

# APLU

## *annual report* 2013





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](http://www.aplu.org/2013AnnualReportVideos)

*Facing page, top: Randy Woodson, Chancellor, North Carolina State University and 2014 Chair, APLU Board of Directors, and Sally Mason, President, The University of Iowa, 2014 Immediate Past Chair, APLU Board of Directors. Bottom, from left: Mitch Daniels, President, Purdue University; Wallace Loh, President, University of Maryland; and Nancy Zimpher, Chancellor, State University of New York address the opening session at the 2013 APLU Annual Meeting.*

COVER PHOTOS COURTESY OF GEORGIA STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA, DAVIS



# Higher Education *Change and Accountability*

## Student Achievement Measure (SAM)

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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 (AACCC), 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](http://www.studentachievementmeasure.org)

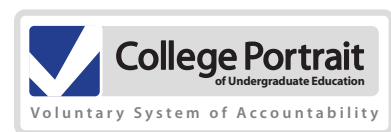
 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## 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](http://www.voluntarysystem.org) and  
[www.collegeportraits.org](http://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](http://www.usucoalition.org)

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://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.*



The 2013 MVP Project Degree Completion Trailblazer Award winner was Georgia State University. Pictured from left to right: John Michael Lee, Jr., Vice President, Office of Access and Success, APLU; Allison Calhoun-Brown, Assistant Vice Provost, Georgia State University; Laura Voisinet, Georgia State University Ambassador; Tim Renick, Vice Provost, Georgia State University; Mark Becker, President, Georgia State University; Risa Palm, Provost, Georgia State University; Lynda Brown-Wright, Associate Provost, Georgia State University; and Peter McPherson, President, APLU.

## Most Visible Progress National Degree Completion Awards: A Project Degree Completion Initiative

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](http://www.aplu.org/2013AnnualReportVideos)

## Institutional Consortium Project

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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 representa-

tives 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](http://www.aplu.org/InstitutionalConsortium)

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## Federal Financial Aid Policy Reform

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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.



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## Post-Collegiate Outcomes Project

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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.

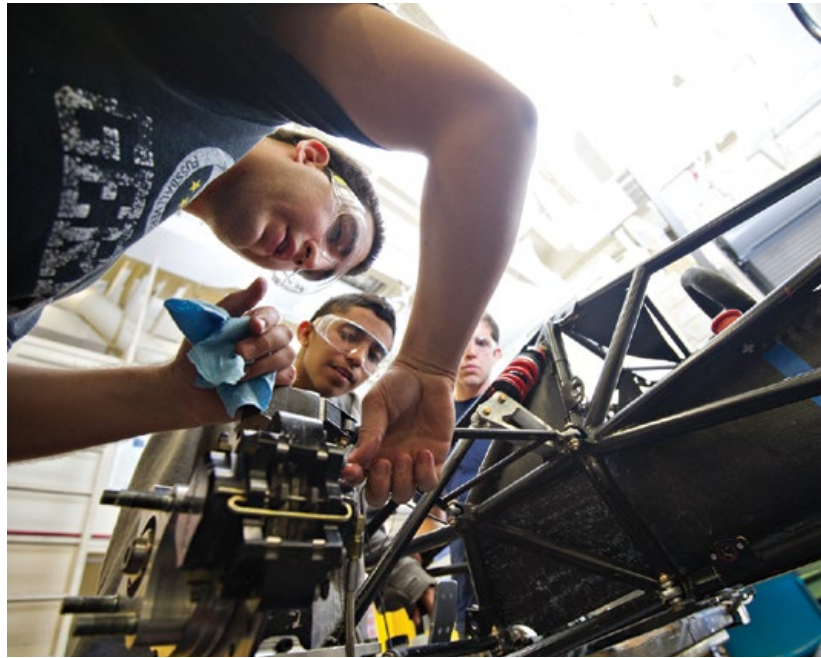


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## Minority Male STEM Initiative

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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.

Potential areas of future explorations include: continuing efforts to improve the STEM pipeline between community colleges and four-year institutions; strengthening the STEM graduate degree pipeline of minority males and the K-12 to college STEM pipeline for minority males.

**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](http://www.aplu.org/oasresearch).

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## SMTI-Mathematics Teacher Education Partnership (MTEP)

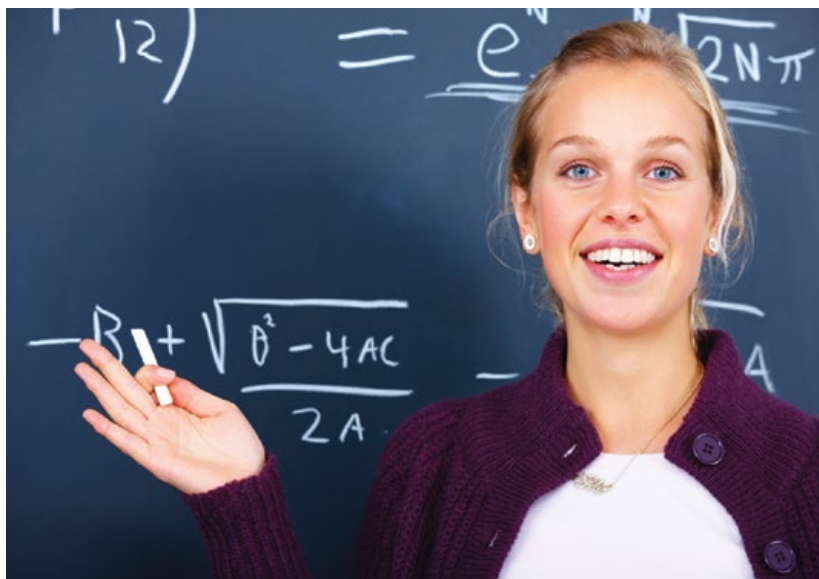
The Mathematics Teacher Education Partnership (MTEP) is part of APLU's Science and Mathematics Teacher Imperative (SMTI). Using the Networked Improvement Community design by the Carnegie Foundation for the Advancement of Teaching, MTEP established priorities, including:

- 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](http://www.aplu.org/2013AnnualReportVideos)

## Building Interstate Reciprocity for Online Learning

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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](http://www.aplu.org/RileyReport)

## Expanded Public Access to the Results of Federal Research

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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](http://www.aplu.org/2013AnnualReport)

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# Initiatives & Projects

## Urban Serving Universities


USU intensified its focus on health with the official launch of Urban Universities for HEALTH (**H**ealth **E**quity through **A**lignment, **L**eadership and **T**ransformation of the **H**ealth 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>



**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.

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## 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 uni-

versities 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



institutions. 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](http://www.aplu.org/oasresearch)

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

and Universities" released August 2013.

- Policy Brief and Executive Summary—"Land-Grant But Unequal: State One-To-One Match Funding for 1890 Land-Grant Universities" released August 2013.
- Discussion paper titled "Repositioning HBCUs for the Future" that was released at the 2013 APLU Annual Meeting.
- Brief titled "APLU: Committed to Latino Student Success & Supporting Hispanic-Serving Institutions" released August 2013.

**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](http://www.aplu.org/2013AnnualReportVideos)



PHOTO COURTESY OF ALCORN STATE UNIVERSITY



PHOTO COURTESY OF EDWIN H REMSBERG, UNIVERSITY OF MARYLAND COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

## Office of Food, Agriculture and Natural Resources

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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](http://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.

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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.*





won the top honor in the overall category.

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](http://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](http://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](http://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/)



*Magrath Award program leader Mortimer Neufville (left) and APLU President Peter McPherson (right) with winners from The Ohio State University.*

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.

**FUTURE STEPS:** Began operationalizing the recommendations in

*The Centrality of Engagement*; a paper written by CEO members and published in the Journal of Higher Education Outreach and Engagement. Link: <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/861>

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

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## Energy

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### *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.

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)

## International Programs

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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

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](http://www.aplu.org/2013AnnualReportVideos)



**AFRICAN HIGHER EDUCATION:**  
OPPORTUNITIES FOR TRANSFORMATIVE CHANGE FOR SUSTAINABLE DEVELOPMENT



February 2014  
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# Advocacy & Public Affairs

## Congressional Activities

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### *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](http://www.innovationdeficit.org)

### **LETTERS:**

[www.aplu.org/2013AnnualReport](http://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/2013Annual-Report](http://www.aplu.org/2013Annual-Report) and the Golden Goose Awards can be found at [www.goldengooseaward.org](http://www.goldengooseaward.org)

 Watch online for more information: [www.aplu.org/2013AnnualReportVideos](http://www.aplu.org/2013AnnualReportVideos)








# Finances/Operations

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](http://www.aplu.org/2013AnnualReportVideos)

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

\* The revenues reported on this page are unaudited and reflect accounts as of December 31, 2013

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**Sara King**, Executive Assistant

**KeiWana Beckett**, Administrative/Meetings Assistant

**KeiAnna Beckett**, Administrative Assistant/Accounts Payable Clerk

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**Teri Lyn Hinds**, Director of Research Policy Analysis, and Associate Director, Voluntary System of Accountability

**Nathalie Argueta**, Project Coordinator, Voluntary System of Accountability

**Ann H. Becks**, Council on Student Affairs Liaison

**Joyce Hampton Williams**, Program Assistant

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**James K. Woodell**, Assistant Vice President, Innovation & Technology Policy

**Craig Lindwarm**, Associate Director, International Issues, Congressional & Governmental Affairs

**Ayoko Vias**, Staff Associate

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**Suzette Robinson**, Program Assistant

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**Paula Villegas Morera**, Staff Associate, International Programs

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

**Joyce Hampton Williams**, Program Assistant

**Katherine Hazelrigg**, Program Assistant, Science & Mathematics Teacher Imperative, and Communications Coordinator, Mathematics Teacher Education Partnership

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**Rebecca Villareal**, Project Manager

**Adrienne Thomas**, Administrative Assistant

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Oklahoma State Regents for Higher Education  
Oregon University System  
Southern Illinois University System  
Southern University System  
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  
The University of Texas System  
University of Alabama System  
University of Alaska System  
University of Arkansas System  
University of California<sup>1</sup>  
University of Colorado System  
University of Hawai'i System  
University of Illinois System  
University of Massachusetts System  
University of Missouri System  
University of Nebraska System  
University of North Carolina System  
University of Wisconsin System  
University System of Georgia  
University System of Maryland

## Member Universities by Jurisdiction

### CANADA

Queens University  
University of Alberta  
University of Calgary  
University of Guelph  
University of Manitoba  
University of Saskatchewan  
University of Western Ontario

### MEXICO

Universidad Nacional Autónoma de México

### UNITED STATES

#### ALABAMA

Alabama A&M University<sup>1,2</sup>  
Auburn University<sup>1</sup>  
Tuskegee University<sup>1,2</sup>  
The University of Alabama  
The University of Alabama at Birmingham  
The University of Alabama in Huntsville  
University of South Alabama

#### ALASKA

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

#### AMERICAN SAMOA

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

#### ARIZONA

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

#### ARKANSAS

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

#### CALIFORNIA

California Polytechnic State University, San Luis Obispo  
California State University, Fresno<sup>3</sup>  
California State University, Fullerton<sup>3</sup>  
California State University, Northridge  
California State University, Sacramento  
San Diego State University  
San Francisco State University  
University of California, Berkeley  
University of California, Davis  
University of California, Irvine  
University of California, Los Angeles  
University of California, Merced  
University of California, Riverside<sup>3</sup>  
University of California, San Diego  
University of California, Santa Barbara  
University of California, Santa Cruz

#### COLORADO

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

#### CONNECTICUT

University of Connecticut<sup>1</sup>

#### DELAWARE

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

#### DISTRICT OF COLUMBIA

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

#### FLORIDA

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

#### GEORGIA

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

#### GUAM

University of Guam<sup>1</sup>

#### HAWAII<sup>1</sup>

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

#### IDAHO

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

#### ILLINOIS

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

#### INDIANA

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

#### IOWA

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

#### KANSAS

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

#### KENTUCKY

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

#### LOUISIANA

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

#### MAINE

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

#### MARYLAND

Morgan State University<sup>2</sup>  
United States Naval Academy  
University of Maryland, Baltimore County  
University of Maryland, College Park<sup>1</sup>  
University of Maryland Eastern Shore<sup>1,2</sup>  
University of Maryland University College

1 Land-grant institution as designated by the state legislature

2 Historically Black College or University

3 Hispanic-Serving Institution

## MASSACHUSETTS

Massachusetts Institute of Technology<sup>1</sup>  
University of Massachusetts Amherst<sup>1</sup>  
University of Massachusetts Boston  
University of Massachusetts Lowell

## MICHIGAN

Michigan State University<sup>1</sup>  
Michigan Technological University  
Oakland University  
University of Michigan  
Wayne State University  
Western Michigan University

## MINNESOTA

University of Minnesota<sup>1</sup>  
University of Minnesota Duluth

## MISSISSIPPI

Alcorn State University<sup>1,2</sup>  
Jackson State University<sup>2</sup>  
Mississippi State University<sup>1</sup>  
The University of Mississippi  
The University of Southern Mississippi

## MISSOURI

Lincoln University<sup>1,2</sup>  
Missouri University of Science and  
Technology  
University of Missouri-Columbia<sup>1</sup>  
University of Missouri-Kansas City  
University of Missouri-St. Louis

## MONTANA

Montana State University<sup>1</sup>  
The University of Montana

## NEBRASKA

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

## NEVADA

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

## NEW HAMPSHIRE

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

## NEW JERSEY

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

## NEW MEXICO

New Mexico Institute of Mining and  
Technology  
New Mexico State University<sup>1,3</sup>  
The University of New Mexico<sup>3</sup>

## NEW YORK

Binghamton University, SUNY  
Cornell University<sup>1</sup>  
Stony Brook University, SUNY  
The City College of New York, CUNY<sup>3</sup>  
University at Albany, SUNY  
University at Buffalo, SUNY

## NORTH CAROLINA

East Carolina University  
North Carolina A&T State  
University<sup>1,2</sup>  
North Carolina State University<sup>1</sup>  
The University of North Carolina  
at Chapel Hill  
University of North Carolina  
at Charlotte  
University of North Carolina  
at Greensboro  
University of North Carolina  
at Wilmington

## NORTH DAKOTA

North Dakota State University<sup>1</sup>  
The University of North Dakota

## OHIO

Bowling Green State University  
Central State University<sup>1,2</sup>  
Cleveland State University  
Kent State University  
Miami University  
Ohio University  
The Ohio State University<sup>1</sup>  
The University of Akron  
The University of Toledo  
University of Cincinnati  
Wright State University

## OKLAHOMA

Langston University<sup>1,2</sup>  
Oklahoma State University<sup>1</sup>  
University of Oklahoma

## OREGON

Oregon State University<sup>1</sup>  
Portland State University  
University of Oregon

## PENNSYLVANIA

The Pennsylvania State University<sup>1</sup>  
Temple University  
University of Pittsburgh

## PUERTO RICO

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

## RHODE ISLAND

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

## SOUTH CAROLINA

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

## SOUTH DAKOTA

South Dakota School of Mines and  
Technology  
South Dakota State University<sup>1</sup>  
University of South Dakota

## TENNESSEE

Middle Tennessee State University  
Tennessee State University<sup>1,2</sup>  
The University of Memphis  
The University of Tennessee, Knoxville<sup>1</sup>

## TEXAS

Prairie View A&M University<sup>1,2</sup>  
Texas A&M University<sup>1</sup>  
Texas State University  
Texas Tech University  
University of Houston  
University of North Texas  
University of Texas at Arlington  
University of Texas at Dallas  
University of Texas at El Paso<sup>3</sup>  
The University of Texas at San Antonio<sup>3</sup>

## UTAH

The University of Utah  
Utah State University<sup>1</sup>

## VERMONT

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

## VIRGIN ISLANDS

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

## VIRGINIA

The College of William & Mary  
George Mason University  
University of Virginia  
Virginia Commonwealth University  
Virginia Polytechnic Institute & State  
University (Virginia Tech)<sup>1</sup>  
Virginia State University<sup>1,2</sup>

## WASHINGTON

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

## WEST VIRGINIA

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

## WISCONSIN

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

## WYOMING

University of Wyoming<sup>1</sup>

## *Related Higher Education Organizations*

American Indian Higher Education  
Consortium<sup>1</sup>  
Connecticut Agricultural Experiment  
Station<sup>1</sup>  
Institute for Shipboard Education/  
Semester at Sea  
The College Board  
University of Wisconsin-Extension

## **The Association of Public and Land-grant Universities**

(APLU) is a research, policy, and advocacy organization representing 231 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America's oldest higher education association with U.S. members in all 50 states and the District of Columbia as well as members in four U.S. territories, Canada, and Mexico. Annually, member campuses enroll 4.4 million undergraduates and 1.3 million graduate students, award 1.1 million degrees, employ 1.3 million faculty and staff, and conduct \$41 billion in university-based research.





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