2015

APLU
annual report
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Dear Friends:

I am pleased to present the Association of Public and Land-grant Universities’ 2015 Annual Report. Our association and membership engaged in a wide array of projects and initiatives centered around the three pillars of our work—boosting degree completion and academic success, advancing cutting-edge research, and improving our communities and the world through increased engagement and economic development.

As you’ll read on the following pages, APLU worked hard in 2015 on many issues, including to:

- Provide some relief from sequestration and help prevent an innovation deficit;
- Begin new initiatives, magnify existing ones, and strengthen partnerships to further Project Degree Completion;
- Extend the reach of the Student Achievement Measure to better track student progress and completion;
- Expand and improve the use of personalized learning technologies at public universities;
- Develop a research and education plan to tackle antibiotic resistance in production agriculture;
- Improve lab safety at public university campuses;
- Develop a guide for successful strategy and practice of economic engagement activities;
- Release recommendations on university policy for technology transfer, as well as how such activity should be considered in tenure and promotion decisions;
- Advance development through higher education globally.

And 2015 was also the year we celebrated the 125th anniversary of the Morrill Act of 1890 and the tremendous contributions 1890 Universities have made to the higher education community, the U.S., and the world at large.

Looking ahead to 2016, we know public universities will continue to face a series of questions, challenges, and opportunities. As a North American association, APLU is uniquely positioned to strengthen our members through collective action to help institutions better serve their students and the public.

Much work lies ahead as we face a presidential election in the United States, the reauthorization of the Higher Education Act, the ever-changing landscape of learning technology, and much more.

APLU continues to help advance the interests of our universities while providing forums that spotlight best practices to be developed and shared across our institutions. Working collectively to address the challenges and opportunities we face will prove key as institutions work to remain nimble in an age of extraordinary change. Together, we can write the next chapter for public higher education and renew the promise of our public charter.

Sincerely,

Peter McPherson
President
1 | Projects & Initiatives
Increasing Degree Completion and Academic Success

PLU and the American Association of State Colleges and Universities (AASCU) continued work on Project Degree Completion—an initiative in which nearly 500 public colleges and universities pledged to collectively work to increase the number of students who earn a degree. As part of its role in Project Degree Completion, APLU has undertaken a wide array of projects and initiatives focused on transparency and accountability, innovative approaches to student success, and much more. APLU is helping its members make an important contribution toward the national goal of raising degree attainment in the U.S. to 60 percent of working age adults by 2025.

TRANSPARENCY & ACCOUNTABILITY

Student Achievement Measure (SAM)

The Student Achievement Measure (SAM) accomplished several important milestones as it worked to expand awareness and support for a more complete and accurate way of reporting student progress and completion. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students who start and finish at the same institution. SAM, an initiative of APLU and the five other presidential higher education associations, captures the progress and success of the transfer and part-time students the federal graduation rate omits.

Nearly 600 institutions are now participating in SAM. Leaders from those institutions report that SAM is beneficial in explaining their true progress and graduation rates when interacting with governing boards, state agencies, and the media.

In 2015, SAM’s leadership organized a letter from more than 200 university presidents and chancellors to then-Secretary of Education Arne Duncan, urging that data from SAM be included on the Department of Education’s revised College Scorecard. APLU’s leadership also pressed the Department’s leadership to include SAM data. Upon releasing its revised Scorecard in September, the Department publicly acknowledged the value of SAM data and said it would include a link to SAM data in a revised version of the Scorecard that will be released in the coming months.

FUTURE STEPS: Efforts will continue to increase SAM participation and advocate the use of SAM data within national, state, and local reporting systems. Additional options will also be introduced for SAM participants.
to track outcomes after transfer for associate degree seekers and to report outcomes for student subgroups, such as Pell grant recipients and veterans.

**FUNDING:** Bill & Melinda Gates Foundation

**ON THE WEB:** studentachievementmeasure.org

### Voluntary System of Accountability (VSA)

The Voluntary System of Accountability, a joint project between APLU and AASCU that began in 2007, is a leading consumer information source and valuable accountability tool for public institutions. External audiences use the College Portrait at no cost to find a simple, straightforward presentation of comparable information that comes directly from public universities.

The VSA launched several new tools and features in 2015 to help institutions tell their campus stories in more customized and flexible ways:

- The VSA’s new Excellence in Assessment Designations will recognize institutional commitment to meaningful campus-wide assessment of student learning. The EIA Designation program is jointly sponsored by APLU and AASCU through the VSA, as well as by the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U).

- College Portrait At A Glance is a new interactive tool for users to create one-page customized snapshots of College Portrait data. Designed to bring flexibility to campus and public users alike, the initial version features 13 modules with data from an institution’s College Portrait, covering student admissions, enrollment, costs and financial aid, success and progress, and student experiences.

- The VSA no longer restricts student learning outcomes reporting to specific instruments; instead, the VSA Board approved the immediate adoption of the NILOA Transparency Framework as the preferred method to report learning outcomes data.

**FUTURE STEPS:** The VSA, along with NILOA and AAC&U, will gather and evaluate applications for the inaugural class of EIA Designations to be announced in late summer 2016.

**ON THE WEB:**
- [www.collegeportraits.org/aag/new](http://www.collegeportraits.org/aag/new)
- [www.collegeportraits.org/EIA](http://www.collegeportraits.org/EIA)

### Post-Collegiate Outcomes Project

In collaboration with the American Association of Community Colleges (AACC) and AASCU, APLU helped produce the final report, framework, and tools for broadening the discussion of post-collegiate outcomes.

The Post-Collegiate Outcomes (PCO) Framework and Toolkit provide a mechanism for higher education leaders, advocacy professionals, and policy experts to discuss the full range of college outcomes, including social and civic contributions, as well as the personal economic benefits on which the news media and legislators so frequently focus.

**FUTURE STEPS:** The PCO Framework will be used as the foundation for developing and testing outcomes metrics and measures using a variety of national and state data sources.

**FUNDING:** Bill & Melinda Gates Foundation

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

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![The redesigned College Portraits Website includes an At A Glance tool for users to create one-page customized snapshots of College Portrait data.](image)
Commission on Information, Measurement, and Analysis (CIMA)

APLU’s Commission on Information, Measurement, and Analysis (CIMA) had a successful inaugural year with more than 120 campus leaders joining the new commission and 60 attending its summer meeting, exceeding expectations.

**FUTURE STEPS:** CIMA is focused on increasing the participation and engagement of APLU members with effective and efficient use of data to guide campus planning and decision making. The commission plans a particular emphasis on involving individuals across different functional areas on campus and developing a list of priorities with the executive committee.

PROJECT DEGREE COMPLETION AWARD

APLU received a record number of applications for its 2015 Project Degree Completion Award. The annual prize identifies and honors institutions employing innovative approaches to improve retention and degree completion.

Since one of the three pillars of APLU’s work is helping its member institutions increase degree completion and academic success, the award is also designed to share the innovative practices of the award finalists with other public universities and encourage them to draw from those successes to enhance work on other campuses.

The 2015 winner was Morgan State University, which made advances in student retention and degree completion through its Student, Technology, and Retention initiative, using technology to help faculty identify students struggling with coursework and direct them to academic advisors who are equipped to assist students in resolving the issue. The university raised its freshman retention rate from 63 percent in 2006 to 76 percent in 2013.

**FUNDING:** Lumina Foundation

**ON THE WEB:** www.aplu.org/PDCaward

USU STUDENT SUCCESS INITIATIVES

The Coalition for Urban Serving Universities (USU) developed three new student performance-related projects, all of which were initiated this year.

**Transformational Planning Grant**

APLU was awarded a large grant for the second phase of what was originally known as the Transformational Planning Grant (TPG). The new award will transition the TPG into the Transformational Change Collaborative, continuing the work of the competitively chosen USU/APLU institutions that are working to advance innovative practices to improve student success.

**FUNDING:** Bill & Melinda Gates Foundation
Innovation Pitch Challenge Competition

To identify and promote innovative and scalable practices around strategic student advising, APLU held an Innovation Pitch Challenge Competition session during the APLU Annual Meeting. Six universities (selected through a competitive process) pitched their innovative advising systems to a panel of judges. Portland State University won the $100,000 first place and the $5,000 audience vote to further its “Super Awesome Degree Maps” program, which is a dynamic, mobile-friendly tool that helps students make informed and proactive decisions around academic, career, and financial planning. Another $60,000 was granted to the Utilizing Predictive Analytics to “Schedule” Success at Florida International University (UPASS@FIU) project, which empowers advisors to target a specific and powerful, yet often-overlooked mediator of student success: the difficulty of students’ schedules.

Completion Grants

APLU and USU also developed a how-to guide and workshop for universities awarding completion grants designed to help close small funding gaps for students who would otherwise drop out due to lack of funding. Seed funds are also being awarded to help some USU institutions create the infrastructure to implement their own retention grants program.


Funding: Bill & Melinda Gates Foundation, Lumina Foundation, and Great Lakes Higher Education Guaranty Corporation

Urban Universities for Health

Urban Universities for HEALTH, a partnership of USU, APLU, Association of American Medical Colleges (AAMC), and National Institutes of Health (NIH) had four major accomplishments in 2015:

1) Delivered a study on cluster hiring to promote faculty diversity and interdisciplinary collaboration;

2) Won a grant from the California Wellness Foundation to develop and pilot a Diversity and Inclusion Culture and Climate Self-Assessment Tool and Scorecard for urban universities in California;

3) Launched a series of action groups to improve scientific evidence for university interventions that increase the diversity of the biomedical research workforce. The NIH has sponsored a meeting to review final results; and

4) Received a supplemental award from NIH and the Health Resources and Services Administration (HRSA) to develop tools and train-
for the use of holistic review in nursing admissions.

ON THE WEB: http://urbanuniversitiesforhealth.org

ACCESS & SUCCESS

APLU celebrated the 125th anniversary of the second Morrill Act—the measure that led to the designation of 19 historically black universities as land-grant institutions. The celebration featured a series of events in Washington, DC, including a congressional hearing on the success and future of 1890 institutions at which six university presidents testified, individual roundtable meetings with senators, and a convocation at the Library of Congress, where U.S. Secretary of Agriculture Tom Vilsack spoke.

1890 Universities Career Exemplar Award

In honor of the 125th anniversary of the Morrill Act of 1890, APLU established the 1890 Universities Career Exemplar Award to recognize 19 distinguished alumni, one from each of the 1890 universities. The recipients, who were honored at the APLU Annual Meeting, achieved excellence in navigating their career pathway and providing mentorship to other traditionally underrepresented students pursuing similar career pathways. The awardees were nominated by their alma maters and distinguished themselves through their commitment to institution, individual achievement, and civic engagement, as well as their impact in providing access, opportunities, and mentorship to current students and new alumni.

ON THE WEB: www.aplu.org/2015AnnualReport

Honorees of the 1890s Universities Career Exemplar Awards are recognized during the keynote session at the 2015 APLU Annual Meeting.
Focused on increasing the number of quality degrees awarded to minority students in STEM disciplines.

APLU also organized an HBCU Student Success Summit, which spotlighted strategies to enhance student success through improved graduation and retention rates.

ON THE WEB: www.aplu.org/2015AnnualReport

PERSONALIZED LEARNING CONSORTIUM (PLC)

APLU received a $4.6 million grant from the Bill & Melinda Gates Foundation to select and support a cohort of public universities as they scale the implementation of adaptive courseware across their campuses to improve student learning outcomes and accelerate degree completion. APLU’s Personalized Learning Consortium (PLC) will: develop a program to accelerate adoption of adaptive courseware that meets quality standards; manage a competitive process to identify public universities committed to transforming their education and business models; coordinate engagement with adaptive learning technology providers; and use its national network to promote the most promising findings and practices of the participating institutions. As part of the grant, the association will also develop online educational tools to promote awareness and understanding of integrated planning and advising for student success among university leaders in academic affairs, student affairs, and information technology.

The PLC also received a $197,500 award from USA Funds to support a multi-institution courseware development project. Four universities were selected to focus on English composition: Georgia State University, the University of Georgia, the University of Mississippi, and Montclair State University. The grant program began July 1, 2015 and will end December 31, 2016.

APLU also prepared and distributed Student Data: Guidance for PLC members. This document examines implications, strategies, and campus protocols in connection with the Family Education Rights and Privacy Act.

HBCU Conferences

APLU conducted the HBCU Innovation, Commercialization, and Entrepreneurship Collaborative/ VentureWell Conference, which

Minority Male STEM Initiative

APLU completed most of the work on the Minority Male STEM Initiative (MMSI), which identified best practices for recruiting and facilitating degree completion of minority males in the STEM disciplines. The initiative consisted of four institutional partnerships: 1) Alabama A&M and Lawson State Community College; 2) California State University, Fresno and State Center Community College District; 3) University of Illinois at Chicago and City Colleges of Chicago; and 4) University of Minnesota Twin Cities and Minneapolis Community and Technical College. A final report of best practices for recruiting minority males in STEM will be released in spring 2016.

ON THE WEB: www.aplu.org/mmsi

PHOTO COURTESY OF UNIVERSITY OF ILLINOIS

PHOTO COURTESY OF UNIVERSITY OF CALIFORNIA, LOS ANGELES
Act (FERPA), copyright law, and protection of students when contracting with courseware vendors, using student learning data to improve instructional design, and sharing data with other institutions and researchers.

**ON THE WEB:**
www.aplu.org/plc

### STEM EDUCATION

#### Science & Mathematics Teaching Imperative (SMTI)-Mathematics Teacher Education Partnership (MTE-Partnership)

APLU’s Science & Mathematics Teaching Imperative (SMTI)-Mathematics Teacher Education Partnership (MTE-Partnership) engaged more than 35 teams of faculty and K–12 partners in developing interventions to improve mathematics teacher preparation programs in areas including: active learning in undergraduate mathematics courses; recruitment of future mathematics teachers; clinical experiences/developing mentor teachers; creating course modules for teaching mathematical practices in various undergraduate mathematics courses; and developing metrics for demonstrating more and better mathematics teachers.

The MTE-Partnership also created an additional action cluster for universities to work together on retention and induction of new secondary mathematics teachers.

**FUTURE STEPS:** In this next phase of the MTE-Partnership, the research clusters will systematically share their most promising practices across the network in order for teams to develop strategic plans for secondary teacher program transformation. Additionally, the Partnership intends to grow its active learning mathematics cluster from five to 12 universities.

**ON THE WEB:** www.aplu.org/mtep

**FUNDING:** Helmsley Charitable Trust and Bechtel Foundation

#### STEM Education Center Network

APLU received a $1.5 million grant for a four-year project starting in 2015 to create a community of STEM education center directors to learn and share reforms and interventions across institutions. The grant also aims to reveal how STEM education centers operate on their campuses and their impacts on improving undergraduate STEM education. The grant, in part, provides funding to support a national conference for the first three years, and seed grants for cross-institutional working groups. APLU will manage the project in conjunction with University of Colorado Boulder and the University of Massachusetts Amherst.

**FUNDING:** National Science Foundation

**ON THE WEB:** www.aplu.org/stemcenters

http://serc.carleton.edu/StemEdCenters/index.html
Workshop on Engaging Faculty and Physics/Chemistry Departments

APLU convened 10 campus teams from a select number of institutions to focus on the challenges and opportunities for engaging physics and chemistry departments in upper-division course reform and faculty change. Each team was required to have a department chair (physics or chemistry), faculty member, administrator, and STEM education center director.

**FUTURE STEPS:** APLU will release a workshop report on the progress campus teams have made in implementing their action plans.

**FUNDING:** Alfred P. Sloan Foundation

**ON THE WEB:** http://serc.carleton.edu/StemEdCenters/workshop2015/index.html

Collaboration to Transform Undergraduate Mathematics Pathways

With the leadership of Brit Kirwan, Chancellor Emeritus of the University System of Maryland, APLU and its partners are forming a coalition to strengthen mathematics pathways. Some faculties and institutional and state leaders are expanding mathematics pathways with rigorous, transferrable, college-level content across two- and four-year institutions. In this effort, APLU is joining with AASCU, the National Association of System Heads (NASH), and AACC along with the Dana Center at the University of Texas at Austin, Complete College America, and the national mathematics societies stimulated by Transforming Post-Secondary Education in Mathematics (TPSE) and Conference Board of Mathematical Sciences (CBMS).

**FUTURE STEPS:** APLU is seeking funding to solicit participation of state teams to work on the partnership.
PLU has a wide array of projects and initiatives to help public research universities collectively address the most pressing global research, science, and technology issues. With member institutions in all 50 states as well as Canada and Mexico, APLU is positioned to facilitate collective action on the most vexing research and technology challenges. APLU institutions undertake more than $42 billion in university-based research annually. APLU is deeply involved in work to defend and increase congressional appropriations that fund cutting-edge university research. Related legislative work is detailed in the policy and advocacy section of this report.

**RESEARCH, SCIENCE, & TECHNOLOGY**

**Task Force on Laboratory Safety**

APLU formed the Task Force on Laboratory Safety to provide research universities with recommendations and guidance on the most appropriate strategies to promote a culture of laboratory safety. The task force, which APLU created in coordination with the Association of American Universities (AAU), the American Chemical Society (ACS), and the Council on Governmental Relations (COGR), is comprised of senior research officers, environmental health and safety officers, faculty, and industry and national lab representatives.

**FUTURE STEPS:** The task force is writing an implementation guide that will include 20 recommendations and associated tools and resources for creating a culture of academic and research safety.

**ON THE WEB:**
www.aplu.org/labsafety

**Biomedical Research Policy**

APLU and AAU jointly responded to the Department of Health and Human Services Notice of Proposed Rulemaking on the “Common Rule” for Human Subject Protections. The proposed rule would fundamentally alter the conduct of research involving human subjects, beginning with the very definition of what constitutes a “human subject.” APLU and AAU created a joint working group, including representatives from 19 universities, to identify major areas of concern and develop recommendations before the rule is made final. Joint comments were submitted to the Office for Human Research Protections in mid-December 2015.

**Expanded Public Access to the Results of Federal Research**

APLU and AAU are members of the Executive Committee for the Shared Access Research Ecosystem (SHARE), which the Association of Research Libraries (ARL) leads. SHARE was initiated to respond to the Office of Science and Technology Policy’s (OSTP) 2013 Directive on expanded public access to the results of federally funded research. APLU, AAU, and ARL prepared and distributed guidance on university policies to facilitate compliance with the federal public access mandate.
**FUTURE STEPS:** SHARE has received notice of new grants from the Sloan Foundation and the Institute for Museum and Library Science covering its next phase of work, which will include a study of the workflow and policy considerations involved in successful implementation of SHARE at the campus level, as well as further technical development of research object capture in SHARE Notify.

**ON THE WEB:** http://www.share-research.org

**Research Intensive Public University Committee (RIC)**

The Research Intensive Public University Committee (RIC) continues to advise APLU on issues affecting the most research intensive public universities. The 2015 RIC meetings included discussions on topics such as differential accreditation, overall research support, and graduate education.

**AGRICULTURE, HUMAN SCIENCES, & NATURAL RESOURCES**

**Task Force on Antibiotic Resistance in Production Agriculture**

The APLU and American Association of Veterinary Medicine Colleges’ (AAVMC) joint Task Force on Antibiotic Resistance in Production Agriculture unveiled a much-anticipated report outlining a comprehensive national strategy for diminishing the role antibiotics used in production agriculture play in the broader antimicrobial resistance problem.

The task force is comprised of leaders from U.S. agriculture colleges, land-grant universities, and veterinary colleges, as well as key representatives from the production animal agriculture community, the pharmaceutical industry, and government observers from the Food and Drug Administration, U.S. Department of Agriculture (USDA), and Centers for Disease Control and Prevention. The report detailed a comprehensive research and educational agenda to tackle antibiotic resistance.

**FUTURE STEPS:** The report contains a detailed strategy for implementing educational, outreach, and research program recommendations. A full-time program manager has been hired to provide administrative leadership and management. APLU and AAVMC will work to identify a national consortium of faculty experts within their member institutions to build out the programs and collaborate with federal agency personnel.

**ON THE WEB:** www.aplu.org/antibioticresistance

The 2015 Food Systems Leadership Institute graduates are honored during the APLU Annual Meeting.
Healthy Food Systems/Healthy People Task Force

The final report of the Healthy Food Systems/Healthy People Task Force was further developed and includes detailed program recommendations to address deficiencies in the linkages between food production and health care, especially with respect to chronic diseases.

**FUTURE STEPS:** The report will be released in early 2016.

Study of Deferred Maintenance of Agriculture Research and Educational Infrastructure

APLU contracted with Sightlines, Inc. to conduct a survey of agriculture colleges on the deferred maintenance needs of their physical facility infrastructure used for agricultural research and education. The survey included the majority of the 1862 and 1890 land-grant institutions and representative samples of the 1994 land-grants and non-land-grant institutions with agricultural programming. The Sightlines report calculated deferred maintenance needs at $8.4 billion.

**ON THE WEB:** www.aplu.org/AgricultureDeferredMaintenance

APLU Experiment Station and Cooperative Extension

APLU’s Experiment Station and Cooperative Extension Sections developed the *National Initiative on Improvement of U.S. Water Security* report. The report recommends a robust programmatic and funding initiative to address the water security issues facing the United States. It was sent to USDA’s National Institute for Food and Agriculture (NIFA) as they formulate their water policy priorities. Discussions with NIFA about the mechanisms that can be employed to implement the recommendations in current and future fiscal years are ongoing.

**ON THE WEB:** www.aplu.org/USWaterSecurity

**Extension Innovation Inventory**

The Cooperative Extension Section launched an Innovation in Extension Study to create an inventory of innovation program ideas within the Extension System across the United States and its territories. Areas of innovation include programming, collaboration space, use of technology, funding and revenue, professional development, and partnerships. The data collected by the study was used to frame the October meeting of the National Extension Directors and Administrators, which focused on the use of innovation strategies for present and future Cooperative Extension programming.

Agriculture and Natural Resource Workforce Needs

APLU is planning a 2016 workshop that will focus on workforce needs in the food, agriculture, and natural resources fields as current supply falls short of burgeoning demand. The workshop will review data on workforce needs and outline steps that institutions should take to reduce, if not eliminate, the current and projected shortfalls.
PLU and its member institutions are engaged in their communities and regions, advancing economic development, tackling societal challenges, and creating great places to work and live. Public universities partner with community organizations, state and local government, entrepreneurs, small businesses, major corporations, and economic development organizations. 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.

**ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT**

**Innovation and Economic Prosperity Universities**

APLU completed its third year of the Innovation and Economic Prosperity (IEP) University designation and awards program. Eighteen universities received the designation in 2015 and four (Clemson University, the University of Minnesota, Auburn University and the University of Maryland) were recognized with awards at the 2015 APLU Annual Meeting. There is significant interest in this program and institutions take great pride in their designation and/or award.

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

**Higher Education Engagement in Economic Development: Foundations for Strategy and Practice**

APLU’s Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) developed the *Higher Education Engagement in Economic Development: Foundations for Strategy and Practice* guide, in

Clemson University accepts their Innovation and Economic Prosperity Talent award during the 2015 APLU Annual Meeting.
partnership with the University Economic Development Association (UEDA). The publication provides a definition of university economic development and engagement, a common set of principles for the practice of economic development and engagement, and a taxonomy to illustrate how distinct programs connect to a larger economic development and engagement vision.

**FUTURE STEPS:** The new publication will be incorporated into the IEP University designation and awards program, and CICEP will work with UEDA on further plans for dissemination.

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

**Task Force on Managing University Intellectual Property**

APLU’s Task Force on Managing University Intellectual Property released its report, providing a set of recommendations for universities to examine and affirm university policies and values regarding innovation, technology transfer, and commercialization, as well as the purposes of engagement in those activities. The recommendations detail steps universities can take to ensure institutional policies and practices align with these principles and are transparent to the public, policymakers, and potential university partners.


**Task Force on Tenure, Promotion, and Technology Transfer**

APLU’s Task Force on Tenure, Promotion, and Technology Transfer released its report, calling for public research universities to formally consider faculty involvement in technology transfer activities as part of tenure and promotion decisions. With many research universities placing an increased emphasis on the economic development dimension of their mission, the task force noted that it is appropriate to evaluate technology transfer in addition to published research and other activities when considering faculty advancement decisions.

**FUTURE STEPS:** The task force report will also be featured as part of an article to be published in *Technology and Innovation: Journal of the National Academy of Inventors*.

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

**Task Force on the New Engagement**

APLU established a planning team for a Task Force on the New Engagement. This is a coordinated effort operating through APLU’s Council on Engagement and Outreach (CEO), CICEP, Extension Committee on Organization and Policy (ECOP), and the Coalition of Urban Serving Universities (USU). As the task force gets underway in 2016, additional councils, commissions, and other stakeholders will be asked to participate in redefining the aspects of public university engagement.

**FUTURE STEPS:** The planning team will complete its work by mid-2016 with plans for the task force to begin convening by summer 2016, undertaking an effort to examine current issues related to university extension and engagement and make related recommendations to the APLU membership.
Alliance for Manufacturing Foresight (MForesight)

APLU joined with the University of Michigan in its successful bid to the National Institute of Science and Technology (NIST) and National Science Foundation (NSF) to establish the Alliance for Manufacturing Foresight (MForesight), which will be a national network coordinating input on advanced manufacturing technology research and development priorities.

Future Steps: Two reports will be released in 2016, one detailing the investment portfolio of USAID in higher education globally and the other summarizing the results of a survey on how and why universities engage in international development.

On the Web: www.aplu.org/knowledgecenter

Supporting Higher Education in Developing Nations

APLU’s International Programs office continued focusing on expanding the work of the Knowledge Center for Advancing Development through Higher Education as a platform for dialogue on the role of higher education in developing countries and how best to enhance U.S. university engagement in capacity building efforts in higher education. The work of the Knowledge Center advances APLU’s legislative efforts (see IACC on page 17) to increase funding for higher education within the United States’ international development portfolio.

In 2015, the office launched a webinar series with high-profile scholars and U.S. Agency for International Development (USAID) officials, which engaged over 200 individuals; organized collective feedback from APLU member institutions on USAID’s Higher Education Annual Program Statement and the Agency’s Education Strategy; developed a workshop on new approaches to higher education institutional reform; and issued several policy briefs on the role of higher education in development.

Future Steps: The commission will engage stakeholders in a process to produce a report for the new presidential administration in 2017.

Supporting the Board for International Food and Agricultural Development (BIFAD)

APLU has a five-year contract with USAID to provide support for the presidentially appointed Board for International Food and Agricultural Development (BIFAD). BIFAD advises USAID on activities under Title XII of the Foreign Assistance Act, including food security and agriculture with an emphasis on engagement with the U.S. university community on research, economic development and capacity building to ensure global food security.

APLU organized two public, web-streamed meetings for BIFAD, and organized a BIFAD visit to a major university-building project in Tanzania, which is an important model for donor-funded higher education capacity building. The visit informed BIFAD and USAID on the great value of U.S. university participation in building the capacity of higher education systems to change. While universities may be the only place where all relevant disciplines converge to address these complex and systemic issues, institutions still must adjust to effectively solve these challenges. The commission will issue a report on the major problems institutions need to address, the key partners to engage, the adjustments universities must make to address these challenges, and the resources required at the federal level to ensure success. A proposal to support the effort was submitted to an interested foundation.

Meeting Domestic and Global Food Needs by 2050

APLU began creating a commission that will examine challenges to domestic and global food security and make recommendations on the actions required by public research universities to meet global food needs by 2050. Historically, public universities have proven instrumental in solving the challenges that affect food security, but today these issues are even more complex. They are multi-dimensional, crossing disciplinary and national borders, and solving them requires
institutions in developing countries. This effort is further supportive of APLU’s effort to raise the profile of higher education in development.

**FUTURE STEPS:** APLU is actively engaged with BIFAD, the university community, and USAID in an effort to address the constraints universities face regarding visas and work requirements for foreign students and scientists involved in joint USAID projects. A committee of BIFAD, APLU, university, and USAID representatives has been formed and is engaged in trying to simplify the processes.

**ON THE WEB:** www.aplu.org/bifad

**A New Vision of Internationalization: The Call to Leadership Revisited**

In 2004, the APLU Task Force on International Education developed a report with a set of recommendations tailored to public universities. The report called for presidents and chancellors to lead the internationalization of their campuses. In 2015, APLU’s Commission on International Initiatives (CII) formed a working group that will revisit the report to determine what has changed regarding comprehensive internationalization of campuses, determine new and continuing challenges to internationalization, and discuss how APLU member institutions can move forward to ensure a global education for all.

**FUTURE STEPS:** A working group comprised of members from APLU member institutions will deliver a report by the end of 2016.

**ON THE WEB:** www.aplu.org/call-to-leadership

**International Advocacy Coordinating Committee (IACC)**

The International Advocacy Coordinating Committee (IACC), comprised of APLU members, secured favorable language and funding in the FY2016 omnibus appropriations bill. The measure contains $35 million for new partnerships between higher education institutions in the United States and developing countries. It also includes at least $50 million for all of the Innovation Labs, including the Collaborative Labs. These achievements were a direct result of IACC efforts.

IACC led the higher education community in providing feedback to the White House and Department of Homeland Security as they sought public universities’ views on the future of the Optional Practical Training (OPT) program.

IACC is also working to advance the Global Food Security Act in Congress, which would authorize a comprehensive all-of-government program to combat global hunger and formally authorize the USAID Feed the Future program. IACC’s work secured language in both the House and Senate bills recognizing the contributions of U.S. universities through research and capacity building in developing countries and the role they would play in ensuring global food security.

**ON THE WEB:** www.aplu.org/policy-and-advocacy/international
Advocacy & Public Affairs
APLU’s work on its three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement is strengthened through an active and effective advocacy arm. APLU works closely with Congress and the administration, as well as the news media and other stakeholders to further federal policies that strengthen public universities and benefit students.

**NEW WEBSITE**

APLU launched a new website in 2015 that is designed to provide visitors with easy, intuitive access to detailed information on the association’s wide array of work. The new website, which also debuted APLU’s refreshed logo and other new branding pieces, was built using a responsive design that adjusts in size based on whether someone is viewing a page on their computer, tablet, or phone. This ensures content is easy to read and navigate, regardless of how the site is viewed.

Other key highlights of the new site include:

- A projects & initiatives section that presents APLU’s work in a detailed but straightforward way.

- A policy & advocacy section that details APLU’s work in Washington to advance federal policies that strengthen public universities and promote their work.

- An easy-to-use calendar with details and registration information for all APLU meetings and events.

- A prominent members section that includes spotlights of individual institutions’ work.

- A more resourceful APLU library that includes an easy search and sort function.

- A revamped job postings page for member institutions to list open faculty and staff positions.

- A refreshed staff directory, including pictures and bios, as well as highlights of staff accomplishments.

**CONGRESSIONAL ACTIVITIES**

**Higher Education Act Reauthorization**

APLU, in conjunction with its members, worked (and continues to work) with members of the Senate Health, Education, Labor and Pensions (HELP) and House Education and Workforce Committees to advance issues of vital importance in the Higher Education Act (HEA) reauthorization. Issues include the need for better student data, protecting students and taxpayers from the worst performing institutions, allowing summer Pell grants, and galvanizing campus-based aid programs. APLU also spearheaded advocacy on regulatory reform, accreditation reform, state-federal partnership, and other important issues. Moreover, APLU provided responses to the various white papers that Senator Lamar Alexander, Chair of the HELP Committee, issued to help guide the HEA process.

As part of the effort to reform HEA, APLU designed and commissioned a study that established the feasibility of a “student readiness adjustment” methodology. This would enable reasonable comparisons of outcomes for universities and colleges by taking into account student bodies that enter college with different levels of preparation. The study was prepared by the Higher Education Research Institute at the University of California, Los Angeles.
College Scorecard

APLU successfully made the case to the White House and Department of Education that the administration’s proposed ratings system was not prudent. APLU made many public statements, but the most important work occurred in conversations held throughout the year. The association proposed an alternative to the rating system that focused on the disclosure of key data and strengthening institutional eligibility determinations for Title IV funding by the Department of Education.

Ultimately, the Department abandoned its ratings plan and adopted a transparency initiative in the form of the College Scorecard. APLU acknowledged that the Scorecard is a much better approach than a ratings system and is a positive step towards making available better data. Yet APLU has and continues to argue that the data still falls short of being fully accurate or complete. In response to much pressure from APLU and others, the Department of Education announced it would include a link to Student Achievement Measure data on the next version of the Scorecard. APLU has made clear the Scorecard is not a substitute for access to student-level data, which could be achieved under HEA reauthorization. APLU will continue its work to improve the Scorecard.

State Appropriations Analysis

APLU engaged in a campaign on Capitol Hill to inform members of Congress on the impact of state disinvestment on tuition at public colleges and universities. Staff highlighted data from APLU-commissioned independent research showing that during the six year period of 2006–07 to 2012–13, after adjusting for inflation, four-year public universities experienced state funding cuts of $2,370 per student, while tuition and fee revenues increased by only $1,940—a net loss of $430 per full-time student.

ON THE WEB: www.aplu.org/statefundingreport

Campus Sexual Assault

APLU worked with a diverse group of campus experts—general counsels, student affairs leaders, federal relations and public affairs officers—to analyze sexual assault legislation, including the reintroduced version of the Campus Accountability and Safety Act, the Fair Campus Act, and the Safe Campus Act. APLU subsequently produced reports and briefed relevant Capitol Hill players on public universities’ positions in support of enhancing campus safety and response efforts.

Differential Accreditation

APLU, in conjunction with AAU and the American Council on Education (ACE), commissioned an independent legal analysis on whether the U.S. Department of Education already has the authority to implement differential accreditation, which would allow institutions with a consistent record of strong academic programs to undergo a less burdensome review process than institutions with weaker outcomes and a less proven track record. The legal analysis, which APLU and the other associations shared with the Department, found that nothing in current law prohibited the agency from allowing differential accreditation. In late 2015, the Department issued an executive action directing Department staff to ensure accreditors understand they can apply risk-based/differential practices in their review of post-secondary institutions.

Science Policy & Legislation

BUDGET/APPROPRIATIONS

Working with its member campuses, APLU developed Fiscal Year 2016 priority requests for all key programs and agencies and advanced those requests throughout the appropriations process. A stand-out highlight in the FY2016 appropriations bills is $2 billion for the National Institutes of Health (NIH) in the omnibus spending bill.

APLU and others urged a two-year agreement that would lift discretionary budget caps and allow funding increases in research and higher education. Ultimately, Congress approved an increase in the caps as part of a two-year budget deal.

BIOMEDICAL RESEARCH

APLU, along with AAU, United for Medical Research (UMR), and others urged House Energy and Commerce Committee Chairman Fred Upton and Representative Diana DeGette to include increased NIH funding as they crafted the bipartisan 21st Century Cures Act. The Cures bill would provide guaranteed increases to NIH for five years, in addition to increasing the authorization for NIH. APLU helped run a whip effort to pass Cures out of the House and worked to beat back an amendment that would have stripped the guaranteed funding out of the bill.
Additionally, APLU has been urging members of the Senate HELP Committee to include guaranteed increases for NIH in its medical innovation bill.

**INNOVATION: AN AMERICAN IMPERATIVE**

Based on the American Academy of Arts and Sciences (AAA&S) report, *Restoring the Foundation*, APLU played an active role in helping craft *Innovation: An American Imperative*—a statement/call to action from major company CEOs, other businesses, universities, and science organizations urging Congress to strengthen policies and investments to promote innovation. APLU helped solicit more than 325 universities and organizations from all 50 states to endorse the statement and helped plan amplification activities and events, including a Capitol Hill briefing about research needs featuring Norm Augustine and industry executives. A bipartisan group of House and Senate members participated in the briefing.

**COMPETES ACT**

APLU continues to engage with both the relevant House and Senate Committees on possible reauthorization of the COMPETES Act, informing individual offices and committee staff about issues of importance to our universities. The association engaged in Senate roundtable discussions on the legislation, including securing official participants for the discussions, and providing written feedback for each of the roundtable topics. Additionally, APLU continues to help lead the broader science advocacy community on outreach to Capitol Hill.

**UNMANNED AIRCRAFT SYSTEMS (UAS)**

APLU initiated a joint effort with AAU to help interested universities that wish to use small Unmanned Aircraft Systems (also known as drones) for research and educational purposes, but are curtailed and delayed because of onerous and lengthy Federal Aviation Administration (FAA) compliance requirements. APLU and AAU sent official comments to the FAA in response to the proposed rule for regulating small UAS, making the case for differential and expedited consideration for university educational and research use of small drones. In addition to engaging the FAA directly, APLU worked with the White House Office of Management and Budget and the Office of Science and Technology Policy on the rule-making process. Simultaneously, APLU helped negotiate a “group rate” for universities interested in applying immediately for FAA permission to fly small UAS (this is known as a Section 333 exemption). Moreover, APLU and AAU, along with key involvement from universities, engaged congressional offices with jurisdiction on this matter, educating them about the importance of UAS research and educational use and the limitations many of our campuses currently face because of current FAA practices. These Hill offices have been very receptive to university concerns and are considering how to possibly address these issues in FAA reauthorization legislation. All parties are cautious about the potential safety issues involved, and recognize the need to ensure appropriate safety measures.

**INTELLECTUAL PROPERTY**

Along with AAU and other partners, APLU undertook a comprehensive advocacy effort to improve patent legislation that would have otherwise hampered universities’ ability to engage in technology transfer. APLU engaged in legislative negotiations with the Senate sponsors of various proposals that led to compromise language. The Senate has yet to move patent legislation out of committee, but APLU remains actively engaged with lawmakers in both the Senate and House.

**WORKFORCE**

Working closely with its members, APLU is educating key administrators and officials about the significant impacts that the Department of Labor’s proposed rule to change overtime pay requirements will have on universities.
Finance & Administration

PHOTO COURTESY OF UNIVERSITY OF BUFFALO
PLU’s revenue for 2015 included $6.2 million in dues, $1.3 million in assessments, and $5.2 million in grants and contracts. An additional $3 million in assessments were collected for the activities coordinated by the Board on Agriculture Assembly.

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Oklahoma State Regents for Higher Education
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Southern University System
Texas A&M University System
Texas Tech University System
The California State University System
The City University of New York System
The Mississippi Board of Trustees of State Institutions of Higher Learning
The State University of New York System
The University of Texas System
University of Alabama System
University of Alaska System
University of California
University of Colorado System
University of Hawai‘i System
University of Illinois System
University of Massachusetts System
University of Missouri System
University of Nebraska System
University of North Carolina System
University of Tennessee System
University of Wisconsin System
University System of Georgia
University System of Maryland

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Canada
Dalhousie University
University of Alberta
University of Calgary
University of Guelph
University of Manitoba
University of Saskatchewan
University of Western Ontario
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
Auburn University
Tuskegee University
The University of Alabama
The University of Alabama at Birmingham
The University of Alabama in Huntsville
University of South Alabama

Alaska
University of Alaska Fairbanks

American Samoa
American Samoa Community College

Arizona
Arizona State University
Northern Arizona University
University of Arizona

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

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

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

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University of Connecticut

Delaware
Delaware State University
University of Delaware

District of Columbia
University of the District of Columbia

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Florida Atlantic University
Florida International University
Florida State University
University of Central Florida
University of Florida
University of South Florida

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

Guam
University of Guam

Hawaii
University of Hawai‘i

Idaho
Boise State University
Idaho State University
University of Idaho

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

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

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Iowa State University
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Kansas
Kansas State University
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Wichita State University

Kentucky
Kentucky State University
University of Kentucky
University of Louisville

Louisiana
Louisiana State University and Agricultural & Mechanical College
Louisiana Tech University
Southern University and A&M College, Baton Rouge
University of Louisiana at Lafayette
University of New Orleans

1 Land-grant Institution
2 Historically Black College or University
3 Hispanic-Serving Institution
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**Related Higher Education Organizations**

- Connecticut Agricultural Experiment Station 1
- National Organization of Research Development Professionals
- University of Wisconsin-Extension

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The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization representing 235 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America’s oldest higher education association with member institutions in all 50 states, the District of Columbia, four U.S. territories, Canada, and Mexico. Annually, member campuses enroll 4.7 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.2 million faculty and staff, and conduct $42.7 billion in university-based research.

APLU’s membership includes 207 campuses and 25 university systems, including 75 U.S. land-grant institutions. The association’s membership includes 23 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).

In 1963, the American Association of Land-Grant Colleges and Universities merged with the National Association of State Universities to form the National Association of State Universities and Land-Grant Colleges. On March 30, 2009, the association adopted the name Association of Public and Land-grant Universities or APLU (the name of each letter is pronounced). APLU’s agenda is built on the three pillars of increasing degree completion and academic success; expanding scientific research; and advancing engagement and economic development. 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 Organization/Structure

As the leading research and advocacy organization for senior public higher education leaders, APLU engages its membership through a series of initiatives led by councils and commissions. These councils and commissions help drive the APLU agenda.

The APLU council structure enables university leaders with comparable titles, working in similar positions, to come together to address critical issues and expand their knowledge base within their professional area of expertise. The APLU councils are:

- Council of 1890 Universities
- Council of Presidents
- Council of Presidents’ & Chancellors’ Spouses/Partners
- Council on Academic Affairs
- Council on Business Affairs
- Council on Engagement & Outreach
- Council on Governmental Affairs
- Council on Research
- Council on Strategic Communications
- Council on Student Affairs

The commission structure enables individuals, regardless of position and from multiple disciplines across the universities, to come together to address critical issues and expand their knowledge base in areas of common interest regardless of position. The APLU commissions are:

- Commission on Access, Diversity, & Excellence
- Commission on Food, Environment, & Renewable Resources
- Commission on Information, Measurement, & Analysis
- Commission on Innovation, Competitiveness, & Economic Prosperity
- Commission on International Initiatives
- Commission on Science & Mathematics Teacher Imperative
- Coalition of Urban Serving Universities