

annual report

2017



APLU





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our work

APLU works with member universities to

Expand access and improve student success
to deliver the next generation workforce.

Advance and promote research and discovery
to improve society and foster economic growth.

Build healthy, prosperous, equitable,
and vibrant communities.



PHOTOS ABOVE COURTESY OF OKLAHOMA STATE UNIVERSITY; UNIVERSITY OF CALIFORNIA, SAN DIEGO; NORTH CAROLINA STATE UNIVERSITY.

from the president

Dear Friends:

I am pleased to present the Association of Public and Land-grant Universities' 2017 Annual Report.

In 2017, APLU helped lead an array of projects and initiatives centered on the three pillars of our agenda: expanding access and improving student success to deliver the next generation workforce; advancing and promoting research and discovery to improve society and foster economic growth; and building healthy, prosperous, equitable, and vibrant communities.

Over the past year, APLU also worked hard to communicate with Congress and key federal agency leaders in the new administration while maintaining our commitment to core principles and fighting hard for key policy goals. We have needed to protect and, when possible, advance public research universities' priorities in a complicated new Washington.

Last year, APLU successfully worked with its public research university members and others to: restore year-round Pell Grant eligibility; secure a \$2 billion increase in National Institutes of Health (NIH) funding while preventing a proposed 20 percent cap on facilities and administrative costs; and eliminate many of the provisions originally included in the Tax Cuts and Jobs Act that would have severely hampered institutions' graduate research enterprises and raised the cost of college.

APLU also helped lead the field of higher education by issuing reports



detailing: how public universities must change to help tackle global hunger by 2050; what practices institutions can use to increase degree completion; how university technology transfer operations must evolve; and the steps institutions can take to increase the employment readiness of their graduates.

During 2017, we secured grants to expand and examine the efficacy of completion grants; to design a research practice partnership aimed at increasing the understanding of psychological barriers to completing a degree; and to examine trends in which colleges and universities graduate the most students from underrepresented students studying specific engineering fields. Throughout the year, APLU also undertook a wide array of efforts to advance Project Degree Completion, as well as math and science education, economic engagement, international programs, and many other initiatives.

We know 2018 presents both new and ongoing challenges and opportunities. APLU is uniquely positioned to help public institutions

navigate the increasingly complex higher education landscape and promulgate the tremendous value our members contribute to society. We are especially excited to launch our Center for Public University Transformation, which will bring together an expected 100 institutions to develop and implement innovative, scalable solutions aimed at increasing the number of degrees and closing the achievement gap.

We have a lot of work ahead of us, including pressing lawmakers to codify the Deferred Action for Childhood Arrivals program into law, the reauthorization of the Higher Education Act, budget and funding debates in Congress, ever-shifting state commitments to public institutions, and much more. Advocacy on behalf of public universities and the life-changing research they conduct is more important than ever.

APLU continues to help advance the interests of our universities and the students they serve while providing forums that spotlight best practices to be developed and shared across our institutions.

Working collectively to overcome the shared challenges we face will prove key as institutions work to remain nimble amid an ever-shifting landscape.

Sincerely,

Peter McPherson
President



BE YOUR
BEST
SELF

UMBC

UMBC

projects & initiatives

Expanding access and improving student success to deliver the next generation workforce

A core mission of public universities is to provide access to quality higher education to students from all different backgrounds, help students obtain a degree, and work to ensure graduates are prepared for a lifetime of learning and qualified to enter the 21st century workforce. To facilitate progress in these areas, APLU has developed a wide array of projects and initiatives designed to help further strengthen universities' work. The association is also working to identify institutions' best practices and share them across the entire membership.

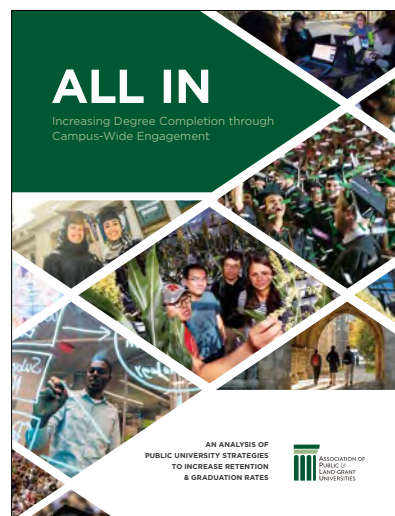
Identifying, implementing, and scaling strategies for ensuring more students graduate

Project Degree Completion 2-Year Trend Report & Award

In an effort to help institutions adopt evidence-based strategies to increase student success, APLU released an analysis of degree completion initiatives that public universities from across the country have undertaken. The report, *All In: Increasing Degree Completion through Campus-Wide Engagement*, examines the efficacy of a variety of strategies to increase student retention, reduce students' time to degree, and close the achievement gap.

The analysis draws on evidence from more than 40 institutions that applied for the APLU Project Degree Completion Award in 2015 and 2016, representing public universities with a broad range of institutional size, selectivity, and geographic area. It found that campus-wide engagement is essential to achieving increased student retention and graduation.

In its third year, APLU received another strong set of applications for its 2017 Project Degree Completion Award, which identifies and honors institutions employing innovative methods or programs to increase retention and graduation outcomes and/or close achievement gaps. The 2017 winner was the University of Hawai'i at Manoa, whose graduation



rate increased dramatically since their degree completion effort was launched, resulting in a remarkable

◀ PHOTO COURTESY OF UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

13.7 percentage-point increase in the four-year, university-wide graduation rate.

ON THE WEB

www.aplu.org/pdcaward

Center for Public University Transformation

In 2017, APLU received a grant from the Bill & Melinda Gates Foundation to reorganize and harmonize the association's student success and degree completion efforts. APLU is planning to launch a new [Center for Public University Transformation](#) in 2018 to help public universities across the country grow, innovate, and sustain effective solutions that enable students to succeed in college, complete their degrees, and be well-prepared for the workforce.

APLU's Center will convene 100 change-ready universities within 10 "transformation clusters" focused on solving different pieces of the student success puzzle as public universities work together to tear down long-standing barriers, reduce costs for students, prepare students to thrive in the 21st century workforce,

and collectively increase the number of degrees they award while improving equity.

Framework for Degree Completion

APLU prepared a draft plan for a Framework for Degree Completion to build a knowledge management system covering interventions and best practices that have effectively been used to address barriers to student success at public universities. This online system would be curated by experts and contain an up-to-date and easily accessible record of the latest evidence-based support for intervention for degree completion.

University-Community Student Success Partnerships

APLU worked with the Coalition of Urban Serving Universities (USU) on Collaborative Opportunity Grants (COGs) to advance student success, degree completion, and community transformation. Institutions awarded COGs undertake a variety of nascent reforms touching virtually every aspect of the student experience to establish the environment necessary for students to thrive.

APLU/USU provided 12 institutions seed grants to help adopt innovative practices in five areas (engaging faculty, rethinking financial aid, leveraging community assets, aligning and engaging employers, and strengthening K–16 systems). The 12 schools are: California State, Los Angeles; California State, Northridge; Cleveland State University; Fresno State University; Fort Valley State; Georgia State University; San Jose State University; University of California, Riverside; University of Maryland, Baltimore County; University of Memphis; University of Wisconsin-Milwaukee; and University of South Alabama.

Investment areas support innovations pursued through collaboration with other organizations such as K–12 school districts, employers or community colleges. The COG initiative is funded by the Bill & Melinda Gates Foundation and received additional support from the Kresge Foundation to expand its reach. The COG complements APLU's work managing the *Frontier Set* (Florida International University, Georgia State University, Portland State University), an initiative of the Bill & Melinda Gates Foundation to increase student access and success and eliminate racial/ethnic and socioeconomic disparities in college attainment.

ON THE WEB

www.aplu.org/cog

Completion Grants

Supported by \$670,000 in grant funds, APLU/USU helped nine campuses (Cleveland State University; Florida International University; Kent State University; The Ohio State University; University of Arkansas at Pine Bluff; University of Central Florida;

PHOTO COURTESY OF WESTERN MICHIGAN UNIVERSITY





PHOTO COURTESY OF GEORGIA STATE UNIVERSITY

University of Houston; University of North Carolina at Charlotte; and Wayne State University) launch or scale completion grants, which provide modest amounts of financial aid to prevent low-income students from dropping out. Georgia State, Indiana University-Purdue University Indianapolis, and Virginia Commonwealth University served as mentors. To date, more than 1,200 students have been supported.

Building on this effort, USU and APLU partnered with Temple University to evaluate and expand the completion grant effort, through an assessment grant from the U.S. Department of Education's Institute for Education Sciences. Seven campuses—Arizona State University, Florida International University, Indiana University-Purdue University Indianapolis, Kent State University, The Ohio State Regional Campuses, University of North Carolina at Charlotte, and Virginia Commonwealth University are currently participating in the evaluation phase of the project, which explores the implementation of completion grants within a variety of institutional contexts and the necessary institutional capacities to achieve successful institutionalization. Rutgers University-Newark, Portland State University and the University of Illinois at Chicago will join in next stage of the

project to further explore the efficacy of completion grants for increasing student degree completion as a cost-effective initiative.

ON THE WEB

www.aplu.org/completiongrants

A psychological lens to student success

APLU/USU began work to help universities better understand students' psychological experiences as a critical lens for eliminating barriers to student success. With support from the Raikes Foundation and in partnership with the College Transition Collaborative (CTC) and the Project for Education Research that Scales (PERTS), USU will work with five institutions over the next three years to develop evidence-based, scalable tools to help institutions address these factors, particularly for students from traditionally underserved and marginalized groups. The project is designed to build awareness of strategies institutions can adopt to apply a psychological lens to the design of programs, policies, processes and communication that impact students.

Diversity on Campus

Urban Universities for HEALTH, a USU-APLU-Association of American

Medical Colleges (AAMC)-NIH partnership, launched its *Health Workforce Metrics Toolkit* to help university leaders track progress toward building a diverse and culturally competent health and scientific workforce. In addition, with support from The California Wellness Foundation, USU, APLU, and AAMC have developed and are piloting a Diversity and Inclusion Culture and Climate Self-Assessment Tool and Scorecard at eight urban-based universities in California over a three-year period. The cohort consists of: California State University, Fullerton; California State University, Northridge; University of California, Davis; University of California, San Francisco; University of Southern California; California State University, Fresno; University of California, Los Angeles; and University of California, Irvine. The tool is designed to assist leaders in measuring campus climate and culture and in making changes across the institution that support the success of diverse students and faculty in the health professions.

ON THE WEB

www.aplu.org/uuhealth-diversifying



Urban
Universities
for HEALTH



PHOTO COURTESY OF THE UNIVERSITY CALIFORNIA, DAVIS

TECHNOLOGY DRIVEN DEGREE COMPLETION EFFORTS

APLU Adaptive Courseware Grant Program

APLU's Accelerating Adoption of Adaptive Courseware grant program set a goal of achieving adaptive courseware use in a minimum of 15–20 percent general education course enrollments at participating institutions within the three-year program term (spring 2017–fall 2019), equating to more than 85,000 enrollments. The adaptive courseware adoption plans at grantee institutions provide a disproportionate impact for disadvantaged learners and follow these guidelines:

- Focus on 100–200 level general education credit-bearing courses
- Deliver courses primarily face-to-face or blended
- Include courses with high DFW (D-grades, F-grades, withdrawals) rates
- Engage multiple disciplines from STEM fields to humanities

- Demonstrate a commitment to faculty development through staff and monetary support and a sustainable approach to scaling efforts beyond the life of grant
- Connect to other campus wide efforts to improve teaching and learning outcomes

During the first full academic year of the grant, all eight institutions participating in the Accelerating Adoption of Adaptive Courseware grant program launched their adaptive courseware implementations, reaching more than 22,000 enrollments. Based on enrollments to date, the institutions will reach more than 100,000 enrollments by the end of the grant period, exceeding the initial 85,000 enrollment goal. The eight grantees are Arizona State University, Colorado State University, Georgia State University, Northern Arizona State University, Oregon State University, Portland State University, University of Louisville, and University of Mississippi.

Participating institutions now plan to scale adaptive courseware to reach

more than 125 courses in total. All institutions plan to meet the requirement to scale to at least 15 percent of general education enrollments goal. All institutions are reporting that using the adaptive courseware is less expensive than traditional textbooks.

ON THE WEB

www.aplu.org/plc

Broadening the Impact of Digital Learning

Due to the highly successful launch of its scaling adaptive learning grant, APLU was asked to be a founding member of the newly created Digital Learning Solutions Network. This network of 13 members will carry forward the goals of the Bill & Melinda Gates Foundation to leverage digital learning to improve progression and completion especially for low-income, minority, and adult students.

APLU also launched discipline-specific learning communities as a resource for faculty to access support and share best practices. A faculty workshop on active and adaptive learning co-hosted by APLU and the University of Louisville in July formally launched this project and there are now six professional learning communities formed—in natural sciences (including biology, chemistry and physics), mathematics, composition, economics, psychology, and faculty support—with governing charters and identified community managers.

A SMART Approach to Student Success

In April 2017, APLU's Personalized Learning Consortium (PLC) launched a self-paced, online course, *A SMART Approach to Student Success*, to provide guidance to



executive and project-level leadership on redesigning and improving the delivery of advising and student support services. To date, 77 institutions have enrolled in the course both as teams and individual learners.

Drawing on the expertise of post-secondary leaders whose institutions have pioneered the implementation and use of proactive advising, the six lesson, self-paced course, provides guidance to leaders in academic affairs and student affairs, advising managers, professional advisors and faculty in transforming their advising and student supports systems to better serve today's students.

The content for *A SMART Approach to Student Success* is anchored in detailed interviews with presidents, provosts, vice provosts for student success, vice presidents of information technology, advising personnel and faculty from Austin Community College, Colorado State University, Georgia State University, Middle Tennessee State University, and Whatcom Community College. The course includes video narratives developed from these interviews, practical activities and resources developed by experts in the field. The institutions profiled vary in their type and geographic region. Research universities, community colleges, urban-serving universities, and

Hispanic-serving institutions were selected to illustrate a diversity of approaches, challenges and successes across differing institution types. This also helps make the course relevant to nearly all types of colleges and universities.

ON THE WEB

www.aplu.org/smart

STEM-FOCUSED

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

In its second year, APLU's Student Engagement in Mathematics through an Institutional Network for Active Learning (SEMINAL) initiative is working to better understand both how to sustain growing success in implementing active learning in undergraduate mathematics classes and how to influence similar success at other institutions. Funded by the National Science Foundation (NSF), nine institutions were added to the project following an extensive peer

review process that garnered 47 proposals. These new institutions will join a core network of faculty from University of Colorado Boulder; University of Nebraska-Lincoln; and San Diego State University. Student success rates in undergraduate introductory mathematics (precalculus through calculus 2) are unacceptably low on most campuses. Overwhelming evidence has shown that active learning techniques generate significantly greater learning. Given the critical foundation provided by mathematics to science and engineering, improving student success in introductory calculus across all student populations has the potential to broaden the participation of students across STEM majors.

ON THE WEB

www.aplu.org/seminal

AMPSS—Advancing Math Pathways for Student Success

APLU and other members of the Advancing Math Pathways for Student Success (AMPSS) coalition are working in states across the nation



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PHOTO COURTESY OF FLORIDA STATE UNIVERSITY

to expand mathematics pathways with rigorous, transferable, college-level content across two and four-year institutions. APLU joined with coalition partners AASCU, the National Association of System Heads (NASH) and American Association of Community Colleges (AACC) along with the Dana Center at the University of

Texas at Austin; Carnegie Mathpathways; Complete College America; and national mathematics societies stimulated by Transforming Post-Secondary Education in Mathematics (TPSE) and Conference Board of Mathematical Sciences (CBMS) to draft an overall strategy and garner feedback during a national summit convened in 2017.

ON THE WEB:

www.advancingmathpathways.org

Science & Mathematics Teaching Imperative: MTEP—Mathematics Teacher Education Partnership

For more than six years, APLU has convened the Mathematics Teacher Education Partnership (MTE-P), to engage more than 30 teams of faculty and K–12 partners in developing interventions to improve secondary

math teacher preparation programs in areas including: promoting active learning in undergraduate mathematics courses; recruiting future mathematics teachers; creating clinical experiences/develop mentor teachers; developing course modules for teaching mathematical practices in various undergraduate mathematics courses; building retention and helping induct new secondary mathematics teachers and developing metrics for demonstrating more and better mathematics teachers.

ON THE WEB

www.aplu.org/mteP

Network of STEM Education Centers (NSEC)

APLU's Network of STEM Education Centers project is creating a community of center directors to learn and share reforms/interventions across

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institutions and understand how STEM centers operate on their campuses and their impacts on improving undergraduate STEM education. The network is managed by APLU, University of Colorado Boulder, and University of Massachusetts Amherst. The project expanded its online communications platform with toolkits and resources and convened workshops and a national conference to build the network.

ON THE WEB

www.aplu.org/nsec

Aiming for 100%— Global Learning for All

APLU laid the groundwork to launch a multi-campus, multi-year laboratory project in which member institutions will create, refine, test, and measure diverse strategies for providing a global education to all students. Together these institutions will endeavor to deliver a full range of learning experiences—curricular and co-curricular—that help students to develop and practice the knowledge and skills they need to engage with diverse communities on the problems and opportunities of an increasingly interdependent world.

APLU's goal is to ensure that international education and education are seen not as two separate endeavors, but instead as an integrated response to the needs of a complex and interconnected world. The initial cohort of campuses will work to expand the menu of effective global learning experiences to democratize access to and participation in a range of opportunities for cultivating global competencies. These efforts aim to support the infusion of global learning across the student experience so that it is unavoidable. The initiative also

aims to put the spotlight on equality of access to this high impact learning and foster the broad recognition that a quality 21st century degree inherently includes global learning.

Training Students from Developing Countries

APLU developed a policy paper for USAID to boost long-term degree training of students from developing countries in the United States. APLU also conducted a study for USAID on the feasibility of a large long-term training graduate degree program with Pakistan. The value of long-term degree training as part of the development strategy for low-income countries is that it supports and sustains U.S. foreign assistance investments. Well-educated citizens are fundamental to economic growth, good governance, and close ties to the United States.

Create a more diverse student body & faculty

APLU INCLUDES Project: Diversifying the STEM Professoriate

After receiving one of the National Science Foundation's (NSF) INCLUDES (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) launch/development grants, APLU and its membership made significant progress on the project goals aimed at expanding the diversity of STEM faculty.

During the project's first year, two task forces and a technical advisory committee were established to guide the project's development of six national deliverables, including developing an institutional self-assessment for the



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recruitment, hiring, and retention of underrepresented STEM faculty and the development and launch of the STEM-OP (Survey to Expand and Maximize Opportunity in the Professoriate). The project continues with the 2018 INCLUDES Summit on April 24–25 in Alexandria, VA.

In 2017, APLU developed a model for successful recruitment, hiring, and retention along with a self-assessment tool based on the model. Eleven APLU campuses conducted an extensive review of the model and self-assessment tool and provided valuable feedback for the next stage of development of the tool. The next step will be a pilot implementation of the self-assessment tool on several APLU campuses seeking to diversify their STEM professoriate.

ON THE WEB

www.aplu.org/includes

Engineering Education Status Report

APLU received a grant from the National Science Foundation (NSF) to examine trends in engineering degrees awarded at the national and institutional level, and determine which colleges and universities graduate a larger number and proportion of underrepresented groups in specific engineering disciplines. APLU will also compare engineering degree



PHOTO COURTESY OF UNIVERSITY OF SOUTH FLORIDA

projections to engineering academic and nonacademic workforce projections to determine where mismatches between projected supply and demand exist.

2017 HBCU Summit

APLU's Office of Access and Success hosted the 2017 HBCU Summit in New Orleans, Louisiana. The HBCU Summit convened HBCU senior-level administrators, faculty, and other stakeholders in a forum to share ideas, tools and resources that fostered greater collective success for the strategic priorities of their institutions. The 2017 HBCU Summit defined characteristics that promote sustainable student success programs and refined existing program strategies to promote greater success, sustainability, and team integration. Additionally, summit participants identified tools and strategies needed to develop grant proposals and to compete effectively in national grant solicitations.

Pervasive Internationalization: A Call for Renewed Leadership

Ten years after the publication of the *National Action Agenda for Internationalizing Higher Education* and its earlier companion report *A Call to Leadership: The Presidential Role in Internationalizing the University*, APLU's Commission on International Initiatives (CII) revisited the role of internationalization on campuses.

The report provides the perspectives of senior international officers at APLU member institutions who responded to a comprehensive survey of five vital dimensions of internationalization: fostering international research, integrating international material into curriculum, engaging faculty in international activities, supporting students for international experiences, and building administrative capacity for international activities.

The results of this analysis led to a series of recommendations for university presidents, chief academic officers, and senior international officers. Senior university leaders should build institutional support across all stakeholders and articulate global connections with explicit goals that can be monitored and measured to best understand the progress toward embedding international perspectives



in all aspects of the university. Chief academic officers should establish procedures for an inclusive network of stakeholders charged with oversight and deployment of internationalization on campus. Finally, senior international officers must balance the need for centralizing international functions with the unique needs of colleges and centers. They should take the lead in instituting governance structures that expand stakeholder, investment and resources.

ON THE WEB

www.aplu.org/pervasiveinternationalization

Better data to track and report progress

Student Achievement Measure (SAM)

In 2013, APLU, in partnership with AASCU and the four other presidential higher education associations, announced the Student Achievement Measure (SAM) project to enhance transparency and provide the public with a more comprehensive measure of student progress and completion than the severely limited federal graduation rate. The SAM metric allows colleges and universities to deliver a more complete picture of student progress as they work toward earning a college degree or certificate. SAM includes part-time and transfer students and can also report sub-categories of students, including Pell recipients and veterans.

Currently, more than 625 institutions enrolling more than 6.4 million students participate in SAM; these include colleges and universities from all higher education sectors. Many of the data conversations among policymakers have been driven by the



recognition that SAM provides a more complete picture of outcomes for all students.

APLU also co-sponsored a convening with the Association for Institutional Research (AIR) and the Institute for Higher Education Policy (IHEP) to promulgate the need for both better outcome measures and the data infrastructure needed to calculate them.

ON THE WEB

www.studentachievementmeasure.org

Prepare the next generation workforce

Ready for Jobs, Careers, and a Lifetime

Recognizing that students consistently indicate the primary reason they enroll in college is to get a good job and make a good living, APLU released the report *Ready for Jobs, Careers, and a Lifetime*. The report calls on APLU members to renew their commitment and responsiveness to the changing needs of both students and employers. It



PHOTO COURTESY OF SUNY POLYTECHNIC UNIVERSITY

also recommends paths for exploration by university and employer partners: developing and supporting instructional and course alternatives; integrating and enhancing service and work-based learning; embedding career services in a pathways approach; developing stronger university-industry partnerships; building on research strengths; and aligning technology and talent development.

ON THE WEB

www.aplu.org/readyforjobs

Aligning Technology and Talent Development

APLU completed the first year of its Aligning Technology and Talent Development project with the Lightweight Innovations for Tomorrow (LIFT) manufacturing institute. The partnership focuses on talent development strategies that align emerging technologies in LIFT's six technology pillar areas with education and workforce strategies. The initiative convenes an Expert Educator Team, knowledgeable of both advanced lightweighting technologies and education and workforce strategies, to identify competencies demanded for new technology development. In 2017, the Expert Educator Team completed two reports with recommended education and workforce strategies.

ON THE WEB

www.aplu.org/lift

University-Industry Partnerships in the Water Sector

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

Employability Skills

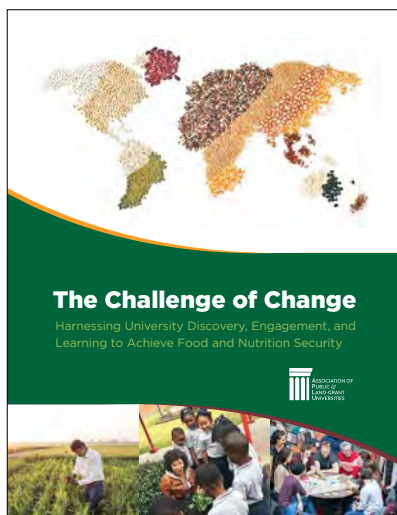
APLU's Board of Agriculture Assembly Academic Programs Section (APS) initiated a follow-up to its 2011 Employability Skills study. APS prepared a survey instrument examining the gaps between how employers, alumni, faculty and students view employability skills and institutional preparedness of students in those skills. The survey will be launched in 2018. APS continued emphasizing diversity and inclusion in the agricultural sciences by hosting sessions related to that topic at their winter meeting, the Joint COPs meeting of agricultural leadership, and the APS Staff Development Workshop.



PHOTO COURTESY OF VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Advancing and promoting research and discovery to improve society and foster economic growth

APLU promotes robust federal funding of research as well as policies and university practices designed to support research, one of the core missions of its member institutions. University research improves lives and has a significant impact on economic development and growth. APLU's efforts include helping members identify and promote grand research challenges, ensuring that federal policies enable universities to meet their goals and provide sufficient support; and improving research practices.



Challenge of Change

Funded by the W.K. Kellogg Foundation, APLU established the Challenge of Change commission to examine food and nutrition security challenges and make recommendations on the actions public research universities must take to meet global food needs by 2050. The Commission—comprised of prominent university, government, non-governmental organizations, and business leaders—unveiled their much-anticipated report and action plan, which centers on harnessing the vast academic, research, and engagement capabilities of public research universities to address the interdisciplinary challenges of food and nutrition security.

The report defines seven challenges for solving global food and nutrition insecurity and details the steps public research universities, along with partners, must take to address them:

- *Challenge 1:* Increase crop yields, profitability, and environmental sustainability simultaneously
- *Challenge 2:* Develop the varieties and breeds needed for sustainable food systems
- *Challenge 3:* Decrease food loss and waste through more efficient distribution systems
- *Challenge 4:* Create and share resources that serve all populations
- *Challenge 5:* Ensure inclusive and equitable food systems
- *Challenge 6:* Address the dual burdens of undernutrition and obesity to ensure full human potential
- *Challenge 7:* Ensure a safe and secure food supply that protects and improves public health.

After spending a year identifying these challenges and pathways to addressing them, the commission detailed its findings and recommendations, which are centered on the need for a transdisciplinary approach to break down silos that have too often prevented the issues surrounding food security to be fully addressed. The report included recommendations

for future actions by APLU; U.S., Mexican, and Canadian governments; and public research universities.

ON THE WEB

www.aplu.org/coc

Task Force on Laboratory Safety Standards

Building off the successful release of the *Guide to Implementing a Safety Culture*, APLU partnered with the Campus Safety Health and Environmental Management Association (CSHEMA) to select and publicize awardees of the Leaders Who Care Award, which honors senior administrators who have a record improving research safety.

ON THE WEB:

www.aplu.org/cshema-safety-awards

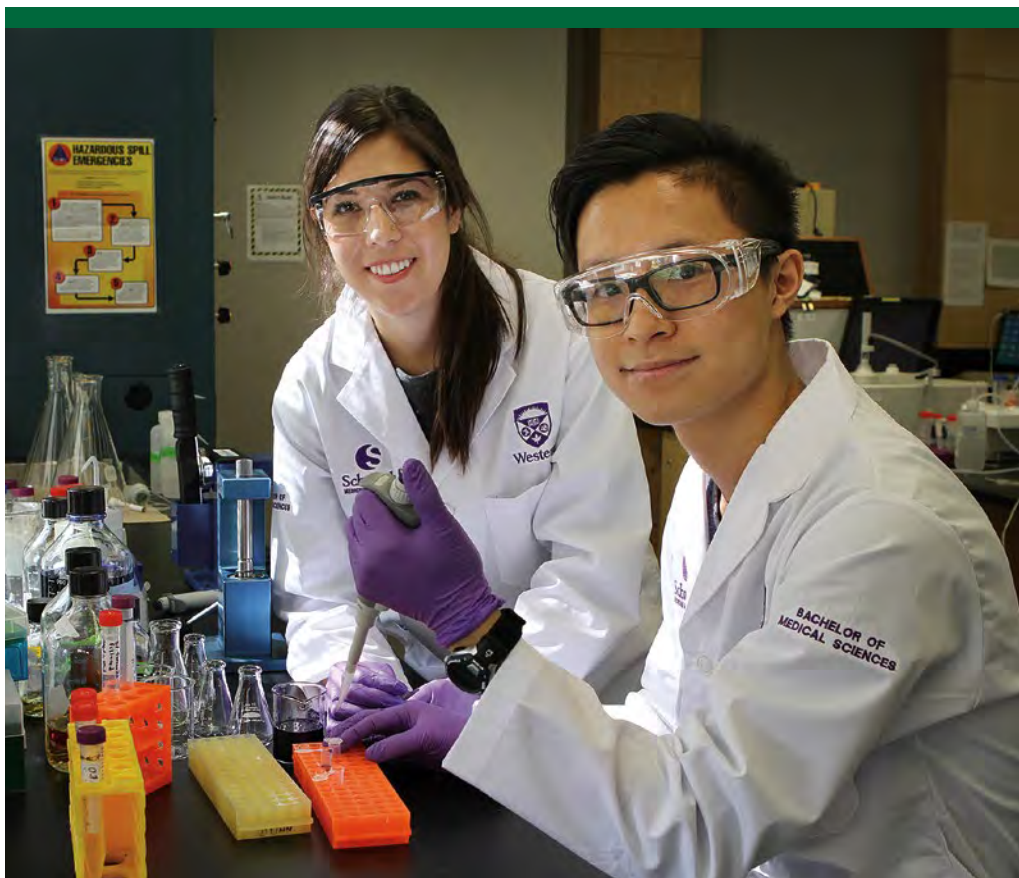


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PHOTO COURTESY OF OHIO UNIVERSITY

Task Force on Antibiotics Resistance in Production Agriculture

APLU's Task Force on Antibiotics Resistance in Production Agriculture, a joint project of APLU and the American Association of Veterinary Medicine Colleges (AAVMC), built on its previous release of recommendations on education and research by creating a concept paper for the establishment of an Antimicrobial Resistance (AMR) Institute. A workshop of 50 scientists and administrators representing higher education, government, professional societies and the private sector convened to review the concept paper and suggest further refinements and clarifications to the document.

Study of Deferred Maintenance of Agriculture Research and Educational Infrastructure

Following the release of a Sightlines, Inc. report detailing \$8.4 billion in deferred maintenance in agriculture colleges research and education capabilities, an implementation committee of APLU's Commission on Food, Environment, and Renewable Resources (CFERR) leadership worked on steps to address this backlog. Discussions with U.S. Department of Agriculture National Institute for Food and Agriculture (USDA/NIFA) and USDA Rural Development focused on specific program efforts to identify funding sources to incrementally attack the problem. Further, this issue was a part of several Hill hearing presentations by the APLU Board on Agriculture Assembly (BAA) leadership. Active discussions with both appropriations and authorization

committee staff remain ongoing and a number of congressional members have recognized the issue.

Addressing the Nation's Forest Health Crisis

APLU's Board on Natural Resources launched its Strategic Initiative to Address the Nation's Forest Health Crisis. This initiative is being undertaken in partnership with the APLU Board on Agriculture Assembly. An executive steering committee was formed and white paper authors were identified. The initiative will make recommendations on protecting and managing forests.

Public Access Working Group

APLU, Association of American Universities (AAU), and Council on Governmental Relations (COGR) convened a working group of provosts, senior research officers, chief information officers, librarians, and compliance officers to provide critical guidance to our associations, research universities, and federal agencies on making publications and data publicly accessible. The working group produced a report that details steps federal agencies can take to facilitate public access to research data in a viable and sustainable manner that advances science while minimizing the administrative burden on agencies, universities, and researchers. The report also contains actions universities should take both collectively and individually to align with the goals of research data sharing.

ON THE WEB

www.aplu.org/public-access-working-group



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Building healthy, prosperous, equitable, and vibrant communities

APLU and its member institutions are deeply engaged in their communities and regions. Through partnerships with community organizations, state and local governments, entrepreneurs, small businesses, major corporations, and others, they advance economic development, tackle societal challenges, and create great places to work and live. Through an array of activities and initiatives, APLU promotes collaborative efforts focused on imagining and realizing a shared vision for healthier and more engaged citizens, thriving economies, and other outcomes that lay the foundation for a better tomorrow both domestically and globally.

Technology Transfer Evolution

APLU released a series of briefs and a final report—*Technology Transfer Evolution: Driving Economic Prosperity*—that recommend public research universities continue to evolve technology transfer practices to be increasingly responsive to the needs of innovation systems. This work, undertaken by APLU's

Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP), included examples of how university technology transfer operations are already evolving, as well as imperatives—the ways in which such operations must continue to evolve.

The final report urged university leadership to: find ways to measure the success of technology transfer

offices beyond revenue alone; better integrate and align technology transfer operations with the university's broader economic engagement work; allocate resources—both funding and staffing—appropriately for a broader set of expectations for technology transfer; and make the economic engagement story more explicit.

ON THE WEB

www.aplu.org/techtransferevolution

Innovation and Economic Prosperity (IEP) Universities

APLU completed the fifth year of its Innovation and Economic Prosperity University (IEP) designation and awards program. Three universities received the designation in 2017 (Kansas State University; University of California, San Diego; and University of New Hampshire). Additionally, three institutions were recognized

with awards at the 2017 Annual Meeting—Iowa State University, Kansas State University, and University of Maryland.

The designations and awards recognize institutions that are conducting successful

economic engagement efforts, including working with public and private sector partners in their states and regions to support economic development through a variety of activities—innovation and entrepreneurship, technology transfer, talent and workforce development, and community development.

ON THE WEB

www.aplu.org/iep

Community Engagement Scholarship Awards

APLU completed the 11th year of the Community Engagement Scholarship Awards program, comprised of the W.K. Kellogg Foundation Community Engagement Scholarship Awards and the C. Peter Magrath Community Engagement Scholarship Award. Nine universities were recognized with awards or as exemplary projects in the program. Oklahoma State University was named the winner of the 2017 C. Peter Magrath Community



OKLAHOMA STATE UNIVERSITY REPRESENTATIVES POSE WITH APLU PRESIDENT PETER McPHERSON AFTER BEING AWARDED THE C. PETER MAGRATH COMMUNITY ENGAGEMENT SCHOLARSHIP AWARD

Engagement Scholarship Award for its partnership with the Chickasaw Nation to study nutrition and public health issues identified by Chickasaw citizens—combining cultural, historical, and programming knowledge with nutrition and public health expertise.

ON THE WEB

www.aplu.org/magrathaward

Urban Serving Universities Engagement

The Coalition of Urban Serving Universities released two reports in 2017. The first, *Anchoring the Community: The Deepening Role of Urban Universities*, summarizes the results of a survey of urban universities, and shows university policies and processes being developed to support their deepening engagement missions. These findings suggest the culture of urban serving institutions is evolving to include a deeper emphasis on social responsibility and community responsiveness. The second report, *University Public Safety Partnerships that Advance Urban Development*, identifies types of community-university safety partnerships, categorizes them by safety issue, and then documents effective and promising practices for each issue.

Council on Student Affairs Huddle Series

The Council on Student Affairs (CSA) launched a new series called CSA Huddles to provide senior student affairs officers with a real-time space to discuss the most critical issues facing campuses. The huddle series has engaged over 100 senior student affairs officers across the membership of APLU to discuss time-sensitive issues occurring on campuses and to quickly disseminate resources for best-practice. During 2017, the CSA hosted five Huddles responding to issues that included disruptive speakers on campus and the U.S. Department of Education's new interim guidance on campus sexual assault.

Global Learning, Research, & Engagement Award

APLU's Institutional Award for Global Learning, Research, and Engagement honored the University of Calgary as this year's winner, along with Michigan State University, Queen's University, and the University of Washington as finalists.

The award recognizes institutions at the leading edge of inclusive and



comprehensive efforts to internationalize their campuses. The award's winner and finalists demonstrate a commitment to and achievement in four areas:

- Inclusion—the degree to which the institution is committed to and successful in empowering all students through global learning;
- Internationalization of Research and Engagement—the degree to which the institution is committed to the internationalization of research and engagement;
- Leadership and Pervasiveness—the degree to which the institution's leadership (at the president/chancellor or provost level) has made internationalization a priority for the institution and the degree to which internationalization pervades the culture across campus; and
- Assessment—the degree to which the institution is committed to measuring progress and impact of internationalization across the institution.

BIFAD

APLU is contracted with the U.S. Agency for International Development (USAID) to support the Board on International Food and Agricultural Development (BIFAD), which advises USAID on ways universities can help the agency achieve its goals for agricultural development. In this role, APLU engaged member universities to offer recommendations on the development of research and education strategies and programs of the agency. APLU has been instrumental in bringing issues of student and faculty mobility that affect international development projects to the attention

of USAID and is driving a process of dialogue with universities to hopefully reduce major transaction costs.

ON THE WEB

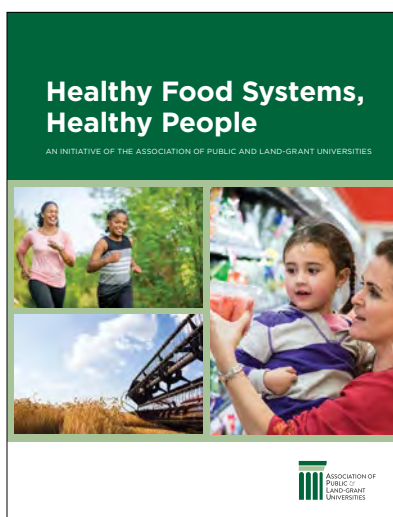
www.aplu.org/bifad

Healthy Food Systems/Healthy People Task Force

Following up on the Healthy Food Systems/Healthy People Task Force Recommendations of 2016, an implementation team developed strategies to secure funding to enact the task force's recommendations. The implementation team members continued discussions with USDA/NIFA to explore existing funding that can be used to address the proposed remedies. From these discussions, the team looked at ways to integrate their recommendations into the upcoming Farm Bill in hopes of securing funding for the work that needs to be done. The task force also held discussions with other agencies both within and beyond USDA (e.g., the National Institutes of Health).

ON THE WEB

www.aplu.org/healthy-food-systems



APLU Experiment Station and Cooperative Extension

Community Health

Cooperative Extension established a new partnership with the Robert Wood Johnson Foundation in cooperation with the National 4-H Council to improve the health of 1,000 communities over the next 10 years. The health initiative, a three-year long investment by the Cooperative Extension Section (CES) in partnership with Experiment Station Section (ESS), is maturing rapidly.

Additionally, Cooperative Extension:

- Began preparations to share resources and programs to address the opioid epidemic.
- Engaged more intentionally with National Urban Extension Leaders (NUEL) as outlined in *A National Framework for Urban Extension*. Leaders from Extension and NUEL held a joint national extension urban conference.

International Cooperation

The Mexican Secretariat of Agriculture (SAGARPA) sponsored a Binational Extension Conference in Chihuahua, Mexico. With the participation of USDA and land-grant universities in the western and southern regions, this binational conference was a first step towards boosting programs of university-based Extension in the border regions of the United States and Mexico. The conference was a product of the 2016 MOU between APLU and SAGARPA for increased collaboration in agriculture.



advocacy

2017 presented an array of federal public policy challenges and opportunities for public research universities. In addition to responding to key threats, APLU, in conjunction and coordination with its active Council on Governmental Affairs (CGA) and key involvement of university presidents, chancellors, and other university leaders, worked to proactively move the needle on issues of importance to public universities.

International Students & Scholars, Immigration, and International Engagement

APLU offered a prompt response to the abrupt White House executive order in January 2017 that imposed new travel restrictions on individuals from certain countries. The declaration immediately impacted many APLU institutions with some actual and much threatened student and scholar mobility limitations. APLU directly expressed its concerns to the administration. As the “travel ban” evolved many times over the year, APLU analyzed the potential impacts to students, faculty, and universities, and communicated timely analysis to APLU members as well as policy-makers and the media. Additionally, APLU participated in filing an amicus brief addressing court challenges of the declared policies. (www.acenet.edu/news-room/documents/amicus-brief-scotus-trump-travel-ban.pdf)

APLU President Peter McPherson participated in a higher education roundtable at the Department of Homeland Security (DHS) in April with then-DHS Secretary John Kelly. The meeting provided an opportunity for APLU and a small number of other higher education organizations to stress the importance of modernized immigration policies that support globally connected universities.

In September, the administration announced a repeal of the Deferred Action for Childhood Arrivals (DACA) program. APLU, along with its member campuses, have been actively engaged in pressing for a legislative fix to protect the roughly 800,000 young people who have had protected status and work authorization through the program. As of early February, the situation remains in flux. APLU continues to press leadership and key members of Congress to achieve a resolution that will, at a minimum, codify DACA into law. The impending March 2018 cessation of DACA necessitates a solution to ensure hundreds of thousands of college students who entered the country as minors will not lose

their protected status and face the threat of deportation and an end to their work authorization.

While these immigration-related issues have dominated the headlines with respect to international engagement, APLU with its International Advocacy Coordinating Committee (IACC) worked in 2017 to advocate for resources to support USAID higher education efforts such as the Innovation Labs that involve over 50 APLU member universities; higher education partnerships whereby U.S. universities work with universities in developing countries to help improve and grow their capacities; and the short- and long-term training of developing country citizens who often become the civic and industry leaders of their nations. Additionally, APLU's IACC worked to defend and maintain Title VI programs within the Department of Education and was successful in attaining language in the Senate fiscal year (FY) 2018 agriculture appropriations report supportive of the APLU Challenge of Change commission recommendations to meet global food needs by 2050.

◀ PHOTO COURTESY OF
UNIVERSITY OF NEVADA RENO



PHOTO COURTESY OF COLORADO STATE UNIVERSITY

FY 2017 & 2018 Budget and Appropriations

The FY2017 appropriations process did not conclude until May 2017—seven months into the fiscal year. Despite very delayed enactment, the end result for FY2017 provided some positive outcomes that APLU and member universities worked hard to include such as restoring year-round Pell Grants and a \$2 billion increase to the National Institutes of Health (NIH).

However, the administration's recommended budget for FY2018 proposed to slash science and higher education funding. APLU advocated for robust funding levels for these national priorities and provided the congressional appropriations committees with justifications for strong funding. Working with member institutions, APLU helped ensure that key congressional offices understood the importance of vital

programs in their districts and states. In most cases, the appropriations bills included higher funding levels than the administration's budget for APLU priorities. However, as of early February, the FY2018 process is not yet complete, and will require a budget deal to increase the statutory caps on top-line funding levels. APLU and member universities have been pushing to raise the caps on discretionary funding to help ensure higher education and research priorities are not cut.

Facilities & Administrative Costs

The administration's proposed FY2018 budget included an existential threat to research universities: a cap of 10 percent federal reimbursement for facilities and administrative (F&A) costs on grants from NIH. APLU worked closely with and helped organize other key institutional associations (AAMC, AAU, COGR

and others) to collectively address this significant problem. Together, APLU and the other groups developed strategies, tactics, messages, and materials that were used for communicating with Capitol Hill and the White House. Our partnerships extended beyond universities and research institutions into the broader science community, including scientific societies.

APLU universities were very engaged and effectively made the case to their congressional delegations about the inextricable link between F&A and research: "a cut to F&A is a cut to research." The association and its member institutions conducted an all-out education effort to reach every member of the House and Senate Labor-Health and Human Services-Education Appropriations subcommittees and other key congressional members. In addition to working to help Congress understand the importance of support for F&A, APLU also worked with others to educate the Office of Management and Budget in the White House and other central administration officials.

Thus far, the net result of these efforts has been a resounding rejection by Congress of the administration's proposal.

Tax Legislation

APLU strongly advocated for changes in the Tax Cuts & Jobs Act—engaging key policymakers and helping APLU member university leaders who connected with their congressional delegations. Many of the original tax bill proposals would have been detrimental to students. The original bills also included provisions harmful to institutions. APLU provided careful analysis and materials to member

universities to aid in their outreach to their congressional delegations. The tax bill provided another opportunity for a focused education effort with members of key House and Senate committees.

APLU coordinated with others in the higher education and charitable organization communities, including the American Council on Education (ACE), National Association of Business Officers (NACUBO), and the Council for Advancement and Support of Education (CASE). Additionally, APLU worked with the scientific societies as they worked with their grassroots memberships, particularly regarding the provision in the House bill to tax graduate tuition assistance. In the end, thanks to the strong efforts of universities and their students, faculty, and staff, most of the student-oriented tax benefits that were under threat were preserved.

APLU also successfully worked with a coalition of charitable organizations to remove a provision that would have taxed revenue from licensing of a nonprofit's name or logo. There are still some problematic provisions in the new tax law, and APLU continues its work to ameliorate those.

Higher Education

Access, Affordability, Accountability, Transparency, and Reauthorization

While congressional activity on reauthorization of the Higher Education Act (HEA) has been expected for well over a year, it was only in the waning days of 2017 that the House introduced legislation in the form of the more than 500-page *Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act*. The House

Education and Workforce Committee quickly scheduled a mark-up of the bill, which required swift analysis and communication with member universities. APLU has serious concerns about provisions in the bill that would increase costs for students and weaken institutional accountability. The association and its members will continue to communicate concerns and highlights directly with Congress and with APLU universities in advance of floor consideration in the House, which is expected as soon as the first quarter of 2018.

College Transparency Act

APLU worked with congressional offices in drafting the College Transparency Act, a bipartisan bill introduced in both the House and Senate to lift the ban on the Department of Education's ability to collect student-level data. This

PHOTO COURTESY OF GEORGIA STATE UNIVERSITY



bipartisan effort gained significant momentum on the Hill, although continued resistance from key committee leaders could prevent full adoption of the bill in the HEA reauthorization. Nonetheless, APLU and member universities along with key partners, including certain other higher education associations, student and veteran advocates, business groups, and consumer and good government organizations, continue to make strides in exposing the limitations of the current policy to achieve optimal accountability and transparency. Through these and other efforts, APLU has become

well-established as a leader on higher education data policy with key lawmakers and organizations.

Department of Education Policies

APLU proactively engaged with the new administration on higher education policy, initiating discussions with Department of Education officials, including Secretary Betsy DeVos and the acting head of the Office of Civil Rights, Candice Jackson, on topics ranging from student aid to Title IX issues. APLU secured representation on the Department's "Gainful

Employment" negotiated rulemaking process, and has been substantively engaging in expected rulemaking for Title IX and "Borrower Defense to Repayment."

Agriculture and Natural Resources

A quiet, but important gain for APLU institutions resulted from work with the relevant congressional committees and the military veterans community to ensure that "agriculture and natural resource sciences" is statutorily included in the definition of "science, technology, engineering and math



PHOTO COURTESY OF UNIVERSITY OF CALIFORNIA, DAVIS



PHOTO COURTESY OF OHIO UNIVERSITY

(STEM)” for purposes of a Post 9/11 GI Bill extension benefit for veterans pursuing STEM degrees.

USDA’s NIFA contracted with TEconomy (Battelle) to undertake a study on the use and impact of capacity funds for the land-grant system. APLU facilitated the data collection and submission. The report clearly corroborated the critical importance of capacity funding provided to land-grant institutions in meeting local, regional, and national program objectives. This report was the subject of congressional testimony from APLU members and was used to support budgetary enhancements requested during discussions with appropriations staff.

In March, APLU welcomed and coordinated nearly 250 agriculture advocates for the 35th anniversary of the Council on Agriculture Research, Extension, and Teaching (CARET) fly-in. Together with the APLU deans of agriculture, these

CARET representatives blanketed Capitol Hill to advocate for federal support of the land-grant university agricultural system.

Technology Transfer/ Commercialization

APLU co-organized and led the execution of the first APLU-AAU Innovation and Entrepreneurship Showcase, which highlighted 20 university-affiliated startup and spinoff businesses. The exhibition was featured during the APLU Annual Meeting in Washington, DC and also on Capitol Hill to a full crowd that included the chair and ranking member of the House Committee on Science, Space, and Technology along with many other members of Congress and congressional staff. The purpose of the exhibit was to further educate policymakers on the value of technology transfer that arises from university-based federal research. The exhibit showcased the connection of

such research to local and regional economies, including job creation. As Congress and the administration continue to question the significance and “return on investment” of federally funded research, as well as federal technology transfer and intellectual property policies, APLU recognizes the need to continually demonstrate the valuable results of these policies.



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finance & administration

APLU's revenue for 2017 included \$6.3 million in dues, \$275,000 in assessments, and \$7.4 million in grants and contracts. An additional \$3.2 million was collected for the activities coordinated by the CFERR Board on Agriculture Assembly.

FUNDER	PROJECT TITLE/DESCRIPTION
Association of American Medical Colleges (AAMC) /California Wellness Foundation	California Wellness Grant
American Lightweight Materials Manufacturing Innovation Institute (ALMMII) and Department of Defense (DoD) Office of Naval Research	Aligning Educational Programming & Workforce Development Initiatives to LIFT's Technology Portfolio and Accelerating and Scaling University-Industry Partnerships for Workforce Development in Manufacturing of Lightweight Metals and Using Lightweighting Innovations
Bill & Melinda Gates Foundation	Adaptive Courseware
	IPASS
	Sustaining Grant
	Turning Points
	Frontier Set/Collaborative Opportunity Grants
	Student Achievement Measure
	Prep for Scale
Great Lakes Higher Education Guaranty Corporation	Completion Grants
The Kresge Foundation	Collaborative Opportunity Grant (COG)
Lumina Foundation	Completion Grants
The Leona M. & Harry S. Helmsley Charitable Trust	Mathematics Teacher Education-Partnership (MTE-P)
National Science Foundation (NSF)	IUSE
	Modules
	Clinical
	SEMINAL
	INCLUDES
	INCLUDES Summit
Raikes Foundation	Engineering Databook
	Applying a Psychological Lens to Student Success Planning Grant
	Applying a Psychological Lens to Student Success Initiative
U. S. Agency for International Development (USAID)	BIFAD/USAID
Department of Education Institute of Education Sciences (IES)/Temple University	Completion Grants Evaluation and Expansion
University of Central Florida/NSF	EAGER: Defining and Measuring University Economic Engagement

◀ PHOTO COURTESY OF UNIVERSITY OF NORTH DAKOTA

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2. Historically Black College or University

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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 at 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 State University¹
University of South Dakota

TENNESSEE

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

TEXAS

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

UTAH

The University of Utah
Utah State University¹

VERMONT

The University of Vermont¹

VIRGIN ISLANDS

University of the Virgin Islands^{1,2}

VIRGINIA

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

WASHINGTON

University of Washington
Washington State University¹

WEST VIRGINIA

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
National Organization of Research Development Professionals
The College Board
University of Wisconsin Colleges-
University of Wisconsin-Extension

ABOUT APLU

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

With a membership of 237 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars:

- Expand access and improve student success to deliver the next generation workforce;
- Advance and promote research and discovery to improve society and foster economic growth; and
- Build healthy, prosperous, equitable, and vibrant communities.

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.

APLU AT-A-GLANCE

ANNUALLY . . .

APLU's **237** member institutions

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



ENROLL



4.9 million
undergraduates



AND **1.3 million**
graduate students

AWARD



1.2 million
degrees

EMPLOY

1.2 million
faculty and staff



AND CONDUCT



\$43.9 billion
in university-based research.

Founded in 1887, APLU is North America's oldest higher education association. APLU's membership includes 209 campuses (74 U.S. land-grant institutions), 23 university systems, 2 land-grant affiliates, and 3 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 MEETINGS

2017 APLU Annual Meeting

More than 1,400 public university leaders gathered in Washington, DC for APLU's 130th Annual Meeting, making it the largest conference in the association's history. The meeting's theme, *The Age of Disruption: Navigating, Innovating, and Excelling*, examined how public research universities can evolve to thrive in the 21st Century and in so doing help their communities thrive too.

Over three days, public university leaders met to discuss an array of disruptions facing their institutions, including reduced public funding and shifting political dynamics, new technology, an increasingly diverse student body, and constantly evolving needs from employers.

Keynote speakers included Bob Woodward, two-time Pulitzer Prize winner and associate editor of *The Washington Post*, who spoke about disruption in Washington and Regina Dugan, then-Vice President of Engineering at Facebook who spoke about disruptive ways of conducting innovative research to address key societal challenges.

Attendees also heard from U.S. Secretary of Labor Alexander Acosta about the need for universities to ensure students are provided the tools to succeed in the workforce upon graduation and from U.S. Secretary of Agriculture Sonny Perdue on the state-federal partnership for agriculture research. Additionally, U.S. Senator Roy Blunt (R-MO) spoke about congressional priorities affecting higher education.

Summer Meetings

In addition to the annual meeting, APLU hosted two dozen council and commission meetings in the spring and the summer that collectively had 3,000 attendees. Those meetings were designed to help address the needs of those serving particular roles at member institutions such as senior communicators and provosts as well as those focused on particular challenges such as diversity and community engagement.



U.S. SECRETARY OF AGRICULTURE
SONNY PURDUE



BOB WOODWARD,
THE WASHINGTON POST



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