Dear Friends:

I am pleased to present you with the 2013 Annual Report for the Association of Public and Land-grant Universities.

Over the past year, APLU has undertaken a broad array of initiatives and projects aimed at strengthening public universities. We’ve helped our members navigate a complex, ever-changing scene in Washington while tackling some of the most complex issues confronting public higher education today.

APLU worked hard in 2013 to fight against and adjust sequestration for research and education programs, develop key relationships with lawmakers and administration officials to better advocate for public universities, launch the Student Achievement Measure that more completely tracks graduation rates, and address a wide range of other projects and activities for Project Degree Completion, math and science education, economic engagement, and many other initiatives. We also began to collaborate with our members to develop innovative methods to conduct personalized learning and identify the best ways to maximize the benefits and limit the downsides of distance education.

We know that 2014 presents ongoing challenges and new opportunities for public universities. APLU is positioned to help our institutions work together to grow even stronger. We have a lot of work ahead of us, including the upcoming reauthorization of the Higher Education Act, the formalization of President Obama’s college affordability and accountability initiatives, continued budget battles over research and education programs to close the innovation deficit, an ever complex online learning landscape, and much more. APLU is working to advance the interests of our universities in Washington while providing programming and forums for best practices that can be developed and shared across our institutions.

Our membership of public research universities continues to grow, in part, due to the expansion of our membership to Canada and Mexico. In 2013, the APLU Board of Directors approved the invitation of a select group of schools from those countries and we are pleased to have eight of them as members as of this writing. It is through the membership and engagement of all our institutions, as well as our supporters, that our association is stronger and more vibrant than ever before.

Sincerely,

M. Peter McPherson
President

Watch online for more information: www.aplu.org/2013AnnualReportVideos
APLU took a leading role in developing and rolling out the Student Achievement Measure (SAM) in 2013. The SAM website provides a much more complete way of measuring student progress and completion than the traditional graduation rate. The site launched in June and institutions began posting data in October. Additional institutions across all sectors of higher education continue to sign up to participate in SAM.

Nationally, more than one in five students who complete a degree do so at an institution other than the one where they started, and 15 percent of students had previously attended college in at least one other state, according to a recent study by the National Student Clearinghouse Research Center. Yet the typical method for calculating graduation rates, as stipulated by federal legislation, counts only those students who enroll full-time and then start and finish at their original college or university. SAM is a way to finally count part-time and transfer students.

Unlike the federal graduation rate that only counts full-time students who start and finish at their first institutions, SAM includes the outcomes of students who attend multiple institutions, as well as those who transfer-in and transfer-out. SAM also includes those students still enrolled and working toward a credential.

SAM is a joint initiative of APLU and the five other national higher education presidential associations: the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association of American Universities (AAU), and the National Association of Independent Colleges and Universities (NAICU).

FUTURE STEPS: Additional institutions continue to sign up and post their data on the site. APLU and other partners will continue to work to have SAM figures used in place of the current federal graduation rate when appropriate.

FUNDING: SAM received two foundation grants to fund the project: $474,000 from the Bill & Melinda Gates Foundation and $25,000 from the Carnegie Corporation of New York.

ON THE WEB: www.studentachievementmeasure.org

Watch online for more information: www.aplu.org/2013AnnualReportVideos
Voluntary System of Accountability (VSA) and College Portrait

The Voluntary System of Accountability, which began in 2007, expanded its learning outcomes options available to all users of its College Portrait—a website that provides basic, comparable information about public colleges and universities in a user-friendly format. New options include the faculty-driven AAC&U VALUE rubrics as well as the original three tests—CLA, ACT CAAP, and ETS Proficiency Profile. Participating institutions can now publish Success & Progress Rate charts and tables for additional, institutionally defined groups of students, such as veterans, first-generation students, or Pell grant recipients.

FUTURE STEPS: A newly designed College Portrait website will be released in mid-2014 to better display on mobile devices and to allow target audiences to find the information they are looking for faster and easier. Development is also underway on a new interactive and customizable tool (College Portrait At-a-Glance).

ON THE WEB:
www.voluntarysystem.org and www.collegeportraits.org

Urban Serving Universities (USU) Work in Higher Education

Meeting the Needs of a Changing Student Population

APLU and the Coalition of Urban Serving Universities announced the launch of a new initiative in partnership with the Bill & Melinda Gates Foundation. The project will support a cohort of public urban research universities to think through new business models that can increase access, improve success rates and find greater cost efficiencies and then use national association networks to scale promising practices.

Identifying Proven Strategies for Student Success

USU’s Student Performance Strand held a successful workshop at Florida International University to share and explore promising and proven practices to improve student success.

FUTURE STEPS: The Student Performance Strand is seeking foundation support to help broaden its work.

ON THE WEB:
www.usucoalition.org

Watch online for more information: www.aplu.org/2013AnnualReportVideos

From left to right: Charles Bantz, Chancellor, Indiana University-Purdue University Indianapolis; Susan Dentzer, Senior Health Policy Advisor, Robert Wood Johnson Foundation; Ronald M. Berkman, President, Cleveland State University; J. Nadine Gracia, Deputy Assistant Secretary for Minority Health, Director of the Office of Minority Health, U.S. Department of Health and Human Services; and M. Roy Wilson, President, Wayne State University speak on the panel “Health of a Nation: An Expanding Role for Universities,” at the 2013 APLU Annual Meeting.
As part of its ongoing effort to increase degree completion rates, APLU initiated the Most Visible Progress (MVP) National Degree Completion Awards. The new awards serve to further enhance APLU’s Project Degree Completion—a joint effort with the American Association of State Colleges and Universities (AASCU) to help achieve a national goal of having 60 percent of U.S. adults possess a degree by 2025.

Announced at the APLU Annual Meeting in November, Georgia State University, Florida International University and San Francisco State University were the inaugural winners, chosen from 21 APLU-member university applications. Georgia State University won the MVP Trailblazer Award for its exceptional progress with increasing retention toward or completion of a bachelor’s degree during the last three years. Florida International University and San Francisco State University both won the MVP Opportunity Award, recognizing exceptional progress with increasing retention toward or successful completion of a bachelor’s degree for historically underrepresented and underserved students during the last three years.

**FUTURE STEPS:** APLU will continue to promote these awards and provide recognition for the important work being done at member campuses on increasing degree attainment as we work toward our 2025 goal.

**FUTURE STEPS:**

Stakeholder Meeting for Degree Completion

APLU is planning to convene a “stakeholders meeting” in early spring 2014 to bring together organizations with initiatives, programs, and activities supporting degree attainment. APLU has been identifying organizations and foundations that are simultaneously working on increasing the number of Americans with a college degree. The goal of the meeting is to determine common interests, to locate gaps and to devise the best ways to support institutions and student success.

A report from the meeting will be sent to APLU members and the larger higher education community and stakeholders. This is a joint project of APLU and AASCU.

Watch online for more information: www.aplu.org/2013AnnualReportVideos
Institutional Consortium Project

APLU began work on designing an institutional consortium that will serve as a reliable source of information on personalized learning systems, an aggregator and organizer of demand, and a market-maker between users and producers/vendors. The goal is to help consortium members procure resources together to take advantage of a large scale.

APLU held an initial meeting with 45 institutional representatives at the end of May to discuss elements of the design. Twenty-four institutions have committed to joining a “Personalized Learning Consortium,” including 19 as sustaining members, with APLU serving as incubator for the activity. Institutions that have already signed up are recruiting others.

The Institutional Consortium Project is supported by a grant from the Bill & Melinda Gates Foundation.

FUTURE STEPS: APLU will leverage the initial members to recruit additional support and will target areas that could benefit from cooperative action.

ON THE WEB: www.aplu.org/InstitutionalConsortium

Watch online for more information: www.aplu.org/2013AnnualReportVideos

Federal Financial Aid Policy Reform

APLU is continuing discussions with the five other presidential higher education associations on its Reimagining Aid Design and Delivery paper. The white paper was part of the Bill & Melinda Gates Foundation solicitation for proposals that suggested ways to revamp federal student aid. Since originally offering the paper, APLU has refined the concepts and is cultivating interest in designing a “student readiness index” to allow fair comparisons among institutions serving similar student populations.

FUTURE STEPS: APLU continues to engage the Gates Foundation and others on the program’s next phase, specifically on student loan options and design.
Post-Collegiate Outcomes Project

APLU began a collaborative project with the American Association of Community Colleges (AACC) and American Association of State Colleges and Universities (AASCU) to develop a strategic framework to assemble and report post-collegiate outcomes, including employment.

APLU was awarded $51,500 as a sub-grantee from the Bill & Melinda Gates Foundation.

**FUTURE STEPS:** The outcomes framework and prospective measures will be created by committees of experts during 2014, with a final report and forum scheduled for December.

Minority Male STEM Initiative

In its second year, the Minority Male STEM Initiative is increasing collaboration between two-year and four-year institutions to improve recruitment and success of underrepresented minority males in science, technology, engineering and mathematics (STEM) disciplines.

**FUTURE STEPS:** MMSI will continue to develop strategies and programs that will strengthen the pipeline of underrepresented males entering and successfully completing STEM degree programs.

**FUNDING:** The initiative is supported by a $600,000 grant from the Kresge Foundation.

**ON THE WEB:** The APLU Office for Access and Success fact sheet Minority Male STEM Initiative was released in August 2013 and is available online at www.aplu.org/oasresearch.

Watch online for more information: www.aplu.org/2013AnnualReportVideos
SMTI-Mathematics Teacher Education Partnership (MTEP)

The Mathematics Teacher Education Partnership (MTEP) is part of APLU’s Science and Mathematics Teacher Imperative (SMTI). Using the Networked Improvement Community design by the Carnegie Foundation for the Advancement of Teaching, MTEP established priorities, including:

- active learning mathematics (first two years of undergraduate math);
- recruitment of secondary mathematics teachers;
- clinical experiences in teacher preparation; and
- assessments of learning modules.

In another project, SMTI brought together 50 STEM Education Centers that are working on undergraduate STEM education reform, teacher preparation, and outreach. The objective was to develop a STEM education center taxonomy, collect center profiles, and create a network of centers (http://serc.carleton.edu/StemEdCenters/index.html).

**FUTURE STEPS:**

- MTEP: A grant from the Helmsley Foundation will be used to bring active learning into undergraduate mathematics courses (moving SMTI further into undergraduate STEM instruction); and to incubate research groups in other priority areas as they define their work plans and seek further funding for implementation.

- STEM Ed Centers: explore how to develop a sustained community.

**FUNDING:**

- Received $100,000 planning/conference grant from Helmsley Charitable Trust
- Received $1 million grant from Helmsley Charitable Trust for implementation
- Received $75,000 from the Alfred P. Sloan Foundation

Watch online for more information: www.aplu.org/2013AnnualReportVideos
Building Interstate Reciprocity for Online Learning

APLU played a prominent role with a diverse group of higher education and state leaders, accreditors, and regulators, led by former U.S. Secretary of Education Richard Riley, to develop an interstate reciprocity system that will streamline regulations and allow universities and colleges to more easily offer online courses across the country.

The group released a report in April 2013 that laid out a plan to free higher education institutions from the maze of costly, inefficient, and inconsistent regulations and laws in different states that often make it difficult to offer online courses to students who reside outside an institution’s home state. The plan, which was specifically designed with input from state leaders in order to generate support for its implementation, also sets in place consumer protections to safeguard students.

With a single set of baseline standards and procedures to regulate distance education programs, the reciprocity system will ensure institutions can easily operate programs in multiple states as long as they meet the regulatory requirements of their home state. The home state regulation will include standards dealing with institutional quality, consumer protection, and institutional financial responsibility.

FUTURE STEPS: The Lumina Foundation has provided financial support for the National Council for State Authorization Reciprocity Agreements to carry out the Riley Report and secure the participation of states.

ON THE WEB: www.aplu.org/RileyReport

Expanded Public Access to the Results of Federal Research

APLU coordinated closely with the Association of Research Libraries (ARL) and AAU to develop a university response to the February 2013 Office of Science and Technology Policy directive on expanded access to federally funded research. Together, APLU and its partners developed the SHared Access Research Ecosystem (SHARE). SHARE is a joint initiative to collaboratively build a cross-institutional coordinated framework for the long-term management and preservation of—and expansion of access to—the results of academic research. The program would utilize institutional and other national repositories to host the articles and data.

FUTURE STEPS: SHARE has been formally submitted to federal agencies for consideration, and APLU and its partners continue to develop the project.

ON THE WEB: www.aplu.org/2013AnnualReport

Watch online for more information: www.aplu.org/2013AnnualReportVideos
Urban Serving Universities

USU intensified its focus on health with the official launch of Urban Universities for HEALTH (Health Equity through Alignment, Leadership and Transformation of the Health Workforce). A partnership effort of APLU/USU, the Association of American Medical Colleges (AAMC) and the National Institutes of Health, Urban Universities for HEALTH aims to enhance and expand a culturally sensitive, diverse, and prepared health workforce that improves health and reduces health disparities in urban communities. Participants from five demonstration sites (Cleveland State University/Northeast Ohio Medical University, University of Cincinnati, University of Missouri-Kansas City, University of New Mexico, and SUNY Downstate) met for the first time in March 2013. By the end of the year, each site had assessed community health workforce needs, identified desired outcomes, and engaged university leadership around health education and workforce efforts. The partnership will continue to evaluate and improve efforts to expand access to health care in underserved areas, advance educational opportunities in health careers, and increase the competence of graduates in the health professions.

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

**FUTURE STEPS:** In addition to the work on health, USU has signed a formal memorandum of understanding with the U.S. Conference of Mayors to structure partnership activities around urban issues. This MOU will have ramification for several projects.

Office of Access and Success

The Office for Access and Success (OAS) is dedicated to equity, access, and educational excellence for all Americans with a special focus on underserved students and minority-serving institutions. The office engages in a national agenda to improve readiness, access and outcomes for students and to help transform member institutions. OAS started the year by creating the APLU Hispanic-Serving Institutions (HSI) Task Force to address Latino student success among APLU universities. APLU worked on behalf of member universities on advocacy activities that included coordinating a memorandum of understanding between the U.S. Department of Agriculture, Environmental Protection Agency, and the Council of 1890 Universities to increase FY2014 funding, grants and contract opportunities for 1890
APLU also worked with USDA’s National Institute of Food and Agriculture (NIFA) and the Council of 1890 Universities for the USDA /1890 Universities task force meeting held in July and partnered with the White House Initiative on historically black colleges and universities (HBCUs) for a presentation to former and current HBCU presidents.

APLU also coordinated with the National Association for Equal Opportunity in Higher Education (NAFEO), Thurgood Marshall College Fund, and United Negro College Fund (UNCF) to address the Parent Plus Loan changes affecting HBCUs.

To provide outcome-based convenings, APLU and UNCF co-hosted the inaugural National HBCU Innovation Summit at Stanford University in fall 2013. The summit brought together HBCUs to learn and share national best practices for commercialization and technological entrepreneurship, and to engage HBCUs on building an innovation ecosystem. APLU received $25,000 in support of this initiative from the Alfred P. Sloan Foundation and the Lumina Foundation. Collectively, APLU has received more than $175,000 for access and success initiatives.

ON THE WEB: The following OAS reports can be found online at www.aplu.org/oasresearch

- Fact Sheet: “Impact of Parent Plus Loan Changes on Historically Black Colleges

FUTURE STEPS: In addition to continuing the work on innovation and entrepreneurship at HBCUs, OAS will increase its focus on research, advocacy, programs and initiatives that lead transformation and change at minority-serving and APLU Commission on Access, Diversity and Excellence (CADE) institutions to increase student access and success.

Watch online for more information: www.aplu.org/2013AnnualReportVideos
The Board on Agriculture Assembly, in concert with the Boards on Human Sciences, Natural Resources, and Veterinary Medicine, continued to focus on advocacy for incremental increases in research, teaching, and extension programs through revisions in the Farm Bill, which was signed into law in early 2014.

The Boards on Human Sciences; Natural Resources; and Oceans, Atmosphere, and Climate focused on strategic planning and priority setting.

The Policy Board of Directors of the Board on Agriculture Assembly created an ad hoc Working Group on water resources to prepare recommendations for short-term and long-term water strategies through 2025 and beyond. The working group will identify and prioritize water quality and quantity issues that the nation’s public research universities can address.

The Board on Human Sciences participated in meetings related to the development of an Academy of Family and Consumer Sciences that will enhance collaboration among organizations of common interests and goals. This initiative is led by the American Association of Family and Consumer Sciences.

The Board on Veterinary Medicine helped ensure that both the House and Senate versions of the Farm Bill contained the Veterinary Services Investment Act, which authorizes up to $10 million for programs that sustain veterinary services.

The Academic Programs Section of the Board on Agriculture Assembly moved forward with plans for a national summit in 2014 focused on the preparation of new and future faculty for their roles as teachers and mentors.

Cooperative Extension established a National Task Force on Health to identify educational priorities, strategies, and potential funding sources for Cooperative Extension. The Board on Human Sciences joined in this effort as a partner.

The Extension Committee on Organization and Policy (ECOP)—
Experiment Station Committee on Organization and Policy (ESCOP) partnership continues to lead the Pest Management Working Group, an effort involving nearly 40 stakeholders to consolidate multiple crop protection/pest management budget lines for USDA’s National Institute of Food and Agriculture (NIFA). This effort succeeded with a consolidated budget in pest management that appeared in the NIFA budget for Fiscal Year 2014.

ESCOP continued its work on the National Impact Reporting Project, which is an effort to record the effects of the National Multistate Research Fund projects.

The Northeast U.S. and Eastern Canada Initiative conducted a workshop fostering more partnerships and laying the foundation for a climate change knowledge network across the region.

**FUTURE STEPS:** The Board on Agriculture Assembly is about to complete a strategic plan that compiles strategies across its various sections.

As the centennial anniversary of the passage of the Smith-Lever Act (establishing Cooperative Extension) approaches, the Centennial Celebration Task Force will be involved in a host of activities including: social media outreach in 2014 (www.extension100years.net); a reception on Capitol Hill to highlight the next 100 years of Extension; and, a convocation and events to celebrate Extension’s past and future.

Watch online for more information: www.aplu.org/2013AnnualReportVideos

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**Innovation, Competitiveness and Economic Prosperity**

**Innovation and Economic Prosperity Universities Program**

The Commission on Innovation, Competitiveness, and Economic Prosperity established the Innovation and Economic Prosperity University designation and awards program. The State University of New York and University of Michigan were recipients of awards in the innovation category, Northern Illinois University won in the place category, and University of Cincinnati

Representatives of the 16 universities comprising the inaugural class of Innovation and Economic Prosperity Universities.
Each of the participating universities submitted an application to APLU to be designated as an Innovation & Economic Prosperity University. The case studies each institution developed as part of that application process are posted online at http://universityimpact.wordpress.com. The case studies were especially central to universities’ demonstration of their best practices and were critical in determining award finalists.

**FUTURE STEPS:** CICEP will continue to promote economic engagement efforts, including how universities work with public and private sector partners in their states and regions to support economic development through a variety of activities—innovation and entrepreneurship, technology transfer, talent and workforce development, and community development.

**Additional Accomplishments**
- CICEP completed development of the CICEP New Metrics—Twenty measures of university contributions to the economy, and began dissemination (www.aplu.org/CICEPNewMetrics).
- The commission worked with the Association of American Universities (AAU) and the U.S. Department of Commerce’s Bureau of Economic Analysis (BEA) on a workshop called “University Economic Impact: Input-Output Analysis and Other Ways to Tell Your Story.” The workshop welcomed a sold-out audience of nearly 100 university government affairs, strategic communications, and economic development and innovation professionals.

**Watch online for more information:** www.aplu.org/2013AnnualReportVideos

### Engagement & Outreach

APLU’s Council on Engagement and Outreach (CEO) is focused on informing community engagement and outreach perspectives of provosts and presidents at member institutions.

The council built and updated a Regional Engagement Toolkit focusing on four aspects of engagement (www.engagementtoolkit.org):

1. Define—the university’s interests and the community’s interests
2. Align—the university’s resources and goals with the community’s resources and goals
3. Connect—in a synergistic way
4. Plan—develop goals and address challenges

CEO continues to cosponsor the week-long *Engagement Academy* [www.cpe.vt.edu/engagementacademy](http://www.cpe.vt.edu/engagementacademy/)

The C. Peter Magrath University Community Engagement Award, made possible by a grant from the W.K. Kellogg Foundation, recognizes public universities that have redesigned their learning, discovery, and engagement functions to become productively involved with their communities. The Ohio State University’s Young Scholars Program was the 2013 recipient of the award for the creation of a...
comprehensive pre-collegiate and collegiate program to enhance academic, personal, and career development skills of students from low-income families.


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**Energy**

**Energy 101**

APLU completed development of a model course on energy policy known as Energy 101. Funded by the U.S. Department of Energy, APLU created a model framework, webinar, modules, survey results, and posted results from test courses on the APLU website.

**Additional Accomplishments**

- APLU cosponsored an Energy Extension Conference at Colorado State University, following the Ohio State University Morrill Act celebration last year.
- The National Minerals Partnership finished its concept paper, “A National Mining Research and Education Initiative” and provided it to the Senate for consideration as a possible amendment to a bill on allocation of royalties from offshore and onshore energy and mining leases.
- APLU and the American Society of Mechanical Engineers hosted a webinar in September titled *Federal Update: Manufacturing Initiatives*, which featured the top executives working on manufacturing from the U.S. Departments of Commerce, Defense, and Energy, as well as the National Science Foundation to about 100 sites in addition to the live audience in Washington, DC of about 70.

**FUTURE STEPS:** APLU is working with the Department of Energy and their State Energy Advisory Board on the implementation of the DOE/USDA memorandum of understanding on energy extension.

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**International Programs**

APLU’s Office of International Programs works to create a seamless integration of international dimensions into the teaching, research and outreach missions of our institutions and supports the production of globally competent students, internationally engaged faculty and institutions that address the world’s challenges.

International Programs produced a commissioned and funded report for USAID, titled “African Higher Education: Opportunities for Transformative Change for Sustainable Development,” the first major report of APLU’s Knowledge Center on Higher Education for African Development. The strategic document examines the major challenges facing African higher education and provides recommendations for future investment by USAID.

The Knowledge Center on Higher Education for African Development also launched a Knowledge Network among implementers of USAID’s long-term training programs to contribute toward the development of a much-needed community of practice in the area of long-term training and institutional strengthening. This effort involved conducting four webinars to share best practices and establishing an online platform to

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collect and disseminate useful tools and information.

The International Advocacy Coordinating Committee (IACC), which is a policy advocacy subgroup of APLU’s Commission on International Initiatives (CII) was able to maintain budget support for the Collaborative Innovation Labs (formerly CRSPs), led a successful advocacy effort on immigration reform resulting in positive changes to the Senate comprehensive immigration bill (see pages 17–18), and secured supportive language for the Africa-U.S. Higher Education Initiative Partnerships in the bills and corresponding committee reports that fund USAID.

IACC’s partnership with NAFSA on study abroad led to favorable language in a Senate committee report that instructs the Department of Education to work with higher education stakeholders in enhancing study abroad opportunities.

The Office of International Programs also supported the Board for International Food and Agricultural Development (BIFAD) in its successful year. BIFAD is a presidentially appointed advisory board to USAID, and APLU has the contract to support the activities of that board.

**FUTURE STEPS**

- Build on the success of the IACC by continuing to work with Congress in support of the international legislative priorities of APLU universities. Secure favorable provisions in immigration legislation that may move in the House.
- Provide appropriate support to BIFAD to complete its study of human and institutional capacity development to be presented to USAID Administrator and other studies as commissioned by BIFAD.
- Develop a strategy to provide our membership with support to significantly increase the numbers of students studying abroad.
- Explore the challenges faced by our members in the area of international research, hosting a joint meeting between the CII and APLU’s Council on Research Policy and Graduate Education.
- Continue advocacy for the role of higher education and U.S. universities in development.
- Focus on improving implementation of human and institutional capacity development among practitioners and donors.

Watch online for more information: www.aplu.org/2013AnnualReportVideos
Congressional Activities

Funding Levels

As across the board cuts to discretionary spending in the federal budget worsened in 2013, largely due to sequestration, APLU focused much of its advocacy and public affairs efforts on fighting to restore funding for critical research performed at public universities. Working closely with its members as well as other research university organizations, including AAU and The Science Coalition, and issue coalitions such as United for Medical Research and the Task Force on American Innovation, APLU conducted a broad set of activities to make lawmakers aware of the impact those cuts are having on universities, the role those institutions play in short and long-term economic growth and deficit reduction, and the need for renewed support.

A centerpiece of this effort was the launching of the campaign to close the innovation deficit—the gap between needed and actual federal investments in research and higher education—particularly when compared to the rapidly rising funding levels in nations such as China, India, and Singapore.

What began as an open letter from more than 200 presidents and chancellors of APLU and AAU institutions to all House and Senate members and President Obama, quickly developed into a national effort carried forward on the ground by those universities. From meetings with lawmakers in DC to op-eds, social media outreach and more, research universities united in a coordinated fashion to help raise awareness about the very real economic impact sequestration is having and the need for Congress to reverse course. This effort soon grew to include an array of business groups conducting their own advocacy efforts to lawmakers about the need to close the innovation deficit. Armed with institution-specific data as well as national figures collected through a survey APLU led with its partners, universities made compelling cases on the economic need for strong federal support of basic research and higher education in general.

In December, that hard work began to pay off as House and Senate budget leaders negotiated a compromise that repealed part of the sequester for 2014 and 2015.

ON THE WEB:
www.innovationdeficit.org

LETTERS:
www.aplu.org/2013AnnualReport

Other Key Actions

- With rates for new federal student loans set to double from 3.4 percent to 6.8 percent on July 1, APLU lobbied Capitol Hill to find a solution that would keep rates as low as possible, but also find a way for the program to pay for itself to avoid having to go through the annual crisis of finding a way to avoid rate hikes. Congressional Republicans, Democrats, and the White House all had different plans. APLU helped lead the effort to push for a compromise of tying rates to 10-year Treasury bonds with some variation. The ultimate deal, which spared students from doubling rates, followed the approach APLU had urged.

- APLU worked closely with Senate leaders to craft language in the immigration reform bill that would help universities attract and retain high-quality...
international students and researchers. By developing key relationships on Capitol Hill while mobilizing university presidents and chancellors to reach out to their lawmakers, APLU helped ensure the final bill passed in the Senate included provisions beneficial to public universities. In particular, the bill includes a reduction in visa fees and the removal of provisions that would have made it difficult for institutions to utilize the H-1B program. The House has been slow to move on immigration reform and APLU will continue pressing the case with lawmakers in that chamber in 2014.

- Congress began the early stages of developing the reauthorization of the Higher Education Act (HEA) and APLU was right up front providing key input to the relevant committees before they begin to draft the actual bill. APLU submitted a 14-page proposal for HEA reauthorization to the House committee and submitted comments to the Senate committee in advance of its first hearing on reauthorization.

- As House and Senate science committees began to consider the reauthorization of the America COMPETES Act, APLU worked with our science advocacy partners to outline and communicate to Congress a set of principles by which we can benchmark legislative proposals. The original COMPETES bill authorized funding for the National Science Foundation, the Department of Energy Office of Science, the Advanced Research Projects Agency-Energy, and the National Institute of Standards and Technology. The science community principles outline the importance of advancing the goals of the National Academies’ “Rising Above the Gathering Storm” report, upon which the prior COMPETES bills were based. In sum, this includes ensuring steady and sustained real growth in funding for research agencies; a strong foundation of basic research across all scientific disciplines; growing and improving our STEM literacy and talent base; and maintaining a competitive scientific review process.

- Some additional advocacy efforts on science and research issues in 2013 included making the case for federal support for social, behavioral and economics research and countering congressional attacks on such research; helping to craft legislation for advanced manufacturing research initiatives, which incorporated university involvement; and working with the Council on Governmental Relations and AAU on outlining some examples of institutional regulatory burden for consideration by the National Science Board Task Force on “Reducing Investigator’s Administrative Workload for Federally Funded Research.” APLU was also a key planning partner of the second annual Golden Goose Award to recognize scientists and engineers whose federally funded research has had significant human and economic benefits.

**FUTURE STEPS:** APLU will continue to engage Congress and the Obama administration on HEA reauthorization, budget matters, COMPETES, immigration and all other key federal policy issues.

**ON THE WEB:** “COMPETES Act set of principles” can be found at www.aplu.org/2013AnnualReport and the Golden Goose Awards can be found at www.goldengooseaward.org

Watch online for more information: www.aplu.org/2013AnnualReportVideos
APLU’s revenue for 2013 included $5.6 million in dues, nearly $540,000 in assessments and grants, and contracts of just over $2.7 million. An additional $5.3 million in assessments were collected for the activities coordinated by the Board on Agriculture Assembly.*

Watch online for more information: www.aplu.org/2013AnnualReportVideos

### Finances/Operations

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<th>Funder</th>
<th>Project</th>
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<tr>
<td>100Kin10 (Carnegie Corporation of New York)</td>
<td>Science and Mathematics Teacher Imperative</td>
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<td>Alfred P. Sloan Foundation</td>
<td>STEM Education Center Project</td>
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<td>Alfred P. Sloan Foundation</td>
<td>HBCU Innovation Summit</td>
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<td>Urban Universities for Health</td>
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<td>Bill &amp; Melinda Gates Foundation</td>
<td>Institutional Consortium for Adopting Personalized Learning</td>
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<td>Bill &amp; Melinda Gates Foundation</td>
<td>Reimagining Aid Design and Delivery</td>
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<td>Bill &amp; Melinda Gates Foundation</td>
<td>Student Achievement Measure</td>
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<tr>
<td>Carnegie Corporation of New York</td>
<td>Student Achievement Measure</td>
</tr>
<tr>
<td>CIMMYT-International Maize and Wheat Improvement Center</td>
<td>Borlaug Higher Educational Research and Development Program</td>
</tr>
<tr>
<td>Educational Testing Service (ETS)</td>
<td>Council on 1890 Universities</td>
</tr>
<tr>
<td>Higher Education for Development</td>
<td>Africa-U.S. Higher Education Initiative Partnerships</td>
</tr>
<tr>
<td>Kresge Foundation</td>
<td>Minority Male STEM Initiative</td>
</tr>
<tr>
<td>Lumina Foundation for Education</td>
<td>HBCU Innovation Summit</td>
</tr>
<tr>
<td>Lumina Foundation for Education</td>
<td>CADE Summer Meeting</td>
</tr>
<tr>
<td>Lumina Foundation for Education</td>
<td>Project Degree Completion Stakeholder’s Meeting</td>
</tr>
<tr>
<td>Microsoft Corporation</td>
<td>MVP Awards</td>
</tr>
<tr>
<td>National Institute on Minority Health and Health Disparities</td>
<td>Urban Universities for Health</td>
</tr>
<tr>
<td>National Institute of Standards and Technology</td>
<td>Economic Impact Metrics</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>Mathematics Teacher Education Partnership</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>Economic Impact Metrics</td>
</tr>
<tr>
<td>Oak Ridge Associated Universities</td>
<td>Energy 101 Curriculum</td>
</tr>
<tr>
<td>Siemens Foundation</td>
<td>MVP Awards</td>
</tr>
<tr>
<td>The Lemelson Foundation</td>
<td>HBCU Innovation and Entrepreneurship Symposium</td>
</tr>
<tr>
<td>The Leona M. and Harry B. Helmsley Charitable Trust</td>
<td>Mathematics Teacher Education Partnership</td>
</tr>
<tr>
<td>U.S. Agency for International Development</td>
<td>Knowledge Center on Higher Education for African Development</td>
</tr>
<tr>
<td>U.S. Agency for International Development</td>
<td>Board for International Food and Agricultural Development</td>
</tr>
<tr>
<td>U.S. Department of Commerce</td>
<td>Economic Impact Metrics</td>
</tr>
</tbody>
</table>

* The revenues reported on this page are unaudited and reflect accounts as of December 31, 2013
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University of California
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University of Hawai‘i System
University of Illinois System
University of Massachusetts System
University of Michigan System
University of Nebraska System
University of North Carolina System
University of Wisconsin System
University System of Georgia
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Queens University
University of Alberta
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University of Manitoba
University of Saskatchewan
University of Western Ontario

Mexico
Universidad Nacional Autónoma de México

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

Alaska
University of Alaska Fairbanks

American Samoa
American Samoa Community College

Arizona
Arizona State University
Northern Arizona University
University of Arizona

Arkansas
Arkansas State University
University of Arkansas, Fayetteville
University of Arkansas at Pine Bluff

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

Colorado
Colorado School of Mines
Colorado State University
University of Colorado Denver/Anschutz Medical Campus

Connecticut
University of Connecticut

Delaware
Delaware State University
University of Delaware

District of Columbia
University of the District of Columbia

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

Georgia
Fort Valley State University
Georgia Institute of Technology
Georgia Southern University
Georgia State University
The University of Georgia

Guam
University of Guam

Hawaii
University of Hawai‘i at Mānoa

Idaho
Boise State University
Idaho State University
University of Idaho

Illinois
Illinois State University
Northern Illinois University
Southern Illinois University at Carbondale
University of Illinois at Chicago
University of Illinois at Urbana-Champaign

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

Iowa
Iowa State University
The University of Iowa

Kansas
Kansas State University
University of Kansas
Wichita State University

Kentucky
Kentucky State University
University of Kentucky
University of Louisville

Louisiana
Louisiana State University and Agricultural & Mechanical College
Louisiana Tech University
Southern University and A&M College, Baton Rouge
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Maine
The University of Maine

Maryland
Morgan State University
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University of Maryland, College Park
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3 Hispanic-Serving Institution
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Massachusetts Institute of Technology
University of Massachusetts Amherst
University of Massachusetts Boston
University of Massachusetts Lowell

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Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

MINNESOTA
University of Minnesota
University of Minnesota Duluth

MISSISSIPPI
Alcorn State University
Jackson State University
Mississippi State University
The University of Mississippi
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MISSOURI
Lincoln University
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University of Missouri-Columbia
University of Missouri-Kansas City
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MONTANA
Montana State University

NEBRASKA
University of Nebraska-Lincoln

NEVADA
University of Nevada, Las Vegas
University of Nevada, Reno

NEW HAMPSHIRE
University of New Hampshire

NEW JERSEY
Montclair State University
New Jersey Institute of Technology
Rutgers, The State University of New Jersey

NEW MEXICO
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NEW YORK
Binghamton University, SUNY
Cornell University
Stony Brook University, SUNY
The City College of New York, CUNY
University at Albany, SUNY
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NORTH CAROLINA
East Carolina University
North Carolina A&T State University
North Carolina State University
The University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington

NORTH DAKOTA
North Dakota State University
The University of North Dakota

OHIO
Bowling Green State University
Central State University
Cleveland State University
Kent State University
Miami University
Ohio University
The Ohio State University
The University of Akron
The University of Toledo
University of Cincinnati
Wright State University

OKLAHOMA
Langston University
Oklahoma State University
University of Oklahoma

OREGON
Oregon State University
Portland State University
University of Oregon

PENNSYLVANIA
The Pennsylvania State University
Temple University
University of Pittsburgh

PUERTO RICO
University of Puerto Rico Mayaguez

RHODE ISLAND
The University of Rhode Island

SOUTH CAROLINA
Clemson University
South Carolina State University
University of South Carolina

SOUTH DAKOTA
South Dakota School of Mines and Technology
South Dakota State University
University of South Dakota

TENNESSEE
Middle Tennessee State University
Tennessee State University
The University of Memphis
The University of Tennessee, Knoxville

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Prairie View A&M University
Texas A&M University
Texas State University
Texas Tech University
University of Houston
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
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VERMONT
The University of Vermont

VIRGIN ISLANDS
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VIRGINIA
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George Mason University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University (Virginia Tech)
Virginia State University

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University of Washington

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