



# APLU

*annual report*



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*Highlighted APLU Annual Meeting Speakers, from left: Janet Napolitano, President, University of California; Alan Alda, Co-Founder, Alan Alda Center for Communicating Science at Stony Brook University, SUNY; Juliette Bell, President, University of Maryland Eastern Shore*

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Dear Friends:



I am pleased to present the Association of Public and Land-grant Universities' 2015 Annual Report.

Our association and membership engaged in a wide array of projects and initiatives centered around the three pillars of our work—boosting degree completion and academic success, advancing cutting-edge research, and improving our communities and the world through increased engagement and economic development.

As you'll read on the following pages, APLU worked hard in 2015 on many issues, including to:

- Provide some relief from sequestration and help prevent an innovation deficit;
- Begin new initiatives, magnify existing ones, and strengthen partnerships to further Project Degree Completion;
- Extend the reach of the Student Achievement Measure to better track student progress and completion;
- Expand and improve the use of personalized learning technologies at public universities;
- Develop a research and education plan to tackle antibiotic resistance in production agriculture;
- Improve lab safety at public university campuses;
- Develop a guide for successful strategy and practice of economic engagement activities;
- Release recommendations on university policy for technology transfer, as well as how such activity should be considered in tenure and promotion decisions;



- Advance development through higher education globally.

And 2015 was also the year we celebrated the 125th anniversary

of the Morrill Act of 1890 and the tremendous contributions 1890 Universities have made to the higher education community, the U.S., and the world at large.

Looking ahead to 2016, we know public universities will continue to face a series of questions, challenges, and opportunities. As a North American association, APLU is uniquely positioned to strengthen our members through collective action to help institutions better serve their students and the public. Much work lies ahead as we face a presidential election in the United States, the reauthorization of the Higher Education Act, the ever-changing landscape of learning technology, and much more.

APLU continues to help advance the interests of our universities while providing forums that spotlight best practices to be developed and shared across our institutions. Working collectively to address the challenges and opportunities we face will prove key as institutions work to remain nimble in an age of extraordinary change. Together, we can write the next chapter for public higher education and renew the promise of our public charter.

Sincerely,

A handwritten signature in green ink that reads "Peter McPherson". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Peter McPherson  
PRESIDENT

# 1 | Projects & Initiatives



## PILLAR I

# Increasing Degree Completion and Academic Success



PLU and the American Association of State Colleges and Universities (AASCU) continued work on Project Degree Completion—an initiative in which nearly 500 public colleges and universities pledged to collectively work to increase the number of students who earn a degree. As part of its role in Project Degree Completion, APLU has undertaken a wide array of projects and initiatives focused on transparency and accountability, innovative approaches to student success, and much more. APLU is helping its members make an important contribution toward the national goal of raising degree attainment in the U.S. to 60 percent of working age adults by 2025.

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## TRANSPARENCY & ACCOUNTABILITY

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### Student Achievement Measure (SAM)

The Student Achievement Measure (SAM) accomplished several important milestones as it worked to expand awareness and support for a more complete and accurate way of reporting student progress and completion. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students who start and finish at the same institution. SAM,



PHOTO COURTESY OF THE UNIVERSITY OF AKRON

an initiative of APLU and the five other presidential higher education associations, captures the progress and success of the transfer and part-time students the federal graduation rate omits.

Nearly 600 institutions are now participating in SAM. Leaders from those institutions report that SAM is beneficial in explaining their true progress and graduation rates when interacting with governing boards, state agencies, and the media.

In 2015, SAM's leadership organized a letter from more than 200 university presidents and chancellors to then-Secretary of Education Arne Duncan, urging that data from SAM

be included on the Department of Education's revised College Scorecard. APLU's leadership also pressed the Department's leadership to include SAM data. Upon releasing its revised Scorecard in September, the Department publicly acknowledged the value of SAM data and said it would include a link to SAM data in a revised version of the Scorecard that will be released in the coming months.

**FUTURE STEPS:** Efforts will continue to increase SAM participation and advocate the use of SAM data within national, state, and local reporting systems. Additional options will also be introduced for SAM participants

to track outcomes after transfer for associate degree seekers and to report outcomes for student subgroups, such as Pell grant recipients and veterans.

**FUNDING:** Bill & Melinda Gates Foundation

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

## Voluntary System of Accountability (VSA)

The Voluntary System of Accountability, a joint project between APLU and AASCU that began in 2007, is a leading consumer information source and valuable accountability tool for public institutions. External audiences use the College Portrait at no cost to find a simple, straightforward presentation of comparable information that comes directly from public universities.

The VSA launched several new tools and features in 2015 to help institutions tell their campus stories in more customized and flexible ways:

- The VSA's new Excellence in Assessment Designations will recognize institutional commitment to meaningful campus-wide assessment of student learning. The EIA Designation program is jointly sponsored by APLU and AASCU through the VSA, as well as by the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U).
- College Portrait At A Glance is a new interactive tool for users to create one-page customized snapshots of College Portrait data. Designed to bring flexibility to campus and public users alike, the initial version features 13 modules with data from an institution's College Portrait, covering student admissions, enrollment, costs and financial aid, success and progress, and student experiences.

- The VSA no longer restricts student learning outcomes reporting to specific instruments; instead, the VSA Board approved the immediate adoption of the NILOA Transparency Framework as the preferred method to report learning outcomes data.

**FUTURE STEPS:** The VSA, along with NILOA and AAC&U, will gather and evaluate applications for the inaugural class of EIA Designations to be announced in late summer 2016.

**ON THE WEB:**  
[www.collegeportraits.org/aag/new](http://www.collegeportraits.org/aag/new)  
[www.collegeportraits.org/EIA](http://www.collegeportraits.org/EIA)

## Post-Collegiate Outcomes Project

In collaboration with the American Association of Community Colleges (AACC) and AASCU, APLU helped produce the final report, framework, and tools for broadening the discussion of post-collegiate outcomes.

The Post-Collegiate Outcomes (PCO) Framework and Toolkit provide a mechanism for higher education leaders, advocacy professionals, and policy experts to discuss the full range of college outcomes, including social and civic contributions, as well as the personal economic benefits on which the news media and legislators so frequently focus.

**FUTURE STEPS:** The PCO Framework will be used as the foundation for developing and testing outcomes metrics and measures using a variety of national and state data sources.

**FUNDING:** Bill & Melinda Gates Foundation

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

The screenshot shows the 'At A Glance' tool interface. At the top, there is a navigation bar with links for 'CP Home', 'Start/Find School', 'Select School / AAG Type', 'Create / Edit / Save Your AAG', and 'Google Analytics'. Below the navigation bar, the main content area is titled 'How will you tell your story?' and 'Create a custom display of College Portrait data for an institution around the story that is important to you.' The interface is divided into three steps: Step One (Search), Step Two (Select school), and Step Three (Save AAG). Step One instructs users to use search fields to find a school. Step Two instructs users to select a school from search results and create a custom display. Step Three instructs users to save the AAG as a PDF. A search form is visible with fields for 'Find by School Name' (Example: State University) and 'Find by Zip Code' (00000), and a 'Find School' button. At the bottom, there is a disclaimer: 'At A Glance pages can only be created for institutions with currently published College Portraits. All data are provided by institutions; the VSA is neither liable nor responsible for any inaccurate information that may be viewed on this website.'

*The redesigned College Portraits Website includes an At A Glance tool for users to create one-page customized snapshots of College Portrait data.*



PHOTO COURTESY OF THE UNIVERSITY OF NORTH CAROLINA

## Commission on Information, Measurement, and Analysis (CIMA)

APLU's Commission on Information, Measurement, and Analysis (CIMA) had a successful inaugural year with more than 120 campus leaders joining the new commission and 60 attending its summer meeting, exceeding expectations.

**FUTURE STEPS:** CIMA is focused on increasing the participation and engagement of APLU members with effective and efficient use of data to guide campus planning and decision making. The commission plans a particular emphasis on involving individuals across different functional areas on campus and developing a list of priorities with the executive committee.

## PROJECT DEGREE COMPLETION AWARD

APLU received a record number of applications for its 2015 Project Degree Completion Award. The annual prize identifies and honors

institutions employing innovative approaches to improve retention and degree completion.

Since one of the three pillars of APLU's work is helping its member institutions increase degree completion and academic success, the award is also designed to share the innovative practices of the award finalists with other public universities and encourage them to draw from those successes to enhance work on other campuses.

The 2015 winner was Morgan State University, which made advances in student retention and degree completion through its Student, Technology, and Retention initiative, using technology to help faculty identify students struggling with coursework and direct them to academic advisors who are equipped to assist students in resolving the issue. The university raised its freshman retention rate from 63 percent in 2006 to 76 percent in 2013.

**FUNDING:** Lumina Foundation

**ON THE WEB:**

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



Morgan State University accepts the Project Degree Completion Award at the 2015 APLU Annual Meeting.

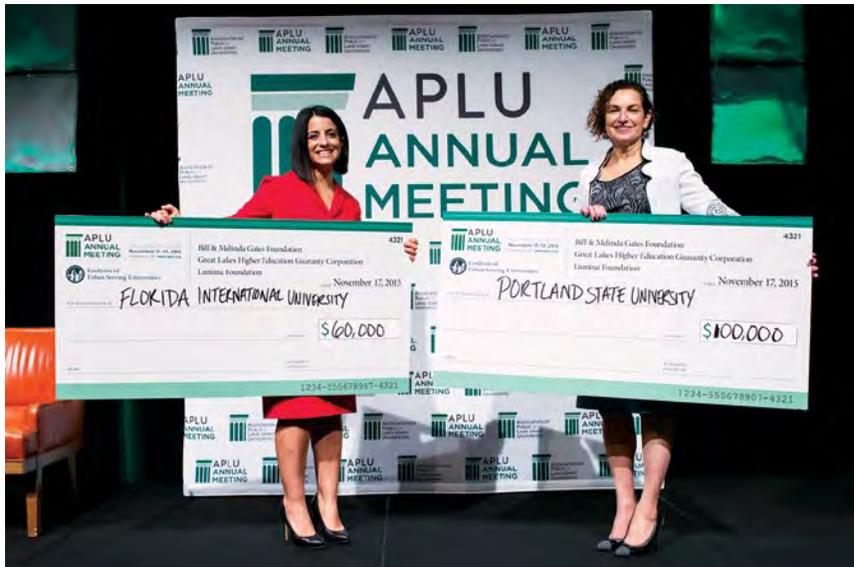
## USU STUDENT SUCCESS INITIATIVES

The Coalition for Urban Serving Universities (USU) developed three new student performance-related projects, all of which were initiated this year.

### Transformational Planning Grant

APLU was awarded a large grant for the second phase of what was originally known as the Transformational Planning Grant (TPG). The new award will transition the TPG into the Transformational Change Collaborative, continuing the work of the competitively chosen USU/APLU institutions that are working to advance innovative practices to improve student success.

**FUNDING:** Bill & Melinda Gates Foundation



Representatives from Florida International University and Portland State University accept grants for winning the Innovation Pitch Challenge at the 2015 APLU Annual Meeting

## Innovation Pitch Challenge Competition

To identify and promote innovative and scalable practices around strategic student advising, APLU held an Innovation Pitch Challenge Competition session during the APLU Annual Meeting. Six universities (selected through a competitive process) pitched their innovative advising systems to a panel of judges. Portland State University won the \$100,000 first place and the \$5,000 audience vote to further its “Super Awesome Degree Maps” program, which is a dynamic, mobile-friendly tool that helps students make informed and proactive decisions around academic, career, and financial planning. Another \$60,000 was granted to the Utilizing Predictive Analytics to “Schedule” Success at Florida International University (UPASS@FIU) project, which empowers advisors to target a specific and powerful, yet often-overlooked mediator of student success: the difficulty of students’ schedules.

**FUNDING:** Bill & Melinda Gates Foundation, Lumina Foundation, and Great Lakes Higher Education Guaranty Corporation

## Completion Grants

APLU and USU also developed a how-to guide and workshop for universities awarding completion grants designed to help close small funding gaps for students who would otherwise drop out due to lack of funding. Seed funds are also being awarded to help some USU institutions create the infrastructure to implement their own retention grants program.

**FUTURE STEPS:** The how-to guide, “Foiling the Drop-out Trap: Completion Grant Practices for Retaining and Graduating Students,” will be released in early 2016.

**FUNDING:** Lumina Foundation and Great Lakes Higher Education Guaranty Corporation

**ON THE WEB:**  
[www.aplu.org/2015AnnualReport](http://www.aplu.org/2015AnnualReport)

## Urban Universities for Health

Urban Universities for HEALTH, a partnership of USU, APLU, Association of American Medical Colleges (AAMC), and National Institutes of Health (NIH) had four major accomplishments in 2015:

- 1) Delivered a study on cluster hiring to promote faculty diversity and interdisciplinary collaboration;
- 2) Won a grant from the California Wellness Foundation to develop and pilot a Diversity and Inclusion Culture and Climate Self-Assessment Tool and Scorecard for urban universities in California;
- 3) Launched a series of action groups to improve scientific evidence for university interventions that increase the diversity of the biomedical research workforce. The NIH has sponsored a meeting to review final results; and
- 4) Received a supplemental award from NIH and the Health Resources and Services Administration (HRSA) to develop tools and train-



PHOTO COURTESY OF GEORGIA STATE UNIVERSITY

ing for the use of holistic review in nursing admissions.

**ON THE WEB:** <http://urbanuniversitiesforhealth.org>

## ACCESS & SUCCESS

APLU celebrated the 125th anniversary of the second Morrill Act—the measure that led to the designation of 19 historically black universities as land-grant institutions. The celebration featured a series of events in Washington, DC, including a congressional hearing on the success and future of 1890 institutions at which six university presidents testified, individual roundtable meetings with senators, and a convocation at the Library of Congress, where U.S. Secretary of Agriculture Tom Vilsack spoke.

### 1890 Universities Career Exemplar Award

In honor of the 125th anniversary of the Morrill Act of 1890, APLU



PHOTO COURTESY OF UNIVERSITY OF MARYLAND EASTERN SHORE

established the 1890 Universities Career Exemplar Award to recognize 19 distinguished alumni, one from each of the 1890 universities. The recipients, who were honored at the APLU Annual Meeting, achieved excellence in navigating their career pathway and providing mentorship to other traditionally underrepresented students pursuing similar career pathways. The awardees were nominated by their alma maters and

distinguished themselves through their commitment to institution, individual achievement, and civic engagement, as well as their impact in providing access, opportunities, and mentorship to current students and new alumni.

**ON THE WEB:** [www.aplu.org/2015AnnualReport](http://www.aplu.org/2015AnnualReport)



*Honorees of the 1890s Universities Career Exemplar Awards are recognized during the keynote session at the 2015 APLU Annual Meeting.*

## Minority Male STEM Initiative

APLU completed most of the work on the Minority Male STEM Initiative (MMSI), which identified best practices for recruiting and facilitating degree completion of minority males in the STEM disciplines. The initiative consisted of four institutional partnerships: 1) Alabama A&M and Lawson State Community College; 2) California State University, Fresno and State Center Community College District; 3) University of Illinois at Chicago and City Colleges of Chicago; and 4) University of Minnesota Twin Cities and Minneapolis Community and Technical College. A final report of best practices for recruiting minority males in STEM will be released in spring 2016.

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

## HBCU Conferences

APLU conducted the HBCU Innovation, Commercialization, and Entrepreneurship Collaborative/VentureWell Conference, which

focused on increasing the number of quality degrees awarded to minority students in STEM disciplines.

APLU also organized an HBCU Student Success Summit, which spotlighted strategies to enhance student success through improved graduation and retention rates.

**ON THE WEB:** [www.aplu.org/2015AnnualReport](http://www.aplu.org/2015AnnualReport)

## PERSONALIZED LEARNING CONSORTIUM (PLC)

APLU received a \$4.6 million grant from the Bill & Melinda Gates Foundation to select and support a cohort of public universities as they scale the implementation of adaptive courseware across their campuses to improve student learning outcomes and accelerate degree completion. APLU's Personalized Learning Consortium (PLC) will: develop a program to accelerate adoption of adaptive courseware that meets quality standards; manage a competitive process to identify public universities committed to transforming their

education and business models; coordinate engagement with adaptive learning technology providers; and use its national network to promote the most promising findings and practices of the participating institutions. As part of the grant, the association will also develop online educational tools to promote awareness and understanding of integrated planning and advising for student success among university leaders in academic affairs, student affairs, and information technology.

The PLC also received a \$197,500 award from USA Funds to support a multi-institution courseware development project. Four universities were selected to focus on English composition: Georgia State University, the University of Georgia, the University of Mississippi, and Montclair State University. The grant program began July 1, 2015 and will end December 31, 2016.

APLU also prepared and distributed *Student Data: Guidance for Universities and Researchers* for PLC members. This document examines implications, strategies, and campus protocols in connection with the Family Education Rights and Privacy



PHOTO COURTESY OF UNIVERSITY OF ILLINOIS



PHOTO COURTESY OF UNIVERSITY OF CALIFORNIA, LOS ANGELES



PHOTO COURTESY OF NORTHERN ILLINOIS UNIVERSITY

Act (FERPA), copyright law, and protection of students when contracting with courseware vendors, using student learning data to improve instructional design, and sharing data with other institutions and researchers.

**ON THE WEB:**

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

## STEM EDUCATION

### Science & Mathematics Teaching Imperative (SMTI)-Mathematics Teacher Education Partnership (MTE-Partnership)

APLU's Science & Mathematics Teaching Imperative (SMTI)-Mathematics Teacher Education Partnership (MTE-Partnership) engaged more than 35 teams of faculty and K-12 partners in developing interventions to improve mathematics teacher preparation programs in areas including: active learning in undergraduate mathematics courses; recruitment of future mathematics

teachers; clinical experiences/developing mentor teachers; creating course modules for teaching mathematical practices in various undergraduate mathematics courses; and developing metrics for demonstrating more and better mathematics teachers.

The MTE-Partnership also created an additional action cluster for universities to work together on retention and induction of new secondary mathematics teachers.

**FUTURE STEPS:** In this next phase of the MTE-Partnership, the research clusters will systematically share their most promising practices across the network in order for teams to develop strategic plans for secondary teacher program transformation. Additionally, the Partnership intends to grow its active learning mathematics cluster from five to 12 universities.

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

**FUNDING:** Helmsley Charitable Trust and Bechtel Foundation



PHOTO COURTESY OF UNIVERSITY OF MICHIGAN

### STEM Education Center Network

APLU received a \$1.5 million grant for a four-year project starting in 2015 to create a community of STEM education center directors to learn and share reforms and interventions across institutions. The grant also aims to reveal how STEM education centers operate on their campuses and their impacts on improving undergraduate STEM education. The grant, in part, provides funding to support a national conference for the first three years, and seed grants for cross-institutional working groups. APLU will manage the project in conjunction with University of Colorado Boulder and the University of Massachusetts Amherst.

**FUNDING:** National Science Foundation

**ON THE WEB:**

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

<http://serc.carleton.edu/StemEdCenters/index.html>



PHOTO COURTESY OF CENTRAL STATE UNIVERSITY

### Workshop on Engaging Faculty and Physics/Chemistry Departments

APLU convened 10 campus teams from a select number of institutions to focus on the challenges and opportunities for engaging physics and chemistry departments in upper-division course reform and faculty change. Each team was required to have a department chair (physics or chemis-

try), faculty member, administrator, and STEM education center director.

**FUTURE STEPS:** APLU will release a workshop report on the progress campus teams have made in implementing their action plans.

**FUNDING:** Alfred P. Sloan Foundation

**ON THE WEB:** <http://serc.carleton.edu/StemEdCenters/workshop2015/index.html>



PHOTO COURTESY OF UNIVERSITY OF IDAHO

### Collaboration to Transform Undergraduate Mathematics Pathways

With the leadership of Brit Kirwan, Chancellor Emeritus of the University System of Maryland, APLU and its partners are forming a coalition to strengthen mathematics pathways. Some faculties and institutional and state leaders are expanding mathematics pathways with rigorous, transferrable, college-level content across two- and four-year institutions. In this effort, APLU is joining with AASCU, the National Association of System Heads (NASH), and AACCC along with the Dana Center at the University of Texas at Austin, Complete College America, and the national mathematics societies stimulated by Transforming Post-Secondary Education in Mathematics (TPSE) and Conference Board of Mathematical Sciences (CBMS).

**FUTURE STEPS:** APLU is seeking funding to solicit participation of state teams to work on the partnership.



PHOTO COURTESY OF THE UNIVERSITY OF TEXAS AT EL PASO

## PILLAR II

# Advancing Scientific Research

**A**PLU has a wide array of projects and initiatives to help public research universities collectively address the most pressing global research, science, and technology issues. With member institutions in all 50 states as well as Canada and Mexico, APLU is positioned to facilitate collective action on the most vexing research and technology challenges. APLU institutions undertake more than \$42 billion in university-based research annually. APLU is deeply involved in work to defend and increase congressional appropriations that fund cutting-edge university research. Related legislative work is detailed in the policy and advocacy section of this report.

### RESEARCH, SCIENCE, & TECHNOLOGY

#### Task Force on Laboratory Safety

APLU formed the Task Force on Laboratory Safety to provide research universities with recommendations and guidance on the most appropriate strategies to promote a culture of laboratory safety. The task force, which APLU created in coordination with the Association of American Universities (AAU), the American Chemical Society (ACS),

and the Council on Governmental Relations (COGR), is comprised of senior research officers, environmental health and safety officers, faculty, and industry and national lab representatives.

**FUTURE STEPS:** The task force is writing an implementation guide that will include 20 recommendations and associated tools and resources for creating a culture of academic and research safety.

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

#### Biomedical Research Policy

APLU and AAU jointly responded to the Department of Health and Human Services Notice of Proposed Rulemaking on the “Common Rule” for Human Subject Protections. The proposed rule would fundamentally alter the conduct of research involving human subjects, beginning with the very definition of what constitutes a “human subject.” APLU and AAU created a joint working group, including representatives from 19 universities, to identify major areas of concern and develop recommendations before the rule is made final. Joint comments were submitted to the Office for Human Research Protections in mid-December 2015.

#### Expanded Public Access to the Results of Federal Research

APLU and AAU are members of the Executive Committee for the Shared Access Research Ecosystem (SHARE), which the Association of Research Libraries (ARL) leads. SHARE was initiated to respond to the Office of Science and Technology Policy’s (OSTP) 2013 Directive on expanded public access to the results of federally funded research. APLU, AAU, and ARL prepared and distributed guidance on university policies to facilitate compliance with the federal public access mandate.



PHOTO COURTESY OF TEXAS A&M UNIVERSITY

**FUTURE STEPS:** SHARE has received notice of new grants from the Sloan Foundation and the Institute for Museum and Library Science covering its next phase of work, which will include a study of the workflow and policy considerations involved in successful implementation of SHARE at the campus level, as well as further technical development of research object capture in SHARE Notify.

**ON THE WEB:** <http://www.share-research.org>

### Research Intensive Public University Committee (RIC)

The Research Intensive Public University Committee (RIC) continues to advise APLU on issues affecting the most research intensive public universities. The 2015 RIC meetings included discussions on topics such as differential accreditation, overall research support, and graduate education.

## AGRICULTURE, HUMAN SCIENCES, & NATURAL RESOURCES

### Task Force on Antibiotic Resistance in Production Agriculture

The APLU and American Association of Veterinary Medicine Colleges' (AAVMC) joint Task Force on Antibiotic Resistance in Production Agriculture unveiled a much-anticipated report outlining a comprehensive national strategy for diminishing the role antibiotics used in production agriculture play in the broader antimicrobial resistance problem.

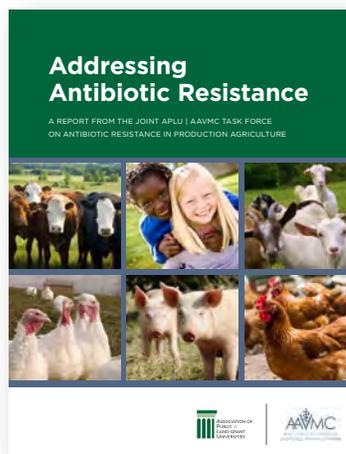
The task force is comprised of leaders from U.S. agriculture colleges, land-grant universities, and veterinary colleges, as well as key representatives from the production

animal agriculture community, the pharmaceutical industry, and government observers from the Food and Drug Administration, U.S. Department of Agriculture (USDA), and Centers for Disease Control and Prevention. The report detailed a comprehensive research and educational agenda to tackle antibiotic resistance.

**FUTURE STEPS:** The report contains a detailed strategy for implementing educational, outreach, and research program recommendations. A full-time program manager has been hired to provide administrative leadership and management. APLU and AAVMC will work to identify a national consortium of faculty experts within their member institutions

to build out the programs and collaborate with federal agency personnel.

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



The 2015 Food Systems Leadership Institute graduates are honored during the APLU Annual Meeting.

## Healthy Food Systems/ Healthy People Task Force

The final report of the Healthy Food Systems/Healthy People Task Force was further developed and includes detailed program recommendations to address deficiencies in the linkages between food production and health care, especially with respect to chronic diseases.

**FUTURE STEPS:** The report will be released in early 2016.

## Study of Deferred Maintenance of Agriculture Research and Educational Infrastructure

APLU contracted with Sightlines, Inc. to conduct a survey of agriculture colleges on the deferred maintenance needs of their physical facility infrastructure used for agricultural research and education. The survey included the majority of the 1862 and 1890 land-grant institutions and representative samples of the 1994 land-grants and non-land-grant institutions with agricultural programming. The Sightlines report calculated deferred maintenance needs at \$8.4 billion.

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

## APLU Experiment Station and Cooperative Extension

APLU's Experiment Station and Cooperative Extension Sections developed the *National Initiative on Improvement of U.S. Water Security* report. The report recommends a robust programmatic and funding initiative to address the water security issues facing the United States. It was sent to USDA's National Institute for



USDA Under Secretary and Chief Scientist Catherine Woteki and National Institute for Food and Agriculture (NIFA) Associate Director Robert Holland join Cooperative Extension leaders Delbert Foster (left), South Carolina State University, and Michelle Rodgers (right), University of Delaware, at the 2015 APLU Annual Meeting.

Food and Agriculture (NIFA) as they formulate their water policy priorities. Discussions with NIFA about the mechanisms that can be employed to implement the recommendations in current and future fiscal years are ongoing.

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

## Extension Innovation Inventory

The Cooperative Extension Section launched an Innovation in Extension Study to create an inventory of innovation program ideas within the Extension System across the United States and its territories. Areas of innovation include programming, collaboration space, use of technology, funding and revenue, professional development, and partnerships. The data collected by the study was used to frame the October meeting of the National Extension Directors and Administrators, which focused on the use of innovation strategies for present and future Cooperative Extension programming.

## Agriculture and Natural Resource Workforce Needs

APLU is planning a 2016 workshop that will focus on workforce needs in the food, agriculture, and natural resources fields as current supply falls short of burgeoning demand. The workshop will review data on workforce needs and outline steps that institutions should take to reduce, if not eliminate, the current and projected shortfalls.



THE PHOTO COURTESY OF UNIVERSITY OF MAINE

## PILLAR III

# Expanding Engagement

**A**PLU and its member institutions are engaged in their communities and regions, advancing economic development, tackling societal challenges, and creating great places to work and live. Public universities partner with community organizations, state and local government, entrepreneurs, small businesses, major corporations, and economic development organizations. Through an array of activities and initiatives, APLU promotes collaborative efforts focused on imagining and realizing a shared vision for healthier and more engaged citizens, thriving economies, and other outcomes that lay the foundation for a better tomorrow both domestically and globally.

### ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT

#### Innovation and Economic Prosperity Universities

APLU completed its third year of the Innovation and Economic Prosperity (IEP) University designation and awards program. Eighteen universities received the designation in 2015 and four (Clemson University, the University of Minnesota, Auburn University and the University of Maryland) were recognized with awards at the 2015 APLU Annual

Meeting. There is significant interest in this program and institutions take great pride in their designation and/or award.

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

#### Higher Education Engagement in Economic Development: Foundations for Strategy and Practice

APLU's Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) developed the *Higher Education Engagement in Economic Development: Foundations for Strategy and Practice* guide, in



*Clemson University accepts their Innovation and Economic Prosperity Talent award during the 2015 APLU Annual Meeting.*

partnership with the University Economic Development Association (UEDA). The publication provides a definition of university economic development and engagement, a common set of principles for the practice of economic development and engagement, and a taxonomy to illustrate how distinct programs connect to a larger economic development and engagement vision.



**FUTURE STEPS:** The task force collected examples of innovative and effective practices in managing university intellectual property. These examples are currently under review and will be disseminated in 2016. The task force report will be featured in the form of an article to be published in *Technology and Innovation: Journal of the National Academy of Inventors*.

**FUTURE STEPS:** The new publication will be incorporated into the IEP University designation and awards program, and CICEP will work with UEDA on further plans for dissemination.

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

### Task Force on Managing University Intellectual Property

APLU's Task Force on Managing University Intellectual Property released its report, providing a set of recommendations for universities to examine and affirm university policies and values regarding innovation, technology transfer, and commercialization, as well as the purposes of engagement in those activities. The recommendations detail steps universities can take to ensure institutional policies and practices align with these principles and are transparent to the public, policymakers, and potential university partners.

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

### Task Force on Tenure, Promotion, and Technology Transfer

APLU's Task Force on Tenure, Promotion, and Technology Transfer released its report, calling for public research universities to formally consider faculty involvement in technology transfer activities as part of tenure and promotion decisions. With many research universities placing an increased emphasis on the economic development dimension of their mission, the task force noted that it is appropriate to evaluate technology transfer in addition to published research and other activities when considering faculty advancement decisions.

**FUTURE STEPS:** The task force report will also be featured as part of an article to be published in *Technology and Innovation: Journal of the National Academy of Inventors*.

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



*Sacramento State University accepts the 2015 C. Peter Magrath Community Engagement Scholarship Award.*

### Task Force on the New Engagement

APLU established a planning team for a Task Force on the New Engagement. This is a coordinated effort operating through APLU's Council on Engagement and Outreach (CEO), CICEP, Extension Committee on Organization and Policy (ECOP), and the Coalition of Urban Serving Universities (USU). As the task force gets underway in 2016, additional councils, commissions, and other stakeholders will be asked to participate in redefining the aspects of public university engagement.

**FUTURE STEPS:** The planning team will complete its work by mid-2016 with plans for the task force to begin convening by summer 2016, undertaking an effort to examine current issues related to university extension and engagement and make related recommendations to the APLU membership.



PHOTO COURTESY OF PURDUE UNIVERSITY

## Alliance for Manufacturing Foresight (MForesight)

APLU joined with the University of Michigan in its successful bid to the National Institute of Science and Technology (NIST) and National Science Foundation (NSF) to establish the Alliance for Manufacturing Foresight (MForesight), which will be a national network coordinating input on advanced manufacturing technology research and development priorities.

## INTERNATIONAL PROGRAMS

### Supporting Higher Education in Developing Nations

APLU's International Programs office continued focusing on expanding the work of the Knowledge Center for Advancing Development through Higher Education as a platform for dialogue on the role of higher education in developing countries and how best to enhance U.S. university engagement in capacity building

efforts in higher education. The work of the Knowledge Center advances APLU's legislative efforts (see IACC on page 17) to increase funding for higher education within the United States' international development portfolio.

In 2015, the office launched a webinar series with high-profile scholars and U.S. Agency for International Development (USAID) officials, which engaged over 200 individuals; organized collective feedback from APLU member institutions on USAID's Higher Education Annual Program Statement and the Agency's Education Strategy; developed a workshop on new approaches to higher education institutional reform; and issued several policy briefs on the role of higher education in development.

**FUTURE STEPS:** Two reports will be released in 2016, one detailing the investment portfolio of USAID in higher education globally and the other summarizing the results of a survey on how and why universities engage in international development.

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

### Meeting Domestic and Global Food Needs by 2050

APLU began creating a commission that will examine challenges to domestic and global food security and make recommendations on the actions required by public research universities to meet global food needs by 2050. Historically, public universities have proven instrumental in solving the challenges that affect food security, but today these issues are even more complex. They are multi-dimensional, crossing disciplinary and national borders, and solving them requires

systems to change. While universities may be the only place where all relevant disciplines converge to address these complex and systemic issues, institutions still must adjust to effectively solve these challenges. The commission will issue a report on the major problems institutions need to address, the key partners to engage, the adjustments universities must make to address these challenges, and the resources required at the federal level to ensure success. A proposal to support the effort was submitted to an interested foundation.

**FUTURE STEPS:** The commission will engage stakeholders in a process to produce a report for the new presidential administration in 2017.

### Supporting the Board for International Food and Agricultural Development (BIFAD)

APLU has a five-year contract with USAID to provide support for the presidentially appointed Board for International Food and Agricultural Development (BIFAD). BIFAD advises USAID on activities under Title XII of the Foreign Assistance Act, including food security and agriculture with an emphasis on engagement with the U.S. university community on research, economic development and capacity building to ensure global food security. APLU organized two public, web-streamed meetings for BIFAD, and organized a BIFAD visit to a major university-building project in Tanzania, which is an important model for donor-funded higher education capacity building. The visit informed BIFAD and USAID on the great value of U.S. university participation in building the capacity of higher education



PHOTO COURTESY OF MICHIGAN STATE UNIVERSITY



PHOTO COURTESY OF UNIVERSITY OF WYOMING

institutions in developing countries. This effort is further supportive of APLU's effort to raise the profile of higher education in development.

**FUTURE STEPS:** APLU is actively engaged with BIFAD, the university community, and USAID in an effort to address the constraints universities face regarding visas and work requirements for foreign students and scientists involved in joint USAID projects. A committee of BIFAD, APLU, university, and USAID representatives has been formed and is engaged in trying to simplify the processes.

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

### A New Vision of Internationalization: The Call to Leadership Revisited

In 2004, the APLU Task Force on International Education developed a report with a set of recommendations tailored to public universities. The report called for presidents and chancellors to lead the internationalization of their campuses. In 2015, APLU's Commission on International Initiatives (CII) formed a working

group that will revisit the report to determine what has changed regarding comprehensive internationalization of campuses, determine new and continuing challenges to internationalization, and discuss how APLU member institutions can move forward to ensure a global education for all.

**FUTURE STEPS:** A working group comprised of members from APLU member institutions will deliver a report by the end of 2016.

**ON THE WEB:** [www.aplu.org/call-to-leadership](http://www.aplu.org/call-to-leadership)

### International Advocacy Coordinating Committee (IACC)

The International Advocacy Coordinating Committee (IACC), comprised of APLU members, secured favorable language and funding in the FY2016 omnibus appropriations bill. The measure contains \$35 million for new partnerships between higher education institutions in the United States and developing countries. It also includes at least \$50 million for

all of the Innovation Labs, including the Collaborative Labs. These achievements were a direct result of IACC efforts.

IACC led the higher education community in providing feedback to the White House and Department of Homeland Security as they sought public universities' views on the future of the Optional Practical Training (OPT) program.

IACC is also working to advance the Global Food Security Act in Congress, which would authorize a comprehensive all-of-government program to combat global hunger and formally authorize the USAID Feed the Future program. IACC's work secured language in both the House and Senate bills recognizing the contributions of U.S. universities through research and capacity building in developing countries and the role they would play in ensuring global food security.

**ON THE WEB:** [www.aplu.org/policy-and-advocacy/international](http://www.aplu.org/policy-and-advocacy/international)

# 2 | Advocacy & Public Affairs





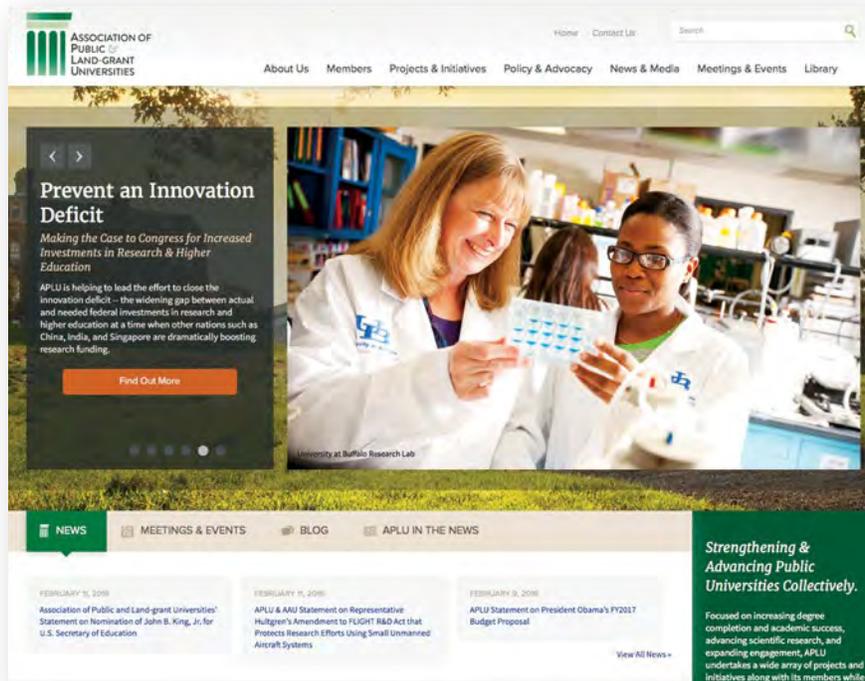
PLU's work on its three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement is strengthened through an active and effective advocacy arm. APLU works closely with Congress and the administration, as well as the news media and other stakeholders to further federal policies that strengthen public universities and benefit students.

## NEW WEBSITE

APLU launched a new website in 2015 that is designed to provide visitors with easy, intuitive access to detailed information on the association's wide array of work. The new website, which also debuted APLU's refreshed logo and other new branding pieces, was built using a responsive design that adjusts in size based on whether someone is viewing a page on their computer, tablet, or phone. This ensures content is easy to read and navigate, regardless of how the site is viewed.

Other key highlights of the new site include:

- A projects & initiatives section that presents APLU's work in a detailed but straightforward way.
- A policy & advocacy section that details APLU's work in Washington to advance federal policies that strengthen public universities and promote their work.
- An easy-to-use calendar with details and registration information for all APLU meetings and events.



- A prominent members section that includes spotlights of individual institutions' work.
- A more resourceful APLU library that includes an easy search and sort function.
- A revamped job postings page for member institutions to list open faculty and staff positions.
- A refreshed staff directory, including pictures and bios, as well as highlights of staff accomplishments.

## CONGRESSIONAL ACTIVITIES

### Higher Education Act Reauthorization

APLU, in conjunction with its members, worked (and continues to work) with members of the Senate Health, Education, Labor and Pensions (HELP) and House Education and Workforce Committees to advance issues of vital importance in the

Higher Education Act (HEA) reauthorization. Issues include the need for better student data, protecting students and taxpayers from the worst performing institutions, allowing summer Pell grants, and galvanizing campus-based aid programs. APLU also spearheaded advocacy on regulatory reform, accreditation reform, state-federal partnership, and other important issues. Moreover, APLU provided responses to the various white papers that Senator Lamar Alexander, Chair of the HELP Committee, issued to help guide the HEA process.

As part of the effort to reform HEA, APLU designed and commissioned a study that established the feasibility of a "student readiness adjustment" methodology. This would enable reasonable comparisons of outcomes for universities and colleges by taking into account student bodies that enter college with different levels of preparation. The study was prepared by the Higher Education Research Institute at the University of California, Los Angeles.

## College Scorecard

APLU successfully made the case to the White House and Department of Education that the administration's proposed ratings system was not prudent. APLU made many public statements, but the most important work occurred in conversations held throughout the year. The association proposed an alternative to the rating system that focused on the disclosure of key data and strengthening institutional eligibility determinations for Title IV funding by the Department of Education.

Ultimately, the Department abandoned its ratings plan and adopted a transparency initiative in the form of the College Scorecard. APLU acknowledged that the Scorecard is a much better approach than a ratings system and is a positive step towards making available better data. Yet APLU has and continues to argue that the data still falls short of being fully accurate or complete. In response to much pressure from APLU and others, the Department of Education announced it would include a link to Student Achievement Measure data on the next version of the Scorecard. Nevertheless, APLU made clear the Scorecard is not a substitute for access to student-level data, which could be achieved under HEA reauthorization. APLU will continue its work to improve the Scorecard.

## State Appropriations Analysis

APLU engaged in a campaign on Capitol Hill to inform members of Congress on the impact of state disinvestment on tuition at public colleges and universities. Staff highlighted data from APLU-commissioned

independent research showing that during the six year period of 2006–07 to 2012–13, after adjusting for inflation, four-year public universities experienced state funding cuts of \$2,370 per student, while tuition and fee revenues increased by only \$1,940—a net loss of \$430 per full-time student.

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

## Campus Sexual Assault

APLU worked with a diverse group of campus experts—general counsels, student affairs leaders, federal relations and public affairs officers—to analyze sexual assault legislation, including the reintroduced version of the Campus Accountability and Safety Act, the Fair Campus Act, and the Safe Campus Act. APLU subsequently produced reports and briefed relevant Capitol Hill players on public universities' positions in support of enhancing campus safety and response efforts.

## Differential Accreditation

APLU, in conjunction with AAU and the American Council on Education (ACE), commissioned an independent legal analysis on whether the U.S. Department of Education already has the authority to implement differential accreditation, which would allow institutions with a consistent record of strong academic programs to undergo a less burdensome review process than institutions with weaker outcomes and a less proven track record. The legal analysis, which APLU and the other associations shared with the Department, found that nothing in current law prohibited the agency from allowing

differential accreditation. In late 2015, the Department issued an executive action directing Department staff to ensure accreditors understand they can apply risk-based/differential practices in their review of post-secondary institutions.

## Science Policy & Legislation

### BUDGET/APPROPRIATIONS

Working with its member campuses, APLU developed Fiscal Year 2016 priority requests for all key programs and agencies and advanced those requests throughout the appropriations process. A stand-out highlight in the FY2016 appropriations bills is \$2 billion for the National Institutes of Health (NIH) in the omnibus spending bill.

APLU and others urged a two-year agreement that would lift discretionary budget caps and allow funding increases in research and higher education. Ultimately, Congress approved an increase in the caps as part of a two-year budget deal.

### BIOMEDICAL RESEARCH

APLU, along with AAU, United for Medical Research (UMR), and others urged House Energy and Commerce Committee Chairman Fred Upton and Representative Diana DeGette to include increased NIH funding as they crafted the bipartisan 21st Century Cures Act. The Cures bill would provide guaranteed increases to NIH for five years, in addition to increasing the authorization for NIH. APLU helped run a whip effort to pass Cures out of the House and worked to beat back an amendment that would have stripped the guaranteed funding out of the bill.

Additionally, APLU has been urging members of the Senate HELP Committee to include guaranteed increases for NIH in its medical innovation bill.

### **INNOVATION: AN AMERICAN IMPERATIVE**

Based on the American Academy of Arts and Sciences (AAA&S) report, *Restoring the Foundation*, APLU played an active role in helping craft *Innovation: An American Imperative*—a statement/call to action from major company CEOs, other businesses, universities, and science organizations urging Congress to strengthen policies and investments to promote innovation. APLU helped solicit more than 325 universities and organizations from all 50 states to endorse the statement and helped plan amplification activities and events, including a Capitol Hill briefing about research needs featuring Norm Augustine and industry executives. A bipartisan group of House and Senate members participated in the briefing.

### **COMPETES ACT**

APLU continues to engage with both the relevant House and Senate Committees on possible reauthorization of the COMPETES Act, informing individual offices and committee staff about issues of importance to our universities. The association engaged in Senate roundtable discussions on the legislation, including securing official participants for the discussions, and providing written feedback for each of the roundtable topics. Additionally, APLU continues to help lead the broader science advocacy community on outreach to Capitol Hill.

### **UNMANNED AIRCRAFT SYSTEMS (UAS)**

APLU initiated a joint effort with AAU to help interested universities that wish to use small Unmanned Aircraft Systems (also known as drones) for research and educational purposes, but are curtailed and delayed because of onerous and lengthy Federal Aviation Administration (FAA) compliance requirements. APLU and AAU sent official comments to the FAA in response to the proposed rule for regulating small UAS, making the case for differential and expedited consideration for university educational and research use of small drones. In addition to engaging the FAA directly, APLU worked with the White House Office of Management and Budget and the Office of Science and Technology Policy on the rule-making process. Simultaneously, APLU helped negotiate a “group rate” for universities interested in applying immediately for FAA permission to fly small UAS (this is known as a Section 333 exemption).

Moreover, APLU and AAU, along with key involvement from universities, engaged congressional offices

with jurisdiction on this matter, educating them about the importance of UAS research and educational use and the limitations many of our campuses currently face because of current FAA practices. These Hill offices have been very receptive to university concerns and are considering how to possibly address these issues in FAA reauthorization legislation. All parties are cautious about the potential safety issues involved, and recognize the need to ensure appropriate safety measures.

### **INTELLECTUAL PROPERTY**

Along with AAU and other partners, APLU undertook a comprehensive advocacy effort to improve patent legislation that would have otherwise hampered universities’ ability to engage in technology transfer. APLU engaged in legislative negotiations with the Senate sponsors of various proposals that led to compromise language. The Senate has yet to move patent legislation out of committee, but APLU remains actively engaged with lawmakers in both the Senate and House.

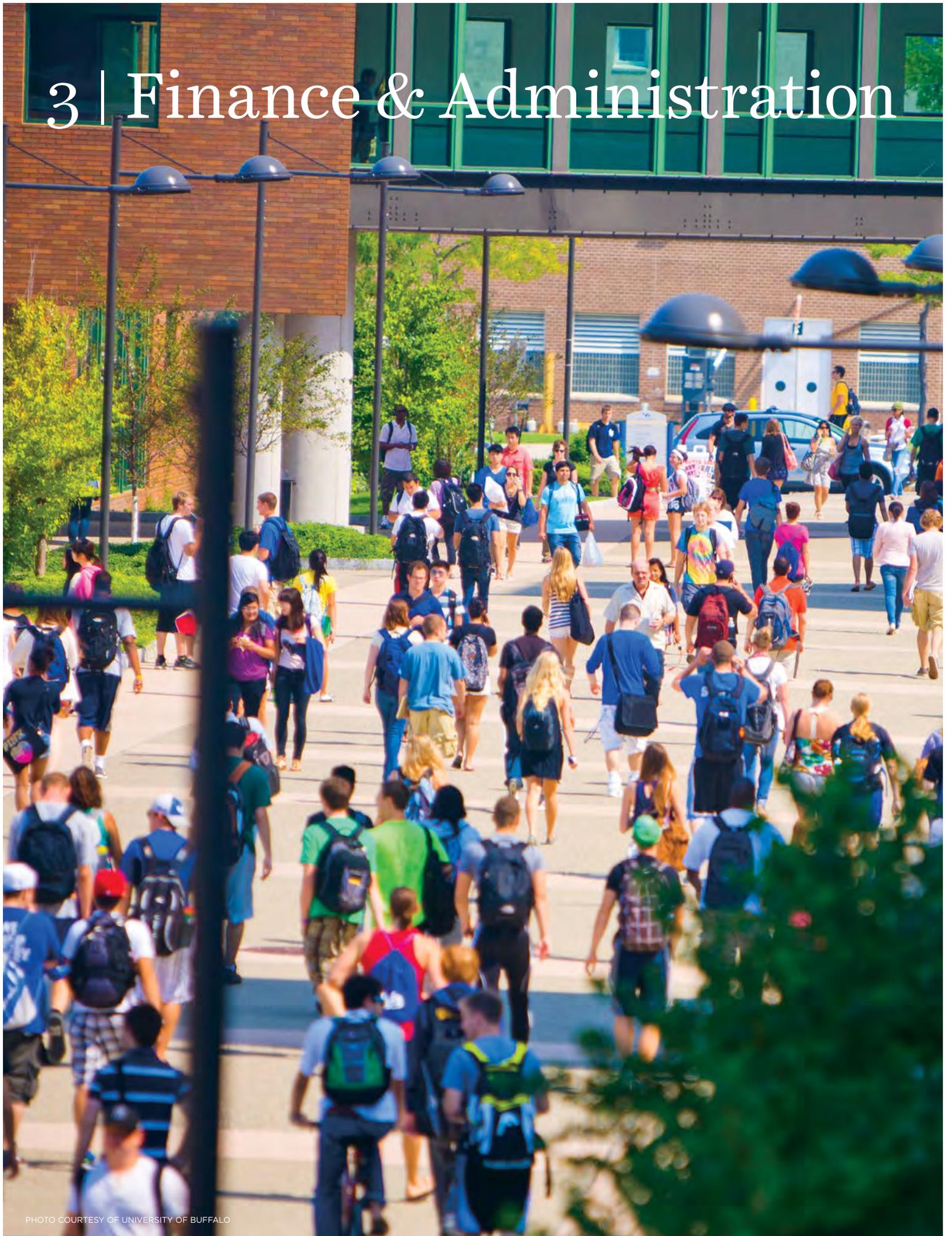
### **WORKFORCE**

Working closely with its members, APLU is educating key administration officials about the significant impacts that the Department of Labor’s proposed rule to change overtime pay requirements will have on universities.



PHOTO COURTESY OF THE UNIVERSITY OF UTAH

# 3 | Finance & Administration





PLU's revenue for 2015 included \$6.2 million in dues, \$1.3 million in assessments, and \$5.2 million in grants and contracts. An additional \$3 million in

assessments were collected for the activities coordinated by the Board on Agriculture Assembly.

FUNDER	PROJECT
United Student Aid Funds, Inc.	Collaborative Development of Adaptive Courses Using Next-Generation Learning Technology
Bill & Melinda Gates Foundation	Scaling Implementation of Courseware and IPAS
	Innovation Pitch Challenge
	Student Achievement Measure
	Transformational Planning Grant and Transformational Change Collaborative
U.S. Agency for International Development	BIFAD
S.D. Bechtel, Jr. Foundation	Advancing Progress in the Preparation of Secondary Mathematics Teachers: Furthering the Collaboration of the MTE-Partnership and the California State University System
The Leona M. and Harry B. Helmsley Charitable Trust	Mathematics Teacher Education Partnership Action Phase
Great Lakes Higher Education Guaranty Corporation	Completion Grant Project
	Innovation Pitch Challenge
Lumina Foundation	Completion Grant Project
	Innovation Pitch Challenge
W.K. Kellogg Foundation	National Extension Director's Conference
National Institutes of Health (through AAMC)	Minority Health and Health Disparities
Health Resources and Services Administration (through AAMC)	Minority Health and Health Disparities
The California Wellness Foundation (through AAMC)	Minority Health and Health Disparities
Alfred P. Sloan Foundation	Engaging Faculty Workshop
National Science Foundation	Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure for Educational Transformation

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*Secretary, Council of Presidents*

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Fullerton

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APLU President

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President, University of New Hampshire



*Bernadette Gray-Little, Chancellor of the University of Kansas, accepts the gavel as Chair of the APLU Board of Directors from Past-Chair James Clements, President of Clemson University*

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*Commission on Food, Environment,  
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Glenn W. Sample Dean of Agriculture,  
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and Analysis*

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*Commission on Innovation, Competitiveness &  
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*Coalition of Urban Serving Universities*

**Wim Wiewel**  
President, Portland State University

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**Satish Tripathi**  
President, University of Buffalo, SUNY

**Renu Khator**  
President, University of Houston

**Waded Cruzado**  
President, Montana State University

# APLU Team

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**Howard Gobstein**, Executive Vice President and Co-Project Director, Science & Mathematics Teaching Imperative

**Jean R. Middleton, CMP**, Chief of Staff and National Meeting Coordinator

**Sara King**, Executive Assistant

**KeiWana Bull**, Administrative/Meetings Assistant

**Dawn Aldrich**, Meetings & Events Assistant

**Taylor Buehler**, Receptionist/Administrative Assistant

## OFFICE OF ACADEMIC AFFAIRS

**Alan Mabe, Ph.D.**, Chief Academic Officer

**R. Michael Tanner, Ph.D.**, Senior Counsel

**Meaghan N. Duff, Ph.D.**, Executive Director, Personalized Learning Consortium

**Laurie Hillstock, Ph.D.**, Senior Program Manager, Personalized Learning Consortium

**Lynn Brabender**, Program Manager, Personalized Learning Consortium

**Michael Lausch**, Program Assistant

## OFFICE OF ACCESS & SUCCESS

**RoSusan D. Bartee, Ph.D.**, Interim Vice President, Access & Success

**Jared C. Avery, Ph.D.**, Associate Director, Access & Success

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**Craig Lindwarm**, Director, Congressional & Governmental Affairs

**Jeffrey Kratz**, Assistant Director, International Issues, Congressional & Governmental Affairs

**Carina Marquez-Oberhoffner**, Assistant Director, Congressional & Governmental Affairs

**Sadie Davis**, Associate, Congressional & Governmental Affairs

## OFFICE OF ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT

**James K. Woodell, Ph.D.**, Vice President, Economic Development & Community Engagement

**Beverly Steele**, Staff Assistant, Economic Development & Community Engagement

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**Henry M. Wong**, Director, Information Technology

**Marsha Roberts**, Grants & Accounts Receivable Manager

**Tanisha Jones**, Controller

**Catina Tims**, Accountant

**KeiAnna Beckett**, Employee Benefits/Accounts Payable Assistant

**Christopher Mayrant**, Office Services Assistant

**Karly Kiefer**, Assistant

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**Jane Schuchardt, Ph.D.**, Executive Director, Cooperative Extension/ECOP

**Eddie G. Gouge**, Senior Associate Director, Federal Relations-Food and Agricultural Sciences and Executive Director, Council for Agricultural Research, Extension, and Teaching (CARET)

**Wendy Fink**, Associate Director, Food, Agriculture & Natural Resources

**Suzette Robinson**, Program Assistant, Food, Agriculture & Natural Resources

**Sandra Ruble**, Staff Associate, Cooperative Extension/ECOP

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**Montague Demment, Ph.D.**, Vice President, International Programs

**Anne-Claire Hervey**, Associate Vice President for International Development and Programs

**Mark Varner, Ph.D.**, Senior Counsel, Board for International Food and Agricultural Development (BIFAD)

**Jeffrey Kratz**, Assistant Director, International Issues, Congressional & Governmental Affairs

**Samantha Alvis**, Assistant Director, International Development and Programs

**Chanel Bell**, Assistant, International Programs

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**David Edelson**, Director, Public Affairs

**Mike Brost**, Coordinator, Public Affairs

## OFFICE OF RESEARCH, INNOVATION, & STEM POLICY

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**Kacy Redd, Ph.D.**, Director, Science & Mathematics Education Policy

**Genevieve Croft, Ph.D.**, Senior Associate, Research Policy

**Beverly Steele**, Staff Assistant, Office of Research, Innovation and STEM Policy

## OFFICE OF RESEARCH & POLICY ANALYSIS

**Christine M. Keller, Ph.D.**, Vice President, Research and Policy Analysis, and Executive Director, Voluntary System of Accountability and Student Achievement Measure

**Teri Lyn Hinds**, Director, Research and Data Policy

**Travis York, Ph.D.**, Director, Student Success, Research and Data Policy

**Nathalie Dwyer**, Research Associate & Project Coordinator, Voluntary System of Accountability and Student Achievement Measure

## OFFICE OF URBAN INITIATIVES

**Shari Garmise, Ph.D.**, Vice President, USU/APLU Office of Urban Initiatives

**Shannon Looney**, Project Manager, USU/APLU Office of Urban Initiatives

**Julia Michaels**, Learning Collaborative Coordinator, USU/APLU Office of Urban Initiatives

**Joann Stevens**, Communications Manager, USU/APLU Office of Urban Initiatives

**Adrienne Thomas**, Administrative Assistant, USU/APLU Office of Urban Initiatives

# APLU Members

## University Systems

Colorado State University System  
Oklahoma State Regents for  
Higher Education  
Southern Illinois University System  
Southern University System<sup>2</sup>  
Texas A&M University System  
Texas Tech University System  
The California State University System  
The City University of New York System  
The Mississippi Board of Trustees of State  
Institutions of Higher Learning  
The State University of New York System  
The University of Texas System  
University of Alabama System  
University of Alaska System  
University of California<sup>1</sup>  
University of Colorado System  
University of Hawai'i System  
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

## Member Universities by Jurisdiction

### CANADA

Dalhousie University  
University of Alberta  
University of Calgary  
University of Guelph  
University of Manitoba  
University of Saskatchewan  
University of Western Ontario  
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<sup>1,2</sup>  
Auburn University<sup>1</sup>  
Tuskegee University<sup>1,2</sup>  
The University of Alabama  
The University of Alabama at Birmingham  
The University of Alabama in Huntsville  
University of South Alabama

### ALASKA

University of Alaska Fairbanks<sup>1</sup>

### AMERICAN SAMOA

American Samoa Community College<sup>1</sup>

### ARIZONA

Arizona State University  
Northern Arizona University  
University of Arizona<sup>1</sup>

### ARKANSAS

Arkansas State University  
University of Arkansas, Fayetteville<sup>1</sup>  
University of Arkansas at Pine Bluff<sup>1,2</sup>

### CALIFORNIA

California Polytechnic State University,  
San Luis Obispo  
California State University, Fresno<sup>3</sup>  
California State University, Fullerton<sup>3</sup>  
California State University, Northridge  
California State University, Sacramento  
San Diego State University  
San Francisco 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<sup>3</sup>  
University of California, San Diego  
University of California, Santa Barbara<sup>3</sup>  
University of California, Santa Cruz<sup>3</sup>

### COLORADO

Colorado School of Mines  
Colorado State University<sup>1</sup>  
University of Colorado at Boulder  
University of Colorado Denver / Anschutz  
Medical Campus

### CONNECTICUT

University of Connecticut<sup>1</sup>

### DELAWARE

Delaware State University<sup>1,2</sup>  
University of Delaware<sup>1</sup>

## DISTRICT OF COLUMBIA

University of the District of Columbia<sup>1,2</sup>

## FLORIDA

Florida A&M University<sup>1,2</sup>  
Florida Atlantic University  
Florida International University<sup>3</sup>  
Florida State University  
University of Central Florida  
University of Florida<sup>1</sup>  
University of South Florida

## GEORGIA

Augusta University  
Fort Valley State University<sup>1,2</sup>  
Georgia Institute of Technology  
Georgia Southern University  
Georgia State University  
The University of Georgia<sup>1</sup>

## GUAM

University of Guam<sup>1</sup>

## HAWAI'I

University of Hawai'i<sup>1</sup>

## IDAHO

Boise State University  
Idaho State University  
University of Idaho<sup>1</sup>

## ILLINOIS

Illinois State University  
Northern Illinois University  
Southern Illinois University at Carbondale  
University of Illinois at Chicago  
University of Illinois at Urbana-  
Champaign<sup>1</sup>

## INDIANA

Ball State University  
Indiana University  
Indiana University-Purdue University  
Indianapolis  
Purdue University<sup>1</sup>

## IOWA

Iowa State University<sup>1</sup>  
University of Iowa

## KANSAS

Kansas State University<sup>1</sup>  
University of Kansas  
Wichita State University

## KENTUCKY

Kentucky State University<sup>1,2</sup>  
University of Kentucky<sup>1</sup>  
University of Louisville

## LOUISIANA

Louisiana State University and Agricultural  
& Mechanical College<sup>1</sup>  
Louisiana Tech University  
Southern University and A&M College,  
Baton Rouge<sup>1,2</sup>  
University of Louisiana at Lafayette  
University of New Orleans

1 Land-grant Institution

2 Historically Black College or University

3 Hispanic-Serving Institution

## MAINE

The University of Maine<sup>1</sup>

## MARYLAND

Morgan State University<sup>2</sup>

United States Naval Academy

University of Maryland Baltimore County

University of Maryland<sup>1</sup>

University of Maryland Eastern Shore<sup>1,2</sup>

University of Maryland University College

## MASSACHUSETTS

Massachusetts Institute of Technology<sup>1</sup>

University of Massachusetts Amherst<sup>1</sup>

University of Massachusetts Boston

University of Massachusetts Dartmouth

University of Massachusetts Lowell

## MICHIGAN

Michigan State University<sup>1</sup>

Michigan Technological University

Oakland University

University of Michigan

Wayne State University

Western Michigan University

## MINNESOTA

University of Minnesota<sup>1</sup>

University of Minnesota Duluth

## MISSISSIPPI

Alcorn State University<sup>1,2</sup>

Jackson State University<sup>2</sup>

Mississippi State University<sup>1</sup>

The University of Mississippi

The University of Southern Mississippi

## MISSOURI

Lincoln University<sup>1,2</sup>

Missouri University of Science and Technology

University of Missouri-Columbia<sup>1</sup>

University of Missouri-Kansas City

University of Missouri-St. Louis

## MONTANA

Montana State University<sup>1</sup>

The University of Montana

## NEBRASKA

University of Nebraska-Lincoln<sup>1</sup>

## NEVADA

University of Nevada, Las Vegas

University of Nevada, Reno<sup>1</sup>

## NEW HAMPSHIRE

University of New Hampshire<sup>1</sup>

## NEW JERSEY

Montclair State University

New Jersey Institute of Technology

Rutgers, The State University of New Jersey<sup>1</sup>

## NEW MEXICO

New Mexico State University<sup>1,3</sup>

The University of New Mexico<sup>3</sup>

## NEW YORK

Binghamton University, SUNY

Cornell University<sup>1</sup>

Stony Brook University, SUNY

The City College of New York, CUNY<sup>3</sup>

University at Albany, SUNY

University at Buffalo, SUNY

## NORTH CAROLINA

East Carolina University

North Carolina A&T State University<sup>1,2</sup>

North Carolina State University<sup>1</sup>

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<sup>1</sup>

The University of North Dakota

## OHIO

Bowling Green State University

Central State University<sup>1,2</sup>

Cleveland State University

Kent State University

Miami University

Ohio University

The Ohio State University<sup>1</sup>

The University of Akron

The University of Toledo

University of Cincinnati

Wright State University

## OKLAHOMA

Langston University<sup>1,2</sup>

Oklahoma State University<sup>1</sup>

University of Oklahoma

## OREGON

Oregon State University<sup>1</sup>

Portland State University

University of Oregon

## PENNSYLVANIA

The Pennsylvania State University<sup>1</sup>

Temple University

University of Pittsburgh

## PUERTO RICO

University of Puerto Rico Mayaguez<sup>1,3</sup>

## RHODE ISLAND

The University of Rhode Island<sup>1</sup>

## SOUTH CAROLINA

Clemson University<sup>1</sup>

South Carolina State University<sup>1,2</sup>

University of South Carolina

## SOUTH DAKOTA

South Dakota State University<sup>1</sup>

University of South Dakota

## TENNESSEE

Middle Tennessee State University

Tennessee State University<sup>1,2</sup>

The University of Memphis

The University of Tennessee, Knoxville<sup>1</sup>

## TEXAS

Prairie View A&M University<sup>1,2</sup>

Texas A&M University<sup>1</sup>

Texas State University

Texas Tech University

University of Houston

University of North Texas

The University of Texas at Arlington

The University of Texas at Austin

The University of Texas at Dallas

The University of Texas at El Paso<sup>3</sup>

The University of Texas at San Antonio<sup>3</sup>

## UTAH

The University of Utah

Utah State University<sup>1</sup>

## VERMONT

The University of Vermont<sup>1</sup>

## VIRGIN ISLANDS

University of the Virgin Islands<sup>1,2</sup>

## VIRGINIA

The College of William & Mary

George Mason University

University of Virginia

Virginia Commonwealth University

Virginia Polytechnic Institute & State University (Virginia Tech)<sup>1</sup>

Virginia State University<sup>1,2</sup>

## WASHINGTON

University of Washington

Washington State University<sup>1</sup>

## WEST VIRGINIA

West Virginia State University<sup>1,2</sup>

West Virginia University<sup>1</sup>

## WISCONSIN

University of Wisconsin-Madison<sup>1</sup>

University of Wisconsin-Milwaukee

## WYOMING

University of Wyoming<sup>1</sup>

## *Related Higher Education Organizations*

Connecticut Agricultural Experiment Station<sup>1</sup>

National Organization of Research Development Professionals

University of Wisconsin-Extension



# About APLU

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization representing 235 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America's oldest higher education association with member institutions in all 50 states, the District of Columbia, four U.S. territories, Canada, and Mexico. Annually, member campuses enroll 4.7 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.2 million faculty and staff, and conduct \$42.7 billion in university-based research.

APLU's membership includes 207 campuses and 25 university systems, including 75 U.S. land-grant institutions. The association's membership includes 23 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).

In 1963, the American Association of Land-Grant Colleges and Universities merged with the National Association of State Universities to form the National Association of State Universities and Land-Grant Colleges. On March 30, 2009, the association adopted the name Association of Public and Land-grant Universities or APLU (the name of each letter is pronounced).

APLU's agenda is built on the three pillars of increasing degree completion and academic success;

advancing scientific research; and expanding engagement and economic development. 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.

## APLU Organization/ Structure

As the leading research and advocacy organization for senior public higher education leaders, APLU engages its membership through a series of initiatives led by councils and commissions. These councils and commissions help drive the APLU agenda.

The APLU council structure enables university leaders with comparable titles, working in similar positions, to come together to address critical issues and expand their knowledge base within their professional area of expertise. The APLU councils are:

- Council of 1890 Universities
- Council of Presidents

- Council of Presidents' & Chancellors' Spouses/Partners
- Council on Academic Affairs
- Council on Business Affairs
- Council on Engagement & Outreach
- Council on Governmental Affairs
- Council on Research
- Council on Strategic Communications
- Council on Student Affairs

The commission structure enables individuals, regardless of position and from multiple disciplines across the universities, to come together to address critical issues and expand their knowledge base in areas of common interest regardless of position. The APLU commissions are:

- Commission on Access, Diversity, & Excellence
- Commission on Food, Environment, & Renewable Resources
- Commission on Information, Measurement, & Analysis
- Commission on Innovation, Competitiveness, & Economic Prosperity
- Commission on International Initiatives
- Commission on Science & Mathematics Teacher Imperative
- Coalition of Urban Serving Universities



PHOTOS ABOVE COURTESY OF (TOP) UNIVERSITY OF MASSACHUSETTS BOSTON, (CENTER) UNIVERSITY OF MINNESOTA, (BOTTOM LEFT) KANSAS STATE UNIVERSITY, (BOTTOM CENTER) UNIVERSITY OF MISSISSIPPI, AND (BOTTOM RIGHT) UNIVERSITY OF WISCONSIN-MADISON; BACK COVER PHOTO COURTESY OF UNIVERSITY OF SOUTH FLORIDA



ASSOCIATION OF  
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