5	16	31	4	7	42
Agree	9	3	5	17	1	4	22
Strongly Agree	0	0	1	1	1	2	4
<i>Recession likely in region in next 3 years (M=2.77, n=96)</i>							
Strongly Disagree	0	0	2	2	0	1	3
Disagree	14	3	10	27	4	6	37
Unsure	10	5	14	29	3	6	38
Agree	7	1	6	14	1	2	17
Strongly Agree	0	0	0	0	0	2	2
<i>Recession likely in sub-region in next 3 years (M=2.75, n=97)</i>							
Strongly Disagree	1	0	2	3	0	1	4
Disagree	14	3	10	27	4	6	37
Unsure	11	5	14	30	3	6	39
Agree	3	1	6	10	1	2	13
Strongly Agree	2	0	0	2	0	2	4

### Number of Students Turned Away Last Year

The final external challenge item was measured on a ratio scale asking CEOs to estimate the number of students who were turned away last year due to practices that limit enrollment.

The original data raised questions about whether all of the CEOs understood the question.

Specifically, the average was over 3,000 students turned away annually ( $M = 3,135.31$  students,

$SD = 21,885$ ) despite the fact that the median was zero. The extreme statistics were due to

several outliers, the two highest being 20,000 (Case 91) and 2,000 students (Case 98). These two

were re-coded as missing values and the descriptive statistics were run again. Without these two outliers, every estimate of 700 students turned away or more emerged as an outlier. Leaving in those numbers as valid estimates, the new mean was a little over 500 students ( $M = 528.85$ ) students turned away ( $SD = 1,392.94$ ,  $min = 0$ ,  $max = 7,500$ ). The 95% confidence interval estimated the true range to be between 222 and 834 students turned away annually. The median was still zero. One CEO did not supply an estimate but said “We’re a selective institution.” Another CEO said DK, or do not know.

#### **Research Question 4: CAOs Perspectives on Internal Challenges and Barriers Facing the Institution**

Research question 4 was what are the perceptions of CAOs regarding internal challenges/barriers facing their institution? Table 37 shows the survey items listed by topic.

For academic programs (see Table 37), there was general agreement that there are strong demands for new programs and that the university is currently reviewing them. Note that about a quarter of the CAOs disagreed that academic programs were under current review. For both items, just over half of the CAOs agreed or strongly agreed. The means were therefore close in value and not compared for significant differences.

For community engagement (see Table 37), there was also general agreement with three out of the four items. Nearly all, 92%, agreed or strongly agreed that the university was actively involved with community engagement. Just over half, 54% and 53% respectively, agreed or strongly agreed that Carnegie classification was important and P-12 resources were made available regularly. The exception was the fact that faculty community service is integral to faculty promotion. Note that not one of the CAOs agreed or strongly agreed with this statement. These means were not subjected to statistical analysis because of the obvious contrast between

community engagement and faculty promotion, and because the Carnegie classification and regular P-12 resource means were so close in value.

For the internal challenges associated with faculty (see Table 37), CAOs agreed that it is a challenge to attract qualified minority faculty. They generally agreed that faculty work on a 4-4 schedule and that it is difficult to find qualified part-time faculty.

In contrast, there was general disagreement that it is difficult to attract and retain fulltime faculty. CAOs strongly disagreed with the claims that there is insufficient funds for professional development or that their university experiences a shortage of qualified STEM faculty. Not one of the CAOs agreed or strongly agreed with these two statements.

A repeated measures ANOVA showed that there were significant differences among the faculty means, Wilks Lambda = 0.13,  $F(6, 108) = 116.76$ ,  $p < .001$ . The effect of the different internal challenges associated with faculty was very large, partial  $\eta^2 = .87$ . Planned comparisons showed that the mean agreement with the challenges of attracting qualified minority faculty was significantly stronger than it was for any of the other faculty items. The mean agreement with faculty working on a 4-4 workload was also significantly stronger than the other faculty items with lower means. Similarly, the mean agreement with the difficulty of finding qualified part-time faculty was also significantly stronger than the other faculty items with lower means. Difficulty attracting and retaining fulltime faculty means did not differ, but were significantly higher than for professional development and STEM faculty.

Table 37

*Ranking of Means of Perceptions of Public Regional University CAOs' Perspectives of Internal Challenges and Barriers Facing the Institution*

Item	Mean	SD	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Actively Involved in Community Engagement	4.36	0.72	1	1	7	52	53	114
Challenge to Attract Qualified Minority Faculty	4.07	0.92	0	12	8	54	40	114
Employs Differential Pay Schedule	3.62	1.07	5	18	10	63	18	114
Carnegie Classification on Community Engagement Important	3.61	0.98	3	9	39	40	22	113
Faculty is Underpaid	3.50	1.18	5	26	14	45	24	114
Strong Demand for New Academic Programs	3.47	0.74	0	13	38	59	4	114
State Funding Cuts make it Difficult to Increase Grad Rates	3.45	0.98	1	24	22	54	12	113
Faculty on 4-4 Workload	3.45	1.34	12	25	3	48	26	114
University Evaluation of Economic/Development Programs	3.39	1.00	3	26	17	60	8	114
Regular Assist P-12 School w Resources	3.35	1.00	4	22	28	50	10	114
Pell Grant Changes led to Lower Enrollment	3.14	1.11	3	37	30	27	16	113
Difficult to Find Qualified Part-time Faculty	3.05	1.29	11	42	7	38	16	114
Tuition Rise Inverse with Available Financial Aid	2.81	1.44	1	31	17	48	17	114
Difficult to Attract Fulltime Faculty	2.70	1.01	9	50	24	28	3	114
Difficult to Retain Fulltime Faculty	2.65	1.03	10	53	22	25	4	114
State Budget Cuts force move away from Comprehension Mission	2.29	0.94	19	59	17	19	0	114
Sufficient Funding to Produce Required Regional Workforce	2.29	0.80	15	60	29	9	0	113
State Budget Cuts Impose de facto Enrollment Cap	2.24	0.97	24	59	12	19	0	114

Table 38

*Ranking of Mean Percentages of Perceptions of Public Regional University CAOs' Perspectives of Internal Challenges and Barriers Facing the Institution*

Item	Mean	SD	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Actively Involved in Community Engagement	4.36	0.72	1	1	6	46	46	100
Challenge to Attract Qualified Minority Faculty	4.07	0.92	0	11	7	47	35	100
Employs Differential Pay Schedule	3.62	1.07	4	16	9	55	16	100
Carnegie Classification on Community Engagement Important	3.61	0.98	3	8	35	35	19	100
Faculty is Underpaid	3.5	1.18	4	23	12	39	21	100
Strong Demand for New Academic Programs	3.47	0.74	0	11	33	52	4	100
State Funding Cuts make it Difficult to Increase Grad Rates	3.45	0.98	1	22	19	47	11	100
Faculty on 4-4 Workload	3.45	1.34	11	22	3	42	23	100
University Evaluation of Economic/Development Programs	3.39	1.00	3	23	15	53	7	100
Regular Assist P-12 School w Resources	3.35	1.00	4	19	25	44	9	100
Pell Grant Changes led to Lower Enrollment	3.14	1.11	3	33	27	24	14	100
Difficult to Find Qualified Part-time Faculty	3.05	1.29	10	37	6	33	14	100
Tuition Rise Inverse with Available Financial Aid	2.81	1.44	15	43	15	1	26	100
Difficult to Attract Fulltime Faculty	2.70	1.01	8	44	21	25	3	100
Difficult to Retain Fulltime Faculty	2.65	1.03	9	46	19	22	4	100
State Budget Cuts force move away from Comprehension Mission	2.29	0.94	17	52	15	17	0	100
Sufficient Funding to Produce Required Regional Workforce	2.29	0.80	13	53	26	8	0	100
State Budget Cuts Impose de facto Enrollment Cap	2.24	0.97	21	52	11	17	0	100

For funding challenges (see Table 39), there was general agreement that state funding cuts make it difficult to increase graduation rates and that Pell Grant changes led to lower enrollment. In contrast, CAOs tended to disagree that state budget cuts forced the university to move away from their comprehensive mission, the university had sufficient funding to produce required regional workforce and that state budget cuts imposed *de facto* enrollment caps.

Repeated measures ANOVA showed that the means were significantly different, Wilks Lambda = 0.43,  $F(4, 108) = 36.21$ , and that the different funding challenges had a large effect, partial  $\eta^2 = .57$ . Mean agreement with state funding cuts making it difficult to increase graduation rates was significantly higher than all of the other funding items. Agreement with Pell Grant reductions (leading to lower enrollment) was significantly higher than for all of the remaining items with lower means. Agreement levels among the three funding items on Table 33 with mean ranging from 2.24 – 2.29 did not differ significantly.

Table 39 shows that, with respect to pay, CAOs agreed that the university uses a differential pay schedule and that the faculty is underpaid. However, note that a quarter of the CAOs disagreed or strongly disagreed that the faculty was underpaid.

In contrast, there was clear disagreement that faculty had available collective bargaining. Not one of the CAOs agreed or strongly agreed with this statement. Inferential statistics were not run due to the obvious difference in mean agreement with the different internal challenges associated with pay.

Finally, Table 39 shows that a little over half of the CAOs disagreed that the increasing rise in tuition costs are inverse with available financial aid. University employees who are enrolled in school are not reimbursed. Not one of the CAO agreed or strongly agreed with this statement.

Table 39

*CAOs' Perceptions regarding External Challenges/Barriers Facing your Institution*

	Number	%	% Expressing Opinion
<i>Actively involved in community engagement. (M = 4.36, n=114)</i>			
Strongly Disagree	1	1	2
Disagree	1	1	
Unsure	7	6	
Agree	52	46	92
Strongly Agree	53	46	
<i>Challenge to attract qualified minority faculty. (M=4.07, n=114)</i>			
Strongly Disagree	0	0	11
Disagree	12	11	
Unsure	8	7	
Agree	54	47	82
Strongly Agree	40	35	
<i>Employs differential pay schedule. (M=3.62, n=114)</i>			
Strongly Disagree	5	4	20
Disagree	18	16	
Unsure	10	9	
Agree	63	55	71
Strongly Agree	18	16	
<i>Carnegie classification on community engagement important. (M=3.61, n=113)</i>			
Strongly Disagree	3	3	11
Disagree	9	8	
Unsure	39	35	
Agree	40	35	54
Strongly Agree	22	19	
<i>Faculty is underpaid. (M3.50, n=114)</i>			
Strongly Disagree	5	4	27
Disagree	26	23	
Unsure	14	12	
Agree	45	39	60
Strongly Agree	24	21	

Table 40

*CAOs' Perceptions regarding External Challenges/Barriers Facing your Institution*

	Number	%	% Expressing Opinion
<i>Strong demand for new academic programs (M=3.47, n=114)</i>			
Strongly Disagree	0	0	11
Disagree	13	11	
Unsure	38	33	
Agree	59	52	56
Strongly Agree	4	4	
<i>State funding cuts make it difficult to increase grad rates (M=3.45, n=113)</i>			
Strongly Disagree	1	1	23
Disagree	24	22	
Unsure	22	19	
Agree	54	47	58
Strongly Agree	12	11	
<i>Faculty on 4-4 workload (M=3.45, n=114)</i>			
Strongly Disagree	12	11	33
Disagree	25	22	
Unsure	3	3	
Agree	48	42	65
Strongly Agree	26	23	
<i>University evaluation of economic/development programs (M=3.39, n=114)</i>			
Strongly Disagree	3	3	26
Disagree	26	23	
Unsure	17	15	
Agree	60	53	60
Strongly Agree	8	7	
<i>Regular assist P-12 school with resources (M=3.35 n=114)</i>			
Strongly Disagree	4	4	23
Disagree	22	19	
Unsure	28	25	
Agree	50	44	53
Strongly Agree	10	9	

Table 41

*CAOs' Perceptions regarding External Challenges/Barriers Facing your Institution*

	Number	%	% Expressing Opinion
<i>Pell Grant changes led to lower enrollment (M=3.14, n=113)</i>			
Strongly Disagree	3	3	36
Disagree	37	33	
Unsure	30	27	
Agree	27	24	38
Strongly Agree	16	14	
<i>Difficult to find qualified part-time faculty (M=3.05, n=114)</i>			
Strongly Disagree	11	10	47
Disagree	42	37	
Unsure	7	6	
Agree	38	33	47
Strongly Agree	16	14	
<i>Tuition rise inverse with available financial aid (M=2.81, n=114)</i>			
Strongly Disagree	1	15	58
Disagree	31	43	
Unsure	17	15	
Agree	48	1	27
Strongly Agree	17	26	
<i>Difficult to attract fulltime faculty (M=2.70, n=114)</i>			
Strongly Disagree	9	8	52
Disagree	50	44	
Unsure	24	21	
Agree	28	25	28
Strongly Agree	3	3	
<i>Difficult to retain fulltime faculty (M=2.65, n=114)</i>			
Strongly Disagree	10	9	55
Disagree	53	46	
Unsure	22	19	
Agree	25	22	26
Strongly Agree	4	4	

Table 42

*CAOs' Perceptions Regarding External Challenges/Barriers Facing Your Institution*

	Number	%	% Expressing Opinion
<i>State budget cuts force move away from comprehension mission (M=2.29, n=114)</i>			
Strongly Disagree	19	17	69
Disagree	59	52	
Unsure	17	15	17
Agree	19	17	
Strongly Agree	0	0	
<i>Sufficient funding to produce required regional workforce (M=2.29, n=113)</i>			
Strongly Disagree	15	13	66
Disagree	60	53	
Unsure	29	26	8
Agree	9	8	
Strongly Agree	0	0	
<i>State budget cuts impose de facto enrollment cap (M=2.24, n=114)</i>			
Strongly Disagree	24	21	73
Disagree	59	52	
Unsure	12	11	17
Agree	19	17	
Strongly Agree	0	0	

**Research Question 5: Perceived Barriers of CEOs regarding Collaboration Issues**

This section addresses research question 5, which was what are the perceived barriers of CEOs regarding collaboration issues? The question was addressed in three sections. In the first section, data are presented on agencies and organizations partnering with the university. In the second section, data are presented on partnering agencies and organizations that the president has served in the past five years. In the third section, data are presented on barriers. CEOs were asked to identify barriers to collaboration by answering yes to all of the listed items that applied.

Because the measure was dichotomous (yes or blank), the data could not be correlated or examined with PCA.

CEOs were asked to identify all partnering agencies and organizations that collaborated with their university in the last five years. Over 75% of the universities collaborated with public P-12 schools, local chamber of commerce boards, community colleges and local government boards (cities/counties). Exactly 75% of the universities collaborated with local hospitals/other health care providers and other public regional universities.

Half of the CEOs reported collaborating with P-12 vocational and technical schools, the State Economic Development Authority, State Arts/Humanities Councils and local workforce investment boards. Less than a third collaborated with the Land-Grant University Extension Office, the State Workforce Investment Board, or private for-profit colleges and universities.

With partnering agencies and organizations that over twenty percent of the CEOs have served on in the past five years. It shows that over two-thirds (64%) of the CEOs served on local chamber of commerce boards. About half (48%) served on the Local Economic Development Authority. An approximate third served with health care providers, public P-12 schools, local government boards and community colleges.

Seven out of the eleven partnering agencies are boards, councils, or schools. Exactly 20% of the CEOs reported serving on State Chamber of Commerce Boards and Local Workforce Investment Boards. Nearly as many served public flagship universities (19%), the Public P-12 Department of Education (18%) and charter schools (17%). Only 1% reported serving with private for-profit colleges and universities.

CEOs were asked to indicate other service in the last five years with organizations that were not on the survey-provided list in an open-ended question. These included, in alphabetical

order: community foundation; local art museum and art organizations; regional CEO council; regional education consortia; regional STEM leadership council; Rotary; and state investment boards.

This set of survey items about partnering with agencies and organization ended with a question about the number of new US-owned business facilities that opened in university's service area last year. Three-quarters or 74% of the CEOs indicated that at least one business had opened.

Several CEOs provided additional information by answering the open-ended question about the predominant type of new business in the university service area. These responses included banking and finances, energy industry offices, hospitality, mineral extraction, oil and gas operations, oilfield production and services, technology-focused business and tourism.

### **Perspectives on Identified Barriers to Collaboration**

Three sets of survey items were used to identify barriers to collaboration. The first addressed general barriers that prevent the university from working better with other agencies. The second addressed state-level barriers. The third addressed community-based barriers.

**CEO perspectives on barriers that prevent the university from working better with other agencies.** The first set pertained to barriers that prevent the university from working better with other agencies. Most of the CEOs, 68%, cited lack of personnel to devote time/resources to resolving community issues as the primary barrier. About half as many identified faculty and staff resistance to devoting time/resources to resolving community issues and community/regional issues (39%) and needs separate from university promotion and tenure system (35%). About a quarter, 28%, identified lack of faculty/staff understanding of benefits of collaboration as a barrier. One out of five CEOs or fewer identified faculty resistance to

collaboration between P-12, community college and university (20%), staff resistance to collaboration between P-12, community college and university (12%), lack of university governing board support (9%) and community/regional issues and needs separate from university mission statement (8%) as barriers.

CEOs were asked to provide any further perspectives on barriers to collaboration with other agencies with an open-ended question. Table 34 shows that the comments generally fell into the categories of resources and attitudes that constrain collaboration.

**State-level barriers to collaboration.** The second set of survey items that measured president's perceptions of barriers to collaboration corresponded to state agencies and policies. Nearly or over half of the CEOs chose four items in particular, and all four pertained to inadequate funding. The item that garnered the highest number of citations as a barrier was inadequate state start-up funding to initiate and sustain costly academic programs (61% of the CEOs chose this item). The second most frequently chosen item was that the state funding process does not recognize the higher cost of university business like ours (57% of the CEOs). The third most frequently chosen item was that university interests are not well represented on statewide economic development boards (53%). Nearly half of the CEOs (48%) said that the state funding system does not adequately fund developmental education.

An approximate third of the CEOs identified two barriers that also pertain to funding, arguing that the state funding model that promotes high volume/low cost academic programs (39% of the CEOs) and state policies that fail to account for an area's low property tax base for P-12 or higher education (34%) were barriers.

The two items that garnered the fewest choices were the mismatch between state-assigned primary university service delivery area and state-assigned primary service delivery

areas for regional economic development councils (12%), and state assumes property taxes for education raised within a single county (8%).

CEOs were invited to provide further perspectives with an open-ended question. Four did so. Three comments were about funding. One respondent said that, “Inadequate state funding and a moratorium on tuition increases greatly hinder[s] recovery and growth.” A second said that a barrier was the “incredibly uneducated or lunatic fringe right wing obsession with real cost of regional state university operation.” A third cited “insufficient state funding for higher education overall.” The fourth comment said the rivalry was a barrier: “too many universities and competition.”

**Community-based barriers to collaboration.** Community-based barriers were not viewed as important barriers, based on the number of CEOs that chose (or did not choose) each potential barrier. Just under half of the CEOs (45%) identified turf protection in other organizations as a barrier to collaboration.

The next four most frequently cited community-based barriers garnered an approximate third of the CEOs. Thirty-eight percent cited lack of support from state political leaders. Thirty-five percent said a barrier was a failure to understand the potential of increased collaboration with other organizations. Thirty-three percent of the CEOs said the lack of interest or rewards for community involvement in resolving or addressing community issues was a barrier. Finally, 31% of the CEOs said the fact that economic development agencies were more concerned with industrial recruitment than with industrial retention was a barrier.

Just over a quarter of the CEOs cited the following as barriers: 29% inadequate understanding/desire to connect with my area's economically disadvantaged communities; 28% lack of support from federal political leaders; and 27% digital divide (lack of needed

broadband/telecommunications access for our area). Finally, just under a quarter of the CEOs cited lack of support from local political leaders (24%) and lack of interest in other organizations in building coalitions with us (24%) as barriers.

Again, the CEOs were encouraged to provide further insights on community-based barriers by answering an open-ended question. Four did so. One president communicated positive collaboration experiences: “Community interaction and involvement have been outstanding with my institution, particularly after the recession which left all agencies underfunded and understaffed.” A second president was specific about the issue: “If it's not nano [nanotechnology], they are not interested in it.” A third comment stood in contrast to the nano comment: “Lack of “new” thought with respect to economic development. Dependent on outdated industries.” The fourth comment offered an explanation for the confusion over collaboration: “Overlapping hodgepodge of local agencies and agendas - no unified focus on the region.”

### **Perspectives on University Participation in and Total Budget from Federal Grant Funded Programs**

CEOs were asked to estimate the percentage of their total budget that came from federal grants. Eighty out of the 98 CEOs provided an estimate. CEOs reported a broad range of estimates, min = 0, max = 78%. The average was approximately five percent of the budget,  $M = 4.80\%$ ,  $SD = 10.51$ . The reported median was 1% of the budget coming from federal funding sources. Among the half of the budgets that were below the 1% mark, 45% of the CEOs reported that their university did not have any federal funding. In contrast, among the top ten percent of the universities with federal funding, the percentage of their total budget that came from federal funding ranged from 15% to 25%, with the addition of the single university president who reported that 78% of the university budget came from federal sources.

CEOs were asked to identify all of the federal grant funded programs that their university had participated in within the last five years, and were given a list from which to choose. Table 43 shows that the majority of universities had NSF funding. About two-thirds were TRIO funded. About half had funding from the Higher Education Act, NIH, and Upward Bound. Fewer than 10% were funded by Adult Educational Outreach Centers, Fund for Rural America, TANF, Enterprise Communities and the Delta Regional Authority.

Narrative comments cited the following sources of funding: Dept of Labor, HIS, USDA, Title IV, FEMA programs after hurricanes hit the region, Promise Neighborhoods and migrant education.

Table 43

*Federally-funded Agencies Supporting Institutions*

<i>Please select all federal grant funded programs participated in by your university.</i>	CEOs Responding	Percentage
National Science Foundation	83	85
TRIO Programs	61	62
Title III (Higher Education Act)	50	51
National Institutes of Health	50	51
Upward Bound	48	49
Student Support Services	43	44
Department of Homeland Security	33	34
Title V/HS1 (Higher Education Act)	33	34
FIPSE programs	32	33
Workforce Investment Act	27	28
Department of Justice	27	28
HHS	27	28
Veterans Upward Bound	25	26
Adult Education Programs	17	17
Enterprise Zones	16	16
Perkins Voc Ed Programs	16	16
Talent Search	13	13
Multi-Agency Funding Workshops	12	12
Appalachian Rural Commission	11	11
Adult Educational Outreach Centers	8	8
Fund for Rural America	5	5
TANF	5	5
Enterprise Communities	5	5
Delta Regional Authority	4	4

**Perspectives on Successful University Collaborations on Community or Regional Issues**

The final survey item provided the opportunity for CEOs to go into as much detail as they wished on successful university collaborations on community or regional issues. The survey item was: A major purpose of this survey is to support research highlighting effective collaborative practices that promote economic and community development. Please provide any

instances of successful collaborations that your college has been engaged in that address community or regional issues.

Appendix J shows the comments (each has a bullet for ease of reading). The breadth of some comments suggests that the CEOs appreciated the chance to showcase some of their university's collaboration. One president even said "thank you." Many of the successful university collaborations corresponded to job creation.

### **Research Question 6: Issues Regarding Students**

Research question 6 was what are the perceptions of CAOs regarding student issues? CAOs were asked about six issues: transportation, child care, student loans, funding, remediation and online instruction. The response array was again a five-point Likert scale of degree of agreement (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). Table 27 shows the levels of agreement with the six student issue statements and the means in descending order.

The majority of CAOs, 88%, agreed or strongly agreed that declining/flat student aid funding increases student loans. No one strongly disagreed with this item and only 4% of the CAOs disagreed with it.

Table 44 shows more division of agreement about whether there were significant increases in the percentage of student loans, with 61% agreeing or strongly agreeing. About a quarter, 27%, neither agreed nor disagreed.

Similar agreement levels emerged for whether there was a greater percentage of students enrolled online. Similar means emerged for whether a greater percentage of students need remediation and affordable high-quality childcare is a barrier. The student issue that garnered the least agreement was transportation.

Table 44

*CAOs' Perceptions regarding Student Issues Facing your Institution*

	Number	%	% Expressing Opinion
<i>Declining state funding and reduced Pell results in more students taking loans, (M=4.11, n=114)</i>			
Strongly Disagree	0	0	3
Disagree	3	3	
Unsure	9	8	
Agree	73	64	89
Strongly Agree	29	25	
<i>The percentage of my university's students on loans has increased over the last 5 years, (M=3.69, n=113)</i>			
Strongly Disagree	0	0	13
Disagree	15	13	
Unsure	31	27	
Agree	47	42	60
Strongly Agree	20	18	
<i>A high percentage of students are enrolled in a version of online instruction, (M=3.38, n=113)</i>			
Strongly Disagree	3	3	30
Disagree	31	27	
Unsure	13	12	
Agree	44	39	58
Strongly Agree	22	19	
<i>A greater percentage of incoming students place into remediation today than 5 years ago, (M=3.28, n=113)</i>			
Strongly Disagree	4	4	32
Disagree	32	28	
Unsure	28	25	
Agree	33	29	43
Strongly Agree	16	14	
<i>Access to high quality, affordable child care is a barrier for many of my university's students, (M=3.25, n=114)</i>			
Strongly Disagree	5	4	29
Disagree	27	24	
Unsure	32	28	
Agree	46	40	44
Strongly Agree	4	4	
<i>Access to transportation to my college is a barrier for many students, (M=2.83, n=115)</i>			
Strongly Disagree	8	7	50
Disagree	49	43	
Unsure	22	19	
Agree	33	29	32
Strongly Agree	3	3	

Repeated measures ANOVA showed that the mean agreement levels for student issues differed significantly, Wilks Lambda = 0.43,  $F(5, 106) = 27.54$ ,  $p < .001$ . The effect of the different issues was large, partial  $\eta^2 = .57$ . Planned comparisons showed that the strong agreement that declining/flat student aid funding increases student loans was significantly higher than means for the rest of the items. Agreement that there have been significant increases in the percentage of student loans was also significantly higher than for the remaining means with lower values. Agreement that there are now a greater percentage of students enrolled online was also significantly higher than for the remaining means with lower values. Agreement that there is a greater percentage of students who need remediation was also significantly higher than for the remaining means with lower values. Finally, mean agreement with affordable high-quality childcare was significantly higher than it was for transportation as a barrier.

CHAPTER V:  
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

**Introduction**

The purpose of this study was to survey perceptions of chief executive officers (CEOs) and the chief academic officers (CAOs) regarding the external and internal issues, barriers, challenges, and options the nation's 390 public regional universities related to involvement in economic development and community engagement. America's public regional universities face increasing scrutiny as well as ever-greater demands to "do more with less" and to be economic engines for the communities, regions, and states they serve. Their membership organization, the American Association of State Colleges and Universities (AASCU) lists *Stewardship of Place* program as AASCU's most important initiatives over the past two decades (this is described in greater detail in Chapter Two). This study assessed CEOs and CAOs of AASCU-member institutions in a manner designed to be more inclusive, empirically based, and with greater depth than has been conducted in the past, in an attempt to learn how public regional universities, the workhorses of American higher education, that together serve 4.9 million students in our country improve the economic and community development of the regions they serve.

The challenges and barriers CEOs and CAOs at AASCU member institutions face seem to grow every year. These include labor issues, adequate community leadership, faculty and staff rewards systems, transportation and information technology infrastructure, student aid and child care, and of course funding. Some of these challenges and barriers to economic development and community engagement are old foes that like to resurface from time to time. Still, as

founding AASCU President Allen Ostar proclaimed in 1991, “it is our institutions that make the American dream of higher education a reality for millions of American men and women from all walks of life” (Ostar, 1991).

The overall motivation of this study was to determine the nature of involvement of CEOs and CAOs related to economic development and community engagement. There is little research about public regional universities generally, and these topics specifically. What research that does exist is more along the lines of effectiveness of CEOs and CAOs in their respective positions, but little of this is focused on how, and if the nature of that involvement differs based upon the type of state-assigned geographic region served (rural, suburban, or urban).

Given the paucity of available research, to assess how public regional universities were engaged as stewards of place, the researcher chose to modify two companion survey instruments that previously had only been administered to community college CEOs and CAOs. The first administration of the survey was given only to rural community college CEOs and CAOs in 1999. The survey was again administered in 2002 and 2005 to all types of community college leaders using what would become the Carnegie Foundation for the Advancement of Teaching’s Basic Classification of Associate’s Colleges, which classified the 1,100 community colleges into seven geographic types to reflect the state-assigned region served, governance structure, and size (the seven types are Rural-Small, Rural-Medium, Rural-Large, Suburban Single Campus, Suburban Multi-Campus, Urban Single Campus, and Urban Multi-Campus). The 1999, 2002, and 2005 surveys used pen-and-paper format for distribution, and the 2007 survey used an online tool (SurveyMonkey). The instruments of regional public university CEOs and CAOs used in this study were modified to account for differences in the target populations--public 4-year

universities and colleges that were AASCU members as of August 2014—and a geographically based scheme was used to analyze the data in a more meaningful way.

A barrier to our understanding of the role of public regional universities as stewards of place is the categorizing public regional universities themselves. The most often-used classification scheme, the Carnegie Basic Classification, groups public regional universities into categories based upon the number of master's degrees awarded into large programs, medium-sized programs, and small programs. While 94% of the 264 Master's Colleges and Universities (MCU) classified by Carnegie's are members of AASCU, another 130 are spread across six other classifications within the Carnegie universe. These “missing” institutions serve nearly 1.5 million students, even as nationally-respected organizations such as the American Institutes for Research' Delta Cost Project deploy the MCUs as a shorthand for the public regional universities represented by AASCU. This is why a modified Carnegie classification is important to pilot test, as this study did.

The modified classification scheme with seven geographic types of public regional universities/AASCU members was developed by Katsinas and his team of researchers at The University of Alabama's Education Policy Center. The scheme breaks public regional universities/AASCU members into seven geographically based types, much like the 2005 and 2010 Carnegie Basic Classification of Associate's Colleges: Rural-Small, Rural-Medium, Rural-Large, Suburban-Small, Suburban-Large, Urban-Small, and Urban-Large. The list of these institutions within each type and their enrollments are provided in the appendix below. It is important to note that the estimated populations for the different geographic service areas show a very wide range across public regional university primary service areas. Put differently, there are vast differences in the service areas for sparsely populated regions served by public regional

universities in Rural Small settings as compared to an Urban-Large institutions in major metropolitan areas. Use of the modified Carnegie classification can help to identify these differences as the role of public regional universities in Stewardship of Place is considered.

Higher education institutions are constantly being called upon to be economic engines by the local, state, and federal elected leaders (Gilbert, 1989). The economic development portion of the survey was designed to assess the external issues, barriers, and challenges as seen by CEOs to their involvement in economic development and community engagement, beginning with assessing where CEOs obtain the economic development knowledge that is necessary to lead efforts at their institutions. The CAO surveys were designed to obtain responses regarding internal issues, barriers and challenges.

This chapter serves several objectives. First, the data will be presented and interpreted as detailed by the returned and analyzed surveys. After the presentation of the findings, the conclusions will be presented. Finally, recommendations will be given and possible future research outlined.

## **Findings**

### **Finding 1**

*Community engagement and involvement in economic development is important, but what leaders know is largely learned on-the-job.* Community engagement is important to public regional universities and their leaders. Like a community colleges, public regional universities have deep ties, but on more of a regional as opposed to a community level. Without community “buy-in” to the public regional institution, however, the region is more likely to not be as successful in economic development opportunities that would exist with a wholesale “buy-in” in the community. Economic development is important to health of the region, and to the health of

the university. The public regional university and economic development go hand-in-hand with each other to successfully promote and grow the region.

But most of what CEOs and CAOs know about economic development and community engagement--by margins approaching 9 in 10--was learned on-the-job. The primary method of operation appears to be that the CEO is largely involved externally, and the CAO involved internally, which may mean that CAOs—the primary stepping stone for future CEOs—are not learning what they need to know about economic development as they prepare for the presidency. Public regional universities serve their regions as an economic engine for the growth of industry and commerce in the area that they serve. Given the substantial projected turnover in presidents and chief academic officers over the next decade, there is certainly an opportunity for economic development training sessions for CEOs and CAOs at AASCU institutions.

## **Finding 2**

*Access is directly related to stewardship of place and is an important and highly held value for regional public university leaders.* Students from all types of backgrounds find their way into public regional universities. For this reason, it is a primary concern of public regional university CEOs and CAOs to help these students achieve access to attain their personal goals related to higher education. With cuts in services like Pell Grants and tuition costs that exceed the rate of inflation forcing students into the loan programs, access appears to be growing more limited for an ever-larger sector of the population.

Higher education access is a topic that is approaching U.S. leaders straight on, as they consider ways to promote it without extra cost burdens. Pell Grants should not be the only method available regarding access. Access needs to start in the P-12 system. With programs available such as dual enrollment, students in P-12 schools could jump a major hurdle in regards

to access. Now that Pell Grants can be offered on a trial basis to P-12 students, dual enrollment may well prove to be an open door to higher education that many have been waiting for.

Higher education has enjoyed steady growth in recent decades. According to the National Center for Education Statistics, degree-granting institutions grew in one year by 11% during the 1990-1991 academic year (NCES, 2014). Over a ten-year period, enrollments grew from 15.9 million degree-seeking students to 21 million in 2001-2011, is an increase of 5.1 million or 32% (NCES, 2014). This enrollment growth one would assume means that higher education is perceived as a valuable commodity in the eyes of business, government, and citizens, a point underscored by the responses from rural small and rural large CEOs and CAOs. Public regional universities have been a major part of their respective communities since their founding, which often dates to the late nineteenth century. This commitment to place is an important value that both community colleges and AASCU member institutions share. Without America's public regional universities, these communities and regions would look vastly different.

This underscores the need for a strong *stewardship of place* effort at each AASCU member institution. Yet in the 2010 Carnegie Community Engagement classification, just 27 AASCU member institutions were awarded the classification. In 2006, only 20 institutions, and in 2008 the number was 34. Further research will be needed in order to study the reasons why AASCU member institutions are not interested in applying for this prestigious classification, but the author believes it is centered on the lack of funding for sufficient staff.

### **Finding 3**

*Finances are a challenge at public regional universities.* Operating budgets continue to be cut by their respective state legislatures, raising issues about the future funding of public higher education in our country. The federal government is the only body that, through maintenance of effort provisions, could force states to make maintain a minimum level of state support. With baccalaureate attainment levels falling off compared to other western industrialized countries over the past twenty years, such provisions should be seriously considered. Many foundation leaders and higher education experts believe that with the technology that is available today, higher education can reach more students and thus raise graduation rates. But these efforts cannot succeed if state funding continues to fall. The federal government is in a position to force maintenance of effort provisions down to the states, as it did with the American Reinvestment and Recovery Act of 2009, which forced states to maintain financial support to higher education in FY2009, FY2010, and FY2011 at FY2006 levels.

It is not surprising that the effects of the recession were actually worse at public regional universities after ARRA funding ran out, which explains why more CEOs reported severe economic stress in 2015 than 2010. What this means is that at the precise time that public regional universities need help to reskill and retool America's future workforce, their operating budgets, which are largely from state funds, are increasingly threatened. That most CAOs report that available financial aid did not rise along with tuition likely means that increased financial stressed for the first-generation students and families that AASCU institutions serve.

A new way forward is needed. If higher education is going to be threatened by budgeting woes every fiscal year, then it is safe to say that a new budgeting process would be necessary for states to assist with higher education that realizes the need and benefits that higher education

provides. The AASCU member institutions rely heavily on state funds and have so since their creation as normal teacher's colleges a century ago. Since most CAOs come from the faculty ranks, this could over time logically lead to faculty questioning the very missions of their institutions.

Respondents report a high commitment to their institutions being involved in community engagement. The highest reported mean for all of the items across both survey instruments--4.36--was in response by the CAOs to the item, "my institution is actively involved in community engagement." Very high responses were obtained across all geographic types of public regional universities. When CAOs were asked whether students transferred easily without loss of credits to their institutions, 80 CAOs out of 114 answered that they agree or strongly agree. Table 25 also states that CAOs believe that the transfer of credits is a good steward of place practice. But when CAOs were asked if adequate funding and incentives that reward the university's efforts to increase community college transfers with bachelor's degrees exist, 90 out of 114 disagreed or were unsure. The CAOs are clearly committed to extending access to first-time freshman and transfer students with little to no complications, and take on this role as good stewards of place, but believe funding is inadequate. The CAOs believe that a majority of transfers from the community colleges come from the institution's primary service region--77 out of 114 agreed or strongly agreed. The commitment to access demonstrates how public regional universities serve as good stewards of place, which in the author's view reflects the history of AASCU-member institutions.

#### **Finding 4**

*Well-trained workforce is important to future economic development opportunities.*

Skilled labor is important part of the regional plans for workforce development. This would explain the importance of CEOs wanting to put additional focus on *stewardship of place*. If the AASCU member institutions cannot assist the local workforce in training the necessary workers to supply the needed workforce, then growth is almost impossible.

Urban CEOs would want to keep up with the changing times and seek higher minimum wages for the region, but this would also limit the amount of workers who were seeking a higher minimum for the region and stifle job growth. Companies that are willing to offer higher minimum wages are also hiring fewer people to do the job. The same amount of money is in the budget and when one line item, wages, increases without increasing revenue another line item has to decrease.

Many jobs available to graduating students may be in suburban or urban areas, and if so, graduates from rural-based public regional universities will need to relocate to find those jobs. CEOs will have to find a way to balance the costs of higher education and the workforce needs of the region that they serve. If there was a *stewardship of place* issue that could help the region and its inhabitants, then costs saving measures that keep tuition at a minimum for AASCU member institutions are necessary. It may be that pushing costs onto the backs of students and their families through higher tuition and declining state support, over several decades, serves to “push” students away from locating in rural areas after graduation. It is important to note that the highest rated item by CEOs—with a mean of 3.14—was their response to the item “Outmigration of young people.”

## **Finding 5**

*Regional university leaders learn about economic development on the job.* With a large number of the respondents to the survey indicating that they were new to the job, CEOs and CAOs learned about economic development while on the job. This proves to be an interesting fact from the data. Learning on the job could be a benefit or an addition to knowledge learned elsewhere but should not be the primary learning opportunity for the CEOs and CAOs. If these two leadership positions are in fact learning on the job, who and what group is providing the teaching? This could be a golden opportunity for a learning experience and for an organization to truly maximize the opportunities that higher education affords their region.

It was apparent through the data that these two positions are learning on the job CEOs are learning through their local chambers and CAOs are learning by watching and deciphering what to do on their own but this is extremely ineffective and bad practice.

## **Finding 6**

*There are clear differences in the types of public regional universities.* Public regional universities exist in all types, sizes, enrollments, and locations. Grouping these institutions into the current Carnegie Classification System is misleading and damaging to certain institutions. The damages come in ways of miscategorizing which could lead to underfunding and overlooking of institutions. If we were to use the modified Carnegie Classification system first proposed by Katsinas and Lacey and further studied under Kinhead, then public regional universities would be grouped based on geography not a data set.

While the researcher wished a higher response rate could have been obtained across all seven geographic types of public regional universities, the reality is that even with the lower than hoped for responses within the urban and suburban clusters, clear differences emerged. High

labor costs were an issue reported by CEOs from urban areas, but not by CEOs from rural areas. Differences by geographic type were reported with regards to other labor-related issues, access to childcare and transportation, and numerous other areas.

Having a new classification system based on geography allows institutions, organizations, and even potential students understand what type of institution each of the public regional universities is. It also allows the development of more appropriate institutional clusters for comparative purposes related to benchmarking and for other public policy and research purposes.

### **Finding 7**

*A strong demand for new programs exists as regional universities develop new programs tied to regional economic development needs.* In the community engagement item group, CAOs were asked to respond to four survey items. Nearly all, 92%, agreed that their institution was actively involved in community engagement. Just over half, 54% and 53% respectively, agreed or strongly agreed that obtaining the Carnegie Community Engagement classification was important, and that their university's resources were regularly made available to P-12 schools.

The type of P-12 resources provided were not identified specifically, but further research could find out what types of P-12 resources were needed and currently offered. Examples of P-12 resources likely include professional development, continuing education, and faculty mentorship. These means were not subjected to statistical analysis because of the obvious contrast between community engagement and faculty promotion, and because the Carnegie Basic Classification and regular P-12 resource means were so close in value.

Kinkead (2009) and others argued that the time has come for the current Carnegie Basic Classification system to be remodeled to include all of types of AASCU institutions, to better

capture the experience of the first-generation students AASCU institutions serve (Kinhead, 2009). As stated earlier, CAOs overwhelmingly support active involvement in the community. The only slight difference is the Carnegie Classification on Community Engagement; CAOs were more apt to seek the classification than the CEOs. This could mean that CAOs are actively involved in AASCU meetings where this topic is so heavily talked and discussed, and perhaps the CEOs are not. There was one interesting phenomenon in the survey responses to these items: 100% of the CAOs disagreed that faculty community service was integral to promotion. If the CAOs and institutions are not requiring the faculty to be community minded, then how can the student body become community minded?

The CAOs disagreed that professional development funds were not available, but did report a shortage of qualified STEM faculty. Regarding the five survey items posed to the CAOs regarding funding issues, a majority indicated cuts in state funding made it difficult to increase graduation rates. There were mixed feelings when asked if the Pell changes led to a lower enrollment. The answers were distributed evenly across those in disagreement and agreement. The CAOs disagreed that due to state budget cuts it has forced their institution to move away from a comprehensive mission, but they also disagreed that their institutions had sufficient funding to produce the workforce needed in their regions.

In the area of faculty pay, three questions were asked of the CAOs. Two out of three responding CAOs agreed that they employ a differential pay scale for faculty, and a majority that their faculty are underpaid. Most CAOs report their institutions do not have faculty collective bargaining. Most CAOs also report their institutions do not offer reimbursements for school-enrolled employees seeking a degree.

There were many other reported differences in the CAO and the CEO survey responses. It may be that the CAOs are, by the internal focus of their positions, closer to the day-to-day impacts of the budget shortfalls than are the CEOs. It may also be that the CEOs, to maintain faculty and staff morale, attempt to keep their senior staff focused on serving students and their communities, and themselves maintain a focus on the external, seemingly eternal funding challenges they face on a daily basis outside of the ivory tower.

## Conclusions

### Conclusion 1

*Public regional universities are committed to stewardship of place, but lack the financial resources to do so.* The American Association of State Colleges and Universities established its *stewardship of place* initiative in 2002

to capture the essence of the unique role that our institutions play in the life of their communities and regions, and because of their connections and relationships with their local community and region, the makeup of the student body, and their sense of identity and purpose-have a unique role as ‘stewards of place’” (Wiewel, 2014, p. 2)

It is clear that this is one of the more important initiatives in the fifty-plus year history of AASCU, which indicates it captures the essence of the commitment to service shared among 390 America’s public regional universities.

Sadly, few AASCU institutions apply for the Carnegie Foundation’s Classification on Community Engagement. This is one of the fundamental takeaways from this study; community engagement will likely be an important role for AASCU schools as we head to the 2017 cycle for Carnegie’s voluntary classification. When posed with the question, “Does the Carnegie Classification on Community Engagement designation at your institution seem important,” a majority of CEOs indicated yes. There were 28 neutral answers, but as AASCU moves forward with its stewardship of place initiative, it will filter down to more CEOs. The next statement

posed to the CEOs, “My board of trustees realizes the efforts needed to collaborate with the community;” 75 out of 99 CEOs indicated that they agree and strongly agree with this statement. Most of Board of Trustees members come from communities where community engagement with the regional institution is important. This again speaks to the efficacy of AASCU’s stewardship of place initiative.

But there are real concerns about funding, and in particular the staffing needed to fund community engagement activities. It is difficult to attain the voluntary designation of community engagement. With only 6% of AASCU members participating in the 2010 cycle, its member institutions are clearly not actively seeking this extra classification notoriety. With no mandate to participate, the classification will struggle to find its niche among the AASCU institutions. The 2015 cycle applications were due in 2013 to the Carnegie Foundation and the number of applications will be a telling sign to the Carnegie Foundation as to whether this is a priority for AASCU member institutions or another cultural by-product of the times.

The Carnegie Foundation strives to better higher education through a detailed mandated classification reporting system, but the community engagement classification is strictly voluntary. Most AASCU institutions are fighting the paperwork battle via an accreditation body or through new regulations passed down from the federal government. Until the community engagement piece is mandated as part of accreditation or via the Department of Education, then it will likely exist only on the level of a volunteer status on the periphery. In the future perhaps, the accrediting bodies may be willing to tackle the commitment to the communities of which the institutions are located. Community engagement is a vital part, which leads to the success of most AASCU member institutions.

The reason many do not go for the community engagement classification is because of staff. This is a labor and paper intensive endeavor. If, because the institutions lack funding to support sufficient staff for community engagement activities, the data that CEOs need to explain the vital role their institutions play may simply not be collected. In turn, this may mean that CEOs are not able to easily explain the need for student access funding, putting the entire community engagement initiatives as a whole in jeopardy

## **Conclusion 2**

*Regional university leaders lack sufficient knowledge to be effectively involved in economic and community development.* The finding that about 9 in 10 CEOs and CAOs learn about economic development on the job is one of the most striking findings of this study. When asked about which partnering agencies and organizations they have been involved with over the five years, about two-thirds (64%) of CEOs served on local chamber of commerce boards. The local Chamber of Commerce appears to be a favorite place for CEOs to connect with the local and regional leaders. Given that most Chamber of Commerce's leadership is comprised of prominent business and industry owners and managers, this might allow CEOs to immerse themselves into the business side of the world to make sure that the university that they represent continues to be a support structure for economic development as well as a training ground for cooperative educational opportunities for students. About half (48%) served on the Local Economic Development Authority. An approximate third served with health care providers, public P-12 schools, local government boards and community colleges. Being involved with the Health Care providers is an interesting concept. The only notion that would bring validity to the connection would be that most AASCU member institutions have a strong College of Nursing program that feeds into the local hospitals. For most of the AASCU member institutions, this

would account for the regional hospital serving as the training ground for all of the nursing students. It would be imperative and smart to keep the CEO of the local regional institutions involved with the hospital through Board activities.

It is apparent through the survey responses that CEOs are asked to serve at the local and regional chambers and even chair the important groups but what is done to educate the CEOs on the proper leadership necessary to affectively lead these groups? When 90% of the CEOs responding say that serve in some capacity with the local chamber, there seems to be a need for professional development training for this select group but only 39% of the CEOs indicated that AASCU has given them the information needed to understand economic development issues. This is an important finding in that CEOs are asked to contribute to the intellectual conversation regarding economic development and when what the CEOs learn is mostly coming from the local Chamber, then they are not contributing what they are capable of contributing with the resources available to them through their university.

The demographics of CEOs and CAOs are striking. The median tenure of a president is 5.94 years. University presidents are on average above the age of 60, and a large group of CEOs are close to retirement, which could be a direct response to the Baby Boomer generation approaching the retirement level. The American Council on Education (ACE) in 2007 and 2008 stated that over half of the university presidents currently serving were over the age of 60 and most were considering retirement (Boyles, 2011).

By and large, the CEOs that participated in the study are not highly experienced as CEOs. However, the lack of long tenure may mean that the CEOs are probably fresh and energetic on the job. This could be a combination of various issues. The overall Baby Boomer generation is approaching the peak of it retirement age. The candidates now that are searching for

presidencies across the AASCU institutions are made up from a majority of fresh faces that allows for different strategies than the CEOs of on generation prior. They also perhaps bring a fresh perspective and insight in to development.

There are many challenges that exist when someone takes on the role of a Provost. For the administration and faculty to coexist to further the mission of the institution, it is imperative that the relationship between the two groups is working (Bray, 2008). A CAO of an institution has many challenges that affect decisions. With a concise agenda and mission of the institutional leadership, getting the faculty to promote the ideology is sometimes difficult but necessary.

The CAOs were a very young group in years according to service. They were fairly new at the job, with half having served from one to three years. Just ten percent have worked between eight and twenty years as CAOs. It was interesting that 71% of CAOs disagreed that it was the responsibility of the university to be a hub for faculty development for the community colleges in their regions, while, in contrast 57% indicate a responsibility to offer professional development to P-12 faculty. It is an interesting note that CAOs acknowledged that the rise in costs are hurting enrollments and Trustees seem to know of the situation and are willing to place the burden on the students. The exception was the fact that faculty community service is integral to faculty promotion; not one of the CAO's agreed or strongly agreed with this statement.

As far as the CEOs' outlook on the economy, the results indicate distinctly different economic conditions based upon geographic type of regional university. This could be a ripe area for future research. The strong areas reported in 2010 stayed strong in 2015, and the distressed areas stayed distressed, but many more of the rural CEOs report their areas distressed in 2015 than in 2010. Most of the CEOs who completed the survey were from rural small and rural large regional universities, where their relatively smaller size means that all of the problems

are right in front of their face. The variation of challenges faced is an important issue to address when constructing professional development programs for CEOs and CAOs at public regional universities, given the diversity of the regions that they serve. The fast-changing funding situation is also challenging the presidents and chief academic officers.

### **Conclusion 3**

*Commitment to student access is high, and concerns over funding are real.* The CEOs indicated that at their institutions, there was not a correlation with taking out loans and decreases in funding. This issue needs further analysis. They could be saying what the author believes, that the rising tuition costs alone are forcing additional acquiring of student loans. This is important because if the CEOs could not explain this easily within AASCU member institutions that a majority of their students are on some type of assistance (i.e., Pell or student aid), how can they explain it externally to state legislators and congressmen? And who is going to pick up this bill and allow access to the students in need if federal aid is reduced in the name of budget deficit reduction? If a CEO cannot explain this on a trip to Washington D.C., there may be little hope of changing the mindset in the larger policy context.

The top issues that CEOs report were the out-migration of talented young people after graduation, access to seed capital for businesses, availability of skilled labor, and a fragmented public sector for economic development. This likely means that after graduation, students are leaving the rural areas to find suitable work in a metropolitan areas, in part to be able to pay back the student loans they have accumulated during college. This is likely not only a problem for AASCU member institutions but also for land-grant institutions as well, since most land grants inhabit rural areas. The access to seed capital for businesses is extremely important to CEOs when economic development issues and recruitment is in order. CEOs must work with local

economic development councils and chambers of commerce to regionally attract business and industry into the institutions service region. The availability of skilled workforce is probably the most concerning issue that a CEO could face when confronting economic development issues. A solid workforce is something that business explores when deciding on an area to locate the company. If a CEO promises a workforce and is not able to deliver, the entire service region is affected for years to come. The fragmented public sector for economic development is a concern when a CEO must bring all parties together for the good of the cause. It is the author's view that CEOs often are asked to be the identifiable leaders in regional economic development. This means that the CEO's job must include bringing all parties together to sell the common public citizen on how important an economic incentive is to the region.

The CEO survey also produced data that was worthy of note. The overall general lack of public trust or regard for higher education's contributions was seen as not a serious issue. This statement is a good thing for higher education as a priority within state budgets, in that some see it as a burden or cost, and not an investment. As for-profit institutions keep growing in enrollment, and students are forced to take on more debt to pay for the high costs of attending a for profit institution, the public perceptions of higher education may well continue to take a downward turn. This perception will likely face CEOs as they continue to battle the public perception. The AASCU member institutions need a rhetoric based upon hard data that shows that they are the backbone of higher education, filling a vital gap between community colleges, and our public flagship and land grant research universities.

#### **Conclusion 4**

*A new classification schema for public regional universities is needed.* The Carnegie Basic Classification of Institutions of Higher Education is a valuable tool that helps researchers and policy makers to study higher education. But a classification system that translates the basic information into researchable material that is accurate is needed. The deficiencies in the existing Carnegie Basic Classification as they pertain to rural institution are well documented. That 130 institutions who are members of AASCU not in the Carnegie public MCU universe limits is effective use.

There is a definite need to count all institutions in the manner that each institution needs to be categorized. Having a blank section and dumping the AASCU member institutions into one lump is not only not fair to those respective institutions. Since peer groups are often used to allocate funds, it could cost the institution resources, grants, students, and coverage that would have been offered to the institution if a better way to classify was available. This research study found clear differences across geographic types of public regional universities, and the author believes there is a definite need if not a desire on the part of all AASCU member institutions to be classified correctly.

As previously stated, Kinkead noted that the associate's colleges already use a geographically based classification system in the Carnegie Basic Classification universe, one that divides them into rural, suburban, and urban areas. This model has already been established (Kinkead, 2009). Second, 94% of the Master Colleges and Universities (MCUs) are AASCU members. Third, "*stewardship of place*" is a core value for AASCU and relates to offering a higher education to all interested that meet qualifications which is at the core of a public MCU according to Kinkead (2009). Finally, in the book by Alden Dunham *Colleges of the Forgotten*

*Americans: A profile of state colleges and universities*, published in 1969, states that additional research needs to be conducted on this institutional type (Kinkead, 2009). This study pilot tests a “modified Carnegie” style classification that geographically classifies the number of AASCU institutions that are *not* MCU’s into a single classification, as called for by Kinkead (2009).

Moving towards a geographically based classification system helps the various constituents of the institutions to understand the differences between all public regional universities. This is important in recruiting of student and faculty, fundraising efforts, and grant opportunities.

It can also help in telling how federal student aid makes a difference in helping AASCU institutions show how Pell Grants provide access and foster student success. Since a majority of the public regional universities are located in rural areas, it is not surprising that a majority of responding CEOs and CAOs were from rural-based AASCU institutions. Access is not limited to Pell; funding in general could limit access due to increases in tuition due to inadequate funding by states. Maintenance of Efforts from the federal government is a possible remedy to states cutting higher education funding. But for all of these issues, to better tell the story requires more precise data, and a geographically based classification scheme that better represents the rural, suburban, and urban geographic regions served by America’s 390 public regional universities is a powerful tool that can help to do this.

## **Recommendations**

### **Recommendation 1**

*Further research is needed to flush out suburban and urban classified institutions to combine the suburban small and large institutions and the urban small and large institutions for a total of five categories in the modified Carnegie Classification schema.*

A classification scheme that groups the so-called missing 130 public regional universities into a geographic classification is needed. The current Carnegie universe leaves out the 130 AASCU institutions from its public Master's Colleges and Universities category. Recently the Carnegie Foundation for the Advancement of Teaching decided to transfer the responsibility of the classification system to the Center for Postsecondary Research at Indiana University at Bloomington. In a press release dated October 18, 2014,

The Carnegie Foundation for the Advancement of Teaching has transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research. The Classification will continue to retain the Carnegie name after the Center for Postsecondary Research takes over responsibility on January 1, 2015. (Carney, 2014, p. 1)

The article continues, "As a part of the move, the Lumina Foundation is awarding \$500,000 to the Center for Postsecondary Research to update and enhance the Carnegie Classification to reflect and accommodate an evolving higher education landscape" (Carney, 2014). With this change in housing of the classification system, the Carnegie Classification System may be open to changing it classes and use a modified system such as the ones used in studies by Kinkead and Katsinas.

## **Recommendation 2**

*Funding should be allocated by federal agencies charged with regional economic development to provide regional university leaders with the tools they need (research, leadership, and networking skills) needed to do the job.*

A new study should be conducted involving CEOs at all levels of higher education to adequately survey the needs of CEOs on economic development. This study should be paid for by the U.S. Department of Commerce or the U.S. Department of Agriculture. State-level leaders should be part of this process. In Alabama, for instance, the Alabama Department of Economic

and Community Affairs (ADECA) would be ideal to help fund an independent study of economic development and CEOs in the State of Alabama. Allowing to simplify the study and narrow the focus for each state would allow economic developers to realize what they are working with in terms of workforce training and to offer curriculum adjustments to the institutions that would assist in workforce development. If public regional university presidents are to convene conversations and lead business and civic leaders to be good regional stewards of place they have to have the tools to do the job.

### **Recommendation 3**

*Stewardship of place means providing access, which is needed to improve college success rates.* Access is a key issue that higher education institutions especially AASCU member institutions should be concerned about.

The Bill & Melinda Gates Foundation is committed to ensuring that all students in the United States have the opportunity to receive a high-quality education. College-Ready Education program aims to ensure that all students graduate from high school prepared to succeed in college, and our Postsecondary Success program aims to dramatically increase the number of young people who obtain a postsecondary degree or certificate with labor-market value. Areas of intersection include practical approaches and policy strategies to better align K-12 standards with expectations in college-level courses. (Gates Foundation, 2015, p. 1)

This statement provides an opening for AASCU member institutions to partner with the Gates Foundation to study and pilot test a program for access. AASCU institutions are the perfect fit to partner with the Gates Foundation. Maybe the Lumina Foundation's Goal 2025 would also be a good fit for a partnership with AASCU institutions. Whether Lumina or Gates, access is an important issue that two leading foundations for access has made it a priority for attainment. AASCU should enter into partnerships with both Lumina and Gates Foundations to offer innovative grants for access and student success among AASCU member institutions with the winning grantees receiving the monetary funds to carry out their respective plans. After AASCU

has evaluated the pilot programs, the program with the successful implementation will become the standard that AASCU moves forward to its members.

There is the overall thought that higher education is not as a requirement than in the past. A recent poll stated that “Less than half of all Americans said a college education today is “very important,” according to respondents in this year’s 47th Annual PDK/Gallup Poll of the Public’s Attitudes Toward the Public Schools. An additional 41% said it is fairly important. A majority of blacks (66%) and Hispanics (62%) said a college education is “very important” today, while only 44% of whites said it is “very important” (PDK, 2015).

The overall takeaway from this research is that Community Engagement is important to AASCU member institutions. The problem is that the AASCU member institutions are not doing enough to create a difference. Partly, because there is not enough man power, budget, or time to per institutions to carry out a good *stewardship of place* program. Again, it is not because the institutions and the CEOs and CAOs do not want to be good *stewards of place* it comes down to resources. These are great institutions with a large population of students, the backbone of higher education, but it will take more state funds or some kind maintenance of understanding from the federal government that ensures funding is not a hindrance to what AASCU institutions are accomplishing in higher education.

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## APPENDIX A:

### SURVEY INSTRUMENT CEO

#### **SURVEY OF CHIEF EXECUTIVE OFFICERS' PERCEPTIONS OF EFFECTIVE INVOLVEMENT IN PUBLIC ENGAGEMENT AND ECONOMIC & COMMUNITY DEVELOPMENT ISSUES - 2015**

This survey assesses external issues, challenges, barriers, and options for effective public regional universities involvement in public engagement, economic and community development activities. This is a companion to the survey of Chief Executive Officers on internal issues related to the same. Taking part in this study involves completing a web survey that will take about 15 minutes. We will protect your confidentiality by anonymity of responses. Only the investigator will have access to the data. The data are password protected. Only summarized data will be presented at meetings and publications. There will be no direct benefit to you and the findings will be useful to CEOs and CAOs of AASCU member institutions. You may skip any questions that you do not want to answer. . If you have questions about your rights as a research participant . contact Ms. Tanta Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at [http://osp.ua.edu/site/PRCO\\_Welcome.html](http://osp.ua.edu/site/PRCO_Welcome.html). Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

#### **Research Invitation**

#### **Your participation is crucial.**

The Institutional Review Board at The University of Alabama has approved the survey. The principal author is Dr. Steve Katsinas, Director Education Policy Center, University of Alabama.

Please direct questions to Dr. Katsinas at [skatsina@bamaed.ua.edu](mailto:skatsina@bamaed.ua.edu) Individual responses are confidential and anonymously coded; we ask your college's name only to be able to clarify responses.

If you understand the statements above, are at least 19 years old, and freely consent to be in this study, click on the \_\_\_\_\_ (CONTINUE or I AGREE) button to begin.

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#### **Chief Executive Officer**

#### **Q52 I. Please answer the following questions about yourself.**

Q1 How many years have you served as president of this university?

Q2 What was your last position prior to assuming this presidency?

Q4 Where has your acquired knowledge of economic development issues? (Please check all that apply)

- On the job as President (1)
- On the job as Vice President/Dean, etc.. (2)
- Visiting other institutions (3)
- Professional development programs & workshops (4)
- AASCU sponsored meetings (5)
- Other (6) \_\_\_\_\_

### Q53 II. Issues and Challenges Facing Your University's Service Region

Q5 How many counties, boroughs, parishes are in your university's primary service area?

Q6 Please estimate the population of your university's primary geographic service area

Q7 Please assess the general economic health of your university's primary service area in 2015

- Very strong (1)
- strong (2)
- flat, stable (3)
- distressed (4)
- severely distressed (5)

Q8 Please assess the general economic health of your university's service area five years ago, in 2010

- very strong (1)
- strong (2)
- flat, stable (3)
- distressed (4)
- severely distressed (5)

Q9 Do you think the economy will improve significantly....

- by end of 2015 (1)
- by 2016 (2)
- not until 2017 or later (3)

Q10 How many full service campuses (physical places where entire degrees are obtained, not online) does your university operate?

Q11 How many off-campus centers or locations (physical places at which for- & non-credit courses are offered) does your university operate?

Q12 My state is moving toward a "private higher education funding model," by cutting state appropriations for operating budgets and raising tuition on students and their families

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q13 To significantly increase the numbers of successful community college transfers who obtain baccalaureate degrees requires expanding my state's public regional universities

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q14 Please identify your perception on the following issues facing your university's primary service region

Availability of skilled labor (well-trained, well-skilled workforce) (1)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Availability of unskilled labor (2)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Access to jobs, generally (3)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
High labor costs (4)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Availability of jobs paying above the minimum wage (5)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Availability/proximity of businesses to technical programs (6)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
State and local incentives to bring business to our area (7)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Environmental regulations (8)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Availability of advanced information and communications technology services (9)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Highway accessibility (10)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Railroad service accessibility (11)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Accessibility to major	<input type="radio"/> not	<input type="radio"/> somewhat	<input type="radio"/> Unsure	<input type="radio"/> serious	<input type="radio"/> very

airports (12)	serious (1)	serious (2)	(3)	(4)	serious (5)
Waterway or ocean port accessibility (13)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Proximity to major markets (14)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Proximity to suppliers (15)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Energy availability and costs (16)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Access to seed capital for business (17)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Availability of small business entrepreneurship opportunities in our area (18)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Fragmented public sector for economic development (19)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
A general lack of public trust or regard for higher education's contributions (20)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Out-migration of talented young people (21)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
High student loan indebtedness is causing talented recent graduates to leave (22)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> Good (4)	<input type="radio"/> very serious (5)
Available health care facilities (23)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Available health care staff (nursing/allied	<input type="radio"/> not serious	<input type="radio"/> somewhat serious	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious

health worker shortage) (24)	(1)	(2)			(5)
Housing costs (25)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Ratings of public schools (26)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Health care facilities (27)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Cultural opportunities (28)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Recreational opportunities (29)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Low crime rate (30)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
A broad base of good community leadership (31)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)
Access to high quality, affordable child care (32)	<input type="radio"/> not serious (1)	<input type="radio"/> somewhat serious (2)	<input type="radio"/> Unsure (3)	<input type="radio"/> serious (4)	<input type="radio"/> very serious (5)

Q29 How many local/regional economic development organizations serve your university's primary service area

Q15 A long-term plan exists to finance the operating budgets needed to increase the number of adults with college degrees and certificates in my state

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q16 A long-term plan exists to finance the capital budgets needed to increase the number of adults with college degrees and certificates in my state

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q17 In light of state funding cuts, achieving increases in graduation rates will be difficult

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

**Q54 III. Perceptions Regarding External Challenges/Barriers Facing Your Institution**

Q18 Due to lack of state funding, my university turned to non-traditional means, such as certificates of participation and/or county revenue bonds to construct needed facilities

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q19 The funding and incentive systems in my state adequately reward my university's efforts to increase numbers of community college transfers that achieve baccalaureate degrees

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q20 Changes in tuition and a flat maximum Pell Grant of \$5,730 will limit access for low-income students at institutions like mine

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q21 Declining flat funding of my state's student aid program, along with flat funding/cuts of Pell, will result in more students taking loans at institutions like mine

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q25 My university is evaluating academic programs based on economic development prospects

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q24 My university is sufficiently funded to produce the workforce talent that our community/region needs

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q23 My university is actively involved in community engagement

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q22 Having the Carnegie Classification on Community Engagement designation at my institution is important

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q26 Due to state budget cuts, my university has imposed a real or de facto enrollment cap ( via limited class sections, limited summer school offerings, etc..)

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q27 Due to state budget cuts, my university has moved away from a more comprehensive mission

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q28 Due to practices limiting enrollment, how many students were turned away last year? (please estimate)

Q37 My institution works with manufacturing to offer internships and cooperative employment opportunities for students

- Yes (1)
- No (2)

Q36 Students attending my institution are prepared for college

- Yes (1)
- No (2)

Q31 My Board of Trustees/Directors realizes the efforts needed to collaborate with the community

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q32 Manufacturing is an important part of my institutions efforts within community engagement

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q33 A recession is likely to happen within my sub-region in the next 3 years

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q34 A recession is likely to happen within my region in the next 3 years

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q35 A recession is likely to happen within the U.S. in the next 3 years

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

#### Q55 IV. **Barriers to Collaboration Efforts**

Q38 Please select all barriers that prevent your university from working better with other agencies, organizations, and institutions to address community issues and needs: A. College-Based Barriers

- Addressing community/regional issues and needs is not part of my university's formal missions statement (1)
- Addressing community/regional issues and needs is not part of my university's promotion and tenure system (2)
- Resistance on the part of the faculty/staff to devoting time and resources to resolving community issues (3)
- Lack of personnel to devote to resolving community issues (4)
- Lack of support from my university's governing board (5)
- My faculty and staff do not understand how collaboration with other agencies helps the university (6)
- Resistance to collaboration between P-12, community college, and the university by faculty (7)
- Resistance to collaboration between P-12, community college, and the university by staff (8)
- Other: Please list (9) \_\_\_\_\_

Q39 B. State Level Barriers

- The state-assigned primary service delivery area of my university does not match the state-assigned service delivery areas for regional economic development councils (1)
- My states' funding process does not recognize the higher cost of doing business (just opening the door) at universities with a profile (size, economic status of population served, etc...) like mine (2)
- The interests of universities like mine are not well represented on the statewide economic development board (3)
- State policies do not account for my area's low property tax base for P-12 education and/or higher education (4)
- My state assumes property taxes for education are raised within just a single county (5)
- Inadequate state start-up funding to initiate and sustain high-tech and/or costly academic programs (6)
- My states funding model promotes high volume/low cost academic programs, and NOT the low volume/high cost technology-oriented and/or costly academic programs our region needs (7)
- My state funding system does not fund developmental education adequately (8)
- Other: Please list (9) \_\_\_\_\_

Q40 C. Community-Based Barriers

- Lack of needed broadband/telecommunications access for our area (digital divide) (1)
- Lack of interest/rewards for the community to be involved in resolving/addressing community issues (2)
- Lack of interest in building coalitions on the part of other organizations, agencies, and institutions (3)
- Turf protection on the part of other organizations, agencies, and institutions (4)
- Lack of support from local political leaders (5)
- Lack of support from state political leaders (6)
- Lack of support from federal political leaders (7)
- Inadequate understanding or desire to connect with my areas economically disadvantaged communities (8)
- Not understanding the potential of increased collaboration with other agencies and organizations (9)
- Economic development agencies are more concerned with industrial recruitment than industrial retention (10)
- Other: Please list (11) \_\_\_\_\_

Q41 Please select all federal grant funded programs participated in by your university within the last 5 years

- National Science Foundation (1)
- Department of Homeland Security (2)
- Multi-Agency Funding Workshops (3)
- Fund for Rural America (4)
- TRIO Programs (5)
- Adult Educational Outreach Centers (6)
- Workforce Investment Act (7)
- Title III (Higher Education Act) (8)
- National Institutes of Health (9)
- Department of Justice (10)
- Adult Education Programs (11)
- Appalachian Rural Commission (12)
- Talent Search (13)
- Upward Bound (14)
- TANF (15)
- Title V/HS1 (Higher Education Act) (16)
- FIPSE programs (17)
- HHS (18)
- Enterprise Communities (19)
- Enterprise Zones (20)
- Delta Regional Authority (21)
- Student Support Services (22)
- Veterans Upward Bound (23)
- Perkins Voc Ed Programs (24)
- Other: Please list (25) \_\_\_\_\_

Q42 What percentage of your total budget comes from federal grants (please estimate)

## Q56 V. University Collaboration with Other Community-Based Organizations and Groups

Q43 Please select all partnering agencies and organizations that collaborate with your university within the last 5 years

- Public P-12 Schools (1)
- Public P-12 Department of Education (2)
- Land-Grant University Extension Office (3)
- Community Colleges (4)
- Other Public Regional Universities (5)
- Local Workforce Investment Boards (6)
- Local Government Boards (cities/counties) (7)
- State Economic Development Authority (8)
- Local Chamber of Commerce Boards (9)
- City/County Arts/Humanities Councils (10)
- Other: Please list (11) \_\_\_\_\_
- P-12 Vocational and Technical Schools (12)
- Charter Schools (13)
- Private Non-Profit Colleges and Universities (14)
- Private For-Profit Colleges and Universities (15)
- Public Flagship Universities (16)
- State Workforce Investment Board (17)
- Local Hospitals and Other Health Care Providers (18)
- Local Economic Development Authority (19)
- State Chamber of Commerce Boards (20)
- State Arts/Humanities Councils (21)

Q44 Please select all partnering agencies and organizations that you served on in the past 5 years

- Public P-12 Schools (1)
- Public P-12 Department of Education (2)
- Land-Grant University Extension Office (3)
- Community Colleges (4)
- Other Public Regional Universities (5)
- Local Workforce Investment Boards (6)
- Local Government Boards (cities/counties) (7)
- State Economic Development Authority (8)
- Local Chamber of Commerce Boards (9)
- City/County Arts/Humanities Councils (10)
- Other: Please list (11) \_\_\_\_\_
- P-12 Vocational and Technical Schools (12)
- Charter Schools (13)
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- Private For-Profit Colleges and Universities (15)
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- State Workforce Investment Board (17)
- Local Hospitals and Other Health Care Providers (18)
- Local Economic Development Authority (19)
- State Chamber of Commerce Boards (20)
- State Arts/Humanities Councils (21)

Q45 Did new business facilities owned by US firms open in your university's service area last year?

- Yes (1)
- None opened last year (2)

Q46 If Yes, what type is most predominant? (please select only one)

- Manufacturing (1)
- Data Centers (2)
- Warehouse/Distribution (3)
- Shared Services (4)
- Headquarters (5)
- R & D (6)
- Back Office/Call Center (7)
- Other (8) \_\_\_\_\_

#### Q57 VI. **Successful Collaboration Practices**

Q50 A major purpose of this survey is to support research highlighting effective collaborative practices that promote economic and community development. Please provide any instance of

successful collaborations that your college has been engaged in that address community/regional issues.

Q51 Thank you for completing this survey.

## APPENDIX B:

### CAO INSTRUMENT SURVEY

#### **SURVEY OF KEY ISSUES FACING PUBLIC REGIONAL COLLEGES AND UNIVERSITIES CHIEF ACADEMIC OFFICERS-2015**

This survey assesses external issues, challenges, barriers, and options for effective public regional universities involvement in public engagement, economic and community development activities. This is a companion to the survey of Chief Academic Officers on internal issues related to the same. Taking part in this study involves completing a web survey that will take about 15 minutes. We will protect your confidentiality by anonymity of responses. Only the investigator will have access to the data. The data are password protected. Only summarized data will be presented at meetings and publications. There will be no direct benefit to you and the findings will be useful to CEOs and CAOs of AASCU member institutions. You may skip any questions that you do not want to answer. . If you have questions about your rights as a research participant . contact Ms. Tanta Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at [http://osp.ua.edu/site/PRCO\\_Welcome.html](http://osp.ua.edu/site/PRCO_Welcome.html). Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

#### **Research Invitation**

##### **Your participation is crucial.**

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Please direct questions to Dr. Katsinas at [skatsina@bamaed.ua.edu](mailto:skatsina@bamaed.ua.edu) Individual responses are confidential and anonymously coded; we ask your college's name only to be able to clarify responses.

If you understand the statements above, are at least 19 years old, and freely consent to be in this study, click on the \_\_\_\_\_ (CONTINUE or I AGREE) button to begin.

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#### **Chief Academic Officer**

##### **Q48 I. Please answer the following about yourself**

Q1 What position did you hold immediately prior to becoming a Chief Academic Officer?

Q2 How many years have you served as Chief Academic Officer of this university?

Q3 Where have you acquired knowledge of economic development issues?

- On the job as CAO (1)
- On the job in faculty or as a department chair, etc... (2)
- Visiting other institutions (3)
- Professional development programs & workshops (4)
- AASCU sponsored meetings (5)
- Other (6) \_\_\_\_\_

#### Q49 II. Issues Facing the University's Service Region

Q4 My state is moving toward a "private higher education model" by cutting state appropriations for operating budgets and raising tuition on students and their families

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q5 Students transfer easily from other institutions to my institution without loss of credit(s)

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q6 The funding and incentive systems adequately reward my university's efforts to increase the number of community college transfers that achieve baccalaureate degrees in my state

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q7 My university gets a majority of transfers from the community colleges in my service region

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q8 Counselors & academic support staff from area high schools have regular meetings with my institution's staff

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q9 My institution is serving as a regional hub for community college faculty development

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q10 My institution is serving as a regional hub for P-12 faculty development

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

### Q51 III. Internal Challenges/Barriers Facing Your Institution

Q41 Tuition has risen disproportionately in relation to available financial aid over the past five years

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q12 Changes in the Pell Grant program over the last few years have resulted in lower enrollments at my university

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q13 In light of state funding cuts, achieving increases in graduation rates will be difficult

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q14 Due to state budget cuts, my university has imposed a real or de facto enrollment cap (via limited class sections, limited summer school offerings, etc...)

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q15 Due to state budget cuts, my university has moved away from a more comprehensive mission

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q16 My university is evaluating academic programs based on economic development prospects

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q17 My university is sufficiently funded to produce the workforce talent that our community/region needs

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q18 My university is actively involved in community engagement

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q19 Having the new Carnegie Classification on Community Engagement designation at my university is important

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q11 My institution reimburses tuition/fees for its employees who pursue graduate or other degrees

- Yes (1)
- No (2)
- Not Applicable (3)

Q20 My institution lacks sufficient funds for faculty and staff professional development

- Yes (1)
- No (2)
- Not Applicable (3)

Q21 Faculty service to community is an integral part of my university's promotion and tenure

- Yes (1)
- No (2)
- Not Applicable (3)

Q22 There is a shortage of qualified science, technology, engineering and mathematics (STEM) faculty

- Yes (1)
- No (2)
- Not Applicable (3)

Q29 My institution has faculty collective bargaining

- Yes (1)
- No (2)
- Not Applicable (3)

Q23 It is difficult to attract full-time faculty for my university

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q24 It is difficult to retain full-time faculty

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q25 To attract faculty in high demand subjects, my university almost always has to employ a differential pay schedule

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q26 Finding qualified minority faculty is a major challenge for my university

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q27 Qualified, part-time faculty is difficult to find in my university's geographic area

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q28 Based on the workload and national averages, the faculty of my university is underpaid

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q30 The typical faculty member at my university is on a 4-4 work load

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q31 There is a strong demand for new academic programs at my institution

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q32 My university regularly assists P-12 schools with resources

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

#### Q50 IV. **Issues Regarding Students**

Q42 Access to transportation to my college is a barrier for many students

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q43 Access to high quality, affordable child care is a barrier for many of my university's students

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q44 The percentage of my university's students on loans has increased significantly in the past 5 years

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q45 Declining/flat funding of my state's student aid program, along with flat funding/cuts of Pell, will result in more students taking loans at public regional universities like mine

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q46 A greater percentage of incoming students place into remediation today than 5 years ago

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q47 A high percentage of students are enrolled in a version of online instruction

- Strongly Disagree (4)
- Disagree (5)
- Neither Agree nor Disagree (6)
- Agree (7)
- Strongly Agree (8)

Q52 Thank you for completing this survey.

## APPENDIX C:

### COLLABORATIVE INSTITUTE TRAINING INITIATIVE (CITI)

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)**  
**HUMAN RESEARCH CURRICULUM COMPLETION REPORT**  
 Printed on 09/12/2014

**LEARNER** Don Killingsworth (ID: 4378221)  
**EMAIL** don.c.killingsworth@ua.edu  
**INSTITUTION** University of Alabama  
**EXPIRATION DATE** 09/11/2016

**IRB MEMBER** : This Basic Course is appropriate for IRB or Ethics Committee members.

**COURSE/STAGE:** Basic Course/1  
**PASSED ON:** 09/12/2014  
**REFERENCE ID:** 13997172

REQUIRED MODULES	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives	09/11/14	2/3 (67%)
Belmont Report and CITI Course Introduction	09/11/14	3/3 (100%)
Students in Research	09/11/14	10/10 (100%)
History and Ethical Principles - SBE	09/11/14	5/5 (100%)
History and Ethics of Human Subjects Research	09/11/14	7/7 (100%)
Defining Research with Human Subjects - SBE	09/11/14	5/5 (100%)
The Regulations - SBE	09/11/14	5/5 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	09/12/14	5/5 (100%)
Assessing Risk - SBE	09/12/14	5/5 (100%)
Informed Consent - SBE	09/12/14	5/5 (100%)
Informed Consent	09/12/14	4/4 (100%)
Privacy and Confidentiality - SBE	09/12/14	5/5 (100%)
Social and Behavioral Research (SBR) for Biomedical Researchers	09/12/14	4/4 (100%)
Records-Based Research	09/12/14	2/2 (100%)
Genetic Research in Human Populations	09/12/14	2/2 (100%)
Research With Protected Populations - Vulnerable Subjects: An Overview	09/12/14	4/4 (100%)
Research with Prisoners - SBE	09/12/14	4/4 (100%)
Vulnerable Subjects - Research Involving Prisoners	09/12/14	4/4 (100%)
Research with Children - SBE	09/12/14	4/4 (100%)
Vulnerable Subjects - Research Involving Children	09/12/14	3/3 (100%)
Research in Public Elementary and Secondary Schools - SBE	09/12/14	4/4 (100%)
Vulnerable Subjects - Research Involving Pregnant Women, Human Fetuses, and Neonates	09/12/14	3/3 (100%)
International Research - SBE	09/12/14	3/3 (100%)
International Studies	09/12/14	3/3 (100%)
Internet Research - SBE	09/12/14	5/5 (100%)
FDA-Regulated Research	09/12/14	5/5 (100%)
Research and HIPAA Privacy Protections	09/12/14	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees	09/12/14	4/4 (100%)
Hot Topics	09/12/14	No Quiz
Conflicts of Interest in Research Involving Human Subjects	09/12/14	5/5 (100%)
The IRB Member Module - 'What Every New IRB Member Needs to Know'	09/12/14	7/7 (100%)
University of Alabama	09/12/14	No Quiz

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.**

Paul Braunschweiger Ph.D.  
 Professor, University of Miami  
 Director Office of Research Education  
 CITI Program Course Coordinator

APPENDIX D:

FOLLOW-UP CEO SURVEY SCRIPT

Hello, my name is \_\_\_\_\_ and I am calling on behalf of Don Killingsworth a doctoral candidate at The University of Alabama.

Recently President \_\_\_\_\_ received an email survey from Mr. Killingsworth studying the community and economic development of Chief Executive Officers at AASCU member institutions.

We would like to know if they were able to fill out the voluntary 15 minute survey or do they need us to resend?

Thank you for your time.

APPENDIX E:

FOLLOW-UP CAO SURVEY SCRIPT

Hello, my name is \_\_\_\_\_ and I am calling on behalf of Don Killingsworth a doctoral candidate at The University of Alabama.

Recently Provost \_\_\_\_\_ received an email survey from Mr. Killingsworth studying the community and economic development of Chief Academic Officers at AASCU member institutions.

We would like to know if they were able to fill out the voluntary 15 minute survey or do they need us to resend?

Thank you for your time.....

APPENDIX F:

LIST OF AASCU INSTITUTIONS

<b>School Name</b>	<b>State</b>	<b>by Geographic Sub-Class (4)</b>	<b>by Size (5)</b>
Alabama A & M University	AL	Rural	Large
Alabama State University	AL	Rural	Large
Athens State University	AL	Rural	Small
Auburn University at Montgomery	AL	Rural	Large
Jacksonville State University	AL	Rural	Large
University of West Alabama	AL	Rural	Large
University of North Alabama	AL	Rural	Large
Troy University	AL	Rural	Large
University of Alaska Anchorage	AK	Rural	Large
University of Alaska Southeast	AK	Rural	Small
Northern Arizona University	AZ	Rural	Large
Arkansas Tech University	AR	Rural	Large
University of Arkansas at Monticello	AR	Rural	Small
Henderson State University	AR	Rural	Medium
Southern Arkansas University Main Campus	AR	Rural	Medium
University of Arkansas-Fort Smith	AR	Rural	Small
California Polytechnic State University-San Luis Obispo	CA	Rural	Large
California State University-Stanislaus	CA	Rural	Large
California State University-Chico	CA	Rural	Large
Humboldt State University	CA	Rural	Medium
Sonoma State University	CA	Rural	Large
Adams State College	CO	Rural	Medium
Fort Lewis College	CO	Rural	Small
Colorado Mesa University	CO	Rural	Small
University of Northern Colorado	CO	Rural	Large
Colorado State University-Pueblo	CO	Rural	Small
Western State College of Colorado	CO	Rural	Small
Western Connecticut State University	CT	Rural	Medium
Delaware State University	DE	Rural	Medium
Florida Agricultural and Mechanical University	FL	Rural	Large
The University of West Florida	FL	Rural	Large
Albany State University	GA	Rural	Medium
Armstrong Atlantic State University	GA	Rural	Large
Augusta State University	GA	Rural	Large
Columbus State University	GA	Rural	Large
Dalton State College	GA	Rural	Small
Fort Valley State University	GA	Rural	Small
Georgia Southwestern State University	GA	Rural	Small
Georgia College & State University	GA	Rural	Large
Georgia Southern University	GA	Rural	Large

Macon State College	GA	Rural	Small
North Georgia College & State University	GA	Rural	Large
Savannah State University	GA	Rural	Small
Valdosta State University	GA	Rural	Large
University of Hawaii at Hilo	HI	Rural	Small
Lewis-Clark State College	ID	Rural	Small
Eastern Illinois University	IL	Rural	Large
Illinois State University	IL	Rural	Large
University of Illinois at Springfield	IL	Rural	Large
Southern Illinois University Carbondale	IL	Rural	Large
Western Illinois University	IL	Rural	Large
Ball State University	IN	Rural	Large
University of Southern Indiana	IN	Rural	Large
Indiana State University	IN	Rural	Large
Indiana University-Kokomo	IN	Rural	Small
Indiana University-South Bend	IN	Rural	Medium
Indiana University-East	IN	Rural	Small
Purdue University-North Central Campus	IN	Rural	Small
University of Northern Iowa	IA	Rural	Large
Emporia State University	KS	Rural	Large
Fort Hays State University	KS	Rural	Large
Pittsburg State University	KS	Rural	Large
Washburn University	KS	Rural	Medium
Eastern Kentucky University	KY	Rural	Large
Kentucky State University	KY	Rural	Small
Morehead State University	KY	Rural	Large
Murray State University	KY	Rural	Large
Western Kentucky University	KY	Rural	Large
Grambling State University	LA	Rural	Medium
Louisiana State University-Shreveport	LA	Rural	Medium
Louisiana Tech University	LA	Rural	Large
McNeese State University	LA	Rural	Large
Nicholls State University	LA	Rural	Medium
University of Louisiana-Monroe	LA	Rural	Large
Northwestern State University of Louisiana	LA	Rural	Large
Southeastern Louisiana University	LA	Rural	Large
University of Louisiana at Lafayette	LA	Rural	Large
University of Maine at Augusta	ME	Rural	Small
University of Maine at Fort Kent	ME	Rural	Small
University of Maine at Machias	ME	Rural	Small
University of Southern Maine	ME	Rural	Large
Frostburg State University	MD	Rural	Large
University of Maryland Eastern Shore	MD	Rural	Small
Salisbury University	MD	Rural	Large
Fitchburg State University	MA	Rural	Large
Massachusetts College of Liberal Arts	MA	Rural	Small
University of Massachusetts-Dartmouth	MA	Rural	Large
Central Michigan University	MI	Rural	Large
Ferris State University	MI	Rural	Large
Lake Superior State University	MI	Rural	Small
University of Michigan-Flint	MI	Rural	Large

Northern Michigan University	MI	Rural	Medium
Saginaw Valley State University	MI	Rural	Large
Bemidji State University	MN	Rural	Small
Minnesota State University-Mankato	MN	Rural	Large
University of Minnesota-Duluth	MN	Rural	Medium
Minnesota State University Moorhead	MN	Rural	Medium
Saint Cloud State University	MN	Rural	Large
Winona State University	MN	Rural	Medium
Alcorn State University	MS	Rural	Medium
Delta State University	MS	Rural	Large
Jackson State University	MS	Rural	Large
Mississippi University for Women	MS	Rural	Small
Mississippi Valley State University	MS	Rural	Medium
University of Southern Mississippi	MS	Rural	Large
University of Central Missouri	MO	Rural	Large
Lincoln University	MO	Rural	Small
Missouri Southern State University	MO	Rural	Small
Missouri Western State University	MO	Rural	Small
Truman State University	MO	Rural	Medium
Northwest Missouri State University	MO	Rural	Medium
Southeast Missouri State University	MO	Rural	Large
Missouri State University-Springfield	MO	Rural	Large
Montana State University-Billings	MT	Rural	Medium
Montana Tech of the University of Montana	MT	Rural	Small
Montana State University-Northern	MT	Rural	Small
Chadron State College	NE	Rural	Small
University of Nebraska at Kearney	NE	Rural	Large
Peru State College	NE	Rural	Large
Wayne State College	NE	Rural	Large
Keene State College	NH	Rural	Small
Plymouth State University	NH	Rural	Large
The Richard Stockton College of New Jersey	NJ	Rural	Medium
The College of New Jersey	NJ	Rural	Large
New Mexico Highlands University	NM	Rural	Large
Western New Mexico University	NM	Rural	Medium
SUNY College of Technology at Alfred	NY	Rural	Small
SUNY College at Cortland	NY	Rural	Large
SUNY at Fredonia	NY	Rural	Medium
State University of New York at New Paltz	NY	Rural	Large
SUNY College at Oneonta	NY	Rural	Small
SUNY College at Potsdam	NY	Rural	Large
SUNY College at Plattsburgh	NY	Rural	Large
Appalachian State University	NC	Rural	Large
East Carolina University	NC	Rural	Large
Elizabeth City State University	NC	Rural	Small
Fayetteville State University	NC	Rural	Medium
University of North Carolina at Asheville	NC	Rural	Small
University of North Carolina at Wilmington	NC	Rural	Large
University of North Carolina at Pembroke	NC	Rural	Medium
Western Carolina University	NC	Rural	Large
Dickinson State University	ND	Rural	Small

Mayville State University	ND	Rural	Small
Minot State University	ND	Rural	Medium
Valley City State University	ND	Rural	Small
Shawnee State University	OH	Rural	Small
Cameron University	OK	Rural	Medium
East Central University	OK	Rural	Large
Langston University	OK	Rural	Small
Northeastern State University	OK	Rural	Large
Northwestern Oklahoma State University	OK	Rural	Small
Oklahoma Panhandle State University	OK	Rural	Small
Rogers State University	OK	Rural	Small
University of Science and Arts of Oklahoma	OK	Rural	Small
Southeastern Oklahoma State University	OK	Rural	Medium
Southwestern Oklahoma State University	OK	Rural	Small
Eastern Oregon University	OR	Rural	Small
Oregon Institute of Technology	OR	Rural	Small
Southern Oregon University	OR	Rural	Large
Western Oregon University	OR	Rural	Medium
Clarion University of Pennsylvania	PA	Rural	Large
East Stroudsburg University of Pennsylvania	PA	Rural	Large
Edinboro University of Pennsylvania	PA	Rural	Large
Indiana University of Pennsylvania-Main Campus	PA	Rural	Large
Kutztown University of Pennsylvania	PA	Rural	Large
Lock Haven University	PA	Rural	Small
Mansfield University of Pennsylvania	PA	Rural	Medium
Millersville University of Pennsylvania	PA	Rural	Large
University of Pittsburgh-Bradford	PA	Rural	Small
Clemson University	SC	Rural	Large
Francis Marion University	SC	Rural	Small
Lander University	SC	Rural	Small
University of South Carolina-Aiken	SC	Rural	Small
University of South Carolina-Beaufort	SC	Rural	Small
Coastal Carolina University	SC	Rural	Small
South Carolina State University	SC	Rural	Large
Black Hills State University	SD	Rural	Small
Dakota State University	SD	Rural	Small
Northern State University	SD	Rural	Small
Austin Peay State University	TN	Rural	Large
East Tennessee State University	TN	Rural	Large
The University of Tennessee at Chattanooga	TN	Rural	Large
The University of Tennessee-Martin	TN	Rural	Medium
Tennessee Technological University	TN	Rural	Large
Angelo State University	TX	Rural	Medium
Texas A & M University-Corpus Christi	TX	Rural	Large
Texas A & M University-Texarkana	TX	Rural	Large
Texas A & M University-Commerce	TX	Rural	Large
University of Houston-Victoria	TX	Rural	Large
Lamar University	TX	Rural	Large
Texas A & M International University	TX	Rural	Large
Midwestern State University	TX	Rural	Medium
The University of Texas at Brownsville	TX	Rural	Medium

Prairie View A & M University	TX	Rural	Large
Sam Houston State University	TX	Rural	Large
Stephen F Austin State University	TX	Rural	Large
Sul Ross State University	TX	Rural	Large
Tarleton State University	TX	Rural	Large
Texas A & M University-Kingsville	TX	Rural	Large
The University of Texas at Tyler	TX	Rural	Large
The University of Texas of the Permian Basin	TX	Rural	Large
West Texas A & M University	TX	Rural	Large
Southern Utah University	UT	Rural	Large
Castleton State College	VT	Rural	Small
Johnson State College	VT	Rural	Small
Lyndon State College	VT	Rural	Small
James Madison University	VA	Rural	Large
Longwood University	VA	Rural	Medium
Radford University	VA	Rural	Large
The University of Virginia's College at Wise	VA	Rural	Small
Central Washington University	WA	Rural	Medium
Eastern Washington University	WA	Rural	Large
Western Washington University	WA	Rural	Large
Bluefield State College	WV	Rural	Small
Concord University	WV	Rural	Small
Fairmont State University	WV	Rural	Small
Glennville State College	WV	Rural	Small
Shepherd University	WV	Rural	Small
West Virginia State University	WV	Rural	Large
West Liberty University	WV	Rural	Small
West Virginia University Institute of Technology	WV	Rural	Small
University of Wisconsin-Whitewater	WI	Rural	Medium
University of Wisconsin-Eau Claire	WI	Rural	Medium
University of Wisconsin-Green Bay	WI	Rural	Small
University of Wisconsin-La Crosse	WI	Rural	Large
University of Wisconsin-Oshkosh	WI	Rural	Large
University of Wisconsin-Parkside	WI	Rural	Small
University of Wisconsin-Stout	WI	Rural	Medium
University of Wisconsin-Superior	WI	Rural	Small
University of Wisconsin-Platteville	WI	Rural	Large
University of Wisconsin-Stevens Point	WI	Rural	Medium
University of Guam	GU	Rural	Small
University of the Virgin Islands	VI	Rural	Small
California State University-Monterey Bay	CA	Rural	Small
Florida Gulf Coast University	FL	Rural	Large
California State University-Channel Islands	CA	Rural	Small
University of Montevallo	AL	Suburban	Large
University of Central Arkansas	AR	Suburban	Large
California State Polytechnic University-Pomona	CA	Suburban	Large
California State University-Dominguez Hills	CA	Suburban	Large
California State University-Fullerton	CA	Suburban	Large
California State University-East Bay	CA	Suburban	Large
California State University-Northridge	CA	Suburban	Large
California Maritime Academy	CA	Suburban	Small

Central Connecticut State University	CT	Suburban	Large
Eastern Connecticut State University	CT	Suburban	Small
Clayton State University	GA	Suburban	Small
Kennesaw State University	GA	Suburban	Large
Southern Polytechnic State University	GA	Suburban	Large
University of West Georgia	GA	Suburban	Large
Governors State University	IL	Suburban	Large
Northern Illinois University	IL	Suburban	Large
Southern Illinois University Edwardsville	IL	Suburban	Large
Indiana University-Southeast	IN	Suburban	Large
Purdue University-Calumet Campus	IN	Suburban	Large
Northern Kentucky University	KY	Suburban	Large
Bowie State University	MD	Suburban	Large
University of Maryland-University College	MD	Suburban	Large
University of Maryland-Baltimore County	MD	Suburban	Large
Towson University	MD	Suburban	Large
Framingham State University	MA	Suburban	Large
Salem State University	MA	Suburban	Large
Westfield State University	MA	Suburban	Large
Eastern Michigan University	MI	Suburban	Large
Grand Valley State University	MI	Suburban	Large
University of Michigan-Dearborn	MI	Suburban	Large
Oakland University	MI	Suburban	Large
Rowan University	NJ	Suburban	Large
Montclair State University	NJ	Suburban	Large
Ramapo College of New Jersey	NJ	Suburban	Large
William Paterson University of New Jersey	NJ	Suburban	Large
CUNY Brooklyn College	NY	Suburban	Large
CUNY College of Staten Island	NY	Suburban	Large
CUNY Lehman College	NY	Suburban	Large
CUNY Queens College	NY	Suburban	Large
SUNY College of Agriculture and Technology at Cobleskill	NY	Suburban	Small
Farmingdale State College	NY	Suburban	Small
SUNY College at Brockport	NY	Suburban	Large
SUNY College at Oswego	NY	Suburban	Large
SUNY at Purchase College	NY	Suburban	Small
SUNY College at Old Westbury	NY	Suburban	Small
SUNY Empire State College	NY	Suburban	Large
Bowling Green State University-Main Campus	OH	Suburban	Large
Central State University	OH	Suburban	Small
University of Central Oklahoma	OK	Suburban	Large
Bloomsburg University of Pennsylvania	PA	Suburban	Large
California University of Pennsylvania	PA	Suburban	Large
Cheyney University of Pennsylvania	PA	Suburban	Small
University of Pittsburgh-Greensburg	PA	Suburban	Small
University of Pittsburgh-Johnstown	PA	Suburban	Small
Shippensburg University of Pennsylvania	PA	Suburban	Large
Slippery Rock University of Pennsylvania	PA	Suburban	Large
West Chester University of Pennsylvania	PA	Suburban	Large
Middle Tennessee State University	TN	Suburban	Large
University of North Texas	TX	Suburban	Large

The University of Texas at Dallas	TX	Suburban	Large
Texas Woman's University	TX	Suburban	Large
Utah Valley University	UT	Suburban	Small
George Mason University	VA	Suburban	Large
University of Wisconsin-River Falls	WI	Suburban	Large
University of Puerto Rico-Cayey	PR	Suburban	Small
California State University-San Marcos	CA	Suburban	Large
Nevada State College	NV	Suburban	Small
University of South Alabama	AL	Urban	Large
University of Arkansas at Little Rock	AR	Urban	Large
California State University-Bakersfield	CA	Urban	Large
California State University-San Bernardino	CA	Urban	Large
California State University-Fresno	CA	Urban	Large
California State University-Long Beach	CA	Urban	Large
California State University-Los Angeles	CA	Urban	Large
California State University-Sacramento	CA	Urban	Large
San Diego State University	CA	Urban	Large
San Francisco State University	CA	Urban	Large
San Jose State University	CA	Urban	Large
Metropolitan State College of Denver	CO	Urban	Small
Southern Connecticut State University	CT	Urban	Large
University of the District of Columbia	DC	Urban	Small
Howard University	DC	Urban	Large
University of Central Florida	FL	Urban	Large
Florida Atlantic University	FL	Urban	Large
University of North Florida	FL	Urban	Large
Chicago State University	IL	Urban	Large
Northeastern Illinois University	IL	Urban	Large
Indiana University-Purdue University-Fort Wayne	IN	Urban	Large
Indiana University-Purdue University-Indianapolis	IN	Urban	Large
Indiana University-Northwest	IN	Urban	Large
Southern University at New Orleans	LA	Urban	Large
Coppin State University	MD	Urban	Small
Morgan State University	MD	Urban	Large
University of Massachusetts-Boston	MA	Urban	Large
Worcester State University	MA	Urban	Large
Wayne State University	MI	Urban	Large
Metropolitan State University	MN	Urban	Large
Harris-Stowe State University	MO	Urban	Small
University of Missouri-St Louis	MO	Urban	Large
University of Nebraska at Omaha	NE	Urban	Large
University of Nevada-Las Vegas	NV	Urban	Large
New Jersey City University	NJ	Urban	Large
Thomas Edison State College	NJ	Urban	Small
CUNY City College	NY	Urban	Large
CUNY Hunter College	NY	Urban	Large
CUNY Medgar Evers College	NY	Urban	Small
CUNY York College	NY	Urban	Small
SUNY College at Buffalo	NY	Urban	Large
North Carolina A & T State University	NC	Urban	Large
University of North Carolina at Charlotte	NC	Urban	Large

University of North Carolina at Greensboro	NC	Urban	Large
North Carolina Central University	NC	Urban	Large
Winston-Salem State University	NC	Urban	Large
University of Akron Main Campus	OH	Urban	Large
Cleveland State University	OH	Urban	Large
Wright State University-Main Campus	OH	Urban	Large
Youngstown State University	OH	Urban	Large
Portland State University	OR	Urban	Large
Rhode Island College	RI	Urban	Large
College of Charleston	SC	Urban	Large
Citadel Military College of South Carolina	SC	Urban	Large
University of South Carolina-Upstate	SC	Urban	Small
Winthrop University	SC	Urban	Large
University of Memphis	TN	Urban	Large
The University of Tennessee	TN	Urban	Large
Tennessee State University	TN	Urban	Large
University of Houston-Clear Lake	TX	Urban	Large
University of Houston	TX	Urban	Small
The University of Texas-Pan American	TX	Urban	Large
Texas State University-San Marcos	TX	Urban	Large
The University of Texas at San Antonio	TX	Urban	Large
Texas Southern University	TX	Urban	Large
Weber State University	UT	Urban	Large
Norfolk State University	VA	Urban	Large
Old Dominion University	VA	Urban	Large
Virginia State University	VA	Urban	Small
New College of Florida	FL	Urban	Small
University of Washington-Tacoma Campus	WA	Urban	Large
University of South Florida-St. Petersburg Campus	FL	Urban	Large

## APPENDIX G:

### 2015 MODIFIED CARNEGIE BASIC CLASSIFICATION OF ASSOCIATE'S COLLEGES

#### **Katsinas Lacey Modified Carnegie Classification of Public Associate's Colleges**

Institutions were classified into the Katsinas Lacey Modified Carnegie Classification of Associate's Colleges if they were classified in the 2010 Basic Carnegie Classification as public Associate's Colleges, public 2-year Colleges under Universities, public Primarily Associate's colleges, and public **Baccalaureate/Associate's Colleges**.

The Associate's Colleges categories are based on a classification scheme developed by Stephen Katsinas, Vincent Lacey, and David Hardy at The University of Alabama. Katsinas and Hardy conducted the analysis and provided the institutional classifications. The same classification scheme will be used in the Katsinas Lacey Modified Carnegie. The difference being the public 2-year Colleges under Universities, public Primarily Associate's colleges, and public **Baccalaureate/Associate's Colleges will also be classified in the same manner.**

*Rural - , suburban - , or urban - serving* Urban-serving and suburban-serving institutions are physically located within Primary Metropolitan Statistical Areas (PMSAs) or Metropolitan Statistical Areas (MSAs), respectively, with populations exceeding 500,000 people according to the 2000 Census. Institutions in PMSAs or MSAs with a lower total population, or not in a PMSA or MSA, were classified as rural-serving.

*Size (public rural - serving categories)* Institutional size is based on full-year unduplicated credit headcount, where small is defined as less than 2,500; medium as 2,500 through 7,500; and large as greater than 7,500. Size is based on IPEDS data for 2008-09.

*Single - campus* Suburban- and urban-serving colleges were identified as single-campus if they have one primary physical campus under the institution's exclusive control and governance, at which the institution provides all courses required to complete an associate's degree. A single-campus college may offer educational services at more than one site if the other sites are not under the institution's exclusive control and governance, or if all courses required for the associate's degree cannot be completed at the other sites (examples include leased spaces, shared sites or regional education centers that provide offerings of multiple institutions, or satellite locations that do not have the full range of an institution's programs and services).

*Multicampus* Suburban - and urban - serving colleges were identified as multicampus if (a) they have more than one primary physical campus under the institution's exclusive control and governance, each of which provides all courses required to complete an associate's degree, or (b) they are part of a district or system comprising multiple institutions, at any of which students can complete all requirements for an associate's degree, and that are organized under one governance structure or body. Institutions were not classified as multicampus simply due to control by a single statewide governing board. Multicampus institutions may report their data as separate entities in the IPEDS system, or they may participate as a single reporting entity.

*Special Use* Colleges were identified as special-use institutions if their curricular focus is narrowly drawn and they are not a part of a more comprehensive two-year college, district, or system.

The Katsinas Lacey Modified Carnegie Classification would these institutions to be compared to other institutions that are similar in geography, size, and number of institutions. The Modified Carnegie would give a better representation of institutions that are offering two year degrees.

*Katsinas Lacey Modified Carnegie Classification of Public Associate's Colleges  
(Reclassifying Two-year Colleges Under Four-year Universities, Primarily Associate's  
Colleges, and Baccalaureate/Associate's Colleges)*

APPENDIX H:

CEO LETTER

Fellow AASCU Presidents:

Please consider completing this survey about the perceptions of chief executive officers regarding external and internal issues and barriers related to public university involvement in economic and community development. Don Killingsworth, Director of Government Relations at Jacksonville State University and a doctoral candidate at the University of Alabama, Tuscaloosa is conducting the study.

The survey is relatively brief and should take between 10-15 minutes to complete. All information will be kept confidential, and the survey responses will be coded anonymously. There is no risk involved with your participation.

I hope you will take the time to complete this survey. Your voluntary participation is greatly appreciated. Regardless of whether you choose to participate, please let Don Killingsworth at [donk@jsu.edu](mailto:donk@jsu.edu) know if you would like a summary of the findings when the study is completed.

If you have any questions or concerns about completing this questionnaire or about being in this study, you may reach Don Killingsworth at 256-782-5278.

Kind regards,

William A. Meehan  
President  
Jacksonville State University

Ken Dobbins  
President  
Southeast Missouri State University

APPENDIX I:

CAO LETTER

Fellow AASCU Provosts:

Please consider completing this survey about the perceptions of chief academic officers regarding external and internal issues and barriers related to public university involvement in economic and community development. The study is being conducted by Don Killingsworth, doctoral candidate at the University of Alabama, Tuscaloosa, and my colleague at Jacksonville State University.

The survey is relatively brief and should take between 10-15 minutes to complete. All information will be kept confidential, and the survey responses will be coded anonymously. There is no risk involved with your participation. You may access the survey at the following link: [https://universityofalabama.edu/qualtrics.com/SE/?SID=SV\\_e96iRf2oAi0fS4Z](https://universityofalabama.edu/qualtrics.com/SE/?SID=SV_e96iRf2oAi0fS4Z)

I hope you will take the time to complete this survey. Your voluntary participation is greatly appreciated. Regardless of whether you choose to participate, please let me know if you would like a summary of the findings when the study is completed. To receive a summary, please email Don Killingsworth at [donk@jsu.edu](mailto:donk@jsu.edu).

If you have any questions or concerns about completing this questionnaire or about being in this study, you may reach Don Killingsworth at [256-782-5278](tel:256-782-5278).

Kind regards,

Rebecca O. Turner, D.S.W.  
Provost and Vice President for Academic and Student Affairs  
Jacksonville State University (AL)

## APPENDIX J:

### NARRATIVE COMMENTS ON SUCCESSFUL UNIVERSITY COLLABORATIONS ON COMMUNITY OR REGIONAL ISSUES

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#### Verbatim Narrative Comments

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- 1. Collaborated with local building and energy interests to create unique training environment for energy audit and analysis / 2. Submitting state proposals to Dept of HE and Workforce Dev to train in areas of welding, industrial maintenance, 4d printing and other high tech areas /
  - A collaborative program between our institution and the local 2-year college to serve students unqualified for admission to our institution. / A collaborative program between our institution and the tech college to serve students not qualified for admissions to our institution. The program was a bridge program. / A program to build our institution a new building through TIF money. / Research initiatives to determine visitors for economic impact and visitor profile with local chamber. / Environmental studies for the health of the environment. / Community indicators project.
  - CA High Speed Rail Authority, Agricultural Program Consortia, Regional K-12 and Higher Education Consortia.
  - Carrollton/Carroll County Education Collaborative (CCEC); The Big Event (Community Volunteer Support); Center for Business and Economic Research (CBER); UWG Survey Research Center; UWG Speech and Hearing Clinic; UWG Pre-K 4 School.
  - Collaborate with Bon Secors as Anchor Institutions for North West Baltimore
  - Collaborating with several agencies to establish a center for entrepreneurship and incubator space for startup ventures.
  - Collaboration with a city that is in fiscal distress.
  - Cradle-to-career educational partnership; non-profit economic development organization
  - Dual credit program with school district whereby high school students spend three days a week on campus taking college courses....extremely successful
  - Economic Development Boards and Community College
  - Established a campus that is focused on collaboration with business and industry to prepare workers for well-paying jobs. Established privately-funded promise scholarship to reduce costs significantly. An Advisory Board of local business -- manufacturing, health care, etc...-- advises the Dean of the College.
  - Faculty and students engage in significant regional economic development studies, data collection, mapping.
  - Great collaboration with our city and county
  - High speed internet and cell phone technology. Supply chain management. Industrial development authority.
  - LACI@CSUN / Leadership in the creation of the CSU5 / Key partner in AMPSoCAL IMCP designation to grow jobs in manufacturing.
  - Serving on regional economic development boards leads to enhanced collaboration and leveraging convening power of University leads to new partnerships.
  - Major internship increases / Multiple job fairs on campus / Started center for job interview skills development in conjunction with local employers / Involved in advising legislators on workforce legislation as it involves regional universities / Writing new state grants for workforce
-

---

development teaching and training / Direct funding from governor for state of art robotics program / Collaboration with local industry to build training facility for sustainable energy practices / / /

- Mission Mississippi Leflore County - racial reconciliation through the grace of God.
  - Multiple across all discipline. We are a Carnegie Community Engaged institution
  - Multiple community energy economic development yielding the creation of engineering and nursing.
  - Our university has the counseling contract for behavior modification with the local Bill Johnson Correctional Center. This has been a very successful partnership.
  - Our university is partnering with the largest city in our service region to 1) create a small business incubator, 2) provide entrepreneurship training for community members, 3) write large grant proposals for economic development funds (Promise Neighborhood), 4) increase communication pathways to underserved populations, 5) increase college participation rates
  - Partnering with the local community on infrastructure issues / Partnering with industry to provide internships / Adjusting curriculum to meet workforce needs / Partnering with local ISDs to meet teacher workforce needs
  - Partnering with tribal colleges
  - Primarily with several Community colleges in the region.
  - Thanks for asking
  - The "GO Group" is a collaboration of city, parish, civic, educational, and charitable organizations designed to respond to serious challenges likely to face the Southwest Louisiana area due to the arrival of companies investing over \$80 billion, mostly in the petrochemical industries. See [www.gogroupswla.com/](http://www.gogroupswla.com/)
  - Veterans to Work Program / College to Career Program with State Chamber / K-12 Support / Partnership with local manufacturers / The Mill, a partnership to develop startup businesses / YEA Program to develop young entrepreneurs / Economic Development Partnership / Partnership with Small Business Development Council / Chamber trip to Washington DC to visit Senators and House members /
  - We are working with the local economic development agency to establish a business incubator for our students and faculty. So far we have not been able to find space that will be economically sustainable.
  - We engaged a county government in the development and funding (\$140,000,000) of an advanced manufacturing research center that will attract thousands of new jobs to our area.
  - We operate a business incubator with partial funding from our local economic development corporation. / Our education program is heavily involved with all of the independent school districts in our region. / We are active members of our P-16 Council. / Our nursing program is heavily involved in the community. / Each college has an advisory council comprised of business and community leaders.
  - With a HUD grant, the university was able to develop 7 acres of property that will be used as an enterprise zone.
  - Work with County to address impending retirements and workforce issues.
  - Working with P-12 schools, districts, county superintendents, community colleges, non-profits, local government and business entities to increase the education of our youth on a cradle to career pathway with emphasis in STEM education.
-

APPENDIX K  
IRB APPROVAL

AAHRPP DOCUMENT # 140

THE UNIVERSITY OF ALABAMA  
HUMAN RESEARCH PROTECTION PROGRAM  
FORM: IRB APPLICATION STUDY PERSONNEL SHEET

*(Insert after Face Sheet in IRB Application; use continuation page if necessary)*

Name and Degree(s) or student status (e.g., master's student)	Study Position Title (PI, Interviewer, Data Analyst, etc.)	Institution (if not UA)	Study Responsibilities	Date of Certificate of Investigator /staff Human Subjects Training
Stephen G. Katsinas, PhD, Director, Education Policy Center, The University of Alabama	PI		Study director	5/31/2015
Nathaniel J. Bray	Co-PI		Assists study director	
John Lucas Adair, Doctoral Student, Political Science	Data Analyst		Assist with data analysis	6/15/15
Don Killingsworth, Doctoral Student, Higher Education	Data Analyst		Assist with data analysis	9/12/14

## Katsinas, Stephen

---

**From:** Ed Shirley <eshirley@research.ua.edu>  
**Sent:** Monday, February 02, 2015 10:55 AM  
**To:** Katsinas, Stephen  
**Subject:** RE: request to add co-pi  
**Attachments:** Katsinas 14-OR-241 1-30-15 Rev Approval.pdf

Hi Dr. Katsinas,

A scanned copy of the approval letter for the personnel change submitted below for IRB # 14-OR-241 is attached. I will send the original via campus mail.

Thanks,  
Ed

---

**From:** Katsinas, Stephen [mailto:skatsinas@bamaed.ua.edu]  
**Sent:** Friday, January 30, 2015 2:10 PM  
**To:** Ed Shirley  
**Subject:** request to add co-pi

Dear Ed:

I would like to add Mr. Don C. Killingsworth, Jr., as a Co-PI to the previously approved IRB# 14-OR-241, "Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic and Community development-2014."

Attached please find form #140 and Mr. Killingsworth's certificate of completing CITI training.

If you have any questions please let me know.

Thanks and best regards,

Steve Katsinas

Stephen G. Katsinas  
Director and Professor  
Education Policy Center  
Blackmon-Moody Award, 2012-2013  
The University of Alabama  
Box 870231  
Tuscaloosa, AL 35487-0231  
205-348-2470  
skatsina@bamaed.ua.edu  
<http://www.uaedpolicy.ua.edu/>

Office for Research  
Institutional Review Board for the  
Protection of Human Subjects

January 30, 2015

THE UNIVERSITY OF  
**ALABAMA**  
R E S E A R C H

Steve G. Katsinas, Ph.D.  
Director and Professor  
Education Policy Center  
College of Education  
The University of Alabama  
Box 870231

Re: IRB # 14-OR-241 "Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic & Community Development – 2014"

Dear Dr. Katsinas:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved expedited protocol. The board has approved the change in your protocol.

Please remember that your approval period expires one year from the date of your original approval, June 24, 2014, not the date of this revision approval.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

  
Carpantato T. Myles, MSM, CIM, CIP  
Director & Research Compliance Officer  
Office for Research Compliance



358 Rose Administration Building  
Box 870127  
Tuscaloosa, Alabama 35487-0127  
(205) 348-8461  
FAX (205) 348-7189  
TOLL FREE (877) 820-3066

IRB Project #: 14-OR-241

UNIVERSITY OF ALABAMA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS  
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

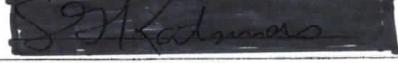
Principal Investigator                      Second Investigator                      Third Investigator  
Names: Stephen G. Katsinas  
Department:  
College: Education Policy Center  
University: The University of Alabama  
Address: PO Box 870231  
            Tuscaloosa, AL 35487-0231  
Telephone: 205-348-2470  
            FAX: 205-348-8038  
            E-mail: skatsina@bamaed.ua.edu

Title of Research Project: Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic & Community Development-2014

[exempt--update/revision/readministration of IRB # EX07-CM-016 "Perceptions of Community College Chief Executive and Chief Academic Officers toward Economic Development"]

Date Submitted:  
Funding Source: n/a

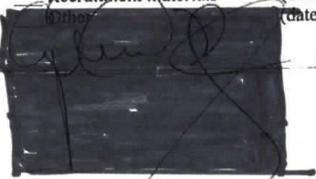
Type of Proposal     New     Revision     Renewal     Completed     Exempt  
Please attach a renewal application  
Please attach a continuing review of studies form  
Please enter the original IRB # at the top of the page

UA faculty or staff member signature: 

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):  
Type of Review:  Full board     Expedited

IRB Action:  
 Rejected                                      Date: \_\_\_\_\_  
 Tabled Pending Revisions                      Date: \_\_\_\_\_  
 Approved Pending Revisions                      Date: \_\_\_\_\_  
 Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: 6-23-15  
Items approved:  Research protocol (dated \_\_\_\_\_)  
                           Informed consent (dated \_\_\_\_\_)  
                           Recruitment materials (dated \_\_\_\_\_)  
                           Other (dated \_\_\_\_\_)

Approval signature:  Date: 1/30/2015

IRB Project #:

UNIVERSITY OF ALABAMA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS  
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

	Principal Investigator	Second Investigator	Third Investigator
Names:	Stephen G. Katsinas		
Department:	Education Policy Center		
College:	Education		
University:	The University of Alabama		
Address:	Box 870231, Tuscaloosa, AL 35497-0231		
Telephone:	205-348-2470		
FAX:	205-348-8038		
E-mail:	skatsina@bamaed.ua.edu		

Title of Research Project: Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic and Community Development

Date Submitted: 6/29/15

Funding Source:

Type of Proposal	<input type="checkbox"/> New	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> Renewal Please attach a renewal application	<input type="checkbox"/> Completed	<input type="checkbox"/> Exempt
Please attach a continuing review of studies form					
Please enter the original IRB # at the top of the page					

UA faculty or staff member signature:

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: \_\_\_\_\_ Full board \_\_\_\_\_ Expedited

IRB Action:

\_\_\_ Rejected Date: \_\_\_\_\_

\_\_\_ Tabled Pending Revisions Date: \_\_\_\_\_

\_\_\_ Approved Pending Revisions Date: \_\_\_\_\_

\_\_\_ Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date:

Items approved: \_\_\_ Research protocol (dated \_\_\_\_\_)

\_\_\_ Informed consent (dated \_\_\_\_\_)

\_\_\_ Recruitment materials (dated \_\_\_\_\_)

\_\_\_ Other (dated \_\_\_\_\_)

Approval signature \_\_\_\_\_ Date \_\_\_\_\_

**UNIVERSITY OF ALABAMA  
HUMAN RESEARCH PROTECTION PROGRAM  
AAHRPP # 101**

**FORM: IRB RENEWAL APPLICATION**

**NOTE: An application for continuing review must be filed annually as long as data remain identifiable to the principal investigator (links or codes exist that allow identification of participants), even if data collection is closed, and the development of manuscripts is the only research-related activity. (Closure may be requested if the data have been de-identified according to the protocol to maintain confidentiality or if the data have been destroyed.)**

**If you are requesting both a modification of the protocol and renewal, complete this form and FORM: Modification of an Approved Protocol. If you are requesting a modification but not renewal/continuing review, use FORM: Modification of Approved Protocol only.**

Principal Investigator(s):\_Stephen G. Katsinas Email skatsina@bamaed.ua.edu

College/School Education Department: Education Policy Center

Title of Research Project: "Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic& Community Development"

IRB Project number: #14-OR-241                      OSP#:\_\_\_\_\_

Date of Last Approval: 6/24/2014

Expiration Date of Last Approval: 6/29/2015

**This application is for:**

**Continuing Review WITHOUT Modification**                      (Complete this form only)

**Continuing Review AND Modification**  
(Complete this form and FORM: Modification of Approved Protocol also)

**NOTE: New conflict of interest issues may require study modification.)**

**SECTION I. This section requests certain numbers and information about study circumstances to date. The second section is for describing events that lead to past or proposed changes in your procedures.**

---

**Subject Recruitment and Retention**

Sample size APPROVED BY IRB	<b>300</b>
Number of subjects approached for participation over life of study (to date)	<b>100</b>
Number of subjects who declined participation after initial presentation of study (before starting)	<b>N.A.</b>
Number subjects screened (if applicable)	<b>N.A.</b>
Total number of subjects enrolled	<b>100</b>
Number of subjects who have completed study	<b>100</b>
Number of subjects who withdrew after starting study	<b>0</b>
Number of subjects withdrawn from study by investigator (If any, <i>please explain</i> )	<b>0</b>
Is recruitment still in progress? (yes-no)	<b>YES</b>

What questions did prospects have after the study was been explained to them?  
none

What were the primary reasons given for choosing not to participate? N.A.

What questions did subjects have about the study once it was underway? N.A.

**Consenting and Reconsenting**

Did you assess prospects' comprehension of the study explanation?

NO     YES    *IF YES, please describe how you did so.*

*Choice to participate assumes comprehension. CEOs and CAOs deal with community/public engagement every day in their positions.*

Have any events occurred (previously approved or requested in this application) which necessitated a change in the consent process in order to facilitate participant comprehension or reduce misunderstandings about the study?

NO                       Yes (*Describe*)

Were subjects re-consented during this study?

NO (*Go to next section*)                       YES

IF YES, estimate the percentage of people who chose not to continue at the time of re-consenting: \_\_\_\_\_%.

What were the reasons given by non-re-consenting participants for choosing to discontinue their participation in the study?

#### **International, Community-Based/Community Participatory Research**

Has any service, useful information or skill, or other form of empowerment or appreciation to the population, country, or community been provided as part of this study?

NA                       NO                       YES (*Describe*)

#### **Findings**

**Ongoing study:** Have there been any interim findings from this study? Include any relevant multi-center trial reports.

NO                       YES                      *If YES, please summarize.*

Has there been any new literature or communication that affects study procedures, risks to participants, or their possible willingness to continue?

NO                       YES                      *If YES, please describe.*

Was a Data Safety and Monitoring Plan (DSMP) created for this study?

NO                       YES

If YES attach a copy of any findings determined by safety monitors at this time or a statement from the DSMP or sponsor that it has reviewed study-wide unanticipated problems, interim findings, or any recent literature relevant to the research.

Have any reports of study problems been filed?  NO                       YES

If YES, how many? \_\_\_\_\_

Please attach and describe here. If these reports resulted in changes in research procedures, please describe in section below requesting information about interim modifications to the study.

*You may attach FORM: Log of Study Problems or a form of your own or the sponsor's giving similar information.*

Have you submitted or published any manuscripts from this study?

NO       YES      *If YES, please list.*

### Complaints

Have you received any complaints about this study?   NO     YES

*If YES, please describe. Include description of resolution of complaint(s).*

### Conflicts of Interest

Have any new issues of COI arisen that were not previously reviewed by the IRB and that require modification of the procedures or informed consent process and documentation?

NO       YES

*If YES, please complete a Request for Modification of Approved Protocol, describing the issue and its management.*

### Changes in Research Procedures

Have you made any changes in research procedures since the last scheduled IRB review? (Was the proposal modified?)   NO     YES

*If YES, describe briefly and attach the IRB approval letter for those changes.*

**Continuing review only: What is your appraisal of the current risk-benefit ratio?**

- Minimal risk (Potential harm/discomfort not greater than those encountered in everyday life or during routine physical or psychological examinations)
- Greater than minimal risk but has potential direct benefit
- Greater than minimal risk and no direct benefit but with potential to yield generalizable knowledge about the subjects' disorder or condition.
- If risk is greater than minimal, are the risks reasonable in relation to the potential benefits? Please explain.

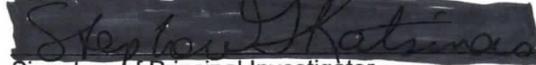
**RENEWAL ONLY: ATTACH COMPLETE COPY OF THE CURRENTLY APPROVED PROTOCOL AND CURRENT UNSTAMPED CONSENT FORM.**

**RENEWAL WITH MODIFICATION: ATTACH THE FOLLOWING ITEMS**  
**-COMPLETE COPY OF CURRENTLY APPROVED PROTOCOL,**  
**-FORM: MODIFICATION OF APPROVED PROTOCOL, AND**  
**-CURRENT UNSTAMPED CONSENT FORM.**

### Signature

Stephen G. Katsinas

Typed name of Principal Investigator



Signature of Principal Investigator

Date Submitted: 6/29/15

Perceptions of Key Issues Facing Chief Executive Officers and Chief Academic Officers  
Related to Public Engagement and Economic & Community Development

*Procedure*

*Purpose*

The purpose of this research is to survey the perceptions of Community College and Regional University Chief Executive Officers (CEOs) and Chief Academic Officers (CAOs) in regard to public engagement and economic & community development. This study will evaluate these perceptions among these four groups who play key leadership roles at these access-oriented two- and four-year institutions. The surveys of the two CEO groups and two CAO groups are almost exactly alike, to allow for comparison across access institution types. In addition, many of the scaled survey items (SA-A-N-D-SD) are designed so that the results can be compared to the annual state community college directors surveys, so that items queried at the state level can be examined at the institutional level as well. A number of the items are written consistent with the survey of Community College CEOs and CAOs toward Economic Development completed in 2007 by Kristie R. Rankin, so that comparisons can be made of how things were in relatively good economic times (2007) compared to the midst of the “Great Recession.”

*Participants*

Participating public Associate’s College and Master’s Colleges and Universities CEOs and CAOs will be chosen by utilizing a stratified random sample from the United States Department of Education/National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS) and the 2010 Basic Classification of Associate’s Colleges published by the Carnegie Foundation for the Advancement of

Teaching. Principal Investigator Katsinas serves as a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, and assists them with their classifications research. (n= approximately 600).

*Instrument*

The survey instruments contain both open and closed ended questions and will be administered via an online survey system (such as Survey Monkey™). They will be sent out via email to the respondents. There are four instruments, one geared for each group being surveyed (CEO/CAO two year, and CEO/CAO four-year), with questions specific to their respective positions and institution types. The surveys should take between 30-45 minutes to complete. There are no incentives provided.

*Informed Consent*

A cover letter will be provided with the necessary introductory information and instructions. Respondents are asked to answer as thoroughly and honestly as possible, with the guarantee of anonymity. There is no risk to the participants and participation is voluntary. Contact information is provided, also.

Office for Research  
Institutional Review Board for the  
Protection of Human Subjects

THE UNIVERSITY OF  
**ALABAMA**  
R E S E A R C H

June 24, 2014

Steve G. Katsinas, Ph.D.  
Director and Professor  
Education Policy Center  
College of Education  
The University of Alabama  
Box 870231

Re: IRB # 14-OR-241 "Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic & Community Development – 2014"

Dear Dr. Katsinas:

The University of Alabama Institutional Review Board has granted approval for your proposed research

Your protocol has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

*(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Your application will expire on June 23, 2015. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Study Closure Form.

Please use reproductions of the IRB approved stamped informed consent form to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



358 Rose Administration Building  
Box 870127  
Tuscaloosa, Alabama 35487-0127  
(205) 348-8461  
FAX (205) 348-7189  
TOLL FREE (877) 820-3066

  
Carpantano T. Myles, MSM, CMI, CIP  
Director of Research Compliance & Research Compliance Officer  
Office of Research Compliance  
The University of Alabama

IRB Project #: 14-0R-241

APR 10 2014 AM 11:11

UNIVERSITY OF ALABAMA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS  
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

	Principal Investigator	Second Investigator	Third Investigator
Names:	Stephen G. Katsinas		
Department:			
College:	Education Policy Center		
University:	The University of Alabama		
Address:	PO Box 870231		
	Tuscaloosa, AL 35487-0231		
Telephone:	205-348-2470		
FAX:	205-348-8038		
E-mail:	skatsina@bamaed.ua.edu		

Title of Research Project: Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic & Community Development-2014

[exempt--update/revision/readministration of IRB # EX07-CM-016 "Perceptions of Community College Chief Executive and Chief Academic Officers toward Economic Development"]

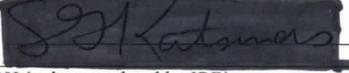
Date Submitted: 4/10/14  
Funding Source: n/a

Type of Proposal  New  Revision  Renewal  Completed  Exempt

Please attach a renewal application

Please attach a continuing review of studies form

Please enter the original IRB # at the top of the page

UA faculty or staff member signature:  4/10/14

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: \_\_\_\_\_ Full board  Expedited

IRB Action:

Rejected Date: \_\_\_\_\_

Tabled Pending Revisions Date: \_\_\_\_\_

Approved Pending Revisions Date: \_\_\_\_\_

Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: 6-23-15

Items approved: \_\_\_\_\_ Research protocol (dated \_\_\_\_\_)

\_\_\_\_\_ Informed consent (dated \_\_\_\_\_)

\_\_\_\_\_ Recruitment materials (dated \_\_\_\_\_)

\_\_\_\_\_ Other (dated \_\_\_\_\_)

Approval signature:  Date: 6/24/2014

Research Invitation: Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic & Community Development—2014

Dear \_\_\_\_\_,

Dr. Stephen Katsinas, Director of the Education Policy Center from the University of Alabama, is conducting a study entitled, *Survey of Key Issues Facing Chief Executive and Chief Academic Officers of Two-Year Colleges and Four-Year Universities Related to Public Engagement and Economic Development--2014*. As Principal Investigator of this study, Dr. Katsinas hopes to gain insight on perceptions currently held by CEOs and CAOs in regards to Economic Development and “the rural community college’s” role. This study will help Higher Education leaders better tell their story in hopes increasing support for rural community colleges across the country.

The survey is relatively brief, and should only take about 10-15 minutes to complete. If you would be so kind as to answer each of these questions as thoroughly and honestly as possible. Only summarized data will be presented at meetings or in publication, representing no risk involved in your participation. PARTICIPATION IS COMPLETELY VOLUNTARY. Know that we will protect your confidentiality by maintaining anonymously coded reports. Furthermore, only the Principal Investigator and the trained research team members will have access to the data.

If you have questions about this study, please contact Dr. Katsinas at 205-348-2470 or by email [@skatsina@bamaed.ua.edu](mailto:@skatsina@bamaed.ua.edu). If you have questions about your rights as a research participant, contact Ms. Tanta Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at [http://osp.ua.edu/site/PRCO\\_Welcome.html](http://osp.ua.edu/site/PRCO_Welcome.html). Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

Best Regards,

Steve Katsinas

UNIVERSITY OF ALABAMA IRB  
CONSENT FORM APPROVED: 6-24-14  
EXPIRATION DATE: 6-23-15