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OUR WORK

APLU works with member universities to

✦ Expand access and improve student success to deliver the innovative workforce of tomorrow.

✦ Advance and promote research and discovery to improve society, foster economic growth, and address global challenges.

✦ Build healthy, prosperous, equitable, and vibrant communities locally and globally.
Dear Friends:

I am pleased to present the Association of Public and Land-grant Universities’ 2019 Annual Report.

In 2019, APLU led or helped lead an array of projects and initiatives centered on the three pillars of our agenda: expanding access and improving student success; advancing and promoting research; and solving societal problems through community engagement.

With dynamics in Washington changing rapidly and an election season fast approaching, APLU has a strong presence on Capitol Hill and with federal agencies. With the active engagement of its members, APLU is a leading voice on research and higher education issues as well as on immigration policies that support public universities’ mission.

But our work extends far beyond federal policy. APLU’s Powered by Publics initiative is engaging 130 member institutions, shepherding student-centered transformation around issues such as unnecessary curricular hurdles, holistic advising, and financial literacy, among others. APLU is at the forefront of efforts to expand adaptive learning to improve student success. We’re also developing resources to help institutions adopt digital learning materials that could dramatically reduce textbook costs.

And to cultivate a more diverse and inclusive faculty in STEM fields, the association is co-leading a national effort, the Aspire Alliance, supported by the National Science Foundation INCLUDES program. The effort’s ultimate aim is for faculty to more appropriately mirror student composition, and thus contribute to higher retention and success among students from underrepresented backgrounds.

APLU advanced several critical research efforts in 2019 as well. The association launched a report on Public Impact Research, highlighting universities that are addressing societal needs and providing tools for more institutions to develop such research. To help institutions better share the data and findings resulting from federally funded research, APLU joined with the Association of American Universities to produce a Guide to Accelerating Public Access to Data.

This year also marked important milestones in APLU’s engagement work. APLU’s Innovation and Economic Prosperity (IEP) Universities program continues to advance. The initiative recognizes institutions that have demonstrated excellence in promoting regional economic development and spotlights leading economic engagement practices. Additionally, APLU issued a report on E-Connectivity in Rural America to elevate the role universities are playing in closing the gap in E-Connectivity. And APLU launched the Global Learning for All Initiative in partnership with the Association of American Colleges and Universities to identify and advance diverse opportunities for global learning on member campuses.

It was a busy 2019, and we have no plans to slow down. This work is invigorating because it is so challenging. We know 2020 will bring a new set of challenges and opportunities. We know our member institutions are working to tear down barriers to student success, advance research tackling society’s most intractable problems, and create more vibrant communities. It’s a privilege to stand with you in such vital work and we’re thrilled to have the opportunity to do exactly that over the coming year.

Sincerely,

Peter McPherson
President
PROJECTS & INITIATIVES
Federal Policy

ADVOCATING FOR POLICIES THAT ADVANCE PUBLIC UNIVERSITIES’ EDUCATION, RESEARCH, AND ENGAGEMENT MISSIONS

As a Washington, DC-based association, APLU works closely with member universities to advance federal policies that strengthen public universities and benefit the students and communities they serve. Working with member institutions primarily through the association’s Council on Governmental Affairs, APLU makes the case to federal policymakers for a legislative and regulatory agenda that expands college access and increases affordability; invests in research, discovery, and innovation; and supports broad-based university economic development and community engagement.

FUNDING

**FY2019 & FY2020 Appropriations**

Ensuring strong funding of higher education and research in the annual federal budget and appropriations processes is a core priority within APLU’s advocacy. The Fiscal Year 2020 appropriations bills were signed into law on December 20, 2019, and ultimately yielded strong financial aid and research levels, with many accounts crucial to public universities receiving increased funding.

| PROGRAM |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                | FY2019 (in millions) | FY2020 (in millions) | % CHANGE |
| **EDUCATION** |
| Pell Grant      | 6,195*            | 6,345*            | 2.42% |
| Federal Work Study | 1,130            | 1,180            | 4.42% |
| Supplemental Educational Opportunity Grant | 840 | 865 | 2.98% |
| TRIO            | 1,060             | 1,090             | 2.83% |
| GEAR UP         | 360               | 365               | 1.39% |
| **AGRICULTURE: RESEARCH AND CAPACITY** |
| Agriculture and Food Research Initiative | 415 | 425 | 2.41% |
| Evans-Allen     | 58                | 67                | 15.52% |
| 1890 Institutions Extension Services | 48.6 | 57 | 17.28% |
| **RESEARCH** |
| National Institutes of Health | 39,084 | 41,700 | 6.69% |
| National Science Foundation | 8,075 | 8,280 | 2.54% |
| Dept. of Defense, 6.1 Basic Science | 2,529 | 2,603 | 2.93% |
| Dept. of Energy, Office of Science | 6,585 | 7,000 | 6.30% |
| Dept. of Energy, ARPA-E | 366 | 425 | 16.12% |
| NASA, Science Mission Directorate | 6,905 | 7,139 | 3.39% |
| National Endowment for the Humanities | 155 | 162.3 | 4.71% |

*This number represents total maximum award per student—not in millions.*
APLU recognized early that the funding climate would be particularly challenging for FY2020 given the expiration of a previous budget deal and thus the imposition of very low budget caps set by the Budget Control Act of 2011. Working with the Association of American Universities (AAU), APLU provided critical leadership in the higher education community, urging Congress to lift the caps to allow for needed investments in higher education and research.

Congress came to an agreement in August, and President Trump signed a two-year budget deal. The nondefense discretionary base went from $597 billion in FY2019 to $621.5 billion for FY2020 and $626.5 billion for FY2021.

Historically, Congress has passed larger increases in the first year of a two-year budget deal, and this deal is no different. For FY2021, there will only be $5 billion in extra funding overall for nondefense discretionary accounts compared with the prior year. Despite tight budgetary constraints, APLU will continue to work with coalitions, associations, and our members to aggressively advocate for increased funding for student aid and research appropriations priorities.

ON THE WEB

EDUCATION POLICY

Higher Education Act Reauthorization
Activity to reauthorize the Higher Education Act picked up significantly, although prospects for a comprehensive bill getting to the president’s desk remain unclear. APLU is deeply engaged to ensure its priorities are included within legislation while also opposing and addressing policies that would set back member institutions’ access, affordability, and completion efforts.

APLU engaged with the House Education and Labor Committee before, during, and after committee markup of the House HEA Reauthorization Act, known as the College Affordability Act, on areas of support and concern within the bill. As an example, APLU was successful in securing several important changes to the new Emergency Grant program included in the bill prior to its introduction. The changes would increase the total federal aid a student may receive through the program and streamline program reporting requirements.

APLU has also been deeply engaged with the Senate HELP Committee on the Student Aid Improvement Act, which represents a piecemeal approach to reauthorizing HEA. To date, that legislation has not advanced and remains opposed by Senate Democrats.

Also, APLU continued unique and successful leadership on two key priorities within HEA reauthorization:

- **COLLEGE TRANSPARENCY ACT**
  APLU’s strong collaboration with member universities as well as the Chamber of Commerce and other partners has resulted in the strong likelihood it would be included within a final comprehensive HEA bill. The legislation, which has more than 100 cosponsors in the House and more than a quarter of the Senate, would allow the Department of Education to fix many of the flaws and holes in higher education outcomes data to empower students and families as better consumers, provide institutions the information we need to better assess programs and drive student success, as well as give lawmakers tools to make evidence-based policy. Key
political developments included Senate Committee Chairman Lamar Alexander’s cosponsorship of the bill, his announcement that he intends to include the bill within his piecemeal approach to HEA reauthorization, and the bill’s inclusion within House Committee Chairman Bobby Scott’s HEA bill that the Education and Labor Committee approved.

- SUPPORT FOR GRADUATE STUDENTS
  Recognizing the unique threats faced by graduate students in an HEA reauthorization, APLU organized a letter signed by more than 30 organizations urging the House and Senate committees to make graduate education a priority. Over the years, graduate students received significant cuts to their aid, including the loss of subsidized loans and higher interest rates on loans. The House HEA bill would restore graduate subsidized loans and extend Pell eligibility for graduate education for students who have not exhausted their grant aid.

INTERNATIONAL & IMMIGRATION POLICY

Protecting Dreamers
APLU is committed to working with Congress on a permanent solution to protect Dreamers. In June, APLU urged Congress to pass H.R. 6, the American Dream and Promise Act of 2019, which would provide conditional permanent residency and an earned path to citizenship for Dreamers who were brought to the United States as children, including those studying at our nation’s colleges and universities. The legislation passed the House. Although it was not taken up in the Senate, APLU continues to champion a bipartisan solution to the issue.

Additionally, APLU worked with partner higher education associations to sponsor and file an amicus brief in the Supreme Court case challenging the Trump administration’s repeal of DACA. The brief details the economic and humanitarian case for supporting Dreamers as well as legal arguments regarding justiciability of the administration’s decision to repeal DACA.

International Students & Visa Policy
APLU worked with higher education and industry partners to engage federal agencies and the White House on the importance of international students and the Optional Practical Training program. APLU urged the U.S. Citizenship and Immigration Services to address the visa processing delays affecting international students and engaged with the House Judiciary Subcommittee on Immigration and Citizenship as they held a hearing focusing on the issue.

APLU remains engaged on the administration’s “unlawful presence” proposal, which would increase the likelihood of international students potentially unknowingly accruing unlawful status and thus being subject to three- or 10-year bars from reentering the United States. APLU, along with several other organizations, helped fund litigation challenging the legality of the proposed policy. A U.S. District Court issued an injunction temporarily blocking the policy while the case proceeds. In issuing the injunction, the judge noted the irreparable harm to colleges and students.

APLU also opposed the administration’s Inadmissibility on Public Charge Grounds rule, which restricts visas and green cards for noncitizens if they...
receive one or more designated public benefits for more than 12 months within any 36-month period. APLU worked to ensure Pell grants and student aid programs were not deemed public benefits in the final rule.

RESEARCH & AGRICULTURE POLICY

Science and Security
APLU continued its stewardship of the joint Science and Security Working Group, with the Association of American Universities (AAU), to advise and respond to the recent concerns from Congress and the administration about the risk of undue foreign government influence at U.S. research universities. In addition to collecting and sharing good security practices and policies, this group, which is comprised of an array of university officials, was integral in advancing measures that would positively contribute to advancing security and defeating numerous amendments to the National Defense Authorization Act (NDAA) and House and Senate FY 2020 Department of Defense spending bills that could have restricted international students and scholars from participating in federally funded basic research projects.

The Science and Security Working Group developed a proactive legislative strategy including advocating for the passage of the Securing American Science and Technology Act (SASTA), which was signed into law as part of the FY 2020 NDAA. That legislation supports the work of the White House Office of Science and Technology Policy (OSTP) by codifying an interagency working group of federal science, intelligence, and security agencies tasked with identifying and assessing existing mechanisms for control of federally funded research, taking inventory of current control definitions, and developing and updating a framework to assist federal agencies and grantees in defending against threats. Additionally, the bill calls for the creation a new Science, Technology, and Security Roundtable convened by the National Academies of Science, Engineering and Medicine that will bring together key stakeholders from the scientific enterprise, including federal agencies, universities, and industry.

APLU also worked extensively with the Federal Bureau of Investigation (FBI) and others to convene a second forum of university leaders, FBI leadership, other national security officials, and federal science agency representatives to continue an ongoing discussion about how to better work together to achieve common goals of vigorously pursuing scientific discovery while ensuring that the safety of the U.S. is not compromised. APLU President

Attendees at the 2019 APLU Annual Meeting discuss protecting science from undue foreign influence.
Peter McPherson provided opening remarks along with FBI Director Christopher Wray. The forum included over 125 individuals and over 50 representatives from APLU member institutions.

APLU also launched a science and security website to help inform members about federal action in this space. APLU worked closely with the OSTP as it established the Joint Committee on the Research Environment (JCORE) through the National Science and Technology Council. JCORE has four subcommittees—research security, safe and inclusive research environments, research rigor and integrity, and reducing administrative burden on federally funded research.

APLU welcomed U.S. Department of Energy Office of Science Director Chris Fall, Deputy Director, Office of Extramural Research, National Institutes of Health Jodi Black, and Office Head of International Science and Engineering, National Science Foundation Rebecca Keiser at the APLU Annual Meeting to provide agency updates on agency efforts to combat undue foreign government interference in U.S. funded research.

**Farm Bill**

The Agriculture Improvement Act of 2018 is a five-year Farm Bill that became law on December 20, 2018. The Farm Bill authorizes national agriculture, nutrition, conservation, and forestry policy. APLU’s Board on Agriculture Assembly and Council on Governmental Affairs helped advocate for the bill, which authorized $876 billion in funding and continued to work on the implementation of new authorized programs. Noted highlights of those programs include additional support for international programs, a new U.S. Department of Agriculture program entitled New Beginning for Tribal Students providing targeted support for tribal students, and an increase in agriculture funding for the National Institute of Food and Agriculture (NIFA) in support of research, teaching and Cooperative Extension activities.

**Gene Editing Policy**

Advancements in biotechnology show promising paths for the ability to edit the genes of agricultural animals and plants in a way that dramatically limits disease and increases productivity. Important questions remain on how to regulate gene editing in the U.S. and in many other countries.

APLU and the Association of American Veterinary Medical Colleges sponsored a summit, *Gene Editing in Livestock: Looking to the Future* in September 2019 in Washington, DC. The meeting featured 23 of the nation’s leading experts from academia, government, industry, and professional groups.

**STEM and Agriculture**

APLU continues to lead the way on Capitol Hill in ensuring that definitions of STEM include agriculture and natural resource sciences. Working with Senator Dick Durbin (D-IL), APLU secured an appropriate definition of STEM in his legislation to grant more employment-based visas to graduates of U.S. universities.

APLU also successfully advocated for a number of provisions in legislation Representative Frank Lucas (R-OK) introduced, H.R. 4979, the Rural STEM Education Act. The bill would authorize NSF to issue R&D grants for rural STEM teachers and educational programs in STEM fields. It also authorizes the National Institute of Standards and Technology to support creative approaches for deploying broadband technologies in underserved rural communities. The bill specifically encourages partnering with cooperative extension services in promoting STEM education. The bill passed the House and awaits Senate action.

**ON THE WEB**

www.aplu.org/sciencesecurity
Expanding Access & Improving Student Success to Deliver the Innovative Workforce of Tomorrow

A core mission of public universities is to provide students from all different backgrounds with access to a high quality, affordable education, help those students obtain a degree, and ultimately work to ensure graduates are qualified to enter the 21st century workforce and prepared for a lifetime of learning.

ENSURING MORE STUDENTS GRADUATE/CREATING A MORE DIVERSE STUDENT BODY

APLU launched the Powered by Publics initiative in November 2018 with the aim of increasing undergraduate degree completion, eliminating achievement gaps for low-income and minority students, and expanding access to higher education for all. Powered by Publics engages 130 universities and state systems from all 50 states in transformation clusters, or collaborative peer groups, that are focused on improving student success in key areas. Each cluster is supported by a lead institution (president and provost team) and APLU staff project manager, and has been meeting regularly to test ideas, develop tools and learning products, and share key data that will help each participating institution make progress toward common goals.

A few examples of cluster work in 2019 included: piloting a tool called Curricular Analytics to map common degree programs and identify factors that block or delay timely degree completion; developing a Data Integration Maturity Matrix as a self-assessment tool to help universities evaluate the use of data on campus; creating “key driver diagrams” for critical student programs to identify determinants of success and areas for improvement; implementing a survey on financial literacy programs to inform a model of best practices; and collecting and sharing data on courses with high DFW rates to determine the source of the problem.

The clusters convened in person prior to the APLU Annual Meeting to evaluate the project’s first year and to plan future activities that will continue driving toward the initiative’s goals. In 2020, grants from Ascendium Education Group and TIAA will build a Data Fellows Program and study college affordability strategies.

ON THE WEB
www.aplu.org/pxp

The Student Experience Project
APLU and the Coalition of Urban Serving Universities (USU) are working on a three-year project to investigate, address, and build awareness of psychological factors influencing student success. The project is funded by the Raikes Foundation and is a research practice partnership with the College Transition Collaborative, the Partnership for Education Research that Scales, Shift Results and EducationCounsel. The project supports six APLU/USU universities—Colorado State University.
University, Portland State, University of Colorado Denver, University of North Carolina at Charlotte, and University of Toledo—in investigating the factors that impact student success in gateway STEM and developing new tools to assess and address these factors on their campuses. In addition, a satellite network of 12 institutions is also collaborating on this, with a focus on the signals and messages students receive on the first day of class.

**Collaborative Opportunity Grants**

APLU and USU’s Collaborative Opportunity Grants (COG) project, supported by both the Bill & Melinda Gates Foundation and the Kresge Foundation, centers on collaborations between a public university and an external organization such as another university, community colleges, school districts, or local governments. All funded COG projects align with at least one of five USU priority investment areas: strengthening the K–16 pipeline; rethinking financial aid; engaging faculty; partnering with employers and workforce organizations; and leveraging community assets. The initiative will be extended in 2020 with funding from the Michael and Susan Dell Foundation, and a targeted focus on delivering 21st century skills.

**ON THE WEB**

[www.aplu.org/cog](http://www.aplu.org/cog)

**Completion Grants**

Aimed at preventing low-income college students nearing graduation from dropping out due to a small shortfall in money for tuition, APLU, USU, and Temple University—with support from the U.S. Department of Education Institute for Education Science—are working on a five-year, $4 million project to assess, improve, and grow small-dollar completion grants aimed at ensuring such students complete their degree. Eleven universities distributed over 2,000 grants in a randomized controlled trial, and the involved groups started to collect the data to evaluate the impacts. The participants are Arizona State University, Florida International University, Florida State University, Indiana University-Purdue University Indianapolis, Portland State University, Rutgers University-Newark, University of Colorado Denver, University of Illinois at Chicago, University of Memphis, University of North Carolina at Charlotte, and Virginia Commonwealth University.

**ON THE WEB**

[www.aplu.org/completiongrants](http://www.aplu.org/completiongrants)

**Frontier Set**

APLU and USU serve as an intermediary for the work of three universities, Florida International University, Georgia State University, and Portland State University, in the Frontier Set, a national initiative that supports a select group of colleges, universities, and state systems committed to increasing student success and eliminating the achievement gap. Supported by the Bill & Melinda Gates Foundation, participating institutions are focused on redesigning and creating new institutional delivery models aimed at student success by implementing and integrating evidence-based practices and strengthening capacity. Working as a network, institutions are accelerating redesign efforts with an emphasis on advising, digital learning, and academic readiness.

**ON THE WEB**

[www.aplu.org/frontierset](http://www.aplu.org/frontierset)
Guided Pathways at Access-Oriented 4-Year Institutions

APLU received a subaward from the University of Florida to participate in a Bill & Melinda Gates Foundation project exploring how four-year institutions might develop guided pathways to increase student success. APLU’s Office of Academic Affairs led a cross-APLU collaboration to develop *Guided Pathways Model at Access-Oriented Four-Year Institutions: A Student-Centered Approach to College Access and Success*. The model is oriented toward postsecondary leaders and practitioners seeking to adopt strategies and catalyze institutional transformation to better support access and success at four-year institutions.

Convening on the Future of Fraternity and Sorority Life

Eric Barron, president of The Pennsylvania State University, led an APLU Council of Presidents discussion focusing on how universities could work together to address safety issues concerning fraternities and sororities. Since then, Penn State established the Piazza Center for Fraternity and Sorority Research and Reform to deal with these matters. APLU’s Office of Academic Affairs and Council on Student Affairs cosponsored two convenings this year with the National Association of Student Personnel Administrators about the challenges and opportunities for the evolution of fraternity and sorority life. The Ohio State University and the University of Houston each hosted a meeting.

Research Collaboration on Next Generation Admission

APLU continued a collaboration with the College Board to engage more than 20 APLU member institutions in a two-phase research project aimed at increasing the use of environmental factors in postsecondary admissions decisions. This year, the College Board announced a revised tool called Landscape. Data from the ongoing project indicates that admissions officers who have additional, publicly available data on prospective students’ home and high school environments make significantly different admissions decisions. The resulting incoming cohorts of students are both more diverse in race and socioeconomic status and have a slight increase in their first-to-second-year retention rate.

ON THE WEB

https://pages.collegeboard.org/landscape

Access & Diversity Collaborative

APLU joined the Access & Diversity Collaborative (ADC)—a cross-disciplinary group of education professionals and organizations dedicated to upholding the principles of equitable access to higher education for all students and promoting diversity on campus. The ADC, facilitated by the College Board, provides resources to institutional leaders and the public on ADC’s Guidance & Resource Library. ADC’s newest resource, *Understanding the Role of Race-Neutral Strategies in Advancing Higher Education Diversity Goals*, provides valuable information for institutional leaders considering how to expand college student access holistically.

2019 Degree Completion Award

Since 2013, APLU’s Degree Completion Award has identified, highlighted, and rewarded innovative public university efforts that are successfully improving the retention and graduation of students. The University of North Carolina at Charlotte won the 2019 Degree Completion Award, and the University of Central Florida and the University of Rhode Island were also finalists. APLU continues to see high interest in this award and disseminates findings from a variety of initiatives campus applicants are implementing.

UNC Charlotte’s efforts engage students as active agents in their own success, proactively advises at-risk students, and advances policies that optimize students’ paths to graduation. The wide-ranging approach to student-centered reform has helped the university increase its six-year graduation rate by 10 percent since 2009 and increase its four-year graduation rate by 17 percent over the same period.

ON THE WEB

www.aplu.org/DCA

The University of North Carolina at Charlotte accepts the 2019 Degree Completion Award.
Addressing Textbook Affordability

APLU is supporting an effort to help universities innovate to contain student costs while providing a high-quality educational experience. Over the past two decades, textbook prices have increased by 184 percent, tripling the rate of inflation in the broader economy. The College Board estimates that students pay an average of $1,240 on textbooks and supplies each year. The development of digital platforms is causing major disruptions in the publishing industry, resulting in significant reductions in costs for e-texts and other digital learning materials at some institutions and systems. At the institutional level, APLU planned meetings for university experts and started developing resources for institutions such as webinars, reports, and links to effective practices.

In September, APLU wrote a letter to the U.S. Department of Justice Antitrust Division advocating against the recently announced merger of Cengage and McGraw Hill. “If approved, the merger would diminish competition in a market already facing insufficient competition. Cengage currently controls 24 percent of the textbook market and McGraw Hill holds 21 percent of the market. With Pearson commanding more than 40 percent of the market, a Cengage-McGraw Hill merger would leave consumers with just two providers collectively controlling about 80 percent of the market. Such consolidation could have profound consequences for students, families, and institutions,” the letter said.

STEM-FOCUSED

Aspire—The National Alliance for Inclusive & Diverse STEM Faculty

Co-led by APLU and the Center for the Integration of Research, Teaching and Learning based at the University of Wisconsin-Madison, the Aspire Alliance is a multi-institutional, five-year, $10 million collaboration funded by the National Science Foundation’s INCLUDES initiative. The grant supports the Alliance’s efforts to help universities cultivate a more diverse and inclusive faculty that will attract greater numbers of underrepresented students into STEM fields and enhance their success. The work is occurring across three change streams—at the institutional, regional, and national levels.

The Institutional Change (IChange) Initiative, co-directed by APLU, is comprised of two major components: the IChange Network and the IAspire Leadership Academy.

• The IChange Network engages institutions committed to a more diverse and inclusive STEM faculty as a transformation community.

Participating institutions begin with a self-assessment to identify areas of strength and growth around recruiting, hiring, and retaining a diverse and inclusive STEM faculty. They use the results of the self-assessment, in consultation with network peers, to develop robust action plans to identify, implement, assess, and scale promising practices across STEM colleges and departments. A team of consultants and technical advisors provide concierge-style service to support campus change efforts, while a competitive grants process helps to fund innovation and cross-network learning. To date, two cohorts, totaling 35 APLU members launched and engaged in a series of monthly virtual meetings, and an annual in-person meeting, to support these efforts.

• The IAspire Leadership Academy, led in partnership with the University of Georgia, elevates the preparedness of academic leaders from underrepresented groups so they can succeed in academic senior leadership roles. Fellows gain critical leadership skills across numerous competencies and learn how to lead institutional change in the increasingly complex environments in which STEM faculty operate. They apply their learning on leadership and change management at their home institutions through institutional action projects. The first cohort of 20 fellows met in November 2019.

APLU also leads Aspire’s Backbone, facilitating intra-alliance and external partnerships, as well as advising on strategic communications and knowledge management for all collaborating Aspire organizations. The Backbone coordinates the variety of people working on the Aspire Alliance to ensure alignment of goals, activities,
and working norms within an equity-focused collective impact approach. The Backbone team also provides administrative structure to leadership team meetings, Aspire convenings, and overall project management. These structures allow the collaborative work of Aspire to occur across the country while focusing on the primary goals of creating a more inclusive and diverse STEM faculty.

**ON THE WEB**
[www.aspirealliance.org](http://www.aspirealliance.org)

**Student Engagement in Mathematics through an Institutional Network for Active Learning (SEMINAL)**
SEMINAL is a five-year, NSF-funded project, which began as part of the Mathematics Teacher Education Partnership in 2017. The project aims to help all undergraduate students pursuing degrees in STEM fields succeed in introductory mathematics courses—the foundation for a STEM degree. Working with 12 universities to better understand how to implement active learning in undergraduate mathematics classes, the project convened a joint conference with the institutions in Progress through Calculus, an aligned major calculus reform effort by the Mathematics Association of America.

Altogether, the conference included teams from nearly two dozen universities representing much of the national leadership in transforming first year calculus instruction. SEMINAL faculty are completing a book of their initial findings and are also developing a double edition of the PRIMUS journal on math education devoted to the transformative success of some 15 institutions in improving student success in first-year mathematics courses. Project leaders intend to grow the group significantly beyond the existing 12 institutions to create a national movement to transform teaching of gateway calculus courses.

**ON THE WEB**
[www.aplu.org/seminal](http://www.aplu.org/seminal)

**Improving Student Success in General Chemistry**
Stimulated by Powered by Public institutions voicing concern over student difficulties in first year STEM courses, APLU started working with the American Chemical Society (ACS) and other institutional partners to develop a national initiative to improve student success in general chemistry. The approach will be built on lessons learned from ongoing APLU work, previous pilot efforts in chemistry, and effective practices in other STEM areas. As a first step, APLU and ACS co-hosted a November workshop to bring together faculty, administrators, and other higher education experts to identify and discuss effective practices for improving student success in general chemistry.

**Mathematics Teacher Education Partnership (MTEP)**
This APLU project to prepare more and better high school mathematics teachers is now over eight years-old. It includes roughly 50 universities and their school system partners working on more than six grants. Under the newest NSF grant (led by Auburn University and the University of Nebraska-Lincoln), faculty are examining what the leaders of MTEP learned to transform mathematics teacher preparation programs. APLU will manage and disseminate final products from this effort and two other existing NSF grants of MTEP: one that is assessing clinical practices in math teacher preparation and the other that is developing and testing course modules for math teacher development.

**ON THE WEB**
[www.aplu.org/mtep](http://www.aplu.org/mtep)
Network of STEM Education Centers (NSEC)
This NSF-funded effort links 213 STEM Education Centers, institutes, and programs at 168 institutions. STEM Education Centers serve as the hubs of campus-based efforts to transform undergraduate STEM education. NSEC supports and amplifies the work that STEM Education Centers are doing to improve undergraduate STEM education. APLU is in the fifth and final year of the grant and will be publishing its research. There are opportunities to consider how these organizational units can support such initiatives as Powered by Publics.

ON THE WEB
www.aplu.org/nsec

Status Report on Engineering Education Report Part II
APLU is in the final process of publishing the NSF-funded Status Report on Engineering Education Part II. The report will

- Engage leading scholars, industry, and university leaders in assessing data to better understand key shortage areas in engineering disciplines as a baseline that broadening participation initiatives can use to better frame their projects; and
- Organize current data sources and metrics into a publicly accessible resource available for researchers to compare and analyze engineering degree awards employment data.

HBCU Tech Planning Grant
With NSF funding, APLU is partnering with UNCF, bringing together both public and private HBCUs, to develop a national HBCU-focused effort to broaden participation in computer and information science by developing a framework for increasing the number and yield of bachelor’s degrees HBCUs award in computer and information science and related fields. The grant addresses the readiness of HBCU STEM graduates for technology workforce and job creation; the number of African-American computer and information science doctoral students at all U.S. doctoral programs from HBCUs; and the institutional capacity, including research, and development, of HBCUs to achieve these goals.

In June 2019, in conjunction with the Massachusetts Institute of Technology (MIT), APLU convened some members from the original group along with other diverse stakeholders representing STEM-CS and tech transfer faculty and higher education leadership from across HBCUs. The group was guided through a series of questions and situations with a hypothetical university and an average student.

Engineering & Computer Science Workshop
With funding from NSF, APLU held a workshop for engineering and computer science faculty from HBCUs. The focus was on 1) pedagogy that improves student learning; 2) innovative strategies for mentoring and advising that improve student retention and graduation rates; and 3) tools and strategies needed to develop grant proposals to compete effectively in national grant solicitations. The workshop, hosted by Tennessee State University, was led by an experienced engineering educator who guided the cohort in developing projects and grant proposals that support the work of the cohort members. Five potential proposal teams were formed at the workshop and 15 HBCUs were represented.
TECHNOLOGY/DIGITAL LEARNING TO IMPROVE EDUCATION

Accelerating Adoption of Adaptive Courseware
APLU’s Accelerating Adoption of Adaptive Courseware at Public Universities project is working with eight APLU universities to scale the use of adaptive learning to 15 percent of general education enrollments. By spring 2019, 556 adaptive course sections were reported with another 869 sections launched in the fall semester covering 24 general education disciplines. These sections, combined with previous years, now total over 150,000 enrollments. Courses using adaptive technology improve student pass rates faster than courses not using adaptive courses for math, biology, business and physics.

Several institutions are now reporting significant increases in student success. For example, Oregon State University has reversed the achievement gap in college math and had another 600 students complete math courses who would not have in the past. Northern Arizona University has a cumulative increase of 5 percent over non-adaptive courses. Arizona State reports at 24 percent improvement in college math for all students. Both the University of Mississippi and University of Louisville scaled beyond the 15 percent of enrollments to reach 25 percent this year.

Every Learner Everywhere Network
The Personalized Learning Consortium (PLC) is a membership organization that was founded by APLU to help public universities seize new opportunities to use technology to improve learning outcomes for students through personalization. Now in its fourth year, the consortium of 14 institutions has launched projects focused on improved student success through adaptive learning technologies and integrated advising and student support initiatives.

The Bill & Melinda Gates Foundation established the Every Learner Everywhere network of organizations to provide technical support to institutions that want to redesign beginning-level courses leveraging adaptive courseware. As part of this effort, APLU’s PLC started working with 48 faculty members from six universities that represent six disciplines and 21 courses. APLU is offering webinars, workshops, and developing resources for another 29 institutions as part of this effort.

ON THE WEB
www.aplu.org/plc

PHOTOS (FROM LEFT) COURTESY OF EAST CAROLINA UNIVERSITY AND COLORADO STATE UNIVERSITY
BETTER DATA TO TRACK & REPORT PROGRESS

VSA Analytics
APLU and the American Association of State Colleges and Universities (AASCU) launched VSA Analytics to better support and enhance institutional use of data for strategic planning and decision making. Formerly known as the Voluntary System of Accountability (VSA), VSA Analytics is a web-based subscription service built on a new platform with a new look and improved functionality. VSA Analytics offers more than 25 benchmarking reports based on a custom national dataset containing almost 400 variables from roughly 4,400 institutions. Among the data included: enrollment, cost of attendance, graduation rate, R&D expenditures, financial aid, admissions, and student-faculty ratio. The newly designed platform also allows users to create and save custom comparison groups for more efficient benchmarking reports.

ON THE WEB
www.vsaanalytics.org

Student Achievement Measure (SAM)
SAM continues to be an important measure that helped move IPEDS to evolve its Outcome Measures to include more students (i.e., transfer-in students) in its graduation rate tracking and was a factor in the drafting of the College Transparency Act in Congress. APLU will further integrate SAM into the newly launched VSA Analytics, so they are no longer viewed as separate resources, but rather two complementary tools for better understanding student persistence and completion.

ON THE WEB
www.studentachievementmeasure.org
Advancing and Promoting Research & Discovery to Improve Society, Foster Economic Growth, & Address Global Challenges

APLU promotes robust federal research funding as well as policies and university practices designed to support research, one of the core missions of its member institutions. University research improves lives and has a significant impact on economic development and growth. APLU’s efforts include helping members identify and promote public impact research; ensuring that federal policies enable universities to meet their goals and provide sufficient support; and improving research practices.

Public Impact Research
APLU released the report Public Impact Research: Engaged Universities Making the Difference at its 2019 Annual Meeting in November. The Public Impact Research (PIR) initiative encourages universities to better address societal needs with an approach that incorporates a blend of basic and applied research through partnerships with local community and other stakeholders. The effort encourages institutions to undertake more research with societal effect and help universities identify and address barriers to undertaking this work. Research, engagement, communications and government affairs leaders are developing follow-on actions to use this common PIR framework to more effectively communicate how APLU universities impact society through research.

ON THE WEB
www.aplu.org/PIR

New National Antimicrobial Resistance Research & Education Center
APLU and Iowa State University (in partnership with University of Nebraska, University of Iowa Medical College, Nebraska Medical Center, and the Mayo Clinic) initiated the new National Institute for Antimicrobial Resistance (AMR) Research and Education with a focus on providing local, national, and international leadership in combating antimicrobial resistance across humans, animals, and the environment. APLU and the Association of Veterinary Medical Colleges chose Iowa State to lead the institute and utilize a One Health approach to comprehensively tackle the AMR problem. The consortium continues to grow and has added many universities, federal agencies, and industry partners focused efforts of preventing and treating infectious diseases.

ON THE WEB
www.nationalamrinstitute.org

Public Access
With support from NSF, APLU and AAU convened 30 university teams in fall 2018 to develop and share institutional plans for making research publications and data publicly accessible. To continue that effort, NSF funded APLU and AAU to engage in a strategic planning process for public access to data that includes two workshops, a summit, and a Guide to Accelerating Public Access to Data. APLU and AAU finalized a workshop report, have
convened a new cross-campus steering committee, and are piloting site visits.

ON THE WEB
www.aplu.org/publicaccess

2019 University Innovation and Entrepreneurship Showcase
APLU partnered with AAU to present the 2019 University Innovation and Entrepreneurship Showcase on Capitol Hill, featuring startups from across the country that grew from federally funded research at leading universities. Through the showcase, participating startups and their affiliated universities are recognized nationally for their exemplary work at the intersection of science, technology, and business.

A special focus was given to APLU Innovation and Economic Prosperity (IEP) University designees— institutions that have demonstrated a meaningful, substantial, and sustainable commitment to economic development.

ON THE WEB
www.aplu.org/showcase

The University of Florida takes part in the 2019 University Innovation and Entrepreneurship Showcase on Capitol Hill.
Building Healthy, Prosperous, Equitable, and Vibrant Communities Locally & Globally

APLU and its member institutions are deeply engaged in their communities and regions. Through partnerships with community organizations, state and local governments, entrepreneurs, small businesses, major corporations, and others, they advance economic development, tackle societal challenges, and foster great places to work and live.

ECONOMIC & COMMUNITY ENGAGEMENT

Innovation and Economic Prosperity (IEP) Universities Program Growth and Expansion

APLU completed the seventh year of its Innovation and Economic Prosperity University (IEP) designation and awards program with three new university designees and four more award winners. To date, 67 universities have earned the designation with an additional 22 institutions pursuing it.

The IEP program demonstrates clear impacts for the designees and their communities by promoting institutional awareness and ecosystem building to strengthen universities capacity to know, measure, and tell their economic engagement impact. A recent survey of designees indicated 72 percent of institutions agreed or strongly agreed, “the designation has resulted in definable benefits to the university.” (14 percent felt they could not comment due to staff transitions from the point of earning the designation).

A recent National Institute of Standards and Technology (NIST)-sponsored study from the University of Michigan, documented the relationship between an IEP university designation and higher rates of technology commercialization. The program has also been featured before numerous national conferences at the intersection of higher education and economic engagement.

University Engagement with Small and Medium-Sized Manufacturers

APLU is working with the Hollings Manufacturing Extension Partnership and Innovation Associates (IA) to identify successful models that leverage university research and development (R&D) through technology transfer, technical services, and related skill development that effectively transition the R&D to small and medium-sized manufacturers to promote greater productivity. Through the proposed two-phase initiative, APLU/IA will identify and promote the practices and tools that can help manufacturers compete in emerging industry markets.
Community Engagement Scholarship Awards

APLU completed the 12th year of this awards program, comprised of the W.K. Kellogg Foundation Community Engagement Scholarship Awards and the C. Peter Magrath Community Engagement Scholarship Award. Cornell University was named the winner of the 2019 C. Peter Magrath Community Engagement Scholarship Award during a ceremony at the 2019 APLU Annual Meeting. Cornell was recognized for its interdisciplinary farmworker research and collaboration initiatives, which collectively benefit thousands of farm workers in 40 counties across New York state and beyond.

Colorado State University, University of Louisville, and Purdue University also won regional awards for their community engagement scholarship efforts. Two exemplary designees—North Carolina State University and Oklahoma State University—were recognized for their efforts as well. All six institutions were showcased at the 2019 Engagement Scholarship Consortium’s Annual Conference in October.

ON THE WEB

www.aplu.org/magrathaward

TALENT DEVELOPMENT

Talent and Workforce Development

APLU and USU are partnering with UPCEA (University Professional and Continuing Education Association) and Workcred, a Washington, DC-based organization dedicated to strengthening workforce quality by improving the credentialing system. The project is improving the interface and integration of degree programs and certifications. With funding from the Lumina Foundation, partners are examining the potential to provide the benefits of third-party, industry-recognized certifications to students more quickly and affordability. In 2019, four convenings were hosted that focused on health care, cybersecurity, the liberal arts, and manufacturing, and one more is planned on retail and hospitality.

ON THE WEB

www.aplu.org/aligningdegrees

Rural Economic and Talent Development

APLU issued a report, E-Connectivity in Rural America, to raise awareness of the role public research universities are playing in closing the e-connectivity gap. APLU continues to use this information to raise awareness of member capabilities and are pursuing efforts to further build APLU member engagement in rural broadband.

ON THE WEB

www.aplu.org/ruralengagement

INTERNATIONAL ENGAGEMENT

Global Learning for All

APLU, in partnership with the Association of American Colleges & Universities (AAC&U) launched the Global Learning for All initiative—a multi-campus, multi-year laboratory project in which APLU institutions will create, refine, test, and measure diverse strategies for providing a global education to all students. The project aims to more rigorously assess the effectiveness of different tools and
pathways to develop global competencies in an increasingly diverse student population. It also aims to shift the paradigm of public higher education so global competencies are considered a basic requirement of a quality higher education for all students, not just those who can afford to think and engage globally.

**University Global Coalition**

In September 2019, under the leadership of Georgia Tech University President Ángel Cabrera, the University Global Coalition was established as an outgrowth of APLU’s Commission on International Initiative’s Declaration on University Global Engagement. With support from the Rockefeller Foundation, the University Global Coalition was launched to provide a global platform for universities and other higher education organizations committed to working together and in partnership with the United Nations in support of the Sustainable Development Goals both locally and globally. The Sustainable Development Goals address 17 global challenges, including those related to poverty, inequality, climate change, environmental degradation, peace, and justice.

**Institutional Award for Global Learning, Research, and Engagement**

The APLU Institutional Award for Global Learning, Research, and Engagement recognizes public universities excelling in their efforts to drive an inclusive and comprehensive approach to global engagement, research, and learning. The 2019 Platinum Award went to the University of South Florida. The award recognizes institutions at the leading edge of inclusive and comprehensive efforts to internationalize their campuses. The University of British Columbia, The Pennsylvania State University, and Florida International University were all recognized for their internationalization efforts as recipients of Gold Level Awards. The Gold Level award recognizes institutions that have excelled in one of the four dimensions of internationalization, which include inclusivity; internationalization of research and engagement; leadership and pervasiveness; and assessment.

**BIFAD Report on the Value of USAID Investments for the U.S.**

APLU received a funding extension of its contract with USAID to continue its support of the Board for International Food and Agricultural Development (BIFAD), a presidentially appointed board that advises USAID on food security and agriculture with a focus on U.S. university involvement with the agency. In its contractual role, APLU led the development with the International Food Policy and Research Institute of a BIFAD report that makes the strong case for how university research has a strong economic, educational and social impact in the U.S. and abroad. The report was released at the World Food Prize to a positive reception.

**Advancing Global Talent Development and University Partnerships: North American Higher Education Associations Workshop**

APLU partnered with Mexico’s National Association of Universities and Higher Education Institutions (ANUIES) and Universities Canada to convene representatives from key higher education associations and industry groups in Canada, Mexico, and the United States for a tri-lateral strategy forum addressing talent and workforce development across North America. The workshop served as a platform for senior representatives to identify opportunities to collaborate and coordinate their efforts toward advancing talent development and identify synergies for joint projects and initiatives in the region.

The University of South Florida accepts the APLU Institutional Award for Global Learning, Research, and Engagement Platinum Award at the 2019 APLU Annual Meeting.
APLU ORGANIZATIONAL INFRASTRUCTURE

PHOTO COURTESY OF PURDUE UNIVERSITY
Finance & Administration

In addition to APLU’s 242 members, funders support APLU’s work with a combined contribution of more than $38 million over the life of the grants.

FUNDERS & PROJECTS

Ascendium Education Solutions
- Data Fellows Program

Association of American Medical Colleges/California Wellness Foundation
- Cal Wellness Grant

Bill & Melinda Gates Foundation
- Adaptive Courseware
- Sustaining Grant
- Transformational Change Collaborative (TCC)
- Student Achievement Measure (SAM)
- Prep for Scale
- Center for Public University Transformation (CPUT)
- Scaling Partners Grant

Kresge Foundation
- Collaborative Opportunity Grant

Michael and Susan Dell Foundation
- Seeding Innovation to Deliver 21st Century Skills

National Institute of Standards & Technology
- Manufacturing Externship Partnership (MEP) Centers

National Science Foundation
- Improving Undergraduate STEM Education (IUSE)
- Accelerating Public Access to Research Data
- NSF Grant-Modules
- Clinical
- SEMINAL
- Research Experiences for Undergraduates (REU)
- NSF Includes: ASPIRE: The National Alliance for Inclusive and Diverse STEM Faculty
- Computer Science Faculty Workshop
- HBCU Technology
- Engineering Databook

Raikes Foundation
- Student Experience Project

Teachers Insurance and Annuity Association of America
- Mitigating Student Debt through Financial Aid Innovation

Temple University/U.S. Department of Education
- Institute for Education Science Grant

U.S. Agency for International Development (USAID)
- Board for International Food and Agricultural Development (BIFAD)/USAID

Western Interstate Commission for Higher Education
- DLSN Network Investment-Technical Assistance

Workcred
- Integration of Certifications and Degrees
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Project Associate, Aspire Alliance
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Associate, STEM Education & Research Policy

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Assistant Director, USU/APLU Office of Urban Initiatives
Andréa Rodríguez
Assistant Director, USU/APLU Office of Urban Initiatives
Lynn Brabender
Assistant Director, USU/APLU Office of Urban Initiatives
# APLU Members

## UNIVERSITY SYSTEMS

<table>
<thead>
<tr>
<th>System</th>
<th>Universities</th>
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<tr>
<td>American Indian Higher Education Consortium (AIHEC)</td>
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<td>Colorado State University System</td>
<td>Colorado School of Mines, Colorado State University, University of Colorado at Boulder, University of Colorado Denver, Anschutz Medical Campus</td>
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<td>North Dakota University System</td>
<td>University of Illinois System, University of Massachusetts System, University of Missouri System, University of Nebraska System, University of North Carolina System, University of Tennessee System, University of Wisconsin System, University System of Georgia, University System of Maryland</td>
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<td>Texas A&amp;M University System, Texas Tech University System</td>
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## MEMBER UNIVERSITIES BY JURISDICTION

### Canada

- Dalhousie University
- University of Alberta
- The University of British Columbia
- University of Calgary
- University of Guelph
- University of Saskatchewan
- Western University
- Queen’s University

### Mexico

- Instituto Politécnico Nacional
- Universidad Autónoma de Nuevo León
- Universidad de Guadalajara
- Universidad Nacional Autónoma de México
- Universidad Veracruzana

### United States

#### ALABAMA

- Alabama A&M University
- Auburn University
- Tuskegee University
- The University of Alabama at Birmingham
- The University of Alabama in Huntsville
- University of South Alabama

#### ALASKA

- University of Alaska Fairbanks

#### AMERICAN SAMOA

- American Samoa Community College

#### ARIZONA

- Arizona State University
- Northern Arizona University
- University of Arizona

#### ARKANSAS

- University of Arkansas
- University of Arkansas at Pine Bluff

#### CALIFORNIA

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

#### COLORADO

- Colorado School of Mines
- Colorado State University
- University of Colorado at Boulder
- University of Colorado Denver / Anschutz Medical Campus

#### CONNECTICUT

- University of Connecticut

#### DELAWARE

- Delaware State University
- University of Delaware

#### DISTRICT OF COLUMBIA

- University of the District of Columbia

#### FLORIDA

- Florida A&M University
- Florida Atlantic University
- Florida International University
- Florida State University
- University of Central Florida
- University of Florida
- University of South Florida

#### GEORGIA

- Augusta University
- Fort Valley State University
- Georgia Institute of Technology
- Georgia Southern University
- Georgia State University
- Kennesaw State University
- The University of Georgia

#### GUAM

- University of Guam

#### HAWAI‘I

- University of Hawai‘i

#### IDAHO

- Boise State University
- University of Idaho

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1 Land-grant institution as designated by the state legislature; 2 Historically Black College or University; 3 Hispanic Serving Institution
<table>
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<tr>
<th>State</th>
<th>Universities</th>
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| Illinois | Illinois State University  
Northern Illinois University  
Southern Illinois University at Carbondale  
University of Illinois at Chicago  
University of Illinois at Urbana-Champaign |
| Indiana | Ball State University  
Indiana University  
Indiana University-Purdue University Indianapolis  
Purdue University |
| Iowa | Iowa State University  
University of Iowa |
| Kansas | Kansas State University  
University of Kansas  
Wichita State University |
| Kentucky | Kentucky State University  
University of Kentucky  
University of Louisville |
| Louisiana | Louisiana State University and Agricultural & Mechanical College  
Louisiana Tech University  
Southern University and A&M College, Baton Rouge  
University of Louisiana at Lafayette  
University of New Orleans |
| Maine | The University of Maine |
| Maryland | Morgan State University  
United States Naval Academy  
University of Maryland, Baltimore County  
University of Maryland, College Park  
University of Maryland Eastern Shore  
University of Maryland Global Campus |
| Massachusetts | Massachusetts Institute of Technology  
University of Massachusetts Amherst  
University of Massachusetts Boston  
University of Massachusetts Lowell |
| Michigan | Central Michigan University  
Michigan State University  
Michigan Technological University |
| Minnesota | University of Minnesota  
University of Minnesota Duluth |
| Mississippi | Alcorn State University  
Jackson State University  
Mississippi State University  
The University of Mississippi  
The University of Southern Mississippi |
| Missouri | Lincoln University  
Missouri University of Science and Technology  
University of Missouri  
University of Missouri-Kansas City |
| Montana | Montana State University  
University of Montana |
| Nebraska | University of Nebraska-Lincoln |
| Nevada | University of Nevada, Las Vegas  
University of Nevada, Reno |
| New Hampshire | University of New Hampshire |
| New Jersey | Montclair State University  
New Jersey Institute of Technology  
Rowan University  
Rutgers, The State University of New Jersey  
Rutgers University-Newark |
| New Mexico | New Mexico State University  
The University of New Mexico |
| New York | Binghamton University, SUNY  
Cornell University  
Stony Brook University, SUNY  
SUNY Polytechnic Institute  
The City College of New York, CUNY  
University at Albany, SUNY  
University at Buffalo, SUNY |
| North Carolina | East Carolina University  
North Carolina A&T State University  
North Carolina State University  
The University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of North Carolina at Greensboro  
University of North Carolina at Wilmington |
| North Dakota | North Dakota State University  
The University of North Dakota |
| Northern Mariana Islands | Northern Marianas College |
| Ohio | Bowling Green State University  
Central State University  
Cleveland State University  
Kent State University  
Miami University  
Ohio University  
The Ohio State University  
The University of Toledo  
University of Cincinnati  
Wright State University |
| Oklahoma | Langston University  
Oklahoma State University  
University of Oklahoma |
| Oregon | Oregon State University  
Portland State University  
University of Oregon |
| Pennsylvania | The Pennsylvania State University  
The Pennsylvania State University-Penn State Altoona  
The Pennsylvania State University-Penn State Berks  
The Pennsylvania State University-Penn State D Wells  
The Pennsylvania State University-Penn State Hershey  
The Pennsylvania State University-Penn State Schuylkill  
The Pennsylvania State University-Penn State York  
The Pennsylvania State University-Penn State World Campus |
| Puerto Rico | University of Puerto Rico Mayagüez  
University of Puerto Rico Rio Piedras |
| Rhode Island | The University of Rhode Island |
| South Carolina | Clemson University  
South Carolina State University  
University of South Carolina |
| South Dakota | South Dakota School of Mines & Technology  
South Dakota State University  
University of South Dakota |
TENNESSEE
Middle Tennessee State University
Tennessee State University\textsuperscript{1,4}

The University of Memphis
The University of Tennessee, Knoxville\textsuperscript{3}

TEXAS
Prairie View A&M University\textsuperscript{1,5}
Texas A&M University\textsuperscript{1}
Texas State University
Texas Tech University\textsuperscript{3}
University of Houston\textsuperscript{1}
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso\textsuperscript{3}
The University of Texas at San Antonio\textsuperscript{3}

UTAH
The University of Utah
Utah State University\textsuperscript{v}

VERMONT
The University of Vermont\textsuperscript{v}

VIRGIN ISLANDS
University of the Virgin Islands\textsuperscript{1,5}

VIRGINIA
The College of William & Mary
George Mason University
Old Dominion University
University of Virginia
Virginia Commonwealth University
University of Texas Rio Grande Valley\textsuperscript{3}
Virginia Polytechnic Institute & State University (Virginia Tech)\textsuperscript{1}
Virginia State University\textsuperscript{1,5}

WASHINGTON
University of Washington
Washington State University\textsuperscript{1}

WEST VIRGINIA
Marshall University
West Virginia State University\textsuperscript{1,3}
West Virginia University\textsuperscript{1}

WISCONSIN
University of Wisconsin-Madison\textsuperscript{1}
University of Wisconsin-Milwaukee

WYOMING
University of Wyoming\textsuperscript{1}

RELATED HIGHER EDUCATION ORGANIZATIONS

Association of Canadian Faculties of Agriculture and Veterinary Medicine (ACFAVM)

Connecticut Agricultural Experiment Station\textsuperscript{1}

National Organization of Research Development Professionals
The College Board

PHOTOS (FROM LEFT) COURTESY OF (TOP) UNIVERSITY OF ILLINOIS, UNIVERSITY OF NEW HAMPSHIRE; (BOTTOM) THE UNIVERSITY OF VERMONT, PURDUE UNIVERSITY
About APLU

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico.

With a membership of 242 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU’s agenda is built on the three pillars:

- Expand access and improve student success to deliver the innovative workforce of tomorrow;
- Advance and promote research and discovery to improve society, foster economic growth, and address global challenges; and
- Build healthy, prosperous, equitable, and vibrant communities locally and globally.

The association’s work is furthered by an active and effective advocacy arm that works with Congress and the administration as well as the media to advance federal policies that strengthen public universities and benefit the students they serve.

APLU undertakes a wide array of projects and initiatives along with its members and provides a forum for public higher education leaders to work collaboratively and better meet the challenges and opportunities facing public universities. Rallying the talents, knowledge and expertise among its member institutions is critical to the association’s mission.

Founded in 1887, APLU is North America’s oldest higher education association. APLU’s membership includes 213 campuses, (75 U.S. land-grant institutions), 25 university systems, 1 land-grant affiliate and 3 affiliate members. Twenty-three members are historically black colleges and universities (HBCUs), of which 21 are land-grant institutions (19 under the 1890 Morrill Act, 2 under the 1862 Morrill Act).

Nine Canadian institutions (including one related higher education organization) and five Mexican universities are members of APLU.

APLU AT-A-GLANCE

ANNUALLY . . .

APLU’s 242 member institutions
Located in all 50 states, the District of Columbia, 4 U.S. territories, Canada, and Mexico

ENROLL

5 million undergraduates AND 1.3 million graduate students

AWARD

1.3 million degrees

EMPLOY

1.3 million faculty and staff

AND CONDUCT

$49.3 billion in university-based research.
2019 APLU ANNUAL MEETING

Nearly 1,600 public university leaders attended the 2019 APLU Annual Meeting in San Diego, making it the largest meeting in APLU’s 132-year history. The meeting’s sessions explored the theme of In Service.

The meeting was held during the 100th Anniversary of Veteran’s Day, and keynote speaker General Richard Myers, President of Kansas State University and former chairman, Joint Chiefs of Staff, help set the stage addressing all the ways public universities serve their communities, nation, and the world. Public universities have a storied connection with the military, dating back to the original Morrill Act and continuing through the GI Bill, ROTC programs, and more.

But public service goes far beyond that connection, from serving students who then become much more civically engaged in their lifetimes to undertaking public impact research that improves the lives of people across the world to engaging with communities to support economic development.

Meeting participants also heard from college costs and student debt expert Sandy Baum, nonresident senior fellow for the Center on Education Data and Policy at the Urban Institute and professor emerita of economics at Skidmore College. While student debt figures can be a daunting, Baum’s presentation provided a deep dive into how universities can better serve the students that are working to pay it off.

Freeman A. Hrabowski III, president of the University of Maryland, Baltimore County, discussed The Empowered University, his new book with coauthors Philip J. Rous and Peter H. Henderson, which probes the way senior leaders, administrators, staff, faculty, and students facilitate academic success by cultivating an empowering institutional culture and broad leadership for innovation. Hrabowski argued higher education can play a critical role in addressing the fundamental divisions in our society and economy by supporting individuals in reaching their full potential. He examined how shared leadership enables an empowered campus to tackle tough issues by taking a hard look in the mirror, understanding strengths and weaknesses, assessing opportunities and challenges, and engaging in deep, sometimes difficult, conversations that lead to new approaches and innovative programs.

ON THE WEB
www.aplu.org/annualmeeting

APLU SUMMER MEETINGS

APLU hosted more than two dozen council and commission meetings in the spring and summer that collectively had more than 3,000 attendees. Those meetings were designed to help address the needs of those serving particular roles at member institutions such as senior communicators and provosts as well as those focused on particular challenges such as diversity and community engagement.