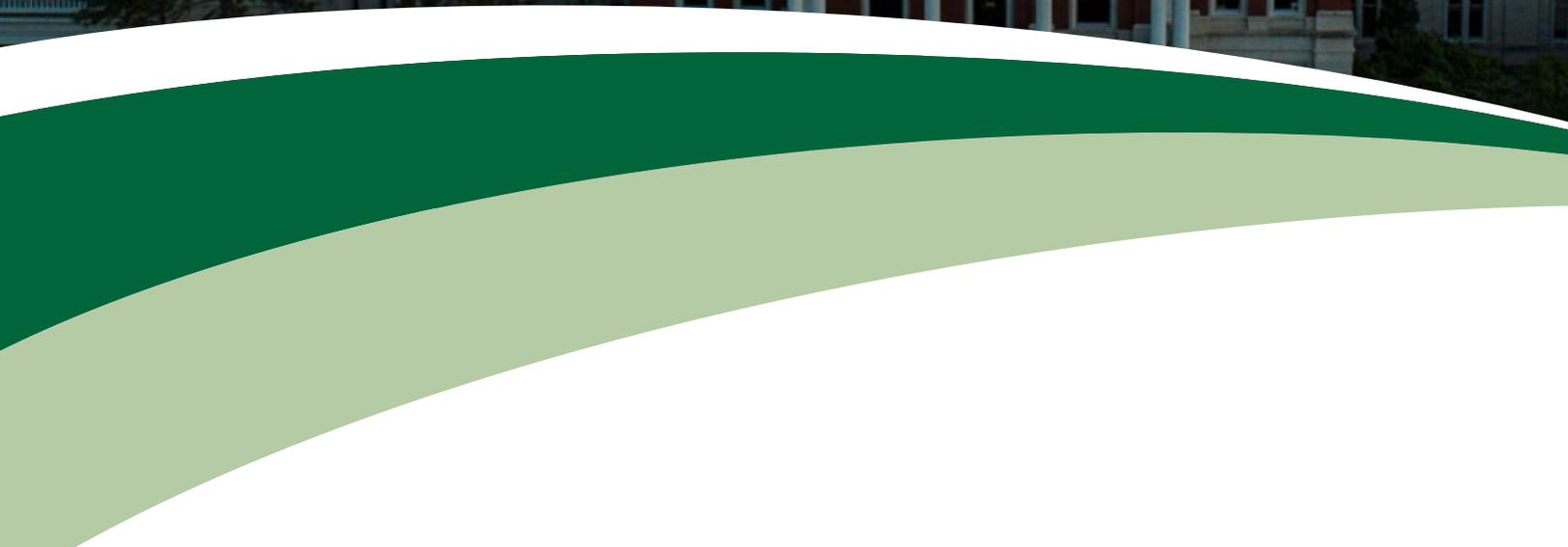




2021 APLU

ANNUAL REPORT



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Let's go.

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From the President

Dear Friends,

I am pleased to present the Association of Public and Land-grant Universities' 2021 Annual Report.

The past year has been filled with both exceptional challenges as well as unique opportunities for the public university community. Through its robust government affairs and advocacy work, programmatic activities, and an unprecedented number of virtual convenings, APLU worked with universities to drive equitable student success; foster research and innovation to meet societal needs, and deepen community, economic, and international engagement to benefit all.

This year was extraordinarily busy in Washington. APLU played a critical role in securing congressional support for tens of billions in pandemic relief funds for students, universities, and research agencies in the American Rescue Plan passed in March. APLU has also worked extensively on Build Back Better, including a substantial increase in the Pell grant, a federal program to support degree completion initiatives, and support for scientific research. APLU played a major leadership role in improving the United States Innovation and Competition Act prior to Senate passage and continues to work to advance competitiveness legislation.

APLU also worked hard to advance student success in 2021. The association's Powered by Publics initiative is convening 125 member universities in "transformation clusters" tackling shared student success challenges and sharing lessons from this critical work. The APLU co-led Aspire Alliance, which is working to cultivate a more

diverse and inclusive faculty to attract greater numbers of underrepresented students into STEM fields and enhance their success, engaged more than 1,300 individuals in professional development while producing a flurry of new resources for advancing diversity and equity on campus.

APLU advanced a number of critical research efforts in 2021, too. APLU's Councils on Research and Strategic Communications collaborated closely on the association's Public Impact Research initiative to encourage universities to address societal needs and more effectively communicate about this work. Additionally, the association advanced work with HBCU leaders to develop a strategy for improving innovation and entrepreneurship among HBCUs. What's more, APLU released new research outlining steps universities can take to strengthen research collaboration with the private sector.

This year also marked important milestones in APLU's engagement work. The association advanced work creating models for university engagement with small and medium-sized manufacturers through technology transfer, technical services, and skill development. APLU also released research on the relationship between the e-connectivity gap and smart agriculture and hosted a convening exploring how universities can help communities maximize the impact of rural broadband investments. And to promote international engagement, APLU worked with partner higher education groups to advocate for a national strategy to increase the number of international students.

Finally, last November, I announced that I would retire in September 2022. It's been an extraordinary honor to serve as the president of APLU and to work alongside professionals so dedicated to advancing the public good through education, research, and community engagement. As we look to emerge from a pandemic that has altered nearly every segment of society—in some instances, permanently—I see a greater need for the work of public universities than ever. Still, we know delivering on this mission will require us to adapt with agility and innovation to a rapidly shifting landscape. I look forward to remaining deeply engaged with you in this work until the day I retire.

The challenges public research universities have confronted and overcome this year are truly extraordinary. But the year ahead promises still more change, challenges, and opportunities. We still have a significant amount of work to get critical federal investments in higher education and research across the finish line in Washington. The pandemic, as well as the lasting changes it has wrought, continues to challenge universities to find new ways to deliver on their education, research, and community engagement in innovative ways. It's an honor to work alongside you in this vital work.

Sincerely,



Peter McPherson
President



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I. SUPPORTING PUBLIC UNIVERSITIES IN THE MIDST OF A PANDEMIC

APLU Councils/ Commissions/ Boards/Projects

APLU's councils, commissions, boards, and projects bring senior university leaders together to tackle shared challenges and work together on ways to effectively address them. APLU staff worked with the leadership of these various groups to host an array of open forums, including many groups that hold informal open forums or huddles for leaders at different public universities to share the latest with each other. While an exhaustive list of all virtual gatherings would be far too long for this document, here are some highlighted topics that have been covered.

- The APLU Council of Presidents hosted National Science Foundation Director Sethuraman Panchanathan (former Chair of the APLU Council on Research) to discuss the role of NSF in supporting institutions and broadening participation of underrepresented groups in STEM fields to compete in today's global economy. He shared intentions to expand funding for NSF, including establishing a new directorate to stimulate faster and broader innovation in all sectors and across the country through partnerships among institutions, the private sector, and government.
- APLU's Council on Research conducted monthly COR Conversations on a variety of topics important to vice presidents and vice chancellors for research, including federal

cybersecurity regulations, long term implications of research competition with China, and the long-term impacts of COVID-19 on research operations.

- APLU's Office of Digital Transformation for Student Success partnered with Arizona State University and the Bill & Melinda Gates Foundation to organize and lead the second *REMOTE: the Connected Faculty* summit in June 2021. This event drew 25,000 registrations and offered 84 sessions on improving digital pedagogy.
- APLU's Office of Academic Affairs, which houses the Council on Academic Affairs, the Council on Student Affairs, and the Advisory Committee on Faculty Affairs, hosted an array of meetings on specific topics that include: mental health and wellness for self and

staff; the role of eSports on campuses; review of professional competencies, the renewed role of activism on college campuses, COVID-19 impact statements in promotion and tenure, impact of 2020 disruptions on research productivity, faculty bullying, remote work policies, equity gaps and social justice, and preparing for Summer and Fall re-openings.

- APLU's Commission on Information, Measurement, & Analysis (CIMA) produced a white paper on *Data Analytics: Uses, Challenges, and Best Practices at Public Research Universities* focusing on creating and supporting an effective data culture on campuses. The paper was delivered at a time when there is an increased demand for using data to evaluate progress on equity goals. CIMA organizes a community of practice around the effective



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and efficient use of data and fiscal resources to guide campus planning and decision making and held virtual sessions on the use of real-time data.

- The Commission on Food, Environment and Renewable Resources hosted a virtual webinar: *Earth Day 2021: Cultivating Climate Resiliency: The Role of North American Public and Land-Grant Universities in Addressing Climate Change*. The webinar highlighted the role of public and land-grant universities agriculture research and Extension programs in addressing the relationship between agriculture and climate change. Many issues facing Canada, Mexico, and the United States have cross-border implications, including on the continent’s environment and climate, agriculture, human and animal

health, and energy. Gains in human welfare and economic prosperity in the past three decades prove what is possible when the continent’s three countries work together and have helped clarify the need for further integration and cooperation. APLU and its members have committed to contribute to and help drive progress across North America through a “Zone of Knowledge.” APLU embraces its role as a catalyst to promote interaction, participation, and joint work across the continent through its wide range of councils, commissions, committees, and special initiatives.

- The Commission on International Initiatives held a five-part webinar series on the theme of *Internationalization: Re-envisioned, Reimagined, Revitalized*. The webinars took place every six weeks

from March through October 2021 and covered issues such as right-sizing the international office, communicating the importance of internationalization, engaging the federal affairs office, exploring how internationalization efforts can support DEI, and supporting international research.

- The Commission on Economic and Community Engagement hosted two learning community series and one webinar series. The learning communities covered rural economic development and scaling community engagement online. A webinar series co-hosted with the National League of Cities and the National Governors Association explored factors that drive effective university-state-local partnerships.



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II. FEDERAL POLICY ENGAGEMENT

Note: The information in this section reflects the state of legislation as of mid-December 2021.

This year presented new opportunities and challenges to advance APLU's advocacy priorities. A new administration and a Congress controlled by a narrow Democratic majority in both chambers significantly shifted the landscape in Washington. In partnership with its member institutions, APLU has been deeply engaged to establish ties with new administration officials, make strategic pushes where the association and its members want changes to actions of the prior administration, and advance priorities in new legislative vehicles, in particular the largest COVID relief bill to date and a Democratic-led infrastructure and recovery reconciliation measure. APLU also continues its leadership on issues such as the annual budget and appropriations processes to secure funding for higher education and research.

Engaging with the Biden Administration

APLU's engagement with the Biden campaign and Biden Transition Team positioned APLU well to proactively discuss priorities with the new administration, including on the COVID-19 recovery and relief legislation outlined above.

APLU developed a comprehensive policy priorities document for the Biden Transition Team and administration with sections on higher education, research, and immigration, as well as a list of Trump



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administration executive orders, proclamations, and rules that the association requested the new administration prioritize for repeal.

ON THE WEB

APLU Policy Priorities:
www.aplu.org/President-Elect-Policy-Considerations

American Rescue Plan Act (ARPA)

In March 2021, Congress took up and passed legislation providing an additional \$1.9 trillion in COVID-19 relief funding. APLU led an extensive advocacy campaign, in coordination with member institutions and partner organizations, to advance the priorities of public research universities. APLU created numerous advocacy resources for members, connected with key lawmakers and executive branch officials,

and engaged coalitions in support of priorities.

Ultimately, the package provided another round of supplemental relief funding to address the needs of students and institutions; funding for the National Science Foundation (NSF) and the National Institute of Standards and Technology (NIST) to address setbacks to the science and technology enterprise; equal access for public universities to tax relief provided through previous COVID-19 relief bills; and more.

HEERF ADVOCACY: APLU articulated a compelling need for additional Higher Education Emergency Relief Fund (HEERF) support producing a policy brief with data provided by members. The association's work demonstrating updated expenses and losses of member institutions and connecting it to the request for funding was a unique and effective approach generating substantial interest from

the Biden administration and Congress. ARPA ultimately included nearly \$40 billion in additional HEERF support. All told, higher education received nearly \$77 billion in HEERF aid between the three COVID-19 relief bills passed by Congress. APLU was successful in advocating for additional flexibility with the funds institutions received, both to support students and to address institutional expenses and losses.

APLU also engaged the Biden administration on several important issues regarding HEERF implementation to ensure that all students would be able to access emergency aid grants provided through HEERF student funds. The association also led a successful push with the American Association of Community Colleges (AACCC) and the American Association of State Colleges and Universities (AASCU) to urge the U.S. Department of Education (ED) to enforce COVID-19 relief maintenance of effort requirements to protect state funding.

Throughout the process, APLU continued to lead the higher education community in the data services provided to member institutions. APLU developed HEERF funding projections for member institutions based on different formulas. As Congress completed the package, APLU provided final estimates for both the main HEERF funding source as well as the additional component for HBCUs and MSIs so member institutions could have appropriate expectations for the funding they would eventually receive from the Department of Education.

RESEARCH RELIEF ADVOCACY: APLU staff continued to advance comprehensive support for science and research in the package, requesting research relief.

While ARPA did not address the full request, community advocacy, including the APLU Council on Research Chair's testimony in a House hearing, resulted in nearly \$1 billion in research support across agencies, including \$600 million for NSF to fund or extend new and existing research grants, cooperative agreements, scholarships, fellowships, and apprenticeships, and related administrative expenses. Further, the bill provided \$150 million in support to NIST, \$100 million to support the Institute of Education Sciences, and \$135 million for the National Endowment for the Humanities.

TAX RELIEF ADVOCACY: After significant advocacy work from APLU and member institutions, ARPA addressed one of the association's top tax priorities: providing public institutions of higher education with equal access to tax relief provided through previous COVID-19 relief bills. ARPA granted state entities, including public universities, access to the Paid Leave Tax Credit created through the Families First Coronavirus Response Act (FFCRA) and

continued to allow members to claim the Employee Retention Tax Credit created through the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Build Back Better Act

As of mid-December 2021.

In November 2021, the House of Representatives passed the Build Back Better Act, advancing many of the Biden administration's social policy priorities in the scaled-down \$1.75 trillion package. The Senate was negotiating the legislation in December. APLU remains deeply engaged in advancing the association's priorities, in higher education affordability and completion and research funding. While the bill has so far been cut by over \$1.5 trillion, many of APLU's top advocacy priorities remain in the package.

AFFORDABILITY AND

COMPLETION ADVOCACY: The bill would provide a \$550 increase to the maximum Pell grant for four years, available to students attending public and private non-profit



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PHOTO COURTESY OF VIRGINIA COMMONWEALTH UNIVERSITY

institutions. The bill would also make Dreamers eligible for Pell Grants and other Title IV federal aid and would exclude Pell Grants from a student's taxable income. Further, the bill would make a \$500 million investment in a new College Completion Fund with funding delivered through states. An additional \$6 billion would be used to boost funding for Title III programs that support Historically Black Colleges and Universities and other Minority Serving Institutions. The bill would further provide \$3 billion for a Research and Development Infrastructure Competitive Grant Program for HBCUs and other MSIs. A federal-state partnership to achieve free community college remains out of the package.

APLU has played a critical role as a leader of the national #DoublePell campaign (www.douplepell.org) and pushing for the greatest possible increase to the maximum Pell Grant in this package. APLU has also played a key role in partnership with our members to ensure targeted advocacy to the most important members of Congress throughout the process in support of Pell. APLU's standing

as a national higher education association with institutions that possess strong ties to their congressional delegations has made our collective advocacy particularly effective.

Further, APLU has worked to advance support for a federal College Completion Fund. In partnership with member institutions, APLU engaged in a month-long social media campaign in support of the Completion Fund. Members have highlighted key initiatives that have advanced student retention and completion on campus and helped to make the case for federal investment. APLU has also worked closely with partner associations and advocacy organizations to advance this priority.

APLU also coordinated in a leadership capacity with a broad range of organizations and associations across the higher education space to reiterate that we "cannot build back better without higher education." This "big tent" letter called on Congress to maintain funding for key higher education investments in affordability, evidence-based completion strategies; and institutional support to Historically Black Colleges and Universities, Hispanic-Serving Institutions, and other Minority Serving Institutions.

RESEARCH FUNDING: APLU advocated for bold investments in research, and the House-passed bill includes an

important \$9 billion investment in federal research agencies through the National Science Foundation (NSF), the Department of Energy, the National Aeronautics and Space Administration, Department of, the National Oceanic and Atmospheric Administration and the National Institute of Standards and Technology. The final bill includes \$1.5 billion to help launch a new Directorate for Technology, Innovation, and Partnership at NSF.

APLU also led advocacy on agricultural research infrastructure to support Research Facilities Act (RFA) investments at U.S. colleges of agriculture. The APLU Board on Agricultural Assembly led this effort in partnership with the Council of Governmental Affairs. It was based on the \$11.5 billion deferred maintenance backlog outlined in a Gordian study released in March. The Build Back Better bill makes investments in the RFA at NIFA, as well as agricultural and forest research, education, and Cooperative Extension's role in climate and rural development. The RFA would receive \$1 billion over ten years, providing support to HBCUs and MSIs for construction, alteration, acquisition, modernization, renovation, or remodeling of agricultural research facilities, and for compliance issues. In addition to funds for the RFA, the bill would provide \$210 million for the Agriculture and Food Research Initiative (AFRI); \$5 million for 1890s Centers of Excellence; \$60 million for the Specialty Crop Research Initiative (SCRI); \$80 million for Smith Lever; \$35 million for 1994 Extension; and \$40 million for 1890s Extension.



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Science Agency Authorization Legislation

APLU worked closely with Senate Majority Leader Charles Schumer (D-NY) and Senator Todd Young (R-IN) as they introduced and passed the U.S. Innovation and Competition Act (USICA). This legislation would authorize a new Technology Directorate at the National Science Foundation (NSF), authorize roughly \$120 billion over five years at NSF, the Department of Commerce (DOC), the Department of Energy (DOE), and the National Aeronautics and Space Administration (NASA), provide \$49.5 billion in emergency supplemental funding to support domestic semiconductor manufacturing capabilities, and require new research security provisions designed to address scientific competition with China. APLU President Peter McPherson penned a *Forbes* op-ed focused on this legislation and the organization has been quoted in multiple news articles, including in *The New York Times* and *Washington Post*.

On the House side, APLU also supported the passage of the NSF for the Future Act and the Department of Energy Office of Science for the Future Act. The NSF for the Future Act is a comprehensive NSF reauthorization bill that would also create a new NSF directorate to focus on technology development.

APLU and the Association of American Universities (AAU) created a joint document that outlines the differences between the USICA and NSF for the Future Act. These bills are the basis for ongoing negotiations between the House and Senate. APLU sent a letter to House and Senate Committee leadership outlining APLU's priorities for a final package. APLU was successful in advocating for provisions in both the House and Senate bills to help support research development and infrastructure at Historically Black Colleges and Universities and Minority Serving Institutions.

Funding for Higher Education and Research

Ensuring strong funding for higher education and research accounts in the annual federal budget and appropriations processes is a core priority for APLU's advocacy. While most attention has focused on the Build Back Better reconciliation legislation, the Fiscal Year 2022 appropriations process has moved forward, albeit slowly. The federal government is operating on a continuing resolution (CR) that will expire on February 18.

House and Senate appropriations bills, which have not yet been negotiated with Republicans, include substantial increases for many APLU priority accounts in higher education and research. APLU's appropriations chart on priorities, which is kept up to date with every new development, show the success thus far and what is possible if Congress can complete the Fiscal Year 2022 process. APLU and member institutions are engaged in the appropriations process every step of the way to secure the support needed for these increases. APLU advocates on nearly 50 funding accounts spread across seven appropriations subcommittees.

Department of Education Regulations

TITLE IX REGULATIONS: As the U.S. Department of Education looks to move forward with substantially changing the prior administration's Title IX regulations, APLU developed a document on public university principles and priorities for a new rule. Together with a group of APLU member

General Counsels and Vice Presidents of Student Affairs who helped develop the document, APLU shared the resource and met with the Department of Education's Office for Civil Rights.

FREE INQUIRY AND RELIGIOUS LIBERTY: APLU continues to provide unique policy leadership in Washington on behalf of the public university community on campus free speech issues. Under the prior administration, APLU provided extensive comments to the Department of Education's regulations on "free inquiry and religious freedom." APLU participated in roundtable discussions with the Biden administration on its priorities for repealing or amending the regulation and look forward to future action.

Support for Student Veterans

In December 2021, Congress advanced and the President signed into law H.R. 5545, the Responsible Education Mitigating Options and Technical Extensions (REMOTE) Act. The amended bill addresses APLU member institutions' top priorities in the veterans education space providing technical corrections to recent veterans' education legislation, extending COVID-related flexibilities granted to the Department of Veterans Affairs, and modifying the VA's "rounding out" rule to ensure that veterans can continue to receive full-time education benefits during the last term of their program.

The legislation lifts new restrictions on the use of incentive compensation, which impacts universities using commission-based international student recruiters; addresses duplicative consumer information requirements

that are both burdensome and confusing for students; and dual certification requirements that are unnecessary for schools with flat tuition and fee structures. APLU was deeply engaged to ensure all of these elements were included in the legislation.

Research Security

APLU continues its leadership, in partnership with AAU, to address matters of undue foreign influence on research, which remains a significant focus on Capitol Hill and by the Executive Branch.

APLU and AAU's joint Presidential Research Security Working Group developed a statement of Principles and Values to Guide Actions Relevant to Foreign Government Interference in University Research. Working Group Co-Chairs University of Florida President Kent Fuchs and Carnegie Mellon President Farnam Jahanian have given presentations on the Principles at several National Academies meetings. The Principles help define common goals to define, uphold and defend clear ethical standard and protect national security while also protecting scientific openness and valuing international collaboration and talent.

APLU continues to partner with federal agencies to ensure collaboration and information sharing. APLU participated in a community forum

sponsored by the White House Office of Science and Technology Policy and the National Science Foundation to discuss the implementation of National Security Presidential Memorandum (NSPM-33). Issued in the final week of the previous presidential administration, NSPM-33 aims to "strengthen protections of United States Government-supported R&D against foreign government interference and exploitation" while "maintaining an open environment to foster research discoveries and innovation that benefit the nation and the world." The Biden administration initiated a 90-day implementation planning process for NSPM-33 that will end in mid-November. APLU joined other higher education associations in sending a letter outlining important considerations for this planning process.

On the legislative front, APLU continues to review and offer advice on numerous bills related to research security and undue foreign influence. While no new bills have been signed into law this year, during consideration of the U.S. Innovation and Competition Act, numerous research security provisions were added. APLU continues to work to modify or eliminate



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amendments that would require the Committee on Foreign Investment in the United States (CFIUS) to review many foreign gifts and contracts or expand Section 117 foreign reporting to individual faculty and staff, flagging for policymakers that such an approach is not the appropriate way to address undue foreign influence. APLU and other higher education associations again joined forces in a letter outlining shared concerns as negotiations continue in Congress.

National Defense Authorization Act

The House and Senate came to a final agreement on a version of the FY 22 National Defense Authorization Act in December. During negotiations over the bill APLU and AAU made several recommendations to Armed Services Committee Leadership to address shared concerns with the legislation.

APLU is pleased Congress agreed to increases for basic research funding authorizations beyond President Biden's Budget Request. Additionally, provisions of concern regarding increased research security regulations were removed and will likely be considered next year as part of the U.S. Innovation and Competition Act conference between the House and Senate. The association was also successful in advocating for the removal of inappropriate language in the Senate NDAA requiring all federal contractors (including universities) to publicly disclose diversity training materials, speakers, and programs in order for these materials to be examined for the use of critical race theory. APLU joined our higher education

association colleagues in strongly opposing this provision.

Supporting Undocumented and International Students

DACA: In response to the July 16 ruling by a U.S. District Judge stating that the use of executive authority to create the DACA policy was illegal, APLU sent a series of letters to Congress urging action to provide protections for Dreamers, including as part of its partnership with industry through the Coalition for the American Dream. APLU remains deeply engaged on this issue as a moral imperative.

EXPEDITING STUDENT VISA PROCESSING: To increase the number of international students to the U.S., APLU advocated to the Department of State to waive in-person interviews as appropriate for student visas, among other actions to facilitate enrollment. APLU deeply appreciates the Secretary of State's announcement that in-person interviews would be waived for some student visa applicants through the end of 2022. This includes F, M, and J applicants who have been issued visas in the past and never refused a visa, as well as first-time applicants who are citizens of countries participating in the Visa Waiver Program.

SUPPORT FOR INTERNATIONAL STUDENT MOBILITY: On July 27, the Departments of State and Education issued a Joint Statement in Support of International Students. The statement, which APLU and higher education associations long sought, called for a coordinated national approach to



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international education and for a welcoming environment for international students coming to the United States. In APLU's engagement with the Biden campaign, transition team, as well as agencies, the association called for a change in tone and strategy to enhance U.S. competitiveness for international students. The Joint Statement was a positive development.

DURATION OF STATUS

MAINTAINED: In September 2020, under the prior administration, the Department of Homeland Security published a proposed rule commonly known as the Duration of Status rule, which would have established fixed terms of up to two to four years for international students and exchange visitors on F and J visas to complete their degrees. APLU helped lead opposition to the rule in which an effort in which House Republicans expressed their deep concern. With the change of administration, APLU urged that the rule not go forward. The efforts of APLU and partner organizations were successful as the administration withdrew the proposed regulation.

II. DRIVING EQUITABLE STUDENT SUCCESS

Achieving University Transformation & Systemic Changes

Powered by Publics: Scaling Student Success

APLU launched the Powered by Publics initiative three years ago with the aim of increasing undergraduate degree completion for low-income, minoritized, and first-generation students; and halving the equity gap for those students by 2025. Powered by Publics engages 125 universities and state systems from 48 states in “transformation clusters,” or peer learning communities, that are focused on continuous improvement for student success and degree completion.

Each cluster is supported by a lead institution (president and provost team) and APLU staff project manager and has been meeting regularly to investigate barriers facing student persistence, identify areas for improvement, test ideas for change, and develop tools and learning products to inform the field. The clusters are also sharing key outcomes data that will help each participating institution make progress toward longer-term objectives for completion and equity. Although each cluster has its own specific focus area (for example: advising, faculty engagement, student financial support), together their work addresses a broad spectrum of factors influencing student success.

In 2021, Powered by Publics accomplished the following in pursuit of the four strategic priorities that frame the overall initiative’s approach:

- Published a Commitment to Equity on APLU’s website, and developed a strategy and toolkit for embedding equity into each cluster’s work. The strategy and toolkit was shared at the Powered by Publics annual meeting in early November 2021. In addition, all APLU staff cluster managers received comprehensive training in diversity, equity, and inclusion.
- Collected key outcomes data from more than 80 percent of Powered by Publics campuses, and released preliminary findings and trends comparing the 2021 results with those of 2020. A report will share final results with the public. Data have also been published to APLU’s interactive VSA Analytics platform. Powered by Publics launched a Data Literacy Institute engaging faculty and staff at five universities in Fall 2021, in partnership with the Association for Institutional Research and Ascendium Education Group. The Data Literacy Institute aims to create a community of practice around improving the use of data across each institution.
- Held three “cross-cluster” webinars to share learning on common topics. These included a symposium on college affordability, with funding



from the TIAA Institute; a webinar on reducing DFW rate equity gaps for minoritized and Pell students; and a workshop on coaching-based advising. APLU has also launched an interactive Learning Exchange platform where campuses can showcase their work and connect with others in the network.

- Sixteen institutions were selected to join the Intermediaries for Scale cohort with funding from the Bill & Melinda Gates Foundation. In addition to direct funding, these institutions will receive valuable services to support campus work on common topics including advising, developmental education, and digital learning.
- APLU distributed seed funding to six clusters, selected through a competitive process, to support collaborative projects engaging the institutions in the cluster. The results of these projects were showcased at the Powered by Publics Annual Meeting in November 2021.
- With support from the Bill & Melinda Gates Foundation, APLU is participating in the Strategic Data Partnership, an initiative designed to improve APLU’s use of data and to better support data literacy among its institutions.

ON THE WEB
www.aplu.org/pxp

Aspire - The National Alliance for Inclusive & Diverse STEM Faculty



Facilitated by APLU and co-led with the University of Wisconsin-Madison, the Aspire Alliance is a \$10 million multi-institutional collaboration funded by the National Science Foundation. Aspire was selected as part of the first cohort of NSF INCLUDES alliances, now consisting of 13 alliances across three cohorts. Four additional APLU institutions also co-lead the Aspire NSF collaborative award—University of Georgia, Iowa State, UCLA and UTEP. The grant supports APLU’s efforts to help universities cultivate a more diverse and inclusive faculty that will attract greater numbers of underrepresented students into STEM fields and enhance their success. The work is occurring across three change teams—at the institutional, regional, and national levels. APLU’s role is twofold: provide central Alliance direction/backbone functions and lead the institutional change team (IChange).

APLU provides both the Alliance Director and Project Manager to advance a coordinated strategy and agenda and overall management of the broad alliance. They are part of Aspire’s “Backbone” hosted by APLU, facilitating intra- and inter-Alliance collaboration as well as advises on strategic communications and knowledge management for all collaborating Aspire organizations. The Backbone

team also serves Aspire by providing administrative structure to leadership team meetings, Aspire convenings, and overall project management.

Aspire engages 86, four-year institutions (66 APLU member institutions) and 26, two-year institutions throughout the Alliance. As of the end of 2021, there were six Regional Collaboratives led by partnering institutions involving 18, four-year and 24, two-year, institutions participating. Thus far, Aspire has engaged more than 1,300 participants in inclusive practices professional development activities.

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

1. The IChange Network (ICN) consists of 54 universities (49 APLU member institutions) in three cohorts designing people-engaged and data-driven action plans to increase the diversity and inclusivity of their STEM faculty. Building on IChange, APLU was invited to join two new NSF ADVANCE funded partnerships to enhance the work of the network in 2021. One collaboration, led by Fresno State University, is focused on enhancing diversity and inclusion for faculty at engineering colleges in the Cal State system, funding an additional cohort of up to 15 Cal State universities. The second collaboration, led by Rochester Institute of Technology, is focused on leading up to 15 IChange and APLU member institutional teams through an

equity-focused faculty compensation analysis process.

Resources produced in 2021:

- Resource Guide: Supporting Faculty With Disabilities At Postsecondary Institutions
 - The Time Is Now: Strategies to Address Racism, Equity, and the Retention of Black Faculty
 - Resource Guide: Practicing Diversity, Equity, And Inclusion At Postsecondary Institutions During & After COVID-19
 - Report: LGBT+ Faculty Retention in STEM Disciplines at Postsecondary Institutions in the United States
 - IUPUI Case Study Webinar Resources on Tenure Policy Change
2. The IAspire Leadership Academy, led in partnership with the University of Georgia, elevates the preparedness of academic leaders from underrepresented groups so they can aspire to and succeed in academic senior leadership roles. Fellows gain critical leadership skills across numerous competencies and learn how to lead institutional change in the increasingly complex environments in which STEM faculty operate. They apply their learning on leadership and change management at their home institutions through



PHOTO COURTESY OF UNIVERSITY OF WISCONSIN-MADISON

institutional action projects. Forty-four fellows have graduated from the program, with a significant number of fellows already attaining more senior leadership roles. An additional 27 fellows have joined the third cohort.

3. The IThrive Collective seeks to provide a community of support to faculty from underrepresented groups involved in IAspire and at IChange institutions. Members in the collective will be providing guidance to IChange Network institutions on the most desired institutional changes for improving their retention and professional success.

INCLUSIVE FACULTY PRACTICES:

APLU convened two conference series funded by NSF grants based on work with the Aspire Alliance:

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

APLU received funding from the NSF to develop and host a six-part seminar series built upon

work developed through Aspire’s Summer Institute. The seminar series was grounded in Aspire’s Inclusive Professional Framework and the collective impact professional development Aspire has done internally that

is focused on understanding its work on a continuum between social equity and social justice. The seminar series also featured facilitators with deep expertise in DEI in higher education.

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

APLU received funding from the National Science Foundation to plan and facilitate three convenings of university leaders, scholars, and STEM community stakeholders to reimagine the systemic structures and processes that impact faculty careers and influence the diversity of the STEM professoriate. As a result of the three convenings, APLU will be releasing a Dialogue Toolkit to allow institutions to use the facilitation guides and online collaboration tools to support community conversations around these topics and a synthesis report will be released in early 2022.

ON THE WEB
www.aspirealliance.org

Advancing Racial Justice and Equity

The Coalition of Urban Serving Universities’ (USU) Advancing Racial Justice and Equity focus area is designed as a multi-pronged, multi-year series of engagements aimed at increasing university capacity to confront systemic inequities while building more equitable spaces for historically marginalized students, staff, faculty, and communities to thrive. USU has a permanent partnership with APLU and its staff is fully incorporated and part of the APLU staff. USU’s first Intensive and Pitch Competition was held during USU’s 2021 Summer meeting. The theme of the competition was “Improving Health Literacy for Equitable Outcomes.” Five universities entered the competition. The inaugural winner was the University of Texas at Arlington for their “Community Engagement with a COVID-19 Health Literacy Collection and Curriculum” project.

ON THE WEB
Advancing Racial Justice & Equity | USU Coalition:
www.usucoalition.org/arje

Frontier Set

APLU and USU together serve as an intermediary for the work of three universities (Florida International University, Georgia State University, and Portland State University) in the Frontier Set, a national initiative that supports a select group of colleges, universities, and state systems committed to significantly increasing student success and eliminating the achievement gap. Supported by the Bill & Melinda Gates Foundation, participating institutions are focused on redesigning and creating new institutional delivery models aimed at student

success by implementing and integrating evidence-based practices and strengthening capacity for implementation. Working as a network, institutions are accelerating redesign efforts with an emphasis on advising, digital learning, and academic readiness.

ON THE WEB
www.aplu.org/frontierset

Boyer 2040 Commission

APLU President Peter McPherson and Association of American Universities (AAU) President Barbara Snyder co-chair the Boyer 2040 Commission. Along with 14 other commissioners, they are designing a 2040 Blueprint for Excellence & Equity in Undergraduate Education at U.S. Research Universities. The commission is a follow-up to the 1998 report the Boyer Commission on Educating Undergraduates in the Research University issued, which featured a host of transformational recommendations in areas such as research-based

learning, interdisciplinary education, information technology, capstone experiences, community building and faculty reward systems. The Association for Undergraduate Education at Research Universities is supporting the work.

ON THE WEB
<https://ueru.org/boyer-2040>

Empowering Student Learning through Teaching & Innovation

Personalized Learning Consortium (PLC)

As the digital transformation of higher education continued, APLU's Personalized Learning Consortium (PLC) was integrated into the APLU Office of Digital Transformation of Student Success. The continuing impact of the COVID-19 pandemic enlarged the breadth of digital transformation issues faced by institutions. The PLC published with University of

Georgia system a guide on *ReWriting Writing* that explores use of technology to improve outcomes in freshmen writing. APLU expanded its collaborative work with Achieving the Dream, the Association of Education Communication and Technology, EDUCAUSE and the Online Learning Consortium. APLU chaired a coalition for the Higher Ed Equity Network on how to leverage practice improvements within systems and colleges to improve the economic and social mobility of Black, Latino, Indigenous and other historically underserved students.

ON THE WEB
www.aplu.org/plc

Active and Adaptive Learning Resources

APLU received an additional grant to continue the work of its Accelerating Adoption of Adaptive Courseware at Public Universities project, which involved working with eight APLU universities to scale the use of adaptive learning to 15 percent of their general education enrollments. The PLC is working with these institutions to determine whether the findings of the prior grant, that adaptive and active learning combined improved student success and saved students money, was equitable.

ON THE WEB
www.aplu.org/adaptivelearning

Every Learner Everywhere Network

PLC, a founding member of the Bill & Melinda Gates Foundation's Every Learner Everywhere Network,



PHOTO COURTESY OF UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

providing expertise on how to effectively integrate digital learning tools to improve equitable student success. As part of this work, APLU authored a guide on *Improving Critical Courses Using Digital Learning & Evidence-Based Pedagogy*. APLU worked with three member institutions on a research practitioner partnership in which institutions received coaching on equitizing the syllabus and continuous equity pedagogy interventions. A report (in press) will be released that documents exemplar use of equitable digital learning infrastructure featuring three APLU institutions. As a leading network member, APLU designed and developed a series of digital learning services that will support 300 institutions as part of the Bill & Melinda Gates Foundation Intermediaries for Scale, which includes 16 APLU institutions. APLU also launched four discipline communities of practice in writing, math, biology and chemistry that will provide faculty an opportunity to share lessons learned and participate in professional development in the use of digital tools.

ON THE WEB

www.everylearnereverywhere.org/resources/improving-critical-courses-using-digital-learning-evidence-based-pedagogy/

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

SEMINAL began as an effort of APLU's Mathematics Teacher Education Partnership to help all undergraduate students pursuing degrees in STEM fields succeed in introductory mathematics courses—the foundation for a STEM degree. The initial \$3 million



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grant involved work by 12 universities to better understand how to implement active learning in undergraduate mathematics classes. APLU and faculty/administrators from the core collaborators—University of Colorado Boulder, University of Nebraska-Lincoln, and San Diego State University—used a \$600,000 NSF supplement last year to add a third phase of 12 universities, which have been working to improve mathematics instruction, bringing the total to 24 partner universities, involving about 120 faculty members.

Due to multiple challenges from the pandemic, including remote instruction, stress on faculty and students, and financial strains at schools, the SEMINAL team shifted to virtual institutional interviews rather than site visits. The team focused to serve the needs of partner institutions through monthly virtual presentations and discussions on issues partnering institutions needed in the shift to online education, from appropriate use of technology to online student-centered pedagogies, to issues of diversity and equity.

There were two major milestones in 2021 in disseminating findings:

- SEMINAL published a book through a leading mathematics society based on a study of its first cohort of institutions: *Transformational Change Efforts: Student Engagement in Mathematics through an Institutional Network for Active Learning*. This handbook helps department chairs, deans, and mathematicians launch institutional transformations in mathematics departments to improve student success. The analyses provide insights into the conditions, strategies, interventions and actions at the departmental and classroom levels that contribute to the initiation, implementation, and institutional sustainability of active learning in undergraduate calculus across varied institutions.
- Several SEMINAL principal investigators co-guest edited a triple special issue of PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies, including 27 papers highlighting early wins and challenges



PHOTO COURTESY OF THE UNIVERSITY OF UTAH

experienced by mathematics departments as they work to improve student success by infusing active learning into their precalculus and calculus curricula. The departments shared plans, and evolving implementation strategies and approaches to curricular reform they were undertaking, many in the SEMINAL networked community.

ON THE WEB
www.aplu.org/SEMINAL

Mathematics Teacher Education Partnership (MTEP)

This APLU-facilitated project to prepare more and better high school mathematics teachers is now over 10 years old. It includes roughly 50 universities and their school system partners working on more than six grants. APLU is helping to disseminate information for this effort and managing two existing NSF grants of MTEP: Clinical Experiences Research Action Cluster for Methods Courses (CERAC), which is assessing clinical practices in math

teacher preparation, and Mathematics of Doing, Understanding, Learning, and Educating for Secondary Schools (MODULES), which is developing and testing course modules for math teacher development.

ON THE WEB
www.aplu.org/mtep

Network of STEM Education Centers (NSEC)

This NSF-funded effort links 213 STEM Education Centers/Institutes/Programs at 168 institutions. STEM Education Centers serve as the hubs of campus-based efforts to transform undergraduate STEM education. The purpose of the NSEC is to support and amplify the work that STEM Education Centers are doing to improve undergraduate STEM education. APLU will be publishing its research from the past six years.

ON THE WEB
www.aplu.org/NSEC

Putting Students First: Access, Basic Needs, & Holistic Support

The Student Experience Project (SEP)

APLU and the Coalition of Urban Serving Universities (USU) are working on a three-year project to investigate, address and build awareness of the psychological factors that influence student success. The Raikes Foundation is funding the project, which is a research-practice partnership with the College Transition Collaborative, the Partnership for Education Research that Scales, Shift Results and EdCounsel. The project supports six APLU/USU universities—Colorado State University, Portland State University, University of Colorado Denver, University of North Carolina at Charlotte, and University of Toledo—in investigating the psychological factors that impact student success in gateway STEM and developing new tools to assess and address these factors on their campuses. Over 200 instructors from 16 institutions are piloting SEP-developed resources to create more equitable student experience in their classrooms; these tools are being refined and prepared for public release. Institutions have also piloted a new measure called the Student Experience Index; data from over 10,000 students demonstrates that as student experience in a particular course improves, students are more likely to receive an A or B in that course.

ON THE WEB
www.aplu.org/SEP

Collaborative Opportunity Grant (COG) – Basic Needs

APLU and USU’s Collaborative Opportunity Grants (COG) project, which the Kresge Foundation supports, fosters community partnerships to improve access for underrepresented students. Projects identify and scale new university-city partnership models that alleviate the non-academic costs that often serve as barriers. COG started in 2017 and has helped more than 10 universities tackle overlooked barriers to student success.

The program is now working with five intuitions to advance student success, degree completion, and community transformation: the University of Washington-Tacoma, the University at Albany, the University of Toledo, the University of New Orleans, and Morgan State University. The project created and offered faculty development resources on food justice and helped the institutions recover and redistribute food while expanding awareness of cultural food needs.

ON THE WEB
www.aplu.org/COG

Completion Grants

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

grants in a randomized controlled trial in 2018–19. Since then, the research team collected data annually to evaluate the financial aid impacts.

In 2021, the project produced an in-press, peer-reviewed article, *Completion Grants: A Multi-Method Examination of Institutional Practice*, in the *Journal of Student Financial Aid*; and a policy brief, *Completion Grants: A College Affordability Innovation Worthy of Public Investment?* Participants in the project include Arizona State University, Florida International University, Florida State University, Indiana University-Purdue University Indianapolis, Portland State University, Rutgers University-Newark, University of Colorado Denver, University of Illinois Chicago, University of Memphis, University of North Carolina at Charlotte, and Virginia Commonwealth University.

ON THE WEB
www.aplu.org/CompletionGrants

Equity Transfer Initiative (ETI)

APLU and USU serve as an intermediary for the Equity Transfer Initiative with the American Association of Community Colleges (AACC), which leads the project, and American



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Association of State Colleges and Universities (AASCU). The project supports a cohort of university-community college partnerships in building and expanding career-centered pathways to a four-year degree and a job, with a focus on minority students. The ETI aims to serve 6,000 students from the identified underrepresented groups over the two-year project period. Funded by ECMC Foundation and Ascendium Education Group, each team is working to place at least 100 students on one of five identified transfer pathways by the end of the first year and 300 or more total by the end of the second year. Sixteen partnerships from 13 states representing 17 community colleges and 19 universities were selected to participate. Five USU members are participating: University of Wisconsin-Milwaukee, Oklahoma State University-Tulsa, Cleveland State University, Wayne State University, and the University of Colorado Denver.

ON THE WEB
www.usucoalition.org/projects/equity-transfer-initiative

Partnerships for Adult Learner Success (PALS)

USU is leading the Partnerships for Adult Learner Success initiative, funded through Lumina Foundation. USU will provide \$55,000 to eight institutions over two years, advancing equitable outcomes through university-community partnerships to improve the following areas impacting Black, Latino, and/or Indigenous adult learners: Higher education accessibility and delivery, equity-centered advising frameworks and policies, and support structures that address non-academic success factors. The eight USU institutions are: California State University, Fresno; California State University, Los Angeles; the University of Colorado Denver; Florida International University, the University of Illinois Chicago; University of Memphis, University of New Orleans, and Portland State University.

ON THE WEB

www.usucoalition.org/projects/partnerships-for-adult-learner-success

Analysis of Variation in Student Success in Engineering Degrees among Several Institutions

Funded by NSF, APLU is partnering with the American Society of Engineering Education (ASEE) on several institutional case studies on increasing student success using the ASEE data and their relationships with member engineering deans.

Increasing Diversity in Engineering Education

With NSF funding, APLU continued its work on *Status Reports on Broadening Participation in Engineering* in collaboration with the Center for Education and the Workforce (CEW) at Georgetown University. This resulted in the CEW publication of the report, *Mission Not Accomplished: Unequal Opportunities and Outcomes for Black and Latinx Workers*. The report analyzes diversity in the nation's engineering workforce and found that although there have been some improvements, the pace of change in diversifying engineering is

excruciatingly slow so significant gaps remain.

Extension Committee on Organization and Policy (ECOP) Professional Development DEI Series

Through its Learning for Leaders Series, ECOP provided Cooperative Extension administrators and directors from land-grant universities with professional development opportunities around diversity, equity, and inclusion (DEI). The 2021 series included *Inclusive and Equitable Organizations – An Evidence Based Model*, *Improving Inclusivity in our Institutions and ECOP*, *Leaders Encouraging Collaborations with Diverse Communities*, and *the 4-H Equity Strategic Plan*. Additionally, ECOP supported the expansion of Coming Together for Racial Understanding to grow a community of Extension professionals well prepared to foster meaningful community conversations around race, leading to positive change.

ON THE WEB

www.aplu.org/ECOP



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Preparing Students for the 21st Century Workforce & Post-Collegiate Success

Collaborative Opportunity Grant - 21st Century Skills Cohort

USU's Collaborative Opportunity Grant 21st Century Skills Cohort, which the Michael & Susan Dell Foundation (MSDF) supports, helps university partnerships scale innovative practices. The MSDF program launched in January 2021 and focuses on innovative design and delivery of 21st Century Skills for low-income students. USU will award \$50,000 to 12 participating universities that collaborate with external partner organizations to address 21st Century skills delivery to low-income, first-time in college, and/or transfer students. As a part of three cohorts: Disrupting Structures for 21st Century Skills, Prototyping a 21st Century Curriculum, and Charting 21st Century Pathways. The first cohort includes: California State University, Los Angeles, University of Alabama at Birmingham, University of Memphis, University of New Orleans, and Virginia Commonwealth University.

ON THE WEB

www.usucoalition.org/projects/collaborative-opportunity-grant%2C-21st-century-skills-cohort

Workforce Skills Prep

APLU issued the report, *Building a Future Workforce for All Learners: How Public and Land-grant Universities and Urban Serving Universities Drive Innovative Solutions*, that discusses the important role of universities in



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rebuilding the post-pandemic workforce. Released at the APLU 2021 Annual Meeting, the release was used to launch a learning community that includes members of the Commission on Economic and Community Engagement, Council on Academic Affairs, and the Coalition of Urban Serving Universities. The learning community will share strategies for ensuring that post-secondary education continues to drive social mobility for a broad and diverse population of learners.

ON THE WEB

www.aplu.org/Building-a-Workforce-for-All

Rural Workforce Engagement

APLU continues its rural focused work with *Pathways for Low-Income Worker-Learners: a Rural Workforce Engagement Model*. This Ascendium-funded grant is currently engaging Cooperative Extension professionals in identifying and addressing the needs of low-income workers and employers in rural communities. APLU has currently identified three pilot communities and will be leveraging

its expertise to build local capacity to engage community stakeholders and use local data to design career pathways that offer rural low-income job seekers with the skills needed to obtain and succeed in a local, in-demand jobs that provide a path to social and economic mobility.

DEI AND AGRICULTURE:

The APLU Board on Agriculture Assembly's Academic Programs Section is pressing forward on DEI issues in agriculture, continuing a webinar series for administrators and faculty. One 2021 event focused on helping administrators overcome barriers to implementing DEI goals. APS is working with the USDA Natural Resources Conservation Service to provide vital statistics regarding the potential workforce pipeline for positions they are struggling to fill. Through this partnership, APS is supporting collaboration between the federal government and universities to position new graduates for more success in obtaining federal positions, while also diversifying the federal agricultural workforce. Finally, APS has created an advocacy effort to increase funding for USDA's Multicultural

Scholars Program, a federal grant program that helps universities attract, retain, and graduate students from underrepresented groups.

Using Data to Improve Student Success

VSA ANALYTICS: VSA Analytics is a tool designed to help institutions examine institutional and student outcomes to support strategic planning and decision-making. VSA Analytics offers more than 25 key metrics from a national dataset containing 400 variables from roughly



4,400 institutions. Institutions can create custom peer groups to benchmark their progress. The data include: enrollment, cost of attendance, graduation rates, R&D expenditures, financial aid, admissions, student-faculty ratio, median salary, and more. Institutions can view trend and comparison data for several completion metrics including the Student Achievement Measure, which as noted directly below, reports

on students who have transferred out and graduated elsewhere.

ON THE WEB
www.VSAAalytics.org

Student Achievement Measure (SAM)

SAM provides more complete information about student outcomes by tracking students who transfer out and



complete a degree at another institution. SAM helped move the U.S. Department of Education's Integrated Postsecondary Education Data System to evolve its Outcome Measures to include transfer and part-time students in their graduation rate tracking. SAM was also a factor in the drafting of the College Transparency Act in Congress, which aims to provide more robust information on student success. APLU successfully integrated SAM into

VSA Analytics where institutions can benchmark their progress against their peers and see historic data. The two complementary tools help institutions better understand student progress and completion.

ON THE WEB
www.studentachievementmeasure.org

Strategic Data Partnership

The Strategic Data Partnership is a two-year program that Harvard's Graduate School of Education designed to strengthen the capacity of APLU to use data for improvement, advance critical analytic initiatives, and build a stronger data culture within the organization by providing targeted training on data strategy. APLU is embarking on a project to create an organization-wide data strategy on how it collects, manages, and shares key data that will inform its strategic initiatives.

IV. FOSTERING RESEARCH & INNOVATION TO MEET SOCIETAL NEEDS

Safe and Inclusive Research

The APLU Council on Research Working Group on Safe and Inclusive Research is committed to changing the culture of academic research to reduce racial, gender, and ethnic discrimination, and other bias in the research environment. APLU staff and working group members organized a meeting focused on best practices in building better research collaborations with Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and other Minority-Serving Institutions. Another session focused on the role of vice presidents and vice chancellors for research in increasing diversity and inclusion in academic leadership.

The Working Group members also contributed to APLU's response to a request for information from the National Institutes of Health focused on improving diversity in the biomedical research community. APLU staff also arranged for focus group discussions on diversifying research participation with officials at the Department of Energy and the Defense Advanced Research Projects Agency.

ON THE WEB
www.aplu.org/members/councils/research/cor-working-groups/



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Public Impact Research

APLU created the Public Impact Research (PIR) initiative to encourage universities to better address societal needs with an approach that incorporates a blend of basic and applied research through partnerships with local community and other stakeholders. The effort encourages institutions to consistently present and explain the impacts of their research. A joint working group from the Council of Research and the Council on Strategic Communications developed guidance for university leaders, including presidents, provosts, chief research and public affairs officers, and others, for how to promote and communicate the public impacts of the research undertaken by APLU universities. It is

housed on the APLU website along with a growing array of examples of research impacts by member institutions.

ON THE WEB
www.aplu.org/PIR

Research Policy

The APLU Council on Research participated in a special session with National Science Foundation (NSF) staff to discuss the agency's strategic plan. APLU followed this session with written comments on the vision, values, and goals of the NSF with emphasis on the role it plays in promoting the STEM workforce, supporting large and midscale scientific infrastructure, and fostering public engagement in science.

APLU's Council of Research working group on Research Security met with the House Science, Space and Technology Committee to discuss current campus operations to address concerns about inappropriate foreign influence and policy provisions in the NSF for the Future Act written by the Committee.

APLU Hosts a Civic Science Fellow

APLU was awarded a fellow in the second cohort of the national Civic Science Fellows Program. The Rita Allen Foundation and others created the program to build strong connections between science and civic life through a growing network of emerging leaders, who are enthusiastic advocates for science communication, civic science, and Public Impact Research.

This 18-month fellowship is supported by the Rita Allen Foundation, the Kavli Foundation, APLU's Office of Food, Agriculture, and Natural Resources (FANR), and the University of Michigan. APLU's fellow will lead a project examining how university research, Cooperative Extension, and community engagement programs can support and incentivize public engagement, Public Impact Research, and other Extension activities. APLU selected Elyse Aurbach as the APLU Civic Science Fellow, who will be jointly hosted by APLU and the University of Michigan.

Public Access

With funding from the National Science Foundation and National



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Institutes of Health, APLU and AAU released a *Guide to Accelerate Public Access to Research*. The guide is based upon previous workshops and conferences that convened teams from many APLU campuses to discuss this important topic, including two National Summits held in February 2019 and March 2020.

ON THE WEB

www.aplu.org/guide-to-accelerate-access-to-public-data

Fostering Professional Development for Research Administrators

APLU's Council on Research launched two new awards this year to recognize excellence in aspects of research leadership. The Research Response to a Community in Crisis Award was created to recognize universities that have demonstrated flexibility and responsiveness by rapidly and effectively applying the university's

research expertise to meet community needs in a time of crisis. And the Leave the Ladder Down Mentoring Award was created to recognize an outstanding individual who has played a key role in mentoring and preparing junior colleagues to become research leaders such as vice presidents of research, vice chancellors of research, provosts or presidents at research universities.

The Research Leader Fellowship Program, a professional development program that provides training and experience to those who work in research administration and may aspire to leadership positions, continued welcoming eight new fellows this year. The fellows used their network to serve as a resource, holding conference calls and sharing materials to enable research offices to consider how to safely allow researchers back into their labs/studios, and addressing other issues of relevance to research offices.

Stronger R&D Partnerships with the Private Sector

The APLU Commission on Economic and Community Engagement (CECE) and APLU Council on Research (COR) worked together to identify factors that may lead to stronger R&D partnerships between public research universities and the private sector. The groups produced the report *Driving U.S. R&D Competitiveness through Improved University-Industry Partnerships* that explores the history and current status of collaborative university-industry R&D and draws upon interviews with 22 universities and 16 private sector university R&D partners. CECE and

COR will continue to work toward developing best practices for strengthening these partnerships.

Working to Support Innovation and Entrepreneurship at 1890s Land-Grant HBCUs

With NSF funding, APLU is working with HBCU leaders to develop a strategy for 1890s and other HBCUs to work together to improve and support efforts aimed at tech innovation and entrepreneurship among HBCUs. APLU developed and fielded the first survey of HBCU Tech Innovation and Entrepreneurship.

The Board on Human Sciences (BoHS) Leadership Fellows Program

APLU's BoHS is an association of administrators of higher education units responsible for research/discovery, Extension/outreach, and teaching/learning programs in the human sciences at public and land-grant universities across the country. Members are committed to a national agenda that unifies disciplines within and beyond the human sciences to enrich people's lives. The BoHS launched an inaugural Leadership Fellows Program for faculty who have an interest in becoming administrative leaders in human sciences fields and a desire to develop their administrative leadership skills.



PHOTO COURTESY OF UNIVERSITY OF KANSAS



PHOTO COURTESY OF UNIVERSITY OF KENTUCKY



V. BUILDING PROSPEROUS, EQUITABLE, AND VIBRANT COMMUNITIES LOCALLY & GLOBALLY

Partnering as Economic Engines for Success

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

APLU completed the eighth year of its Innovation and Economic Prosperity University (IEP) designation and awards program with three new university designees and four more award winners. To date, 71 universities have earned the designation with an additional 37 institutions currently pursuing it and at least one new entrant in the coming year. Seven non-APLU members are also pursuing the designation through a participation fee and a partnership with the University Economic Development Association.

ON THE WEB
www.aplu.org/iep

University Engagement with Small and Medium-Sized Manufacturers

APLU is working with the Hollings Manufacturing Extension Partnership, Jim Woodell & Company, and Innovation Associates to identify successful models of leveraging university research and development (R&D) through technology transfer, technical services, and related skill development that effectively transition the R&D to small and medium-sized

manufacturers to promote greater productivity and growth. Phase II began this year, including pilot projects among universities and MEP centers to evaluate different approaches of technology transition to SMMs. The pilot projects will help APLU and its partners develop tools that can be used by universities to assist manufacturers in implementing new technologies.

ON THE WEB
www.aplu.org/mep

RURAL ECONOMIC DEVELOPMENT:

APLU is building upon its work on closing the e-connectivity gap with the final of two NIFA-supported conferences about the relationship between rural broadband and smart agriculture. The first conference delivered a literature review about the intersection between rural broadband, community vitality, and smart agriculture, a research and extension agenda for APLU member universities. APLU's October event *Making it Count: Applying Science to Support Universal Affordable Broadband Adoption* discussed how university research and extension can contribute data, methods, and models for maximizing the effectiveness of investments in rural broadband. The conference papers will be compiled in a special issue of the journal *Choices*.

APLU has also hosted a monthly learning community related to rural economic development wherein participants share strategies for effective rural economic engagement.

Extension COVID-19 Immunization Training and Education (EXCITE)

To help promote vaccine confidence and uptake, the Centers for Disease Control's Immunization Services Division and the National Institute of Food and Agriculture entered into an \$9.9 million Interagency Agreement to engage land-grant universities and the Cooperative Extension System in the EXCITE program to improve vaccination coverage in rural and other medically underserved communities. The Extension Foundation, working collaboratively with the Extension Committee on Organization and Policy at APLU, is partnering to respond expeditiously and effectively to help address this public health emergency.

USDA NIFA Climate Change Funding for Extension Outreach

A rapidly changing climate is one of the most pressing issues facing farmers, ranchers, landowners, households, and communities. USDA NIFA is providing funding for a climate change adaptation, mitigation, and resilience program area that supports projects that provide effective, translatable, and

scalable approaches to address climate change through regional partnerships including USDA Climate Hubs and Extension. Under the program, Extension and Integrated Extension/Education proposals are funded up to \$1,500,000 per project for 3–5 years. The APLU Food, Agriculture, and Natural Resources/Extension Committee on Organization’s Policy Climate Program Action Team is working with members across states and regions on this funding opportunity.



PHOTO COURTESY OF THE UNIVERSITY OF MISSISSIPPI

International Engagement

National Strategy to Increase International Students

APLU convened three separate meetings to discuss a unified approach by the higher education community to advocate for a national strategy to increase the number of international students to the United States. The goal is to enroll more than 1 million international students over the next five years. This will ensure that the U.S. returns to its highest annual rate of enrollment of international students.

APLU will continue to lead these meetings in 2022 and beyond to ensure the U.S. remains on track to reach the goal. These meetings include the presidents and government affairs officers at the American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), Association of American Universities (AAU), Institute of International Education (IIE), NAFSA: Association

of International Educators, and the National Association of Independent Colleges and Universities (NAICU).

Afghanistan Evacuation and Resettlement

APLU established a regular weekly meeting for representatives from the higher education community, professional and scientific societies, and federal agencies to share information on how to support Afghan scientists, scholars, and students in the U.S., in Afghanistan, and other countries. APLU’s weekly meeting has become the main forum for federal agencies such as the Department of State, the White House Office of Science and Technology Policy, and the National Security Council, to engage with the higher education community.

APLU is actively involved in representing higher education in the planning of resettlement efforts through a pilot project with Welcome.US in Houston, San Antonio, Seattle, Sacramento, and the Washington, D.C. metropolitan area. In collaboration with ACE, AAU,

and IIE, APLU published a Toolkit to help universities understand the costs and visa issues related to sponsoring Afghan students and scholars.

ON THE WEB

www.aplu.org/hosting-afghan-students-and-scholars

Engaging USAID on International Development and Food Security

APLU organized and led a meeting in September between members and USAID Deputy Assistant Administrator Michener to discuss how public universities can partner with USAID on international development projects and in support of global food programs.

OUTREACH ABROAD: APLU’s

Office of International Engagement remains active in representing North American public and land-grant universities to international organizations and associations abroad. In 2021, APLU was the keynote presenter at the following global webinars:

- Canadian Bureau of International Education (CBIE): In January, APLU organized a webinar for Canadian universities in partnership with CBIE titled: *Deciphering the Current U.S. Policy Landscape: Perspectives and Potential for Canadian HEIs*.
- UN Food Systems Summit 2021 African Ministerial Policy Dialogue: APLU presented on how North American universities are engaged in capacity building efforts in Africa to help increase agricultural production to meet global food needs. This event was held in June 2021 in partnership with the *Regional Universities Forum for Capacity Building in Agriculture (RUForum)*.
- Conference of the Americas on International Education (CAIE). APLU partnered with the Department of State to present on *Leveraging Institutional Partnerships for Hemispheric Collaboration and Competitiveness* in October. This event was aimed at increasing ties between U.S. and Latin American higher educational institutions.
- RUForum's Triennial Conference on African Education: APLU presented on how African universities can partner with North American universities in capacity building, research, and student and scholar exchanges as part of African Education Week in December.



PHOTO COURTESY OF THE UNIVERSITY OF GEORGIA



PHOTO COURTESY OF NORTH CAROLINA STATE UNIVERSITY

VI. APLU LEADERSHIP & ORGANIZATIONAL INFRASTRUCTURE

APLU Institutional Awards

2021 Degree Completion Award



APLU's Degree Completion Award identifies, highlights, and rewards innovative public university efforts

that are successfully improving the retention and graduation of students. This year, APLU received the highest number of submissions ever submitted for the award. Updates to this year's competition included feedback and improvement meetings with non-finalist institutions and a degree completion showcase.

Florida State University won the 2021 award for its efforts to address equity gaps. Florida State launched its Center for the Advancement of Teaching to support faculty as they redesigned courses around students' needs and created more inclusive learning environments. The university also founded a Learning Assistant Program in which undergraduates who have successfully completed courses are invited back to work in them, helping students learn the material.

The 2021 Degree Completion finalists also included Florida Atlantic University and the University of Illinois Chicago.

ON THE WEB

www.aplu.org/DegreeCompletionAward

2021 Institutional Award for Global Learning, Research, and Engagement



In recognition of its extraordinary global learning, research, and engagement efforts, APLU named the University

of North Carolina at Chapel Hill the Platinum winner of its 2021 Institutional Award for Global Learning, Research & Engagement. The Platinum Award is APLU's highest-level award granted to a member institution in recognition of inclusive and comprehensive efforts to internationalize its campus. The University of Maryland, Baltimore County was also recognized for its internationalization efforts as a recipient of the Gold Award in Leadership and Pervasiveness. The Gold Award recognizes an institution's leadership and commitment to both prioritizing internationalization across campus and moving the campus culture toward internationalization.

The University of North Carolina at Chapel Hill (UNC-Chapel Hill) made globalizing the university one of the top priorities in its strategic plan. Under the Global Guarantee, Carolina's promise that a global

education is available to every student, the university has expanded the menu of global learning opportunities. Prior to the pandemic, 43 percent of undergraduate students studied abroad before graduation, supported by \$1 million in annual scholarships. In the first year, 19 COIL courses enabled 400 Carolina students to study and collaborate with faculty and students from global partner universities. In addition to traditional study abroad opportunities, students can also enroll in virtual study abroad to undertake research projects, internships, or courses at a partner university. Participation in study abroad and global learning is equitably distributed and reflects on-campus enrollment in terms of race, ethnicity, and financial need. UNC-Chapel Hill's six area studies centers, five of which are Department of Education Title VI National Resource Centers—more than any university in the American Southeast—provide area studies and language resources for



PHOTO COURTESY OF UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

faculty and students, as well as K–12 educators and students throughout North Carolina.

ON THE WEB

www.aplu.org/GlobalLearningAward

Innovation & Economic



Prosperity Award

APLU's IEP

Universities awards program further honors institutions that have been named

as IEP designees (see Page 25). The awards recognize innovative projects or programs in economic engagement.

This year's IEP University Award winners are:

- Ohio University won the IEP Economic Engagement Connections award, the top-prize in the awards competition, recognizing overall excellence and excellence across all three award categories;
- University of Cincinnati won the IEP Talent award, recognizing exemplary initiatives in education and workforce development;
- University of Colorado Boulder won the IEP Innovation award, recognizing exemplary initiatives spurring innovation, entrepreneurship, and technology-based economic development;
- Iowa State University won the IEP Place award, for exemplary initiatives resulting in social, cultural, or community development.

ON THE WEB

www.aplu.org/iep



PHOTO COURTESY OF UNIVERSITY OF MINNESOTA

C. Peter Magrath Community Engagement Scholarship Award



In recognition of extraordinary community outreach, APLU named the University of North Carolina at

Greensboro (UNCG) the winner of the 2021 C. Peter Magrath Community Engagement Scholarship Award.

UNCG is recognized for its multi-pronged approach to increasing access to culturally responsive scholarship and community engagement. Through initiatives such as the Immigrant Health ACCESS Project (IHAP), part of the UNCG Center for New North Carolinians (CNNG), UNCG has helped create multi-directional pathways of health care access to marginalized communities.

In June, the University of North Carolina at Greensboro was named one of four regional winners of the W.K. Kellogg Foundation Community Engagement Scholarship Award. Those regional winners, named in collaboration with the Engagement Scholarship Consortium, automatically become finalists for the national Magrath Award. The other regional winners of the 2021 W.K. Kellogg Foundation Community Engagement Scholarship Award were University of California, Los Angeles, University of Minnesota, and Virginia Tech. Each of the three other W.K. Kellogg Award winners received \$5,000 to support their community engagement efforts.

ON THE WEB

www.aplu.org/MagrathAward

Speaking Out on Social Issues & Celebrating Diversity

As the nation continues to grapple with a health pandemic and increased dialogue and focus on racial injustice and other social issues, APLU has extended and increased its work around the values of diversity, equity, and inclusion that are central to the association and its members.

STATEMENTS ON RACIAL & SOCIAL INJUSTICE:

As Asians and Asian Americans experienced increased instances of hate and violence within the U.S. due to fear surrounding the origins of COVID-19 and growing concerns around security related to China, APLU issued a statement condemning the xenophobic and racist violence and committed to doing more to support dialogue and education around the Asian American community within its membership, which was supported through the association's AAPI Heritage Month Celebration webinar in May.

APLU also expanded upon the land acknowledgment statement it produced last year recognizing many public and land-grant universities are located on land that was previously held by Native Americans, to include a paragraph that acknowledges the indigenous lands that APLU's office resides upon in Washington, D.C.

ON THE WEB

www.aplu.org/aplu-statement-condemning-racism-and-violent-attacks-against-asian-americans-and-pacific-islanders

www.aplu.org/about-us/land-acknowledgment.html



PHOTO COURTESY OF UNIVERSITY OF ARKANSAS

APLU'S CELEBRATION SERIES:

APLU built off last year's successful Hispanic Heritage Month webinar, to develop a full Celebration Series for 2021. The DEI Officer, working with offices across APLU, led six webinars over the course of the year. The webinars are designed to celebrate the nationally recognized month theme by bringing together leaders from APLU member organizations who are connected to the these months personally as well as professionally. These webinars are also opportunities for APLU to celebrate its staff who also identify with the theme to help design and moderate the sessions when available. Throughout the six completed webinars, APLU has engaged nearly 2,000 individuals, mainly from member institutions. A number of non-member institutions, community colleges, K-12 schools,

government, and community organizations have also attended. Of those who attend, most are from university administration, with some faculty, and a few students.

ON THE WEB

www.aplu.org/meetings-and-events/aplu-special-events/

New Offices

APLU officially moved to its new offices at 1220 L Street NW, Suite 1000, Washington, DC, in January, 2020.



Finance

Funders and Projects

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

American Association of Community Colleges

- Equity Transfer Initiative

Arnold Ventures, LLC

- Student Success Fund Advocacy Project

Ascendium Education Group, Inc.

- Facilitating Career Pathways for Rural Students: Cooperative Extension as a Community Connector
- Data Literacy Institute

Bill and Melinda Gates Foundation

- Adaptive Courseware
- Intermediaries for Scale (Powered by Publics)
- Integrated Planning and Advising for Student Success (IPASS)
- Position Intermediaries to Support States & Institutions
- TCC (Collaborating for Change)
- Scaling Partners

California State University, Fresno

- ICN KIND Cohort - CSU ADVANCE (a National Science Foundation project)

Kavli Foundation

- Civic Science Fellow

Kresge Foundation

- Collaborative Opportunity Grant (COG): Basic Needs

Lumen Learning

- PLC: Lumen Learning Statistics Courseware

Lumina Foundation for Education

- Powered by Publics Equity Roundtables
- Partnerships for Adult Learner Success

Michael and Susan Dell Foundation

- Collaborative Opportunity Grant (COG): Seeding Innovation to Deliver 21st Century Skills

National Institute of Food and Agriculture

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

National Institute of Standards and Technology: Manufacturing Extension Partnership Centers

- Leveraging Universities to Advance Manufacturing Innovation through the MEP Network

National Science Foundation

- The Status Reports on Computer and Information Sciences
- Analysis of Variation in Student Success in Engineering Degrees among Several Institutions
- NSF INCLUDES Aspire Alliance: The National Alliance for Inclusive and Diverse STEM Faculty
- Conference: A Three-Part Series to Envision and Enact an Inclusive & Diverse STEM Professoriate
- MODULES: Mathematics of Doing, Understanding, Learning and Educating for Secondary Schools
- SEMINAL: Student Engagement In Mathematics through an Institutional Network for Active Learning
- CERAC: Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity
- NSEG: Network of STEM Education Centers
- Conference: Accelerating Public Access to Research Data
- Conference: Aspire's Inclusive Faculty Framework Professional Development Series Building DEI Capacity
- Engineering Databook

Raikes Foundation

- Student Experience Project



PHOTO COURTESY OF VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

Rita Allen Foundation

- Civic Science Fellow

Rochester Institute of Technology

- ICN Let's Talk Money Cohort (a National Science Foundation project)

Rockefeller Philanthropy Advisors/ Bill & Melinda Gates Foundation

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

Teachers Insurance and Annuity Association of America

- Financial Aid Innovations for College Affordability and Mitigating Student Debt

Temple University/U.S. Department of Education Institute for Education Science

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

WICHE Cooperative for Educational Technologies/Bill & Melinda Gates Foundation

- Adaptive Courseware for Early Success
- Student Fellows - Fall 2021
- Every Learner Everywhere Refresh Grant Activities
- PLC: RPA-AASCU-03
- Managing Learning Continuity

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Sarah Bartlome

Associate, International, Community, and Economic Engagement & Center for Public University Transformation

APLU Members

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities. APLU's 244 members span across all 50 states, the District of Columbia, four U.S. territories, Canada, and Mexico.

The association's membership includes 26 university systems and 215 universities, of which 79 are U.S. land-grant institutions. Twenty-three historically black colleges and universities (HBCUs) are members, of which 21 are land-grant institutions (19 under the 1890 Morrill Act, two under the 1862 Morrill Act). The 36 Native American institutions designated as 1994 land-grant universities are represented through the American Indian Higher Education Consortium (AIHEC).

Below are all of the APLU members and links to their institutional website.

University Systems

American Indian Higher Education Consortium
Colorado State University System
North Dakota University System
Southern Illinois University System
Southern University System²
State University System of Florida
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 California¹
University of Colorado System
University of Hawai'i System
University of Illinois System
University of Massachusetts System
University of Missouri System
University of Nebraska System
University of North Carolina System
University of Tennessee System
University of Wisconsin System
University System of Georgia
University System of Maryland

Member Universities by Jurisdiction

Canada

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

Mexico

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

United States

ALABAMA

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

ALASKA

University of Alaska Fairbanks¹

AMERICAN SAMOA

American Samoa Community College¹

ARIZONA

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

ARKANSAS

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

CALIFORNIA

California Polytechnic State University, San Luis Obispo
California State University, Fresno³
California State University, Fullerton³
California State University, Northridge³
California State University, Sacramento³
San Diego State University³
San Jose State University
University of California, Berkeley¹
University of California, Davis¹
University of California, Irvine³
University of California, Los Angeles
University of California, Merced³
University of California, Riverside^{1,3}
University of California, San Diego
University of California, Santa Barbara³
University of California, Santa Cruz³

COLORADO

Colorado School of Mines
Colorado State University¹
University of Colorado at Boulder
University of Colorado Denver / Anschutz Medical Campus

CONNECTICUT

University of Connecticut¹

DELAWARE

Delaware State University^{1,2}
University of Delaware¹

DISTRICT OF COLUMBIA

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

FEDERATED STATES OF MICRONESIA

College of Micronesia - FSM

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

FLORIDA

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

GEORGIA

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

GUAM

University of Guam¹

HAWAI'I

University of Hawai'i at Manoa¹

IDAHO

Boise State University
University of Idaho¹

ILLINOIS

Illinois State University
Northern Illinois University
Southern Illinois University
at Carbondale
University of Illinois Chicago³
University of Illinois at
Urbana-Champaign¹

INDIANA

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

IOWA

Iowa State University¹
University of Iowa

KANSAS

Kansas State University¹
University of Kansas
Wichita State University

KENTUCKY

Kentucky State University^{1,2}
University of Kentucky¹
University of Louisville

LOUISIANA

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

MAINE

The University of Maine¹

MARYLAND

Morgan State University²
United States Naval Academy
University of Maryland,
Baltimore County
University of Maryland, College Park¹
University of Maryland Eastern Shore^{1,2}
University of Maryland Global Campus

MASSACHUSETTS

Massachusetts Institute of Technology¹
University of Massachusetts Amherst¹
University of Massachusetts Boston
University of Massachusetts Lowell

MICHIGAN

Central Michigan University
Michigan State University¹
Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

MINNESOTA

University of Minnesota¹
University of Minnesota Duluth

MISSISSIPPI

Alcorn State University^{1,2}
Jackson State University²
Mississippi State University¹
The University of Mississippi
The University of Southern Mississippi

MISSOURI

Lincoln University^{1,2}
Missouri University of Science
and Technology
University of Missouri¹
University of Missouri-Kansas City

MONTANA

Montana State University¹
University of Montana

NEBRASKA

University of Nebraska-Lincoln¹

NEVADA

University of Nevada, Las Vegas³
University of Nevada, Reno¹

NEW HAMPSHIRE

University of New Hampshire¹

NEW JERSEY

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

NEW MEXICO

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

NEW YORK

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

NORTH CAROLINA

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

NORTH DAKOTA

North Dakota State University¹
University of North Dakota

NORTHERN MARIANAS

Northern Marianas College

OHIO

Bowling Green State University
Central State University^{1,2}
Cleveland State University
Kent State University
Miami University

Ohio University
The Ohio State University¹
The University of Akron
The University of Toledo
University of Cincinnati
Wright State University

OKLAHOMA

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

OREGON

Oregon State University¹
Portland State University
University of Oregon

PENNSYLVANIA

The Pennsylvania State University¹
Temple University
University of Pittsburgh

PUERTO RICO

University of Puerto Rico Mayaguez^{1,3}

RHODE ISLAND

The University of Rhode Island¹

SOUTH CAROLINA

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

SOUTH DAKOTA

South Dakota Mines
South Dakota State University¹

University of South Dakota

TENNESSEE

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

TEXAS

Prairie View A&M University^{1,2}
Texas A&M University¹
Texas State University
Texas Tech University³
The University of Houston³
The University of North Texas
The University of Texas at Arlington³
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at El Paso³
The University of Texas at San Antonio³
The University of Texas Rio
Grande Valley³

UTAH

The University of Utah
Utah State University¹

VERMONT

The University of Vermont¹

VIRGIN ISLANDS

University of the Virgin Islands^{1,2}

VIRGINIA

The College of William & Mary
George Mason University

Old Dominion University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute
& State University¹
Virginia State University^{1,2}

WASHINGTON

University of Washington
Washington State University¹

WEST VIRGINIA

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

WISCONSIN

University of Wisconsin-Madison¹
University of Wisconsin-Milwaukee

WYOMING

University of Wyoming¹

Related Higher Education Organizations

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



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About APLU

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico.

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

- Driving Equitable Student Success;
- Fostering Research & Innovation to Meet Societal Needs; and
- Deepening Community & Economic Engagement to Benefit All

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

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

Founded in 1887, APLU is North America's oldest higher education association. APLU's membership includes 215 campuses, (79 U.S. land-grant institutions), 26 university systems, 1 land-grant affiliate and 2 affiliate members. Twenty-three members are historically black colleges and universities (HBCUs), of which 21 are

land-grant institutions (19 under the 1890 Morrill Act, 2 under the 1862 Morrill Act).

Nine Canadian institutions (including one related higher education organization) and five Mexican universities are members of APLU.

APLU AT-A-GLANCE

ANNUALLY . . .

APLU's **244** member institutions

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



ENROLL



5 million
undergraduates



AND **1.3 million**
graduate students

AWARD



1.3 million
degrees

EMPLOY

1.3 million
faculty and staff



AND CONDUCT



\$49.2 billion
in university-based research.

APLU Annual Meeting

For the second year in a row, the APLU Annual Meeting was held virtually due to health and safety concerns. More than 1,100 public university leaders gathered online.

The theme of the meeting was The New Now: The Promise of Higher Education in a Rapidly Changing World.

During the meeting, APLU named a new board of directors, announced winners of its four institutional awards, and hosted four keynote sessions, 12 interactive concurrent sessions, and a series of lightning round presentations that included 14 member presidents.

The APLU keynote sessions included:

Opening Session: Makola M. Abdullah

Makola M. Abdullah, the 14th President of Virginia State University, set the tone for the meeting talking about the how higher education transforms students and communities. As Chair of APLU's Council of 1890 Universities, he emphasized public universities need to embrace the land-grant mission and elevate DEI issues.

Keynote Session: Eric Schmidt

Eric Schmidt served as Google's Chief Executive Officer and Chairman from 2001 to 2011, as well as Executive

Chairman and Technical Advisor. Under his leadership, Google dramatically scaled its infrastructure and diversified its product offerings while maintaining a strong culture of innovation.

In a keynote interview, Schmidt spoke about the need for strong federal research investments, especially in the field of artificial intelligence; the urgency for universities to keep strong international ties and enroll international students; the threat of misinformation on the public; and other technology-related issues public universities should lead on.

Discussion: Delivering On The Public University Mission In The New Now

In a discussion led by Rebecca Blank, chancellor, University of Wisconsin-Madison and chair, APLU Board of Directors, university presidents discussed how external forces, including the COVID-19 pandemic and climate change, have laid bare the need for new efforts to advance equity, harness the power of technology to meet students' learning needs, and undertake research capable of tackling the most vexing challenges facing society. Erika D. Beck, president, California State University, Northridge; Michael Crow, president, Arizona State University; Marcelo

Suárez-Orozco, chancellor, University of Massachusetts Boston; and William F. Tate IV, president, Louisiana State University each discussed the evolving missions of public universities.

Navigating The New Now: Effectively Addressing Growing Public Demands

In the closing discussion for the meeting, universities presidents discussed the array of pressures facing public institutions. The panelists addressed growing public skepticism about the value of a college education relative to cost, whether higher education is delivering for an increasingly diverse society, and even whether science can be trusted. Michelle Marks, chancellor, University of Colorado Denver, moderated the discussion and was joined by Sharon Gaber, chancellor, The University of North Carolina at Charlotte; Edward Montgomery, president, Western Michigan University; Brian Sandoval, president, University of Nevada, Reno; and Barbara J. Wilson, president, University of Iowa.



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ASSOCIATION OF
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UNIVERSITIES

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