

# 2016

## ANNUAL REPORT



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



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ABOVE PHOTOS COURTESY OF UNIVERSITY OF LOUISIANA LAFAYETTE (TOP), QUEEN'S UNIVERSITY (MIDDLE)

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Dear Friends:

I am pleased to present the Association of Public and Land-grant Universities' 2016 Annual Report.

Our association and membership engaged in a wide array of projects and initiatives centering on the three pillars of our work—boosting degree completion and academic success, advancing cutting-edge research, and improving our communities and world through increased engagement and economic development. As you'll read on the following pages, APLU worked hard in 2016 on many issues, including to:

- 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 degree completion while illustrating the shortcomings in federal graduation data;
- Help lead advocacy efforts for the passage of the 21st Century Cures Act to increase National Institutes of Health funding;
- Launch an initiative to grow completion grant programs that help public urban research universities advance student success;
- Expand and improve the use of personalized learning technologies at public universities;
- Secure funding to improve introductory mathematics education and ease mathematics pathways for students;
- Establish a commission to examine how public universities must change to contribute to achieving global food and nutrition security by 2050;
- Unveil a partnership with a high-tech manufacturing institute to join technology development efforts with workforce training programs;
- Convene a planning team to scope the work of a Task Force on The New Engagement, to further establish engagement as a platform for transformational change in our communities and our institutions;
- Launch programs to increase the diversity of students, faculty, and research staff;
- Research and publish reports examining research activity at 1890 Universities and best practices for minority males in STEM disciplines;



- Champion the critical role public universities play in their communities through the #PublicUValues campaign;
- Issue a report on how to combat antibiotic resistance and improve food systems; and more.

Looking ahead to 2017, 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 President Trump takes office, the reauthorization of the Higher Education Act proceeds, the ever-changing landscape of learning technology continues to take shape, and much more.

APLU continues to help advance the interests of our universities and the students they serve 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 transform and adapt in an age of extraordinary change. Together, we can write the next chapter for public higher education and renew the promise of our public mission.

Sincerely,

M. Peter McPherson  
PRESIDENT

PART 1 PROJECTS & INITIATIVES



PHOTO COURTESY OF THE PENNSYLVANIA STATE UNIVERSITY

# Increasing Degree Completion and Academic Success

APLU continued work on Project Degree Completion—a joint initiative with the American Association of State Colleges and Universities (AASCU) 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 innovative approaches to student success, transparency and accountability, and more. APLU is helping its members make an important contribution toward the national goal of raising degree attainment in the United States to 60 percent of working age adults by 2025. According to the most recent degree completion totals, between 2012 and 2015, four-year public universities collectively awarded more than 5.8 million bachelor's degrees. The total meets the Project Degree Completion goal with an annual growth rate of 3 percent more bachelor's degrees each year.



PHOTO COURTESY OF UNIVERSITY OF MARYLAND BALTIMORE COUNTY

## TRANSPARENCY & ACCOUNTABILITY

### Student Achievement Measure (SAM)

The Student Achievement Measure (SAM) accomplished several important milestones in expanding 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 full-time students who start and finish at their first institution.

SAM, an initiative of APLU and the five other presidential higher education associations, captures the progress and success of transfer and part-time students that the federal graduation rate omits. For example, 64 percent of bachelor's degree recipients from public universities attend more than one institution before

they graduate and three-quarters of community college students attend part-time. For the 600 participating institutions, SAM is able to account for the outcomes of 600,000 more students or about 40 percent more student outcomes than reported through the federal graduation rate.

SAM secured additional funding from the Bill & Melinda Gates Foundation and the Carnegie Corporation through 2017. The funding supports expanding the SAM models, infrastructure, and website; creating

partnerships among the SAM project participants and other voluntary initiatives such as Complete College America; and continuing outreach, communication, and coalition-building to leverage SAM and bolster advocacy efforts for improvements in the national data infrastructure.

To increase public awareness of the shortcomings of federal graduation data and demonstrating its real impact on students, SAM launched a social media campaign in spring 2016 profiling students whose degree

completion was omitted from their institution's federal graduation rate. The #CountAllStudents campaign highlighted stories of Spring 2016 graduates from SAM-participating institutions and provided



a platform for institutions to elevate the need for complete federal student success data for all schools.

In fall 2016, SAM enabled institutions to report on important subgroups of students such as those receiving veterans' benefits, Pell grant recipients, and students of color.

APLU advocacy and outreach efforts will continue to emphasize SAM as a concrete example of the outcomes measures that would be available to consumers, policymakers, institutions, and other constituency groups through more complete and accurate federal data.

#### ON THE WEB

[www.studentachievementmeasure.org](http://www.studentachievementmeasure.org)  
[www.countallstudents.org](http://www.countallstudents.org)

### The Voluntary System of Accountability (VSA)

The Voluntary System of Accountability (VSA), a joint project between APLU and AASCU that began in 2007, is a leading information source and valuable accountability tool for public institutions. For nearly a decade, external audiences have used the VSA's College Portrait website to find a simple, straightforward presentation of comparable information that comes directly from public universities.



The VSA is undergoing a major transition from offering one external reporting tool (the College Portrait website) to providing a broader and more flexible set of tools and data products and professional development opportunities designed to advance institutional data capacity. The new VSA vision focuses on providing support to participating institutions to



PHOTO COURTESY OF UNIVERSITY OF ALABAMA AT BIRMINGHAM

increase data, tools, and the capacity to develop and deliver exceptional evidence-based communications for a variety of stakeholders.

In 2017, a new suite of products and services will be offered in three complementary areas: 1) Designations, Tools, and Data Products; 2) Education and Training; and 3) Public Reporting.

The VSA concluded the first year of its Excellence in Assessment Designation program in collaboration with the National Institute for Learning Outcomes Assessment and Association of American Colleges and Universities. Ten exemplary institutions, including three APLU members (Indiana University–Purdue University of Indianapolis, Kansas State University, and the University of Wisconsin–Madison), were recognized for their successful integration of assessment practices across campus, effective communication of student learning outcomes to stakeholders, and the use of assessment results to guide institutional decision-making and improve student performance.

#### ON THE WEB

[www.collegeportraits.org](http://www.collegeportraits.org)  
[www.collegeportraits.org/EIA](http://www.collegeportraits.org/EIA)

### Partnerships to Build Data Capacity & Infrastructure

The APLU Commission on Information, Measurement, and Analysis (CIMA) and APLU Council of Business Affairs merged in an effort to better integrate business officers and chief financial officers and their interests within APLU and to strengthen the CIMA agenda.

APLU also worked in partnership with the members of the Postsecondary Data Collaborative—a coalition of national research and policy organizations—advocating for improving the higher education data infrastructure, including reforming Integrated Postsecondary Data System (IPEDS) and building a case for a focused federal student-level data system.

Other data-related work included a coordinated effort with a selection of leading colleges, universities, and systems to develop and distribute case studies of how campuses effectively used data to illustrate the value of student-level data to policymakers.

## APLU FRAMEWORK FOR DEGREE COMPLETION

APLU is establishing a framework of effective practices for campuses to use to respond to common barriers hindering student success and degree completion. Such practices are being drawn from APLU campuses' experiences, a review of research literature, and in consultation with others who are working in this area, including the Lumina Foundation and the Bill & Melinda Gates Foundation. The framework will identify effective responses to these barriers and be dynamic—with new barriers and responses continually being added while eliminating practices that prove less successful.

The diversity of undergraduate students requires a broad range of

responses. The barriers and responses will be broken into four categories that address challenges faced by traditional students who enroll in a four-year university just out of high school, community college transfers with an associate degree, community college and other transfers without an associate degree, and non-traditional undergraduates who are 25 years of age or older.

As part of this framework, information about barriers and effective responses will be displayed using templates that include identification of the barrier, data analysis, specific interventions, related responses, university leadership support, evidence and research supporting interventions, intervention conditions, cost analysis, and APLU initiatives in this area.

## Project Degree Completion Award

In its fourth year, APLU received a strong set of applications for its 2016 Project Degree Completion Award, which identifies and honors institutions employing innovative methods or programs to increase retention and graduation outcomes and/or close achievement gaps for all students or specific groups of students. The 2016 winner was the University of California, Riverside, which markedly boosted graduation rates through the overhauling of its introductory mathematics curriculum and employment of new advising tools to target students at risk of not completing their degree.

### ON THE WEB

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



PHOTO COURTESY OF MICHIGAN STATE UNIVERSITY

*Representatives from the University of California, Riverside, accept the 2016 Project Degree Completion Award at the APLU Annual Meeting.*





PHOTO COURTESY OF UNIVERSITY OF MARYLAND EASTERN SHORE

## DIVERSITY & INCLUSION

### APLU INCLUDES: Expanding the Diversity of STEM Faculty

APLU received a pilot grant from the National Science Foundation (NSF) as part of the agency's new INCLUDES (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) program. Over the next two years, APLU will connect member institutions and expert partner organizations to learn from one another's experiences and work in concert to expand the diversity of STEM faculty to include more

underrepresented and traditionally underserved groups, consisting of women, members of minority racial and ethnic groups, persons with disabilities, and those from disadvantaged socioeconomic backgrounds.

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

### Access & Diversity Research Reports

APLU published a series of reports and papers on access and student diversity. The Minority Male STEM Initiative produced a final report identifying practices for the recruitment and degree completion of underrepresented minority males in the STEM

disciplines. The initiative was funded by the Kresge Foundation.

APLU produced another paper, *Research Activity at the 1890 Universities*, offering insight into the types of research ongoing at the nineteen 1890 land-grant universities over the last five years. APLU's Office of Access and Success also issued other concept papers highlighting pressing higher education issues.

**ON THE WEB**  
[www.aplu.org/2016annualreport](http://www.aplu.org/2016annualreport)

### Access & Diversity Conferences

APLU's Office of Access and Success hosted the 2016 HBCU Summit in

Atlanta, Georgia. The 2016 HBCU Summit convened more than 130 higher education leaders and focused on the role of non-cognitive factors in fostering student success and degree completion at HBCUs. The summit included a preconference workshop funded by NSF that brought together tenured associate professors of engineering at HBCUs to provide professional development experiences needed to support their progression toward the rank of professor. The initiative also included HBCU undergraduate engineering students to help them learn how to best navigate the path to graduate school.

Expanding diversity efforts, the Academic Programs Section (APS) of APLU's Board on Agriculture Assembly held a diversity- and inclusion-focused workshop aimed at providing college administrators with up-to-date information on recruiting and retaining diverse faculty and students.

## PERSONALIZED LEARNING CONSORTIUM (PLC)

The Personalized Learning Consortium (PLC) offers APLU institutions opportunities to understand, implement, and scale use of technologies designed to personalize and improve the education experience. PLC members jointly fund the consortium and determine the program's focus.

The PLC received awards of more than \$5.5 million from the Bill & Melinda Gates Foundation to advance and sustain projects focused on "Scaling Implementation of Courseware and Integrated Planning and Advising for Student Success (IPASS) within APLU." The largest component of funding directly

supports eight APLU universities implementing adaptive learning courseware at significant scale through December 2019. A second PLC project developed a video-based online course for university personnel to present and explain key considerations in the implementation of proactive advising. The course, *A SMART Approach to Student Success: Strategic Management of Advising Reform and Technology*, will be available in January 2017.

To maximize the benefit of the Gates Foundation's current investment in APLU to scale implementation of adaptive courseware and IPASS, the PLC also received a sustaining grant of more than \$400,000 in support of current and planned program activities. With this investment, the PLC will promote program findings across postsecondary education, further develop and support a broad network of public universities implementing proactive advising technologies and adaptive courseware, and provide executive oversight and administrative support.

The PLC also concluded work on a multi-institution project to develop

adaptive courseware for English Composition. Four participating universities (Georgia State University, University of Georgia, University of Mississippi, and Montclair State University) selected an adaptive learning platform provider, collaborated in content development for teaching introductory writing, and piloted the adaptive courseware at each institution. This work was supported by a 2015 grant from USA Funds.

Twenty APLU universities participate in the PLC with active guidance by the PLC Oversight Board. It virtually convened PLC member institutions for discussion and planning in all program focus areas. In addition, the PLC hosted webinars for members about adaptive learning, personal web domains, and proactive advising. In 2017, it plans to launch a collaborative forum for discussion of adaptive learning using *Trellis*, an online platform built by the American Association for the Advancement of Science (AAAS) for digital communication and collaboration among scholars.

### ON THE WEB

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



**The Role of Technology Enabled Proactive Advising**

Above is one of the videos from the course *A SMART Approach to Student Success: Strategic Management of Advising Reform and Technology* that will be available in January 2017.

## URBAN SERVING UNIVERSITIES (USU) STUDENT SUCCESS INITIATIVES

### Collaborating for Change

The Coalition of Urban Serving Universities (USU) advanced several student performance-related initiatives. The funding obtained for the life of these projects is \$5.5 million.

USU launched the Collaborating for Change project in March 2016. This initiative is the next phase of a \$4.8 million project funded by the Bill & Melinda Gates Foundation to work with public urban research universities planning and implementing transformational—often disruptive—campus practices to advance student success. These transformations are particularly focused on admitting, retaining, educating, and graduating high-need, traditionally at-risk students while reducing costs, reexamining campus business models, and fostering mutually beneficial campus-community engagements. Over the next four years, Florida International University, Georgia State University, and Portland State University will participate in the implementation phase while helping APLU and USU member institutions learn from their efforts.

### Collaborative Opportunity Grant

USU launched the Collaborative Opportunity Grant to help universities adopt innovative practices in five areas: engaging faculty; rethinking financial aid; leveraging community assets; aligning and engaging employers; and strengthening K–16 systems. Investment areas represent

broad categories to support new and/or existing innovations that can be scaled through collaboration with other institutions. Collaborating organizations may include a community non-profit, K–12 school district or individual school, community college, government agency, local business or business association, or foundations. Awards will be disbursed over the course of four years.

### Completion Grants

With a total of \$670,000 in funding from the Lumina Foundation and Great Lakes Higher Education Guarantee Corporation, USU is helping nine campuses replicate completion grants that provide modest amounts of additional financial aid to prevent low-income college students nearing graduation from dropping out. Cleveland State University, Florida International University, Kent State University, The Ohio State University, University of Arkansas at Pine Bluff, University of Central Florida, University of Houston, University of North Carolina, Charlotte and Wayne State University form the cohort. These campuses are supported by

three mentor universities that have successful programs: Georgia State University, Indiana University-Purdue University Indianapolis, and Virginia Commonwealth University.

### Diversity on Campus

USU convened a set of cross-institutional action groups to improve evidence for university strategies for diversifying the STEM and biomedical research workforce. The groups produced a report and set of action items, which was published in July 2016 and disseminated broadly. The USU developed a six-part webinar series around the action items, which will run through June 2017.

Urban Universities for HEALTH, a USU-APLU-Association of American Medical Colleges (AAMC) partnership, collaborated with the American Association of Colleges of Nursing (AACN) to develop and pilot a set of workshops for nursing deans on holistic review in nursing school admissions. The workshops were funded by the National Institutes of Health (NIH) and Health Resources and Services Administration (HRSA), and were accompanied by an online



PHOTO COURTESY OF INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS



PHOTO COURTESY OF UNIVERSITY OF FLORIDA



PHOTO COURTESY OF UNIVERSITY OF GEORGIA

knowledge base of tools and resources as well as an online community of practice for nursing leaders. UU-HEALTH also published a report with a set of research actions for improving scientific evidence for university interventions that increase the diversity of the biomedical research workforce. Additionally, it finalized a menu of metrics that will help university leaders track progress toward health workforce goals. Two of the UU-HEALTH demonstration sites, the University of Cincinnati and Cleveland State University/Northeast Ohio Medical University, developed their own interactive dashboards to display metrics with institution-specific data.

#### ON THE WEB

[www.uuhealth.org](http://www.uuhealth.org)  
[www.aacn.nche.edu/education-resources/holistic-review](http://www.aacn.nche.edu/education-resources/holistic-review)

## STEM EDUCATION

### Network of STEM Education Centers (NSEC)

The Network of STEM Education Centers, which APLU manages, received a National Science Foundation (NSF) grant for \$1.5 million over four years to create a community of center directors to learn and share best practices for how STEM centers operate on

their campuses and effectively improve undergraduate STEM education. Senior faculty members from the University of Colorado Boulder and the University of Massachusetts Amherst co-direct the initiative with APLU. The grant provides funding to support a national conference for three years, workshops, and seed grants for cross-institutional working groups. APLU has identified 246 STEM education centers at 182 institutions.

### Transforming How Calculus is Taught

Student success rates in undergraduate introductory mathematics (precalculus through calculus 2) are too low on many campuses. Overwhelming evidence has shown active learning techniques facilitate significantly greater learning. In an effort to help undergraduate students pursuing degrees in STEM fields avoid trouble with introductory mathematics courses, APLU and three university partners received a \$3 million, five-year grant from the NSF to study and scale the use of active learning for precalculus and calculus instruction.

APLU's partners for the grant—San Diego State University, the University of Colorado Boulder, and the University of Nebraska-Lincoln—are national leaders in effectively using

active learning for undergraduate introductory mathematics (precalculus through calculus 2). All three schools have improved student success using active learning compared to students taught in more traditional lecture courses. Through the grant, known as SEMINAL: Student Engagement through an Institutional Network for Active Learning, the three universities will work with APLU to identify and implement the best ways to scale such instruction at public universities nationwide. The work is affiliated with and began as part of the APLU Mathematics Teacher Education Partnership (MTEP).

SEMINAL will be implemented in two phases. In the first, APLU and its partners will undertake six case studies to offer lessons learned from the three core institutions as well as three additional institutions drawn from a national calculus study. In phase two, APLU and its partners will provide grants to nine additional institutions selected from a national competition to attempt to institutionalize active learning in their introductory precalculus to calculus sequence and use this study as a model to best facilitate this transformation in new institutions.

#### ON THE WEB

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



PHOTO COURTESY OF UNIVERSITY OF MARYLAND BALTIMORE COUNTY



PHOTO COURTESY OF UNIVERSITY OF SOUTHERN MISSISSIPPI

## Advancing Mathematics Pathways for Student Success (AMPSS)

APLU and several partners formed Advancing Mathematics Pathways for Student Success (AMPSS)—a coalition aiming to increase undergraduate mathematics pathways, and in turn, degree completion. The Lumina Foundation awarded an eight-month planning grant (\$250,000) administered by APLU for AMPSS to develop a multi-year plan to increase math pathways in 40 states. The work will build upon efforts by faculties

and institutional and state leaders in about a dozen states who are expanding mathematics pathways with rigorous, transferrable, college-level content across two- and four-year institutions. Instead of primarily only offering calculus or algebra, AMPSS will seek to promote other mathematics courses such as statistics and quantitative reasoning, which students, particularly non-STEM majors, have found to be more relevant to their lives and future careers.

In this effort, APLU is joining with American Association of State Colleges and Universities (AASCU),

the National Association of System Heads (NASHE), American Association of Community Colleges (AACC), and the Dana Center (The University of Texas at Austin), Carnegie Foundation's Statway and Quantway, Complete College America, and the national mathematics societies stimulated by Transforming Post-Secondary Education in Mathematics (TPSEM), and Conference Board of Mathematical Sciences (CBMS).

## Mathematics Teacher Education Partnership (MTEP)

Going on five years, Mathematics Teacher Education Partnership (MTEP) seeks to transform secondary math teacher preparation across 90 universities and 100 school districts in more than 30 states, funded by NSF and Helmsley. MTEP is working in five areas of research and demonstration addressing key aspects of math teacher preparation. There is a new focus on transforming overall math teacher preparation programs and institutional change, to which institutions will be invited to participate once developed.



PHOTO COURTESY OF UNIVERSITY OF TEXAS AT ARLINGTON

### ON THE WEB

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

## GLOBAL EDUCATION

### Campus Internationalization

APLU's Office of International Programs established the Institutional Award for Global Learning, Research, and Engagement based on the key issues related to the comprehensive internationalization of member campuses. The inaugural award was presented to the University of Minnesota at the 2016 Annual Meeting.

In 2004, an APLU task force produced *A Call to Leadership: The Presidential Role in Internationalizing the University*, which made recommendations for internationalizing campuses. This year, APLU's Commission on International Initiatives revisited the report to assess progress and highlight what work remains to be done across APLU campuses. The assessment is expected in early 2017.

APLU also led the launch of *Aiming for 100%*—a joint project between APLU and NAFA: The Association of

International Educators—establishing a multi-campus global learning laboratory in which APLU institutions will create, refine, test, and measure diverse strategies for providing a global education to all students.

Additionally, APLU signed an agreement with CONACYT, Mexico's National Council on Science and Technology, to promote Mexican students earning advanced degrees in the United States. APLU expects the work with the organization to increase the number of Mexicans studying in the United States.

APLU worked with the University of Arizona as they established a committee composed of public and private universities in the United States and Canada to determine and disseminate information about security in Mexico for study abroad faculty and research activities. The goal of this effort is to help facilitate an increase in the number of students studying abroad in Mexico, which offers a more affordable study abroad option that is closer to home for students.



*Representatives from the University of Minnesota accept the inaugural Institutional Award for Global Learning, Research, and Engagement at the 2016 APLU Annual Meeting.*

#### ON THE WEB

[www.aplu.org/2016annualreport](http://www.aplu.org/2016annualreport)



PHOTO COURTESY OF BOISE STATE UNIVERSITY

# Advancing Scientific Research

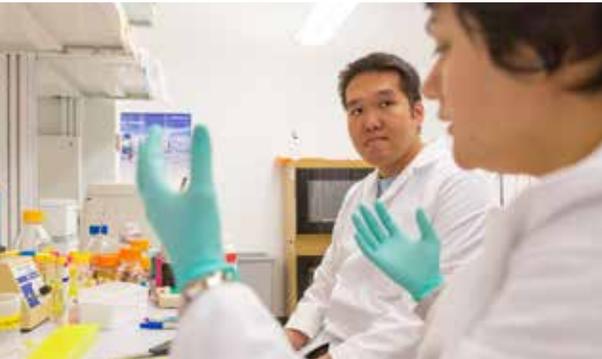


PHOTO COURTESY OF UNIVERSITY OF KANSAS

## TASK FORCE ON LABORATORY SAFETY

In April 2016, the APLU Task Force released *A Guide to Implementing a Safety Culture* that includes recommendations and associated tools and resources for creating a culture of research safety on campuses. APLU created the task force in coordination with the Association of American Universities (AAU), the American Chemical Society (ACS), and the Council on Governmental Relations (CoGR). Senior research officers, environmental and health safety officers, faculty,

and industry and national lab representatives comprised the task force. The two co-chairs, Taylor Eighmy, Vice Chancellor for Research and Engagement, University of Tennessee Knoxville and Mark McLellan, Vice President for Research and Dean of the School for Graduate Studies, Utah State University, were recently nationally recognized for their commitment to lab safety based, in large part, on their work on the task force. The Task Force published an easy-to-navigate version of the guide on the APLU website.

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### ON THE WEB

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

## AGRICULTURE, HUMAN SCIENCES & NATURAL RESOURCES

### U.S. Water Security

APLU developed a *National Initiative on Improvement of U.S. Water Security* report, which recommends a robust programmatic and funding initiative to address the national water security issues facing the United States. It was sent to National Institute for Food and Agriculture (NIFA) within the U.S. Department of Agriculture (USDA) for consideration as they develop their water-focused priorities. Discussions are ongoing



PHOTO COURTESY OF UNIVERSITY OF NORTH CAROLINA AT WILMINGTON



PHOTO COURTESY OF UNIVERSITY OF CALIFORNIA, SANTA CRUZ

with NIFA on how the report's recommendations can be implemented in current and future fiscal years.

### **NIFA-Supported Programs**

APLU supported a survey, contracted by NIFA, to conduct an in-depth assessment of the NIFA-funded programs that support Research and Cooperative Extension. This is the first such study to be conducted by an independent third party.

Finally, the Experiment Station and Cooperative Extension Sections of the Board on Agriculture Assembly launched a National Impacts Database to summarize program outcomes and public value.

### **Healthy Food Systems/ Healthy People Task Force**

The APLU Healthy Food Systems/Healthy People Task Force released its final report at the beginning of

2016 detailing specific recommendations to address deficiencies in the linkages between food production and health care, especially as they relate to chronic diseases.

An implementation team was created to develop strategies to identify a variety of funding entities and mechanisms to ensure enactment of the task force's recommendations. The implementation team will work to engage others in securing the necessary funding to carry out the task force's recommendations.



PHOTO COURTESY OF UNIVERSITY OF NORTH TEXAS

### **Task Force on Antibiotic Resistance in Production Agriculture**

The Task Force on Antibiotic Resistance in Production Agriculture was a joint project of APLU and the American Association of Veterinary Medicine Colleges (AAVMC) aimed at addressing growing resistance to antibiotics that comes, in part, from the use of antibiotics in animal feed. Membership on the task force included

agriculture and veterinary deans, industry, commodity producer organizations as well as government observers (Food and Drug Administration, U.S. Department of Agriculture, and Centers for Disease Control).

The task force last year released its recommendations on education, research, and extension. Shortly thereafter, APLU and AAVMC entered into an agreement to employ a program director housed at AAVMC to support the implementation of the task force recommendations.



PHOTO COURTESY OF UNIVERSITY OF MAINE

## INTERNATIONAL PROGRAMS

### Challenge of Change Commission on Global Food Needs by 2050

APLU established the Challenge of Change Commission with the support of the W.K. Kellogg Foundation to examine challenges to food security and make recommendations on the actions required by public research universities to meet U.S. and global food needs by 2050 when the world population will swell to 9 billion

people. The commission worked to identify the researchable grand challenges that public research universities need to undertake in order to meet these food needs in the context of climate change, water needs, cultural sensitivities, and other factors. In a report due out in 2017, the commission will detail how universities must organize to do this important work. The report will be delivered to the Trump administration and Congress with details on how the government can support the



research and engagement activities needed to meet global food security. The Canadian and Mexican governments will also receive the report.

#### ON THE WEB

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



PHOTO COURTESY OF NORTH DAKOTA STATE UNIVERSITY

# Expanding Economic Development & Community Engagement



PHOTO COURTESY OF UNIVERSITY OF WISCONSIN MADISON

APLU 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. APLU established a Vice President-led Office of Economic Development and Community Engagement in 2016, which is working across the association to strengthen this APLU pillar.

## ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT

### Task Force on the New Engagement

Working with a team representing a wide array of engagement leadership, APLU completed planning for a Task Force on the New Engagement. The task force aims to build on the work of the Kellogg Commission on the Future

of State and Land-Grant Universities in 2001 to recommend ways to broaden and deepen the engagement efforts of APLU members.

The planning team's report, *The New Engagement: Examining the Issues Across a Spectrum*, is now serving as the basis for a fundraising effort to underwrite the task force.

#### ON THE WEB

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

### Community Engagement Scholarship Awards

APLU completed the 10th year of this awards program, comprising the W.K. Kellogg Foundation Community Engagement Scholarship Awards and the C. Peter Magrath Community Engagement Scholarship Award. Nine universities were recognized with awards or as exemplary projects in the program. Portland State University

*Portland State University accepts the 2016 C. Peter Magrath Community Engagement Scholarship Award at the APLU Annual Meeting.*



PHOTO COURTESY OF UNIVERSITY OF SOUTH FLORIDA



was named as the winner of the 2016 C. Peter Magrath Community Engagement Scholarship Award for its partnership with the City of Portland that engages faculty and students from a variety of disciplines in education, research and service.

## Innovation and Economic Prosperity (IEP) Universities

APLU completed the fourth year of its Innovation and Economic Prosperity University (IEP) designation and awards program. Seven universities received the designation in 2016 and four were recognized with awards at the 2016 Annual Meeting—Arizona State University, Colorado State University, Montana State University, and Purdue University.

The designations and awards recognize those institutions that are conducting successful economic engagement efforts, including working with public and private sector partners in their states and regions to support economic development through a variety of activities—innovation and entrepreneurship, technology



*Delegates from Arizona State University accept the Innovation and Economic Prosperity (IEP) Universities Connections Award at the 2016 APLU Annual Meeting.*

transfer, talent and workforce development, and community development.

APLU made significant enhancements to the program this year, including a new rolling application process, development of mechanisms for making IEP Universities' data available for research and partnership development, and the launch of a new IEP Universities Learning Exchange for ongoing engagement and professional development for IEP Universities participants.

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

## Talent & Workforce Development

APLU developed a partnership with the Lightweight Innovations for Tomorrow (LIFT) manufacturing institute. The partnership will focus on talent development that aligns emerging technologies in LIFT's six technology pillar areas with education and workforce strategies. The initiative will convene an Expert Educator Team, knowledgeable of both advanced lightweighting technologies and talent development, to identify competencies demanded by new technology development. The initiative will also collect and disseminate promising education and workforce strategies, particularly those that focus on engaging students in the world of work as part of learning.

APLU advanced a partnership with the Water Council and University of Wisconsin-Milwaukee, supported by the Business-Higher Education Forum (BHEF). The partnership will build a network of university-industry partnerships aimed at developing university responsiveness to industry needs in the water sector. The initiative is seeking funding to support a national analysis of talent and workforce needs in the sector, and to begin facilitating university-industry partnerships.



PHOTO COURTESY OF UNIVERSITY OF WISCONSIN-MILWAUKEE

## New eXtension

APLU launched the new eXtension, a part of the Cooperative Extension System, funded through a membership model. The new model focuses on helping Extension educators use technology to increase measurable local impact, improve eXtension communities to co-create and disseminate programs, and to develop and implement innovative tools and methodologies.

### ON THE WEB

[www.extension.org](http://www.extension.org)

## Innovation in Extension Study

APLU undertook the Innovation in Extension Study to create an inventory of programming, collaboration space, technology use, funding and revenue, professional development, and partnerships throughout Extension programs nationwide. The data collected in the study was used to frame the October meeting of the National Extension Directors and Administrators focused on the use of innovation strategies for Cooperative Extension programming.

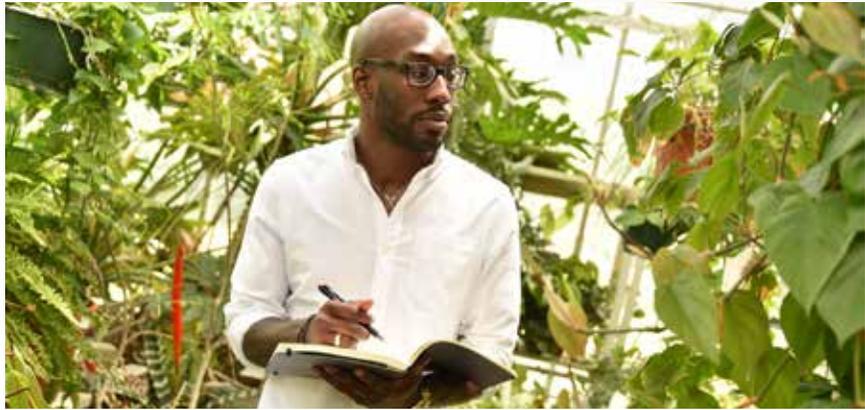


PHOTO COURTESY OF WESTERN MICHIGAN UNIVERSITY

## BIFAD

APLU supports the U.S. Agency for International Development (USAID) Board for International Food and Agricultural Development (BIFAD) through a cooperative agreement. BIFAD represents university interests with USAID. Several universities brought concerns to BIFAD regarding difficulty in obtaining visas for foreign nationals coming to the United States for degree and non-degree training. BIFAD helped to quickly resolve some of these issues. Others required modification of policy, and APLU helped BIFAD garner broad input from APLU institutions regarding needed changes in the policy.

## The Coalition of Urban Serving Universities (USU) Engagement Initiatives

The Coalition of Urban Serving Universities (USU) organized three action groups to collaborate on issues related to off-campus safety partnerships—student safety off campus; police diversity and cultural competency partnerships; and community safety partnerships for social and physical environment interventions. Each group developed a summary of proven practices known to address these issues, and a list of action steps needed to improve practices or address gaps in each area.



PHOTO COURTESY OF UNIVERSITY OF MARYLAND EASTERN SHORE



PHOTO COURTESY OF UNIVERSITY OF CONNECTICUT

# PART 2 ADVOCACY & PUBLIC AFFAIRS



PHOTO COURTESY OF UNIVERSITY OF WASHINGTON

# APLU'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 advance federal policies that strengthen public universities and benefit students and the public.

## #PUBLICUVALUES

APLU and its member institutions launched a campaign called Public University Values (#PublicUValues) to help better explain key facts about the value of public universities and to clarify some common misconceptions. Over a period of five weeks APLU released a series of visually appealing

fact sheets that included both text and shareable graphics to help better explain various relevant issues: cost of college; student debt; personal value of a degree to students; value of more degrees to society, including less reliance on government programs; and the benefits of public university research.

APLU member universities and university systems joined in on social



PHOTO COURTESY OF UNIVERSITY OF CINCINNATI

media using #PublicUValues to share their own statistics, graphics, and stories addressing the topic of the week. Overall, APLU and its members tweeted and retweeted facts and graphics from the #PublicUValues campaign more than 3,650 times.

### ON THE WEB

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

### PUBLIC UNIVERSITY VALUES

## How much do in-state students pay in tuition and fees to attend four-year public universities?

Published in-state tuition and fees at public four-year universities averaged \$9,650 during the 2016–17 school year, compared with \$33,480 at four-year, private nonprofit universities. These prices rarely reflect the actual cost students pay.

Published tuition & fees \$9,650

Average aid - \$5,880

**Average Net Cost \$3,770**

Source: College Board Trends in College Pricing 2016–2017, Table 7

On average, in-state students at public four-year institutions paid just \$3,770 in tuition and fees during the 2016–17 academic year, compared with \$14,220 at four-year, private nonprofit universities. This cost, known as average net price, reflects the actual cost of tuition after scholarships, grants, and tax benefits have been taken into consideration.

Financial aid can reduce out-of-pocket costs to attend most universities. A full-time student at a public four-year institution received an average of \$5,880 in grant aid and tax benefits during the 2016–17 school year. Grant aid includes federal programs like Pell Grants and veteran's benefits, as well as state and institutional grants and scholarships.

### AN INVESTMENT, IN PERSPECTIVE

While public universities continue to provide the most affordable path to a quality higher education and the associated benefits, steep cuts in state funding have pressured public institutions to increase tuition in order to make up some of the losses in state funding. Graduates begin reaping those benefits soon after completing their degrees and they continue to accrue over their lifetime. In fact, median lifetime earnings of bachelor's degree recipients are 65 percent higher than those with only a high school diploma.

While public universities continue to provide the most affordable way to receive a quality higher education to help realize these benefits, steep cuts in state funding through tuition increases in recent years. 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.

[www.aplu.org/PublicUValues](http://www.aplu.org/PublicUValues)  
 Sources: College Board Trends in College Pricing, Table 7; College Board Education Pays Report

[@APLU\\_News](https://twitter.com/APLU_News)

## DID YOU KNOW?

**Average net and published prices at universities**

<b>\$9,650</b> PUBLISHED	<b>\$33,480</b> PUBLISHED
<b>\$3,770</b> NET	<b>\$14,190</b> NET

Source: College Board Trends in College Pricing 2016–2017, Table 7

**Public colleges and universities educate the vast majority of students.**

<b>73%</b> 2-YEAR (32%)	<small>Values sum to more than 100% due to rounding</small>
<b>4-YEAR (41%)</b>	

<b>20%</b> PUBLIC NON-PROFIT	<b>8%</b> FOR-PROFIT
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Source: Digest of Education Statistics Table 303.25; IPEDS 2015 Fall Enrollment survey

**Average change in state funding per student: -\$2,370**

**AVERAGE STATE CUTS UNIVERSITIES HAVE ABSORBED PER STUDENT: \$430**

Source: Georgetown Center on Education and the Workforce, How Did Revenue and Spending per Student Change at Four-Year Colleges and Universities Between 2007–07 and 2012–13

**Out of 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education.**

**99% OF NEW JOBS WENT TO WORKERS WITH SOME COLLEGE**

Source: Georgetown Center on Education and the Workforce, America's Divided Recovery Report

**Public universities are the most affordable, accessible option for low-income students.**

**2.5 million students with Pell Grants attend public universities.**

Source: IPEDS Student Financial Aid (SFA) Total Number of undergraduates receiving Pell Grants Aid at Public Institutions, 2013–14

[www.aplu.org/PublicUValues](http://www.aplu.org/PublicUValues)  
 Sources: IPEDS Student Financial Aid (SFA) Total Number of undergraduates receiving Pell Grants Aid at Public Institutions, 2013–14

[@APLU\\_News](https://twitter.com/APLU_News)

## CONGRESSIONAL ACTIVITIES

### Higher Education Act Reauthorization

APLU had many productive conversations with key policymakers to help shape the debate and proposals for reauthorization of the Higher Education Act (HEA), which legislators are expected to take up in the 115th Congress. These conversations have developed new and important congressional champions for APLU's higher education policy priorities, including resources necessary to ensure student success such as Pell funding, campus-based aid programs, and favorable loan terms; a focused student-level record system to bolster transparency and accountability; using key outcomes (employment, debt repayment,

progress and completion) as part of a regulatory framework in institutional Title IV eligibility determinations; and differential accreditation and related accreditation changes.

### Differential/Risk Based Accreditation

APLU, the Association of American Universities (AAU), and the American Council on Education (ACE) urged the U.S. Department of Education and the regional accreditors to adopt differential accreditation. In April 2016, the Department released a letter to the accreditors identifying multiple ways they had flexibility under current statutes to treat campuses differently. There is some movement in at least two regions, though there is much more to be done. Working with

AAU and ACE, APLU will continue to develop and seek policy and legislative opportunity to further differential accreditation.

### FY2017 Budget and Appropriations

APLU advocated in Congress for strong Fiscal Year 2017 appropriations, including restoring the year-round Pell grant program and a steady, sustained increase in funding for science and research agencies. Of particular note on the research agency front were the proposals to increase funding for the National Institutes of Health (NIH) (\$1.25 billion in the House and \$2 billion in the Senate). Following the election, Congress decided to pass an extension of FY2016 funding levels rather than complete the FY 2017 bills.

### 21st Century Cures Act

APLU strongly supported the successful efforts to pass the 21st Century Cures Act into law. The measure increases annual authorization levels for NIH and provides multi-year funding for NIH Innovation Projects, which will both help the nation's premier biomedical research agency catch up from a decade of declining budgets and keep up with the current and evolving promise of biomedical research. The increased investments in NIH will help encourage the growth of the next generation of the biomedical research workforce. Additionally, the measure provides regulatory relief, which will accelerate research and ensure more dollars are spent on cutting edge science.



PHOTO COURTESY OF WEST VIRGINIA UNIVERSITY



PHOTO COURTESY OF UNIVERSITY OF NORTH CAROLINA CHARLOTTE

## COMPETES Legislation

In the closing days of the 114th Congress, the House and Senate science committees negotiated a compromise bill to update programs and activities last authorized in the America COMPETES Reauthorization Act of 2010, including at the National Science Foundation (NSF) and the National Institute of Standards and Technology (NIST). Although the compromise measure, which was signed into law, does not propose agency funding levels as we had hoped it would, it addresses many of the concerns APLU raised in earlier iterations of the legislation and includes positive provisions to reduce research regulatory burdens and improve the commercialization of university discoveries.

## International Aid & Education

Through its International Advocacy Coordinating Committee (IACC), APLU continued to drive a strong international legislative agenda. APLU led the higher education community to improve immigration regulations, including the final rule on the STEM Optical Practical Training extension. APLU worked to help pass the Global Food Security Act and ensured inclusion of higher education and research opportunities in the final law. On international development priorities in particular, IACC has built a reputation in Washington as being the advocacy leader on many international higher education issues and is the main driver—if not the only driver—of higher education’s role in international development on Capitol Hill.

## Intellectual Property

APLU continued its advocacy on patent bills, including to ensure legislation aimed at combating patent trolls doesn’t have substantial collateral damage to universities. Additionally, the association engaged on copyright policy and monitored the development of the United Nations High Level Panel on Access to Medicines report, connecting with U.S. agencies in advance of the report’s release and commenting on the final report.

## 2016 Presidential Campaign

APLU provided the Clinton and Trump campaigns with a white paper on higher education policy positions and communicated those positions again with the Trump transition team following the election. APLU has also advanced positions to the Trump transition team on science and research, and has proposed candidates for key positions in the new administration relevant to public research universities.

The association provided input for the Baker Institute policy paper on the role and operation of the White House Office of Science and Technology Policy, which was also presented to the transition team.



PHOTO COURTESY OF UNIVERSITY OF TEXAS AT DALLAS

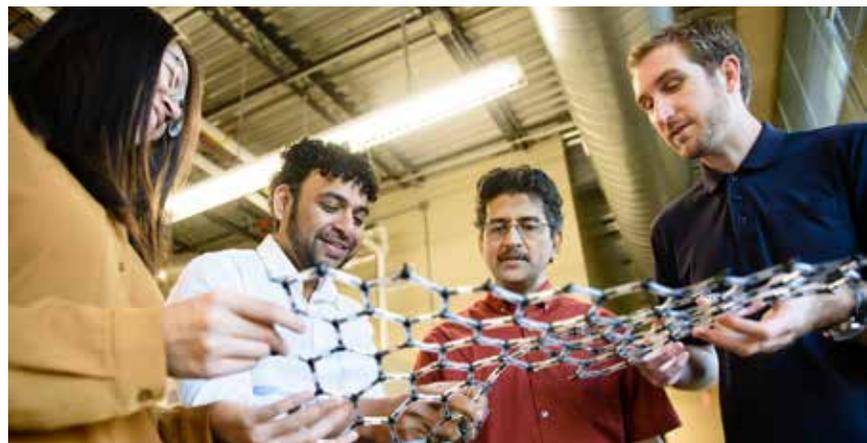


PHOTO COURTESY OF CLEMSON UNIVERSITY

PART 3 **FINANCE &  
ADMINISTRATION**

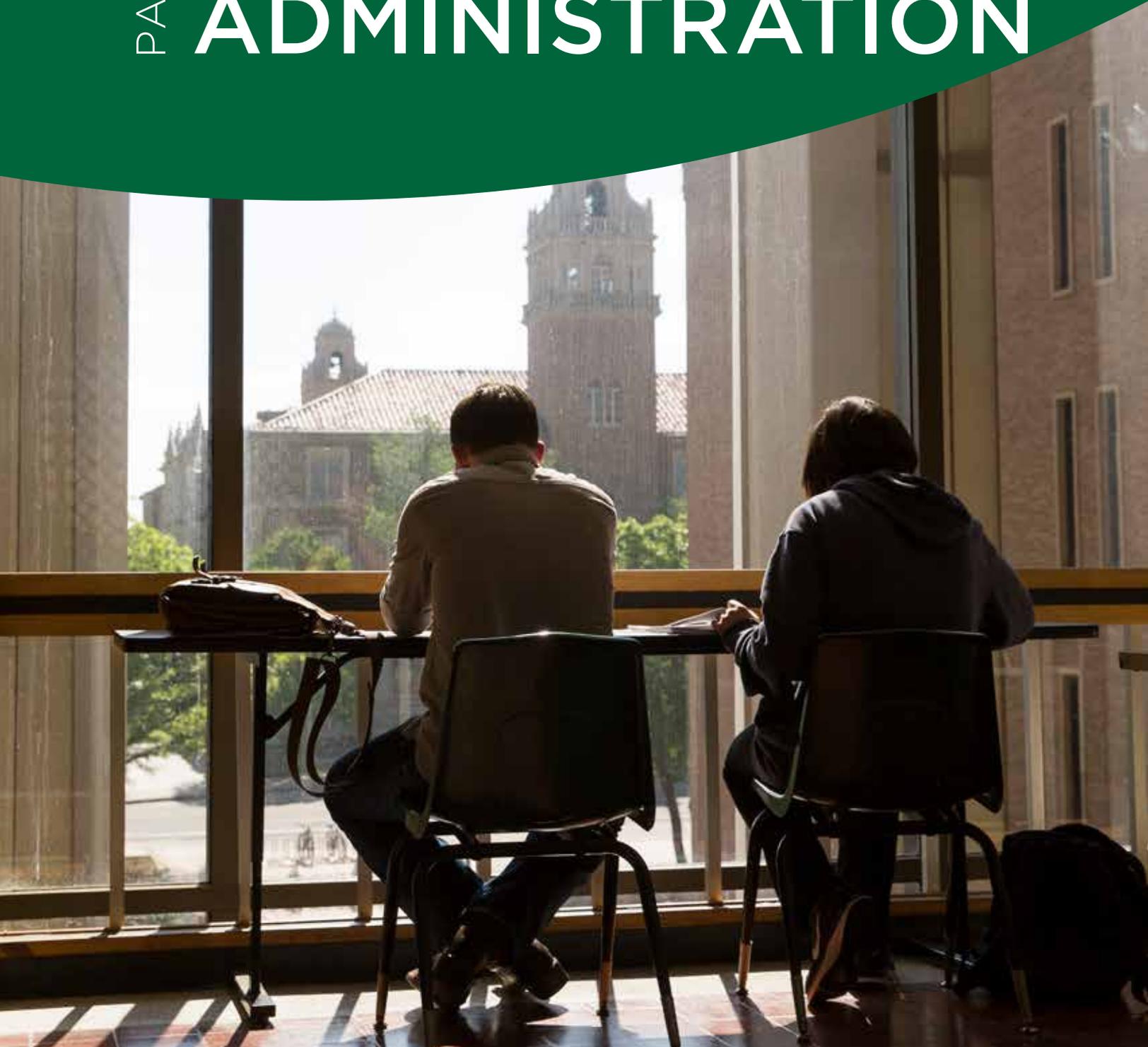


PHOTO COURTESY OF TEXAS TECH UNIVERSITY

**APLU**'s revenue for 2016 included \$6.1 million in dues, \$1 million in assessments, and \$7.1 million in grants and contracts. An additional \$2.8 million in assessments were collected for the activities coordinated by the Board on Agriculture Assembly.

FUNDER	PROJECT
Bill & Melinda Gates Foundation	Scaling Implementation of Courseware and IPASS within APLU
	Sustaining Grant for Scaling Implementation of Courseware and IPASS within APLU
	Transformational Change Collaborative ( Collaborating for Change)
	Turning Points: From Setback to Success Conference Session
	Expanding and Leveraging the Student Achievement Measure
Bill & Melinda Gates Foundation/ Institute for Higher Education Policy (IHEP)	Institution Data Use Cases
Carnegie Corporation of New York	Expanding and Leveraging the Student Achievement Measure
Great Lakes Higher Education Guaranty Corporation	Completion Grant Project
Health Resources and Services Administration (HRSA)	Urban Universities for HEALTH
Lightweight Innovations for Tomorrow (LIFT)	Aligning Technology and Talent Development
Lumina Foundation	Completion Grant Project
	Project Degree Completion
	Advancing Mathematics Pathways for Student Success (AMPSS)
National Institutes of Health (NIH)	Urban Universities for HEALTH
National Science Foundation	Broadening Participation in Engineering Opportunity: HBCU Summer Engineering Faculty and Student Seminar
	Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure for Educational Transformation
	INCLUDES: A Collective Impact Approach to Broadening Participation in the STEM Professoriate
	Collaborative Research: Student Engagement in Mathematics through an Institutional Network for Active Learning
The California Wellness Foundation	Diversity and Inclusion Culture and Climate Toolkit
The Leona M. and Harry B. Helmsley Charitable Trust	Mathematics Teacher Education Partnership Action Phase
	The Mathematics Teacher Education Partnership: From Improvement to Integration
U.S. Agency for International Development	BIFAD (Board for International Food and Agriculture Development)
USA Funds	Collaborative Development of Adaptive Courses
W.K. Kellogg Foundation.	The Challenge of Change: Engaging Public Universities to Feed the World

# 2017 BOARD OF DIRECTORS

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*Chair-Elect*

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*Council on Strategic Communications*

**Jack Martin**

Senior Director of Strategic  
Communications, University  
of Washington



*Teresa Sullivan, President of the University of Virginia, accepts the gavel as Chair of the APLU Board of Directors from Past-Chair Bernadette Gray-Little, Chancellor of the University of Kansas.*

*Council on Student Affairs*

**Lori Reesor**

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*Council on Research*

**Sethuraman (Panch) Panchanathan**

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*Commission on Access, Diversity,  
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*Commission on Food, Environment,  
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President, University at Buffalo, SUNY

**Waded Cruzado**

President, Montana State University

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**Howard Gobstein**, Executive Vice President

**Emily van Loon, CPA**, Chief Financial Officer and Treasurer

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

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

**Sara King**, Executive Assistant

**KeiWana Bull**, Database/Meetings Assistant

**Leigha Acton**, Assistant, Meetings and Events

**Taylor Buehler**, Assistant, Meetings and Events

**Jasmine Parker**, Office and Meetings Assistant

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

**Michael Lausch**, Program Assistant

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

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

**Hanan Saab**, Assistant Director, International Issues

**Yvonne Darpoh**, Associate, Congressional and Governmental Affairs

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**Beverly Steele**, Program Assistant, Office of Economic Development and Community Engagement, and Office of Research, Innovation and STEM Policy

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**Catina Tims**, Accountant

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

**Christopher Mayrant**, IT Support Specialist/Facilities Assistant

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**Hanan Saab**, Assistant Director, International Issues

**Michelle DeFreese**, Leland International Hunger Fellow

**Shanaz Waise**, Staff Associate, International Development and Programs

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**Mike Brost**, Public Affairs Coordinator

**Kristen Laubscher**, Public Affairs Associate

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**David May, Ph.D.**, Director, Mathematics Pathways

**Sarah Rovito**, Assistant Director, Research Policy

**Mary Leskosky**, Staff Associate, Science & Mathematics Teaching Imperative, and Communications Coordinator, Mathematics Teacher Education Partnership

**Beverly Steele**, Program Assistant, Office of Economic Development and Community Engagement, and Office of Research, Innovation and STEM Policy

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

**Andrew Paradise, Ph.D.**, Data Analytics Manager

**Nathalie Dwyer**, Research Associate & Project Coordinator

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**Shannon Looney**, Project Manager

**Julia Michaels**, Project Manager

**Adrienne Thomas**, Staff Associate, 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 British Columbia  
University of Calgary  
University of Guelph  
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  
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<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  
University of Northern Colorado

### 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 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 University-Newark  
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  
SUNY Polytechnic Institute  
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

## 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*

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

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 dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico.

With a membership of 238 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding economic development and community engagement. 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 209 campuses (75 U.S. land-grant institutions), 25 university

## APLU AT-A-GLANCE

### ANNUALLY . . .

APLU's **238** member institutions

LOCATED IN ALL 50 STATES, THE DISTRICT OF COLUMBIA, 4 U.S. TERRITORIES, CANADA, AND MEXICO



### ENROLL



**4.8 million**  
undergraduates



AND **1.3 million**  
graduate students

### AWARD



**1.2 million**  
degrees

### EMPLOY

**1.2 million**  
faculty and staff



### AND CONDUCT



**\$43.5 billion**  
in university-based research.

systems, 2 land-grant affiliates, and 2 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 and five Mexican public research universities are members of APLU.



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PUBLIC &  
LAND-GRANT  
UNIVERSITIES



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1307 NEW YORK AVENUE, N.W., SUITE 400  
WASHINGTON, D.C. 20005-4722  
(202) 478-6040  
WWW.APLU.ORG



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