

APLU 2020

annual report





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FRONT COVER PHOTOS (LEFT) COURTESY OF MONTCLAIR STATE UNIVERSITY (RIGHT TOP) IOWA STATE UNIVERSITY; (RIGHT MIDDLE) FLORIDA STATE UNIVERSITY; (RIGHT BOTTOM) UNIVERSITY OF HAWAII

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From the President

Dear Friends,

I am pleased to present the Association of Public and Land-grant Universities' 2020 Annual Report.

The past year has been the most challenging for the public university community in memory. The pandemic has roiled every facet of public research universities' mission – from education to research to community engagement. APLU has worked to help the public research university community address and overcome these challenges. Through its robust government affairs and advocacy work, programmatic activities, and an unprecedented number of virtual convenings, APLU quickly pivoted to provide support, advice, and a community of learning and sharing for public university leaders who were all confronted with unprecedented challenges.

APLU worked with member universities to marshal support for a robust federal response to the pandemic's immense impact on public research universities. The association led an extensive advocacy campaign to advance the priorities of public research universities. APLU also created numerous advocacy resources for member institutions to advocate for key priorities. Ultimately, Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March, providing \$14 billion in stabilization funds for institutions and students. As Congress worked toward another coronavirus relief deal in late 2020, APLU joined with public research

universities and the higher education community to secure an additional \$22.7 billion in emergency aid for colleges and universities with broader flexibilities for institutions. APLU continues to press federal policymakers to provide additional stabilization funds, including support for institutional and research relief, regulatory flexibilities, tax credits, temporary and limited liability protections, and more.

APLU also hosted virtual convenings to help institutions grapple with the pandemic's impact. The association provided member universities access to policymakers such as U.S. Senate Minority Leader Chuck Schumer; then-U.S. Senate Health, Education, Labor and Pension Committee Chairman Lamar Alexander; and National Institutes of Health Director Francis Collins. To support learning, APLU held a wide array of webinars focused on bringing courses online fast amid the pandemic; delivering high-quality instruction remotely, and more than 100 virtual forums for senior university leaders to collectively problem-solve to overcome shared challenges. APLU will continue to support a vibrant public research university community to dissect challenges, collectively problem solve, and advance best practices.

Against the background of the pandemic, APLU also led or helped lead an array of projects and initiatives centered on the three pillars of our agenda: expanding access and improving student success; advancing and promoting research; and solving

societal problems through community engagement. APLU continues its long-standing collaboration with members to: increase equity and degree completion; achieve a more diverse and inclusive STEM faculty; and address intractable societal challenges through community engagement and public impact research.

The challenges public research universities have confronted and overcome this year are extraordinary. But the year ahead promises still more change, challenges, and opportunities. The need for supplemental federal financial support to universities remains enormous. The arrival of a new administration and Congress heralds a vastly different policy landscape. This brings opportunities to broaden access to higher education, restore immigration policies key to our national interest and universities, and garner renewed investment in research tackling societal challenges while spurring economic growth. Public universities are working to address urgent student needs, advance equity and degree completion, and address their communities' most urgent work. It's a privilege to stand with you in undertaking this critical work and we're thrilled to deepen our member engagement in the coming year.

Sincerely,



Peter McPherson
President



I. Supporting Public Universities in the Midst of a Pandemic

VIRTUAL CONVENINGS

APLU prides itself as an organization that brings public university leaders together to share and learn from one another. While participation in APLU's councils, commissions, boards, and projects has steadily grown in recent years, the pandemic and the resulting shift to remote work presented an opportunity for APLU to step in and provide an unprecedented number of virtual meetings, webinars, and open forums for its members. These virtual convenings allowed APLU members to hear both from outside experts and each other as they grappled with finishing the spring semester remotely, planning for an array of paths forward for the fall, and managing all of the other financial and social issues that have made this year so difficult.

In fostering this public university community, APLU members were able to learn from the successes and failures of others and develop an informal set of best practices that were adaptable for individual institutions.

APLU Councils/Commissions/Boards/Projects

APLU's councils, commissions, boards, and projects bring senior university leaders together to tackle shared challenges and work together on ways to effectively address them. APLU staff worked with the leadership of these various groups to hold an array of open forums and huddles for leaders at different public universities to share the latest with each other. The following list of APLU virtual convenings highlights some topics that were covered:

- As soon as the pandemic forced schools to move courses online, APLU's Personalized Learning Consortium worked with APLU's Powered by Publics initiative to quickly present a webinar "Bringing Courses Online Fast in Response to COVID-19." The discussion provided timely advice for university leaders who had to rapidly make difficult decisions regarding online course delivery. In coordination with APLU's network partner, Every Learner Everywhere, the association shared a faculty playbook,

Delivering High Quality Instruction in Response to COVID-19.

- APLU's Council on Governmental Affairs met regularly as a whole and in different working groups to strategize, share information, and coordinate advocacy efforts in support of public research universities facing unprecedented public health and funding challenges in a global pandemic.
- The Council of 1890 Universities convened regular conversations of presidents, chancellors and other leaders from 1890 land-grant universities to discuss strategies for overcoming challenges created by the pandemic that are unique to these institutions.
- Early in the COVID-19 pandemic crisis APLU staff and its Council on Research (COR) recognized there were unique challenges for chief research officers to manage the



PHOTO COURTESY OF VIRGINIA TECH UNIVERSITY

effects of the pandemic on campus research efforts. APLU staff and COR leaders created multiple new communication platforms to give members a place to share and co-develop practices to address the impact of COVID-19, particularly how to reopen research laboratories safely.

- APLU’s Council on Academic Affairs and Advisory Committee on Faculty Affairs hosted an array of meetings on specific topics that included the digital divide; mitigation strategies; COVID-19 contingency planning for summer and fall; protocols for minimizing risks for faculty, staff, and students; planning for budget shortfalls; effective assessments for variable learning environments; addressing faculty concerns about the return to campus; and managing faculty performance and productivity in the era of COVID-19.
- APLU’s Council on Strategic Communications talked about effective ways of communicating with students, parents, faculty, and staff

about an array of issues related to the pandemic; building student and faculty compliance around social distancing and COVID-19 testing; and fostering civil discourse to build unity in a politically charged year.

- APLU’s Council on Student Affairs convened “Student Affairs Huddles” and informal coffee hours to facilitate discussions on important timely topics and build a strong community among student affairs vice presidents. Topics included Responding to COVID-19: early lessons from Washington & New York states; mental health and wellbeing: for students & staff, strategies and best practices for supporting international students during the COVID-19 pandemic (in collaboration with the Commission on International Initiatives); emergency aid, housing & food insecurities; and student retention & recruitment realities in 2021/2022.
- The Coalition of Urban Serving Universities, which has a partnership with APLU, informally

convened presidents/chancellors of its institutions for weekly meetings in the spring and summer. USU also convened a group of provosts to work on pandemic issues.

- APLU’s Commission on Economic and Community Engagement convened weekly drop-in sessions to share strategies for working with businesses and community organizations to address the challenges facing the economy and the nonprofit sector. Two monthly learning communities, Scaling Community Engagement online and Rural Engagement for Resilient Communities, held special sessions addressing the challenges of engagement during the pandemic. The Office of Economic Development and Community Engagement shared opportunities for special COVID-19-related grants from foundations and the federal government.
- APLU’s Commission on Food, Environment, and Renewable Resources hosted a virtual National Mental Health Summit and resource gathering. Members shared during the summit to share an overview of the current mental health challenges they are seeing in their particular sector. Outcomes included sharing and gathering of mental health resources by sector; development of a white paper; and links to resources available to address mental health.
- APLU’s Commission on International Initiatives hosted a five-part series of virtual meetings to help senior international officers share best practices and discuss

strategies for responding to the decrease in international student mobility. This included: rightsizing the international office; managing budgets during the pandemic; offering virtual study abroad and

virtual internships opportunities; sustaining and expanding international academic and research partnerships; and incorporating global learning opportunities for all students.

Group and SimpsonScarborough, focused on identifying and better understanding the top challenges facing public research university leaders. The data came from a membership survey APLU administered as well as follow-up interviews with nearly 30 presidents and chancellors. The survey identified the top three biggest challenges among public university leaders as: government funding with 77 percent rating it as a big challenge; student mental health and well-being at 68 percent, and diversity and inclusion at 63 percent.

Council of Presidents

APLU's Council of Presidents held several open forums just for presidents and chancellors at APLU institutions to talk among themselves about how they were dealing with a range of COVID-19 issues such as testing and contact tracing, campus reopening challenges, financial challenges, and much more. APLU also facilitated access to key legislators and other senior government officials:

- U.S. Senate Minority Leader Chuck Schumer talked about COVID-19 relief legislation and the introduction of his Endless Frontier Act, which proposes a \$100 billion expansion of the National Science Foundation over five years.
- Lamar Alexander, then-U.S. Senate Health, Education, Labor and Pension Committee Chairman discussed efforts to craft a fourth round of COVID-19 legislation.
- National Institutes of Health Director Francis Collins discussed research in the age of COVID-19 and efforts to develop therapeutics and a vaccine.

CHALLENGES FACING PUBLIC UNIVERSITY LEADERS

APLU released a new report called *How COVID Changed Everything and Nothing at All in Higher Education*. The report, which was developed in partnership with Blue Moon Consulting

ON THE WEB: www.aplu.org/June2020ChallengesReport



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PHOTO COURTESY OF TEXAS TECH UNIVERSITY

II. Federal Policy

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

COVID-19 RELIEF LEGISLATION

The COVID-19 pandemic placed public research universities in an extraordinarily challenging situation. As institutions worked rapidly to shut down campus operations to slow the spread of the virus and then put in place varying plans to reopen in the fall, they faced massive new costs and revenue shortfalls as well as federal regulatory and policy challenges.

Along with direct advocacy from university presidents and chancellors, APLU worked closely with its Council on Governmental Affairs to successfully advocate for funding to support public research universities along with certain policy and regulatory relief. APLU also produced a comprehensive, real-time analysis of coronavirus-related federal policies on the APLU website. Below is a condensed version of what APLU achieved in coordination with key partners.

CARES Act (March 2020): As Congress worked toward a coronavirus-relief package in March, APLU led an extensive advocacy campaign in coordination with partner organizations and its members to advance public research universities' priorities. APLU created numerous advocacy resources for member institutions to use as they advanced key priorities such as: emergency financial support for students and institutions; tax provisions supporting low-cost capital; funding for enhanced distance-learning capabilities; temporary regulatory flexibility; and research relief. APLU and member institutions rallied to urgently engage Congress to advance priorities.

Ultimately, Congress passed a nearly \$2 trillion relief package, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, including \$14 billion in stabilization funds for institutions and students. In addition to funding, CARES provided important regulatory flexibilities.

APLU COVID-19 Resources

The outbreak of the coronavirus created a rapidly changing global health crisis and campus health officials are closely monitoring the situation. Given the global nature of our campuses, have been particularly urgent. APLU created this comprehensive portal to share our advocacy efforts, the latest guidance, university communications, impacts on teaching and learning, research efforts, and more.

While it is not an exhaustive list of resources, APLU hopes these resources will help universities in responding to coronavirus and communicating with their campuses. To submit a resource, please email APLU-PublicAffairs.

- APLU COVID-19-Related Advocacy Efforts
- U.S. Government Executive & Legislative Actions
- Canada, Mexico, Association/NGO Guidance
- Public University Dashboards
- Public University Communications
- APLU Member Research on COVID-19



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APLU also generated a breakdown of the stabilization funding for higher education, estimating payments for each member institution.

APLU advocated for a quick release of the CARES Act funds to institutions through a joint higher education community letter to U.S. Department of Education (ED) Secretary Betsy DeVos and direct engagement of ED senior leadership. APLU also developed a policy brief on the taxability of the emergency grant aid directed to students and provided members an analysis of the Maintenance of Effort provision.

APLU argued to ED that they should broadly define how universities could use the CARES Act money. Unfortunately, guidance from ED imposed limitations on which students were able to receive emergency aid provided through the CARES Act, restricting aid to Title IV-eligible students only. APLU worked with the higher education community to push back on this restriction, which was not

reflected in the statutory language of the CARES Act.

On the research side, the CARES Act provided hundreds of millions of dollars to the National Institutes of Health, the National Science Foundation, and the Department of Energy to support new COVID-19 research grants and support national research facilities.

Phase IV Coronavirus Relief:

Following passage of the CARES Act, APLU advocated for a Phase IV measure for additional and new support for public universities. Much of this work, including most of the figures for funding requests, was undertaken in cooperation with the higher education community. APLU created comprehensive advocacy resources for member institutions to use, outlining requests to support the critical mission of our members. The document called for: additional emergency aid to support students and institutions; provisions ensuring states maintain support for public

universities; supplemental funding to federal research agencies; providing public universities tax credits to pay for federally mandated coronavirus paid leave; temporary and limited liability protections; and supplemental funding to increase the capacity of Cooperative Extension Services; and more.

Advocacy on Temporary and Limited Liability Protections:

APLU advocated for temporary and limited liability protections for public universities, engaging with APLU member general counsels on the design and effectiveness of protections, and communicating on the importance of protections to congressional leadership. APLU President Peter McPherson also wrote an op-ed in *Forbes* making the case.

Tax Relief Advocacy:

The Families First Coronavirus Response Act (FFCRA) created new paid leave benefits that public universities must provide, offering a significant benefit to employees, but also a significant new cost for public institutions. Public universities and all other state entities are unable to claim the paid leave tax credit also created through FFCRA to offset these costs. APLU authored a policy memo outlining the issue and championed the advocacy efforts for the public higher education community. APLU worked to ensure a legislative fix was included as the top tax priority for the higher education community, and also spearheaded a letter on behalf of the public higher education associations.

Advocacy from APLU and the higher education community on this issue saw clear results in the House. House Democrats expanded access to the tax credit for all public employers in their

Phase IV legislation, The Heroes Act. A bipartisan letter in the House secured over 70 signatures supporting extending the paid leave tax credit to state entities. Bipartisan legislation with 107 cosponsors was introduced in both the House and Senate. Congress has not yet passed a fix to this problem.

Research Relief Advocacy: APLU was a leading force in advocating for research relief funding since the pandemic began. APLU, working with the Association of American Universities (AAU), Association of American Medical Colleges (AAMC), and the American Council on Education (ACE), sent four letters to Hill leadership to underscore research relief needs of institutions. The groups also hosted four virtual Hill briefings to communicate the need for research relief to congressional offices.

Thanks to engagement and leadership with APLU's Colorado and Michigan university members, Representatives Diana DeGette (D-CO) and Fred Upton (R-MI) spearheaded a Dear Colleague letter in the House in April advocating for research relief that garnered 182 signatures. A similar effort in the Senate in May, led by Senators Edward Markey (D-MA) and Thom Tillis (R-NC), garnered 33 signatures. To continue momentum on this effort, APLU and its members worked with members of Congress to support the introduction of the Research Investment to Spark the Economy (RISE) Act to demonstrate bipartisan and bicameral support for research relief. On September 9, the House Science, Space, and Technology Committee held a hearing in support of the RISE Act in which three of the four hearing

witnesses were from APLU member institutions. On September 16, the Senate Commerce Committee passed the legislation out of committee.

Agriculture and Cooperative

Extension Advocacy: APLU's Board on Agricultural Assembly (BAA) led a sign-on letter with more than 270 national, regional, and local stakeholders to support a \$380 million COVID-19 relief request for capacity and competitive research at the U.S. Department of Agriculture's (USDA) National Institute of Food and Agriculture (NIFA) and Cooperative Extension System. APLU and member institutions held a briefing during which institutions provided justification for the \$380 million relief request for USDA NIFA research and extension programs. BAA leadership met with USDA to inform them of concerns related to the COVID-19 disruptions to research and extension at all land-grant institutions.

Furthermore, APLU coordinated with government affairs officers from the University of California and the University of Illinois to secure support

from the Congressional Agriculture Research Caucus co-chairs Jimmy Panetta (D-CA) and Rodney Davis (R-IL) related to cost-extensions for USDA NIFA capacity and competitive research as well as support of Cooperative Extension programs to assist farmers, businesses and communities recover from COVID-19 impacts.

Coronavirus Response and Relief Supplemental Appropriations

Act: Ultimately, in the final days of the 116th Congress, Congress passed a COVID-19 relief measure, the Coronavirus Response and Relief Act. The legislation provides nearly \$23 billion in relief funding to support institutions and students with broader flexibilities in use of funds than in CARES.

Although the law does not include research relief funding, it includes \$1.25 billion for the National Institutes of Health for long-term COVID-19 research. APLU will continue to advocate for research relief funding in 2021. Additionally, in order to reach bipartisan agreement, liability protections and state and local funding were not



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included in the measure. Both issues will be subject of additional negotiation in a possible additional relief bill. Upon passage of the legislation, APLU provided rapid and comprehensive analysis to its members including projections of funding by institution. APLU is in close contact with the ED to provide perspective on implementation issues.



PHOTO COURTESY OF UNIVERSITY OF HOUSTON

FUNDING

FY2021 Appropriations

Ensuring strong funding for higher education and research accounts in the annual federal budget and appropriations processes is a core priority within APLU’s advocacy. After months of deliberation and the passage of multiple short-term continuing resolutions, Congress came to agreement and the President signed into law the Fiscal Year 2021 appropriations bills on December 27, 2020. The \$1.4 trillion package will fund the government through September 30, 2021.

Last year, Congress negotiated a two-year budget deal that dictated spending levels for FY2021. The nondefense discretionary base was set to \$621.5 billion for FY2020 and \$626.5 billion for FY2021, leaving only \$5 billion in extra funding overall for nondefense discretionary accounts for this fiscal year. Despite extremely tight budgetary constraints, APLU worked diligently with coalitions, associations, and our members to advocate for increased funding for priorities important to APLU institutions. This strategy

paid off and ultimately Congress appropriated strong financial aid and research numbers, with many accounts crucial to public universities receiving increased funding.

Below are some examples of funding increases included in the final FY2021 appropriations measure. For a complete list of outcomes on APLU’s priorities, see the following resources:

ON THE WEB:

www.aplu.org/policy-and-advocacy/federal-budget-and-appropriations/
www.aplu.org/2021OmnibusAnalysis

PROGRAM		FY2019 (IN MILLIONS)	FY2020 (IN MILLIONS)	% CHANGE
Education	Pell Grant	6,345*	6,495	2.36%
	Federal Work Study	1,180	1,190	0.85%
	Supplemental Educational Opportunity Grant	865	880	1.73%
	TRIO	1,090	1,097	0.64%
	GEAR UP	365	368	0.82%
Agriculture: Research and Capacity	Agriculture and Food Research Initiative	425	435	2.35%
	Evans-Allen	67	73	8.96%
	1890 Institutions Extension Services	57	62	8.77%
Research	National Institutes of Health	41,700	42,900	2.88%
	National Science Foundation	8,280	8,487	2.50%
	Dept. of Defense, 6.1 Basic	2,603	2,671	2.61%
	Dept. of Energy, Office of Science	7000	7,026	0.37%
	Dept. of Energy, ARPA-E	425	427	0.47%
	NASA, Science Mission Directorate	7,139	7,301	2.27%
	NOAA, Oceanic and Atmospheric Research	548	570.6	4.12%
	National Endowment for the Humanities	162.3	167.5	3.20%

*Number represents total maximum award per student

EDUCATION POLICY

Higher Education Act

Reauthorization (HEA): Activity to reauthorize the Higher Education Act was slow in 2020, but APLU helped build momentum for a key priority, the College Transparency Act (CTA). APLU’s strong collaboration with member universities as well as the Chamber of Commerce and other partners continued to develop strong bipartisan support for the legislation, which would fix the major gaps in federal higher education outcomes data. Once a seemingly longshot bill for inclusion in an HEA, the legislation had a majority of the House as cosponsors and 36 cosponsors in the Senate.

While a comprehensive HEA reauthorization did not ultimately move forward, the end-of-year COVID-19 relief package passed in December included Senator Alexander’s long-standing priority, the FAFSA Simplification Act. The bill makes key changes to the Free Application for Federal Student Aid

(FAFSA), Pell eligibility, and the HBCU Capital Financing Program. The bill provisions have a multi-year implementation timeline, but will generally take effect on July 1, 2023—the simplified FAFSA for 2023-24 will be available in Fall 2022.

The simplified FAFSA will reduce the overall number of questions for students from 108 to a maximum of 36. As the ED works to enact this change, Congress has instructed officials to work with states and institutions to examine the impact this change will have on determinations for state and institutional need-based aid, and what can be done to ensure students will not have to complete additional paperwork to be considered for this additional financial support.

In addition to increasing the maximum federal Pell grant to \$6,495 through the omnibus spending package, the FAFSA Simplification Act makes substantial changes to how Pell grants are awarded. The changes expand the number of

students who benefit from the Pell program and make the program itself more generous. According to information Senator Alexander’s office released, the expansion will “enable an additional 555,000 students qualify for Pell grants each year; and enable an additional 1.7 million students qualify to receive the maximum Pell grant award each year.”

Finally, beyond the changes to the Pell program, the bill makes significant changes to the federal need analysis formula, which will affect how all federal student aid is awarded to students. Over the next two years, APLU will continue to work with the higher education community and ED officials to understand how these changes will be implemented and their impact upon students and institutions.

Department of Education Regulations

Final Title IX Regulations: The ED released final Title IX regulations in May, significantly altering public universities’ obligations. APLU President Peter McPherson issued a statement upon release of the final regulations expressing deep concerns on both timing and substance, noting in particular that the rule inappropriately shifts campus processes into something more closely resembling criminal proceedings. APLU hosted a webinar to help member institutions hear from experts on the new regulations and potential legal, political, and campus challenges.



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Free Inquiry and Religious Liberty:

APLU provided extensive comments to the ED's now-final regulations on "free inquiry and religious freedom." The rule substantially raises the stakes of First Amendment cases for public universities by potentially tying an institution's Department of Education funding to the outcome of litigation in which a school may be involved. The rule also creates possible conflict with U.S. Supreme Court precedent on the ability of public universities to maintain "all-comer" policies relative to student organizations.

Section 117 Foreign Gift and Contract Reporting:

APLU continued to be a leading voice for the higher education community against inappropriate broadening of requirements under Section 117 of the Higher Education Act by the ED, which requires institutions of higher education that receive Title IV federal student aid dollars to submit reports about gifts received from any foreign source, contracts with a foreign entity, and any ownership interests in or control over the institution by a foreign entity. APLU member institutions take seriously their responsibility to ensure compliance with federal regulations and reporting certain financial relationships with foreign entities is part of that compliance. However, the Department's actions in this area are needlessly adversarial and overbroad. APLU participated in numerous letters to ED and briefings for Capitol Hill staff expressing concerns with the Department's approach. ED increased its profile on this with a report accusing institutions of "pervasive noncompliance and severe foreign entanglements," and issued a Notice of Interpretation

(NOI) tying Section 117 compliance to colleges' eligibility to participate in the Title IV student financial aid programs. APLU will continue to aggressively address these issues and has recommended the incoming Biden administration to repeal the NOI.

SCIENCE POLICY

Research Security

APLU continued its leadership, in partnership with the Association of American Universities (AAU), to address matters of undue foreign influence on research, which remained a significant focus on Capitol Hill and by the executive branch.

APLU began 2020 submitting a response to the White House Office of Science and Technology Policy (OSTP) request for information on the American Research Environment. Through this response, APLU reinforced its overarching position that academic research is a global enterprise and key to the success of scientific research is an open and rigorous

research environment where faculty and students can share information and learn from one another. APLU also reiterated its simultaneous support for bolstering research security at institutions given the rise in concerns about foreign governments acting to take advantage of the unique openness of the U.S. research enterprise.

APLU and AAU released an updated version of a campus survey of effective practices universities can employ to respond to undue foreign influence and security concerns on campus. APLU President Peter McPherson also wrote an op-ed on federal policies needed to safeguard the U.S.'s position as the world's leading scientific powerhouse.

ON THE WEB: www.forbes.com/sites/petermcpherson/2020/07/22/how-to-safeguard-american-science/

APLU and AAU launched a joint presidential working group to advise the associations on strategies to protect the core academic values and integrity of research conducted by U.S. universities from foreign interference. The



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PHOTO COURTESY OF UNIVERSITY OF CALIFORNIA, SAN DIEGO

presidential working group is developing a set of principles and guidance to frame key priorities for global engagement and protection of the integrity of university research from foreign interference.

APLU continued to partner with federal agencies to ensure collaboration and information sharing. For example, APLU hosted forums for member universities to discuss agency research security updates and concerns with agency representatives such as the White House Office of Science and Technology Policy's Director Kelvin Droegemeier, and National Institutes of Health's Deputy Director of Extramural Research Michael Lauer. APLU worked with the FBI's Office of Private Sector to share university efforts in the research security space and ensure that messaging between the FBI and the academic community is clear and helpful.

On the legislative front, APLU reviewed and offered advice on numerous bills related to research security

and undue foreign influence. Of note, APLU and partner associations sent a letter to Senate Committee on Homeland Security and Governmental Affairs leadership expressing concerns with the Safeguarding American Innovation Act, introduced by Senators Rob Portman (R-OH) and Tom Carper (D-DE). The letter expressed deep concerns about the potential unintended harm the bill could have on international research and educational and cultural exchange programs. The bill was voted on by the committee but never reached the Senate floor.

National Defense Authorization Act

In September, APLU and AAU developed a priorities letter to members of the House and Senate Armed Services committees with recommendations on how to reconcile differences between the House and Senate NDAA bills. The letter included numerous issues related to the scientific workforce; talent recruitment and retention; COVID-19 impacts; cybersecurity; science and technology programs; artificial

intelligence and other industries of the future; science and security; and research integrity.

Passage of the final FY 21 NDAA came after veto override votes in both the House and Senate. The final agreement addresses increased federal concerns about research security by requiring harmonization of funding disclosure reporting across agencies and encourages more robust dialogue between institutions of higher education and the Department of Defense (DoD) by requiring DoD to designate an official liaison to work on academic security issues.

ON THE WEB: www.aplu.org/NDAAConferenceAgreementAnalysis

Supporting Undocumented and International Students

APLU and partner associations filed an amicus brief to the U.S. Supreme Court as part of the consolidated cases considering the Trump administration's attempted termination of the Deferred Action for Childhood Arrivals (DACA) program. APLU hailed the Court's ultimate decision in a statement while calling on lawmakers to codify protections from Dreamers into law. APLU also organized a webinar where the plaintiff in the case, the University of California, and other experts examined the legal implications of the Court's decision and provided perspective on how public universities can best support undocumented students moving forward. APLU President McPherson also wrote an op-ed in *Forbes* calling on lawmakers to immediately pass protections for Dreamers.

ON THE WEB:
www.aplu.org/RulingOnDACASatement
www.forbes.com/sites/petermcpherson/2020/06/25/congress-should-protect-dreamers-now/

Protecting the Optional Practical Training Program:

APLU acted to protect and preserve the Optional Practical Training (OPT) program, which is used to attract and retain international students and top foreign talent. The association worked with Representative Steve Stivers (R-OH), The Ohio State University, and NAFSA: Association of International Educators to develop a House Republicans sign-on letter explaining the value of OPT to the nation and institutions of higher education while requesting the administration safeguard the program. APLU members helped secure 21 Republican signatures on the letter. APLU also engaged its industry partners with key relationships in the White House to communicate the significance of OPT to attracting top foreign talent and maintaining U.S. economic stability and global competitiveness. APLU President Peter McPherson and APLU presidents and chancellors leveraged crucial relationships with the administration, urging preservation of the program.

Student Visas: In July, the Department of Homeland Security issued guidance requiring international students take classes in person to maintain valid student visas. APLU issued a statement sharply criticizing the new guidance and called for it to be rescinded. APLU President McPherson also penned an op-ed on the topic in *Forbes*.

ON THE WEB: www.forbes.com/sites/petermcpherson/2020/07/07/providing-some-certainty-for-international-students-in-uncertain-times/

APLU provided unique leadership in the higher education community,

quickly and quietly working behind the scenes with university presidents and chancellors who had key relationships with the Trump administration and key Republican members of Congress to urge a rescission. Furthermore, the association joined a higher education community letter calling for the guidance to be withdrawn. Finally, APLU worked with industry partners to develop a letter highlighting the long-term negative economic impacts of the guidance. Facing a legal challenge from MIT and Harvard with support of an amicus brief signed by APLU, the administration rescinded the guidance on July 14. APLU praised the administration's move to end the misguided policy.

APLU advocated for an amendment in the final NDAA bill that would allow international students to engage in online or distance education classes or programs that are determined necessary by an institution or program for the protection of health and safety until the end of the global COVID-19 pandemic.

Duration of Status Proposed Rule:

In September, the Department of Homeland Security published a proposed rule commonly known as the Duration of Status rule. If promulgated, the rule would establish fixed terms of up to two to four years for international students and exchange visitors on F and J visas to complete their degrees with the option for students and scholars to extend their stay "if the additional time needed is due to a compelling academic reason, documented medical illness or medical condition, or circumstance that was beyond the student's control."

APLU worked with Washington State University, the University of Washington, and Representative Jaime Herrera Beutler (R-WA) to organize a House Republicans sign-on letter urging DHS to address the higher education community's concerns. APLU also worked with the higher education community to submit extensive comments to the proposed rule on its severe negative implications to U.S. competitiveness and provided member institutions resources to submit their own letters. APLU President McPherson also wrote an op-ed in *Forbes* detailing the negative implications the proposed rule would have for the United States.

Engaging President-Elect Biden Transition Team

As APLU does with every presidential campaign cycle, it engaged with numerous campaigns to discuss policy priorities. APLU was positioned to meet with President-Elect Joseph Biden's Transition Team given its prior engagement. The association shared with the Transition Team an extensive document of priorities on higher education, research and immigration issues, including a list of Trump administration executive orders, proclamations, and rules recommended for rescission or amendment. APLU began a conversation with key contacts with the Transition Team that will continue into the Biden administration on how federal policy can help advance the mission of public research universities.

ON THE WEB: www.aplu.org/BidenTransition

III. Expanding Access, Improving Equity & Student Success to Deliver the Innovative Workforce of Tomorrow

ENSURING MORE STUDENTS GRADUATE/ CREATING A MORE DIVERSE STUDENT BODY

Powered by Publics: Scaling Student Success: APLU launched the Powered by Publics initiative two years ago with the aim of increasing undergraduate degree completion for low-income, students of color, and first-generation students; and halving the equity gap for those students by 2025. Powered by Publics engages more than 125 universities and state systems in transformation clusters, or peer learning communities, that are focused on improving the determinants of student success and degree completion. Each cluster is supported by a lead institution (president and provost team) and APLU staff project manager. The clusters meet regularly to test ideas, develop tools and learning products, and share key data that will help each participating institution make progress toward shared goals.



APLU'S POWERED BY PUBLICS SCALING STUDENT SUCCESS

In March 2020, Powered by Publics paused its regular work for three months to allow campuses to respond to the global pandemic. During the pause, a large number of clusters continued to meet regularly to discuss urgent issues and problem-solve together.

In June 2020, the cluster lead presidents met and affirmed their support for four strategic priorities that would guide Powered by Publics going forward:

1) Take explicit action to pursue equity for low-income, first-generation, and students of color (Hispanic/Latinx, Black or African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Asian, and two or more races), and other populations for which the university aims to improve equity.

- 2) Commit to transparency by sharing data and monitoring progress toward equity goals.
- 3) Develop common opportunities for cross-cluster learning, sharing, and collective action in common areas of affordability; holistic student supports; and teaching and learning.
- 4) APLU and its partners invest in institutional capacity through grants and technical assistance.

Powered by Publics has already begun to deliver on these priorities: clusters held facilitated equity conversations in Summer 2020, APLU launched a national data collection from July through September, and APLU announced a seed funding opportunity for collaborative cluster projects in September. A cross-cluster virtual convening will be held in January 2021.

ON THE WEB: www.aplu.org/pxp

The Student Experience Project:

APLU and the Coalition of Urban Serving Universities (USU) continued work on a three-year project to investigate, address and build awareness of the psychological factors that influence student success. The Raikes Foundation is funding the project, which is a research practice partnership with the College Transition Collaborative, the Partnership for Education Research that Scales, Shift Results and EdCounsel. The project supports six APLU/USU universities—Colorado State University, Portland State University, University of Colorado Denver, University of North Carolina at Charlotte, and University of Toledo—in investigating the psychological factors that impact student success in gateway STEM and developing new tools to assess and address these factors on their campuses. In addition, a satellite network of 12 institutions is also collaborating on this, with a focus on the signals and messages students receive on the first day of class. In 2020, campuses launched a set of classroom tools that allow faculty to monitor and improve students' sense of belonging and other aspects of the student experience. In response to the COVID-19 pandemic, the project was able to adapt the tools for use in online classes, and these are being used by over 100 faculty.

ON THE WEB: www.aplu.org/StudentExperienceProject

Collaborative Opportunity

Grants: APLU and USU's Collaborative Opportunity Grants (COG) project continued to provide seed grants to advance collaborative projects between a public university and an external organization such



PHOTO COURTESY OF UNIVERSITY OF MARYLAND BALTIMORE COUNTY

as another university, community colleges, school districts, chambers of commerce or local governments. In the fall, APLU/USU launched an RFP to create the first COG cohort supported by Michael and Susan Dell Foundation. The cohort will support partnerships to advance 21st Century Skills articulation and delivery. Funding from the Kresge Foundation continued to help address food insecurity and basic needs.

ON THE WEB: www.aplu.org/cog

Completion Grants: Aimed at preventing low-income college students nearing graduation from dropping out due to a small shortfall in money for tuition, APLU, USU, and Temple University—with support from the U.S. Department of Education Institute for Education Science—continued work on a six-year project to assess, improve, and grow small-dollar completion grants aimed at ensuring such students complete their degree. Eleven universities distributed over 2,000 grants in a randomized controlled trial in 2018–19.

Since then, the research team has collected data annually to evaluate the financial aid impacts.

In 2020, the project produced an in-press peer-reviewed article, “Completion Grants: A Multi-Method Examination of Institutional Practice,” in the *Journal of Student Financial Aid*; and a policy brief, entitled, *Completion Grants: A College Affordability Innovation Worthy of Public Investment?* Participants in the project include Arizona State University, Florida International University, Florida State University, Indiana University-Purdue University Indianapolis, Portland State University, Rutgers University-Newark, University of Colorado Denver, University of Illinois at Chicago, University of Memphis, University of North Carolina at Charlotte, and Virginia Commonwealth University.

ON THE WEB: www.aplu.org/completiongrants

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

ON THE WEB: www.aplu.org/frontierset

2020 Degree Completion

Award: Since 2013, APLU's Degree Completion Award has identified, highlighted, and rewarded innovative public university efforts that are successfully improving the retention and graduation of students. This year, the competition included a new process that allowed the previous year's applicants the ability to reapply by simply updating their outcomes data. The award submission timeline was also extended a full month to support APLU members' during the pandemic.

Northern Arizona University (NAU) was named the 2020 winner for leading a multidimensional effort to boost student success, with a particular emphasis on helping first-generation students complete their degrees. In 2014, the university created the Office of First-Generation Programs to oversee multiple efforts to minimize barriers for these students and champion a cultural transformation throughout

the institution. NAU also introduced a university-wide student success and predictive analytics platform and coordinated efforts to support just-in-time outreach that address student needs.

In addition to NAU, the 2020 Degree Completion finalists include California State University, Sacramento, Kent State University, and the University of Wisconsin-Madison.

ON THE WEB: www.aplu.org/degreecompletionaward

Principles on Acceptance of Credit During COVID-19:

In April 2020, APLU and five other higher education associations (American Association of Community Colleges, American Association of State Colleges and Universities, Association of American Universities, American Council on Education, and National Association of Independent Colleges and Universities) released a statement of principles on the acceptance of credit during the COVID-19 emergency. The document contains eight general principles for colleges and universities to adopt and operationalize to fit their own context. The principles model the integrity, flexibility, understanding, and compassion that are at the heart of the work colleges and universities are doing on behalf of students during this difficult time.

ON THE WEB: www.acenet.edu/Documents/Statement-Acceptance-of-Credit-Principles-041620.pdf



PHOTO COURTESY OF NORTHERN ARIZONA UNIVERSITY

Celebrating 130 years of Progress and Success of the 1890s Land-Grant HBCUs:

APLU joined with the 1890 University Foundation in hosting a webinar to honor the 130th anniversary of the Second Morrill Act. The webinar included members of Congress, USDA leaders, a panel of 1890 presidents and a panel of business leaders. More than 600 people participated in the event.

ON THE WEB: <https://youtu.be/GXRPsGjQyXo>

STEM-FOCUSED

Aspire—The National Alliance for Inclusive & Diverse STEM Faculty:

Facilitated by APLU and co-led by the University of Wisconsin-Madison, the Aspire Alliance is a \$10 million multi-institutional collaboration funded by the National Science Foundation INCLUDES program. The grant supports APLU's efforts to help universities cultivate a more diverse and inclusive faculty that will attract greater numbers of underrepresented students into STEM fields and enhance

their success. The work is occurring across three change teams—at the institutional, regional, and national levels.

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

In 2020, The IChange Network (ICN) selected 19 institutions to become its third cohort, bringing the total to 54 institutions across all three cohorts. The ICN engages institutions committed to a more diverse and inclusive STEM faculty as a community of transformation. ICN institutions begin with a self-assessment process to identify areas of strength and growth around recruiting, hiring, and retaining a diverse and inclusive STEM faculty. They use the results of the self-assessment, in consultation with network peers, to develop robust action plans to identify, implement, assess, and scale promising practices across STEM colleges and departments. A team of consultants and technical advisors provide concierge-style service to



support campus change efforts, while a competitive grants process helps to fund innovation and cross-network learning. Member institutions engage in a series of monthly virtual meetings, and an annual in-person meeting, to support these efforts.

The ICN produced three reports this year:

- *Strengthening the Pathways to Faculty Careers in STEM Recommendations for Systemic Changes to Support Underrepresented Groups*
- *A Guidebook for a Campus Self-Assessment of Successes and Challenges in STEM Faculty Diversity and Inclusion*
- *Leveraging Promising Practices: Improving the Recruitment, Hiring, and Retention of Diverse & Inclusive Faculty*

The IAspire Leadership Academy, celebrated the graduation of its first 20 fellows in September 2020. The Academy, led in partnership with the University of Georgia, elevates the preparedness of academic leaders from underrepresented groups so they can aspire to and succeed in academic senior leadership roles. Fellows gain critical leadership skills across numerous competencies and learn how to lead institutional change in the increasingly complex environments in which STEM faculty operate. They apply their



PHOTO COURTESY OF SUNY POLYTECHNIC

learning on leadership and change management at their home institutions through institutional action projects. The first cohort of 20 fellows convened in-person in November 2019 and then shifted to virtual convenings throughout 2020. Aspire's second cohort of 24 fellows joined the academy in August 2020.

APLU leads Aspire's backbone team, facilitating intra- and inter-alliance collaboration as well as advising on strategic communications and knowledge management for all collaborating Aspire organizations. APLU coordinates the wide variety of people working on the Aspire Alliance in-person and virtually to ensure alignment of goals, activities, and working norms within an equity-focused collective impact approach. The team also serves Aspire by facilitating and providing administrative structure to leadership meetings, Aspire convenings, and overall project management. Early in 2020, the team facilitated the planning (in-person), and then re-planning (virtual), of Aspire's inaugural summit which included over 350 participants. These structures allow the collaborative work of Aspire to occur across the country while still focusing on the primary goals of creating a more inclusive and diverse STEM faculty.

ON THE WEB: www.aspirealliance.org

Equity in Action: An Inclusive Practices Series for Faculty and Higher Education Professionals:

As a new stream of work within the Aspire Alliance, APLU received funding from the National Science Foundation to develop and host a



PHOTO COURTESY OF UNIVERSITY OF CENTRAL FLORIDA

six-part seminar series built upon work developed through Aspire's Summer Institute. The seminar series is grounded in Aspire's Inclusive Faculty Framework and the collective impact professional development Aspire has done internally that is focused on understanding its work on a continuum between social equity and social justice. The seminar series features facilitators with deep expertise in diversity, equity, and inclusion (DEI) in higher education. Through this collaboration APLU offered two seminars in fall 2020 and will host four in spring 2021.

A Three-Part Series to Envision and Enact an Inclusive and Diverse STEM Professoriate:

APLU received funding from the National Science Foundation to plan and facilitate three convenings of university leaders, scholars, and STEM community stakeholders to reimagine the systemic structures and processes that impact faculty careers and influence the diversity of the STEM professoriate. Informed by an advisory board of STEM DEI transformation

leaders, these design-thinking virtual sessions will ask participants to reconsider faculty hiring, faculty evaluation, and equity-centered institutional leadership and collectively create a systemic policy and practice agenda for collaborative action. These convenings will take place throughout 2021.

Student Engagement in Mathematics through an Institutional Network for Active Learning (SEMINAL):

SEMINAL began as an effort of APLU's Mathematics Teacher Education Partnership to help all undergraduate students pursuing degrees in STEM fields succeed in introductory mathematics courses—the foundation for a STEM degree. The initial grant involved work by 12 universities to better understand how to implement active learning in undergraduate mathematics classes. There were two major changes in 2020:

- 1) The shift to entirely online instruction challenged project leaders to define active learning in a virtual world.

- 2) The National Science Foundation granted a \$600,000 supplement, extending the project for at least another six months into 2022.

APLU and its collaborating partner universities are using the supplement to add a third phase of 12 universities, which have been working to improve mathematics instruction, bringing the total to 24 partner universities. SEMINAL faculty anticipate the publication of their first book of initial findings in early 2021 and are developing a double edition of the PRIMUS journal on math education devoted to the transformative success of some 15 institutions in improving student success in first-year mathematics courses. The addition of Phase 3 institutions in the supplement has grown the national network to over 100 faculty members and enabled the study of any differences in progress between institutions involved in SEMINAL for its first four years and those that had not had the earlier benefit of participation in an improvement network.

ON THE WEB: www.aplu.org/seminal

Mathematics Teacher Education Partnership (MTEP):

This overall APLU facilitated project to prepare more and better high school mathematics teachers is now over nine years old. It includes nearly 50 universities and their school system partners working on more than six grants. APLU is contributing dissemination for this effort and managing two existing NSF grants:

- MTEP: CERAC (Clinical Experiences Research Action Cluster), is assessing improvements in classroom practices for future math teachers.



PHOTO COURTESY OF UNIVERSITY OF ILLINOIS

- Mathematics of Doing, Understanding, Learning, and Educating for Secondary Schools (MODULES), is developing and testing course modules in undergraduate mathematics courses to develop skills for future math teachers.

ON THE WEB: www.aplu.org/mtep

Network of STEM Education Centers (NSEC):

This NSF-funded effort currently links 213 STEM Education Centers/Institutes/Programs at 168 institutions. STEM Education Centers serve as the hubs of campus-based efforts to transform undergraduate STEM education. The purpose of the NSEC is to support and amplify the work that STEM Education Centers are doing to improve undergraduate STEM education. APLU is now in its sixth year of the grant. The association will publish its research and seeking additional funding.

The 2020 NSEC National Conference (in its eighth year) was held virtually

with 160 registrants. The plenary speakers were Susan Elrod, chancellor, Indiana University South Bend, and Lee Zia, deputy division director for Division of Undergraduate Education at the National Science Foundation. The conference was held on June 10–11, 2020, which fell on the same day as the #ShutDownSTEM movement. Conference organizers worked with over 30 speakers to appropriately highlight how the work of STEM education centers can support DEI work on campuses, and NSEC released a statement in support of the movement.

ON THE WEB: www.aplu.org/nsec

Improving Student Success in General Chemistry:

APLU collaborated with the American Chemical Society (ACS) and other institutional partners to develop a national initiative to improve student success in general chemistry. The approach is built on lessons learned from ongoing APLU work, previous pilot efforts in chemistry, and effective practices in other

STEM areas. As a first step, APLU and ACS held a workshop in late 2019 that brought together faculty, administrators, and other higher education experts to identify and discuss effective practices for improving student success in general chemistry and to chart a path forward for the development of a national reform effort. As a result of the workshop, one of the universities funded an intern at APLU for the summer and into the fall to continue the group's efforts. In November, APLU launched a survey that will be useful in scoping reform efforts and developing a collaborative learning community of institutions and scholars. The survey was based on a draft literature review that will be finalized next year.

Increasing Diversity in

Engineering Education: With NSF funding, APLU continued its work with colleges and universities to increase the number of students from underrepresented groups earning degrees in engineering. APLU convened several workshops of engineering educators and Chief Diversity Officers

from across the country for a working group focused on strategies to broaden participation in engineering. The goal of these meetings was to inform higher education leaders about the current state of diversity in engineering, demographic trends in American higher education, implications for our national economy, and to seek input on innovative strategies to address challenges to broadening participation of underrepresented groups in STEM.

Working to Support Innovation and Entrepreneurship at 1890s

Land-Grant HBCUs: With NSF funding, APLU is working with HBCU leaders to develop a strategy for 1890s and other HBCUs to work together to improve and support efforts aimed at tech innovation and entrepreneurship among HBCUs. APLU developed and fielded the first survey of HBCU Tech Innovation and Entrepreneurship. The findings from the survey of HBCU leaders will be published in 2021.

ON THE WEB: www.aplu.org/hbcu-innovation

TECHNOLOGY/ DIGITAL LEARNING TO IMPROVE EDUCATION

Personalized Learning

Consortium (PLC): With the onset of the COVID-19 pandemic, demand for the PLC's knowledge and expertise grew substantially. The PLC worked with state systems of Georgia, New York and Maryland, along with institutions in Florida to develop webinars that expose faculty to new digital tools to improve student success. PLC was asked to manage work supporting the access of digital resources for faculty, and lead project management to support academic administrators leading change management at the course level. Both tools, a website and guide, will be released in early 2021. PLC's institutional knowledge also contributed to the publication *Suddenly Online: A National Undergraduate Survey*.

ON THE WEB: www.aplu.org/plc

Active and Adaptive Learning

Resources: APLU's Accelerating Adoption of Adaptive Courseware at Public Universities project, which involved working with eight APLU universities to scale the use of adaptive learning to 15 percent of general education enrollments, was completed September 30. The Personalized Learning Consortium provided technical assistance to those eight APLU universities on implementing active and adaptive learning to improve first year and high enrollment courses. While data is still being analyzed, one important finding is not only was

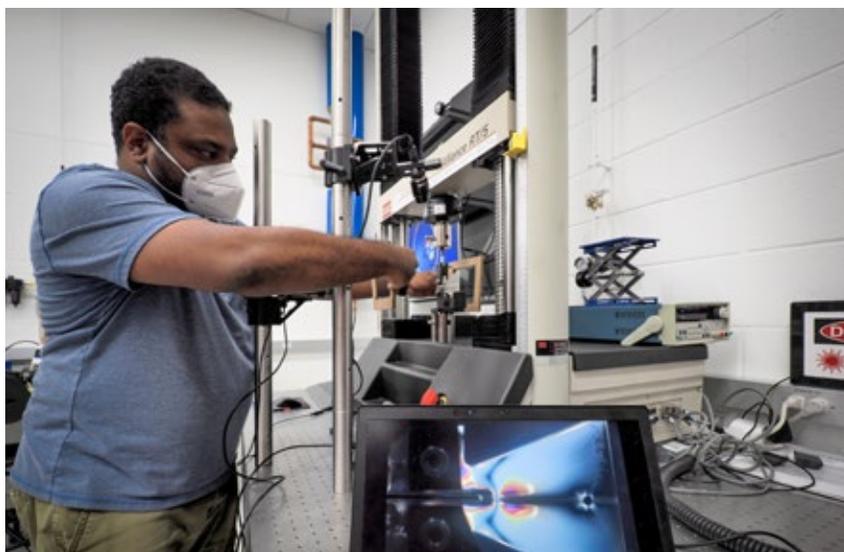


PHOTO COURTESY OF NORTH CAROLINA STATE UNIVERSITY

student success improved, students saved \$12 million dollars by not having to repeat courses. From the data available for Fall 2019 and 2020, adaptive course enrollments were reported cumulatively covering 24 general education disciplines. Year over year, pass rates in math, biology, business and physics courses were higher when adaptive technology was used.

ON THE WEB: www.aplu.org/adaptivelearning

Every Learner Everywhere

Network: PLC is a member of the Bill & Melinda Gates Foundation’s Every Learner Everywhere Network, delivering technical assistance on improving high enrollment courses. In 2020, the effort included a much greater focus on improving equity through improved teaching and leveraging digital tools. While the previous work continued with our cohort of six universities, COVID-19 resulted in a pivot to supporting grantees with shared documentation and remote support for faculty webinars, workshops, and assets. In addition, PLC supported institutions in the Frontier Set to improve entry-level writing courses, students at risk at HBCUs and faculty development.

ON THE WEB: www.everylearnereverywhere.org

BETTER DATA TO TRACK & REPORT PROGRESS

VSA Analytics:



In an effort to continue supporting and enhancing institutional use of data for strategic planning and decision making, APLU and the American Association of State Colleges and Universities (AASCU) continued to improve and transform VSA Analytics in 2020. Formerly known as the Voluntary System of Accountability, VSA Analytics is a subscription service built on a new platform with a new look and improved functionality. VSA Analytics offers more than 25 benchmarking reports based on a custom national dataset containing almost 400 variables from roughly 4,400 institutions. Among the data included: enrollment, cost of attendance, graduation rate, R&D expenditures, financial aid, admissions, and student-faculty ratio. The

newly designed platform also allows users to create and save custom comparison groups for more efficient benchmarking reports.

ON THE WEB: www.vsaanalytics.org

Student Achievement Measure (SAM):

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



ON THE WEB: www.aplu.org/sam



IV. Advancing and Promoting Research & Discovery to Improve Society, Foster Economic Growth, & Address Global Challenges

Safe and Inclusive Research:

APLU works alongside two organizations to combat sexual harassment in research: the National Academies of Sciences, Engineering, and Medicine (NASEM) Action Collaborative on Preventing Sexual Harassment in Higher Education, whose members include universities and science and education societies; and the Societies Consortium on Sexual Harassment in STEMM. In 2020, a Council on Research (COR) working group reviewed the NASEM Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine report and in 2021 plans to produce a set of recommendations that research programs can implement to combat sexual harassment.

Public Impact Research: APLU created the Public Impact Research (PIR) initiative to encourage universities to better address societal needs

with an approach that incorporates a blend of basic and applied research through partnerships with local community and other stakeholders. The effort encourages institutions to undertake more research to better address societal needs in partnership with local and community stakeholders. This year, efforts focused on two activities to promote university adoption of PIR: collecting/disseminating examples of PIR by member universities, and working with the Civic Science Initiative of science societies to stimulate university policies and processes to promote faculty involvement in PIR and broader public engagement in science.

ON THE WEB: www.aplu.org/pir

Public Access to Research

Data: With support from NSF, APLU and AAU held an Acceleration Conference in February 2020 to bring together representatives from the 30 institutions that took part in

an October 2018 workshop on Accelerating Public Access to Research Data.

The purpose of the Acceleration Conference was to share their successes, challenges and lessons learned to further progress on implementing public access policies and practices for research data. Immediately following the February conference, APLU and AAU issued recommendations for data practices supporting an open research ecosystem.

ON THE WEB: www.aplu.org/publicaccess



PHOTO COURTESY OF UNIVERSITY OF MISSOURI

Fostering Professional Development for Research Administrators:

APLU's Council on Research's Research Leader Fellowship Program is a professional development program that provides training and experience to those who work in research administration and may aspire to leadership positions. The third cohort of eight fellows graduated in 2020. The fellows used their network to serve as a resource, holding conference calls and sharing materials to enable research offices to consider how to safely allow researchers back into their labs/studios, and addressing other issues of relevance to research offices.

ON THE WEB: www.aplu.org/cor-fellowship

Deferred Maintenance at Agriculture Schools:

The Experiment Station Section (ESS) completed a refresh of the national *Sightlines/Gordian Infrastructure at*

Schools of Agriculture 2020 Update, which found infrastructure costs supporting agricultural research needs an investment of over \$550 million annually to address current needs and over \$11.4 billion to tackle the backlog of identified deferred maintenance projects. Yet this network of land-grant institutions is hamstrung by a rapidly aging agriculture infrastructure that is in critical need of federal resources to continue to advance agricultural competitiveness, research, Extension and teaching at 1862, 1890, and 1994 land-grant and non-land-grant institutions. APLU is working with member institutions to develop a coordinated and strategic advocacy plan.

APLU and AAVMC Partner on Gene Editing in Animal Agriculture:

Important questions remain on how to regulate gene editing in the United States and in many other countries. To answer those questions,

APLU and the Association of American Veterinary Medical Colleges (AAVMC) sponsored a summit, *Gene Editing in Livestock: Looking to the Future* in the last quarter of 2019. The summit featured 23 of the nation's leading experts in academia, government, industry, and professional groups.

In 2020, APLU and AAVMC moved forward with implementing one of the recommendations coming out of the summit. The two organizations created an 11-person panel comprised of scientists and industry leaders who are developing recommendations for regulating the use of gene editing in animal agriculture with appropriate safeguards and procedures. The panel has held several meetings and will be releasing recommendations for action early in 2021.

ON THE WEB: www.aplu.org/news-and-media/News/aplu--aavmc-establish-gene-editing-in-animal-agriculture-task-force



PHOTO COURTESY OF NORTH CAROLINA STATE UNIVERSITY

V. Building Healthy, Prosperous, Equitable, and Vibrant Communities Locally & Globally

ECONOMIC & COMMUNITY ENGAGEMENT

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

APLU completed the eighth year of its Innovation and Economic Prosperity University (IEP) designation and awards program with three new university designees and four more award winners. The IEP designation program helps higher education institutions better know, measure, tell, and enhance their economic and community development impact. Recognizing

institutions that have demonstrated a substantive, sustainable, and institution-wide commitment to and strategy for regional economic engagement, growth, and economic opportunity. To date, 69 universities have earned the designation with an additional 31 institutions currently pursuing it. Seven non-APLU members are also pursuing the designation through a partnership with the University Economic Development Association (UEDA). Support from non-member participants is being used to increase staffing for the program and enhance program offerings for IEP candidate institutions and the designees.

The IEP awards go to APLU member universities that demonstrate excellence and leadership in planning, implementing, and evaluating programs and initiatives that support regional economic development and engagement. Institutions are only eligible to apply for IEP Awards once they have earned the IEP University designation. The 2020 IEP awardees included:

- California State University, Northridge won the IEP Talent award, recognizing exemplary initiatives in education and workforce development;
- Iowa State University won the IEP Innovation award, recognizing exemplary initiatives spurring innovation, entrepreneurship, and technology-based economic development;
- University of Pittsburgh won the IEP Place award for exemplary initiatives resulting in social, cultural, or community development;



PHOTO COURTESY OF UNIVERSITY OF ALABAMA

- Purdue University won the IEP Economic Engagement Connections award, the top-prize in the awards competition, recognizing overall excellence and excellence across all three award categories.

ON THE WEB: www.aplu.org/iep

University Engagement with Small and Medium-Sized Manufacturers

APLU is working with the Hollings Manufacturing Extension Partnership (MEP) and Innovation Associates to identify successful models of efforts to leverage university research and development through technology transfer, technical services, and related skill development that effectively transition the R&D to small- and medium-sized manufacturers to promote greater productivity and growth. This year, APLU and its partners completed Phase I of the study and began Phase II, which will include pilot projects among universities and MEP centers to evaluate different approaches of technology transition to SMMs. The pilot project

will help develop tools that can be used by universities to assist manufacturers in implementing new technologies.

ON THE WEB: www.aplu.org/NIST-Manufacturing-Grant

Rural Economic Development

APLU built upon its work to help close the e-connectivity gap with NIFA-supported conferences about the relationship between rural broadband and smart agriculture. APLU planned a virtual conference for the beginning of 2021, with an in-person conference planned for later in the year. APLU will explore how the broadband needs of smart agriculture can be met in conjunction with meeting other broadband needs for rural communities. The association will develop a research and extension agenda for answering important questions about provision of broadband and adoption of digital tools. APLU is also conducting a monthly learning community related to rural economic development.

ON THE WEB: www.aplu.org/ruralengagement

Community Engagement

Scholarship Awards: APLU completed the 13th year of this awards program, comprising the W.K. Kellogg Foundation Community Engagement Scholarship Awards and the C. Peter Magrath Community Engagement Scholarship Award. Eight universities were recognized with awards or as exemplary projects in the program.

The winner of the C. Peter Magrath Community Engagement Scholarship Award was the University of Utah, which partnered with Salt Lake City's west side neighborhoods to form University Neighborhood Partners (UNP) to advance hyperlocal community engagement. UNP convenes university faculty, staff, and students, west side residents, and local organizations and institutions to address resident-identified priorities in education, leadership, and community capacity and wellbeing. These priorities, gathered through a year-long research project, became the blueprint for UNP.

This year's regional winners included the University of Memphis, The Ohio State University, and the University of Vermont.

ON THE WEB: www.aplu.org/communityengagementawards

Cooperative Extension Section Focuses on Creating a Culture Of Health Across America:

Funded through the National 4-H Council and the Robert Wood Johnson Foundation, the Cooperative Extension Section is developing curriculum and programs to nurture the conditions



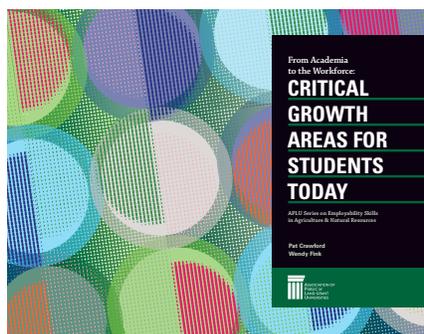
PHOTO COURTESY OF UNIVERSITY OF MAINE

that create a culture of health across America. A key strategy is working with APLU member institutions to identify partnerships, implement and drive sustainability of the Well Connected Communities Initiative as it moves to advance systems change in increasing health equity by responding to the diverse needs of children, youth, and families; particularly among vulnerable populations. The initiative strengthens partnerships focused on systems and policy change to address four core themes in support of increasing health equity: 1) building partnerships and acquiring resources to achieve the core themes, 2) increasing understanding and visibility of the Cooperative Extension System as a national leader in health 3) enhancing leadership and professional development among Extension System personnel, and 4) strengthening organizational functions to sustain health equity as a CES initiative.

TALENT DEVELOPMENT

Workforce Skills Prep: APLU issued two reports, *From Academia to the Workforce: Critical Growth Areas for Students Today* and *From Academia to the Workforce: Navigating Persistence, Ambiguity, Change and Conflict in the Workplace*, to provide data-driven insights on employers' needs that university administrators and faculty could consider when changing or updating academic programs.

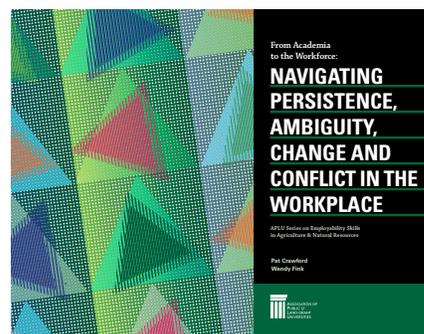
Led by administrators in colleges of agriculture, the APLU reports



examined specific employability skills—the nontechnical skills used every day in the workforce to ensure the smooth operation of projects and offices. More than 11,000 employers, faculty, alumni, and students answered a survey consisting of two parts: 1) stakeholders were asked to rate the importance of 11 specific employability skills, how prepared students were in that skill, and rank what activities outside the classroom most contributed to learning these skills; and 2) answer four open-ended questions around how to better prepare students for navigating ambiguity, change, persistence, and conflict in the workplace.

From Academia to the Workforce: Critical Growth Areas for Students Today focuses on the quantitative data analysis, while *From Academia to the Workforce: Navigating Persistence, Ambiguity, Change and Conflict in the Workplace* is a qualitative analysis of the open-ended survey questions. Both reports and an executive summary are part of the APLU series on employability skills in agriculture and natural resources.

ON THE WEB: www.aplu.org/employability-skills



Degree Programs & Certifications: APLU and USU collaborated with Workcred, a Washington, DC-based organization dedicated to strengthening workforce quality by improving the credentialing system, and UPCEA, the University Professional and Continuing Education Association, on an initiative to improve the interface and integration of degree programs and certifications. With funding from the Lumina Foundation, the project examined the potential to provide the benefits of third-party, industry-recognized certifications to students more quickly and affordably. APLU/USU and Workcred held four convenings focused on health care, cybersecurity, the liberal arts, and manufacturing. The convenings resulted in increased understanding by attendees of the university curriculum development process and the certification exam development process. Participants also shared approaches to dealing with challenges to embedding certifications in degrees. APLU/USU and Workcred developed a certification-degree pathways framework, an assessment of the value proposition of embedding certifications into degrees, and highlighted several successful examples.

ON THE WEB: www.aplu.org/aligningdegrees



PHOTO COURTESY OF TEXAS TECH UNIVERSITY

INTERNATIONAL ENGAGEMENT

Global Learning for All: APLU, in partnership with the Association of American Colleges & Universities (AAC&U), launched the Global Learning for All initiative in 2019 as a multi-campus, multi-year laboratory project in which APLU institutions will create, refine, test, and measure diverse strategies for providing a global education to all students. The initiative aims to more rigorously assess the effectiveness of different tools and pathways to develop global competencies in an increasingly diverse student population. The project has taken on greater importance due to the COVID-19 pandemic, which has disrupted more traditional forms of gaining a global experience, such as study abroad. Participating universities include: Florida International University; Montana State University; The Pennsylvania State University; the State University of New York System;

University of Alberta; University of California, Davis; University of Guadalajara; University of Nebraska System; the University of South Florida; and Wayne State University.

International Student Data

Project: APLU, in collaboration with NAFSA: Association of International Educators and INTO University Partnerships, published *Factors Influencing International Student Enrollment Growth and Decline: A Multi-factor Analysis of Two Decades of Data with Implications for the Future* in October 2020. The report analyzed international student enrollment trends from the past 20 years to understand the factors that contributed to both the rise and decline in international enrollment numbers. It also includes a section on the impact of COVID-19 and implications for both international offices and future international enrollment trends. This project will continue in 2021 with a series of presentations at national

conferences and an updated fact sheet to include Fall 2020 enrollment numbers.

ON THE WEB: www.aplu.org/influencing-international-enrollment

BIFAD Convenes Pandemic-focused Public Meetings:

APLU continued its support of the Board for International Food and Agricultural Development (BIFAD), a presidentially appointed board that advises USAID on food security and agriculture with a focus on U.S. university involvement with the agency. In its contractual role, APLU facilitated three public meetings on food security, nutrition and COVID-19. The meetings each attracted around 600 participants from 60 different countries and explored impacts of the pandemic on nutritional outcomes and food security in developing countries. APLU supported the development, with authors from Michigan State University and U.S. Department of Agriculture, of a BIFAD-commissioned study and policy brief on *Agricultural Productivity Growth, Resilience, and Economic Transformation in Sub-Saharan Africa*. Preliminary results of the study were highlighted at an APLU-organized BIFAD public meeting at the World Food Prize.

ON THE WEB: www.aplu.org/bifad

2020 Institutional Award for Global Learning, Research & Engagement:

In recognition of its extraordinary global learning, research, and engagement efforts APLU named the University of California, Davis the Platinum Award level winner of the 2020 Institutional

Award for Global Learning, Research & Engagement. The Platinum Award is granted to a member institution in recognition of inclusive and comprehensive efforts to internationalize their campus. The University of Pittsburgh and Virginia Commonwealth University received Gold Level Awards, which recognize institutions that have excelled in one of four dimensions of internationalization:

- **Inclusivity** – the degree to which the institution is committed to successfully empowering all students through global learning;
- **Internationalization of Research and Engagement** – the degree to which the institution has successfully achieved internationalization of research and engagement;
- **Leadership and Pervasiveness** – the degree to which the institution’s leadership (at the president/chancellor or provost level) has made internationalization a priority for

the institution and the degree to which internationalization pervades the culture across campus; and

- **Assessment** – the degree to which the institution is committed to measuring progress and impact of internationalization across the institution.

The University of California, Davis took a multidimensional approach to internationalizing its campus. The university’s Global Education for All initiative aims to provide every undergraduate, graduate, and professional student with global learning opportunities. The UC Davis strategic plan also emphasizes eliminating barriers, such as international travel, from preventing students from gaining global experience. It has increased learning through efforts such as study abroad, global coursework, seminars, and service-learning opportunities.

ON THE WEB: www.aplu.org/internationalaward

Special Event with Former U.S. Secretary of Defense Robert Gates on Role of Public and Land-Grant Universities in Advancing U.S. Global Interests:

APLU hosted a special discussion with former U.S. Secretary of Defense Robert Gates on the unique role public and land-grant universities play in advancing U.S. global interests through education, international development, research and public diplomacy. Following his opening remarks, Secretary Gates joined a panel discussion with University of Illinois at Urbana-Champaign Chancellor Robert Jones and Montana State University President Waded Cruzado exploring the work public and land-grant universities are already undertaking around the world and ideas on what additional work can be done.



PHOTO COURTESY OF UNIVERSITY OF CONNECTICUT

PREVENT THE SPREAD PRIVATEERS!

Please follow this guide to ensure a clean and healthy campus for everyone while also reducing the spread of COVID-19.



Wash hands often with soap and water for at least 20 seconds. If water is not available, use hand sanitizer with at least 60% alcohol.



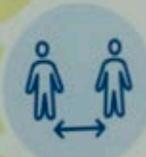
Avoid touching your eyes, nose, or mouth with unwashed hands.



Cover your mouth and nose with the inside of your elbow or a tissue when you cough or sneeze—and immediately dispose of used tissues.



If you're sick, stay home and avoid close contact with others.



Practice social distancing: Avoid groups and maintain 6 feet of personal space.



If you need to miss class, contact your instructors directly.



Remember to wear face coverings or masks in common areas and shared spaces.

Many people who contract this virus have relatively mild symptoms and fully recover. If you're concerned about your symptoms, call your health care provider first before seeking medical care.

FOR MORE INFORMATION: uno.edu/covid-19



THE UNIVERSITY of
NEW ORLEANS

VI. APLU Leadership & Organizational Infrastructure

ADMINISTRATION

Speaking Out on Social Issues & Celebrating Diversity

With the nation grappling with a health pandemic and experiencing a reckoning over racial injustice and other social issues, APLU spoke out forcefully on the values of diversity, equity, and inclusion that are central to the association and its members.

Statements on Racial & Social

Injustice: Following the murder of George Floyd, APLU President Peter McPherson and the executive committee of the APLU Board of Directors issued a statement decrying racial injustice and violence against Black people across the country and committing to ensure public universities serve as models for diversity, equity, and inclusion for our nation and the world.

ON THE WEB: www.aplu.org/PresidentandBoardStatement

APLU also produced a land acknowledgment statement that recognizes many public and land-grant universities are located on land that are located on land that belonged to Native Americans.

ON THE WEB: www.aplu.org/about-us/land-acknowledgment.html

Celebrating Hispanic Heritage

Month: APLU hosted a webinar celebrating Hispanic Heritage Month with New Mexico State University Chancellor Dan Arvizu, San Diego State University President Adela de La Torre, University at Albany President Havidán Rodríguez. APLU and Coalition of Urban Serving Universities Director Andréa Rodríguez served as moderator. The panelists discussed the successes public four-year institutions have made in recent years in better serving more Hispanic/Latinx students, how they contribute

to the vibrancy of college campuses across the country, and what Hispanic Heritage Month means to them personally. The presidents also explored the challenges and opportunities for public universities as they work to do more to expand access and ensure increased success of Hispanic students.

ON THE WEB: <http://go.aplu.org/IXR9L000R8LFOW2w00T080U>



PHOTO COURTESY OF UNIVERSITY OF MINNESOTA

External Diversity, Equity and Inclusion

APLU named Eugene Anderson as the association's first Vice President for External Diversity, Equity, and Inclusion (EDEI). Anderson, who served as APLU's Vice President for Access and Success over the past four years, is working to ensure the association's work incorporates and lives up to its values of diversity, equity, and inclusion.

This includes working with others at APLU to develop, implement and evaluate DEI goals for current and future member and program related work. This will also involve coordinating the sharing of best DEI practices in member and program related work across the organization. He is also working with APLU President McPherson and other senior leaders to further incorporate DEI values into the

overall strategies and portfolio of APLU work, including new grant proposals and external communications. And he is working to build capacity of APLU staff to design and implement programs that promote diversity, equity and inclusion.



PHOTO COURTESY OF UNIVERSITY OF MEMPHIS

FINANCE

Funders and Projects

In addition to APLU's membership dues, funders support APLU's work with a combined contribution of more than \$38 million over the life of the grants.

Ascendium Education Group, Inc.

- Data Literacy Institute

Bill & Melinda Gates Foundation

- Adaptive Courseware
- Integrated Planning and Advising for Student Success (IPASS)
- Intermediaries for Scale (Powered by Publics)
- Scaling Partners
- Student Achievement Measure (SAM)
- Sustaining Grant
- Frontier Set

Digital Promise

- COVID-19 Surveys: Addressing Equity When Teaching and Learning Go Remote

Kresge Foundation

- Collaborative Opportunity Grant (COG)

Michael and Susan Dell Foundation

- Seeding Innovation to Deliver 21st Century Skills (COG)



PHOTO COURTESY OF UNIVERSITY OF IDAHO

National Institute of Standards and Technology: Manufacturing Extension Partnership (MEP) Centers

- Leveraging Universities to Advance Manufacturing Innovation through the MEP Network

National Science Foundation

- Conference: Accelerating Public Access to Research Data
- Conference: Aspire's Inclusive Faculty Framework Professional Development Series Building DEI Capacity
- Conference: A Three-Part Series to Envision and Enact an Inclusive & Diverse STEM Professoriate
- CERAC: Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity
- EAGER: Building Tech Talent and Connecting Student Pipelines To Entrepreneurial Ecosystems
- NSF Includes: Aspire: The National Alliance for Inclusive and Diverse STEM Faculty
- MODULES: Mathematics of Doing, Understanding, Learning and Educating for Secondary Schools
- NSEC: Network of STEM Education Centers
- Engineering Databook
- The Status Reports on Computer and Information Sciences
- SEMINAL: Student Engagement In Mathematics through an Institutional Network for Active Learning

Raikes Foundation

- Student Experience Project

Rockefeller Philanthropy Advisors/ Bill & Melinda Gates Foundation

- Tennessee Board for Regents: Lumen Circles
- HBCU Flexible Course Redesign
- FS-USG Writing Workshop



PHOTO COURTESY OF WAYNE STATE UNIVERSITY

Teachers Insurance and Annuity Association of America

- Financial Aid Innovations for College Affordability and Mitigating Student Debt

Temple University/Department of Education Institute for Education Science

- Affording Degree Completion: A Study of Completion Grants at Accessible Public Universities

Tyton Partners

- Quality Access Program

U.S. Agency for International Development (USAID)

- Board for International Food and Agricultural Development (BIFAD)

National Institute of Food and Agriculture

- Broadband and Rural Economic Development: Setting an Agenda and Assessing Smart Agriculture Needs

WICHE Cooperative for Educational Technologies/Bill & Melinda Gates Foundation

- Adaptive Courseware for Early Success
- Managing Learning Continuity

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Matt Renn

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Winston Savoy

Coordinator, Coalition of Urban Serving Universities

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Alcione Frederick

Assistant Director, Center for Public University Transformation

Tia Frelove Kirk

Assistant Director, STEM Education & Center for Public University Transformation

Kate Michaels

Program Manager, Center for Public University Transformation

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Southern University System²
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Texas A&M University System
Texas Tech University System
The California State University System
The City University of New York System
The State University of New York System
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University of Alabama System
University of Alaska System
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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

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Canada

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

Mexico

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

United States

ALABAMA

Alabama A&M University^{1,2}
Auburn University¹
Tuskegee University^{1,2}
The University of Alabama
The University of Alabama at Birmingham
The University of Alabama in Huntsville
University of South Alabama

ALASKA

University of Alaska Fairbanks¹

AMERICAN SAMOA

American Samoa Community College¹

ARIZONA

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Northern Arizona University
University of Arizona^{1,3}

ARKANSAS

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University of Arkansas¹
University of Arkansas at Pine Bluff^{1,2}

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California State University, Fresno³
California State University, Fullerton³
California State University, Northridge³
California State University, Sacramento³
San Diego State University³
San Jose State University³
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University of California, Davis¹
University of California, Irvine³
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University of California, San Diego³
University of California, Santa Barbara³
University of California, Santa Cruz³

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Colorado State University¹
University of Colorado at Boulder
University of Colorado Denver / Anschutz Medical Campus¹

CONNECTICUT

University of Connecticut¹

DELAWARE

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University of Delaware¹

DISTRICT OF COLUMBIA

University of the District of Columbia^{1,2}

FEDERATED STATES OF MICRONESIA

College of Micronesia - FSM

FLORIDA

Florida A&M University^{1,2}
Florida Atlantic University³
Florida International University³
Florida State University
University of Central Florida³
University of Florida¹
University of South Florida

GEORGIA

Augusta University
Fort Valley State University^{1,2}
Georgia Institute of Technology
Georgia Southern University
Georgia State University
Kennesaw State University
The University of Georgia¹

GUAM

University of Guam¹

HAWAI'I

University of Hawai'i¹

IDAHO

Boise State University
University of Idaho¹

ILLINOIS

Illinois State University
Northern Illinois University

¹ Land-grant institution as designated by the state legislature; ² Historically Black College or University; ³ Hispanic Serving Institution

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at Carbondale
University of Illinois at Chicago³
University of Illinois at
Urbana-Champaign¹

INDIANA

Ball State University
Indiana University
Indiana University-Purdue
University Indianapolis
Purdue University¹

IOWA

Iowa State University¹
University of Iowa

KANSAS

Kansas State University¹
University of Kansas
Wichita State University

KENTUCKY

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University of Kentucky¹
University of Louisville

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Louisiana State University and
Agricultural & Mechanical College¹
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Southern University and A&M
College, Baton Rouge^{1,2}
University of Louisiana at Lafayette
University of New Orleans

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The University of Maine¹

MARYLAND

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Baltimore County
University of Maryland, College Park¹
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University of Maryland Global Campus

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University of Massachusetts Lowell

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Jackson State University²
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and Technology
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PHOTO COURTESY OF NORTHERN ARIZONA UNIVERSITY

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Montana State University¹
The University of Montana

NEBRASKA

University of Nebraska-Lincoln¹

NEVADA

University of Nevada, Las Vegas³
University of Nevada, Reno¹

NEW HAMPSHIRE

University of New Hampshire¹

NEW JERSEY

Montclair State University³
New Jersey Institute of Technology
Rowan University
Rutgers, The State University
of New Jersey¹
Rutgers University - Newark³

NEW MEXICO

New Mexico State University^{1,3}
The University of New Mexico³

NEW YORK

Binghamton University, SUNY
Cornell University¹
Stony Brook University, SUNY
SUNY Polytechnic Institute
The City College of New York, CUNY³
University at Albany, SUNY
University at Buffalo, SUNY

NORTH CAROLINA

East Carolina University
North Carolina A&T State University^{1,2}
North Carolina State University¹
The University of North Carolina
at Chapel Hill
The University of North Carolina
at Charlotte
University of North Carolina
Greensboro
University of North Carolina
Wilmington

NORTH DAKOTA

North Dakota State University¹
The University of North Dakota

NORTHERN MARIANA ISLANDS

Northern Marianas College

OHIO

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Central State University^{1,2}
Cleveland State University
Kent State University
Miami University
Ohio University
The Ohio State University¹
The University of Akron
The University of Toledo
University of Cincinnati
Wright State University

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Langston University^{1,2}
Oklahoma State University¹
University of Oklahoma

OREGON

Oregon State University¹
Portland State University
University of Oregon

PENNSYLVANIA

The Pennsylvania State University¹
Temple University
University of Pittsburgh

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University of Puerto Rico Mayaguez^{1,3}

RHODE ISLAND

The University of Rhode Island¹

SOUTH CAROLINA

Clemson University¹
South Carolina State University^{1,2}
University of South Carolina

SOUTH DAKOTA

South Dakota Mines
South Dakota State University¹
University of South Dakota

TENNESSEE

Middle Tennessee State University
Tennessee State University^{1,2}
The University of Memphis
The University of Tennessee,
Knoxville¹

TEXAS

Prairie View A&M University^{1,2}
Texas A&M University¹
Texas State University³

Texas Tech University³
University of Houston³
University of North Texas
The University of Texas at Arlington³
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at El Paso³
The University of Texas at San Antonio³
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Utah State University¹

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George Mason University
Old Dominion University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute &
State University (Virginia Tech)¹
Virginia State University^{1,2}

WASHINGTON

University of Washington
Washington State University¹

WEST VIRGINIA

Marshall University
West Virginia State University^{1,2}
West Virginia University¹

WISCONSIN

University of Wisconsin-Madison¹
University of Wisconsin-Milwaukee

WYOMING

University of Wyoming¹

Related Higher Education Organizations

Association of Canadian Faculties
of Agriculture and Veterinary
Medicine (ACFAVM)
Connecticut Agricultural
Experiment Station¹
The College Board

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 244 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars:

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

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

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

Founded in 1887, APLU is North America's oldest higher education association. APLU's membership includes 215 campuses, (75 U.S. land-grant institutions), 26 university systems, 1 land-grant affiliate 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 institutions (including one related higher education organization) and five Mexican universities are members of APLU.

APLU AT-A-GLANCE

ANNUALLY . . .

APLU's **244** member institutions

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



ENROLL



5 million
undergraduates



AND **1.3 million**
graduate students

AWARD



1.3 million
degrees

EMPLOY

1.3 million
faculty and staff



AND CONDUCT



\$49.2 billion
in university-based research.

APLU ANNUAL MEETING

For the first time in its 133-year history, the 2020 APLU Annual Meeting was held virtually from November 9–11. More than 1,600 public university leaders joined us online, making it one of the largest APLU Annual Meetings in history.

The theme of the meeting was Resilience & Equity. During the meeting, APLU named a new board of directors, announced winners of its four institutional awards, and hosted five keynotes, nearly 20 interactive concurrent sessions, and a series of lightning round presentations that included 18 member presidents, and hosted several networking opportunities.

The APLU keynote sessions included:

- **Building Resilience & Equity at Public Universities:** The APLU Virtual Annual Meeting kicked off with a discussion among three university presidents on how to build *Resilience & Equity* at public universities. The panel dove into issues of diversity, equity, and inclusion; what the future holds for public universities; and how to create institutions that help all members of society thrive under constant stresses and increasing demands.
- **The Race Card Project:** Michele Norris, founder of the Race Card Project, award-winning journalist and one of the most recognized voices in radio, engaged members in candid discussion about race, culture, and communication in America. The Race Card Project addresses some of America's most complex issues by encouraging people to explore and engage with differing perspectives.
- **Higher Education Policy in 2021 and Beyond:** The 2020 election was enormously consequential to higher education policy, both in terms of immediate emergency relief for colleges and universities, as well as long-term changes. During this session, leading experts on federal higher education policy discussed the election's potential impact on the higher education agenda in 2021 and beyond.
- **What's Next for Congress? Bipartisan, Bicameral Reactions:** This keynote featured separate conversations with Representative Joaquin Castro (D-TX), Chairman of the Congressional Hispanic Caucus, and a member of the House Education and Labor Committee, and Senator Tim Scott (R-SC), a member of the Senate Health, Education, Labor, and Pensions Committee and a strong champion of HBCUs and South Carolina's public research universities. Congressman Castro and Senator Scott provided perspective on higher education priorities, how public research universities fit into the equation, and the path ahead in the next Congress.
- **Understanding the 2020 Election:** Just one week after a tumultuous election, this session explored how the race for the White House and Congress unfolded and the impact the results will have on the nation. Featuring prominent national journalists on presidential and congressional politics, this session provided a discussion on the results of the presidential and congressional elections.

WE'VE MOVED!
APLU's new address is:
1220 L Street NW,
Suite 1000
Washington, DC 20005



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