

# 103<sup>rd</sup> ANNUAL MEETING

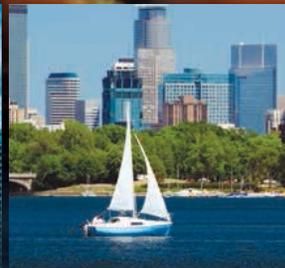
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EXECUTIVE SUMMARIES  
OF SELECTED SESSIONS

 AACRAO

*Advancing Global Higher Education*



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## Evolving Higher Education Business Models: Leading with Data to Deliver Results

Speaker: **Louis Soares**, Vice President of Strategy, Research and Advancement, American Council on Education

### Overview

Higher education institutions face challenges on several fronts. Government funding is shrinking, while the demand for high-quality education from diverse student groups is on the rise. Colleges and universities can't deliver on their missions unless they generate sufficient revenues. While every institution's business model is slightly different, business model theory offers helpful tools for higher education leaders to analyze their organizations and identify innovative ways to serve their stakeholders in financially sustainable ways.

### Context

Louis Soares discussed the pressures higher education is facing, especially revenue concerns. He described how business model frameworks can help institutions take an innovative approach to finance and operations.

### Key Takeaways

- **The American Council on Education (ACE) provides a system-level view of higher education.**

ACE is a coordinating body of college presidents from all the sectors of higher education. ACE's work focuses on:

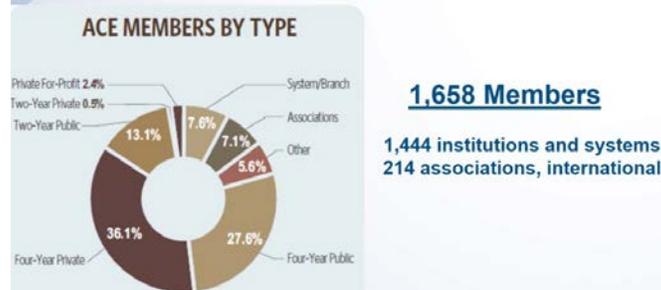
1. Reimagining diversity and equity in higher education for today's students, faculty, and leaders
2. Enabling the expansion of flexible completion pathways
3. Developing innovative institutions and leaders that are learner centered, tech savvy, and globally engaged
4. Fostering effective policy reform through expertise, evidence, and engagement

Much government relations work happens under ACE's core brand. Four centers organize ACE's other activities:

- The Center for Policy Research and Strategy
- The Center for Education Attainment and Innovation
- The Center for Internationalization and Global Engagement
- ACE Leadership Development

ACE's 1,658 members represent a wide variety of systems, institutions, and associations.

### ACE Snapshot - Membership



- **Higher education must master the distributed network business model to yield high performance.**

The private sector has embraced the distributed network business model, illustrated by the mobile phone industry. In 2007, 90% of mobile phone profits were earned by six companies: Samsung, Nokia, Motorola, LG, Sony, and Ericsson. By 2015, 92% of global mobile phone profits went to the iPhone.

Apple dominated the mobile phone market by reimagining the business model. The iPhone is more than hardware. It is a **platform** that connects app developers and phone users. The shift to a networked model yielded Apple \$25 billion in revenue.

College campuses have always been distributed networks, composed of different departments with relatively independent faculty. Even administratively, many silos exist. Higher education is a distributed production model that is struggling to deliver high levels of performance.

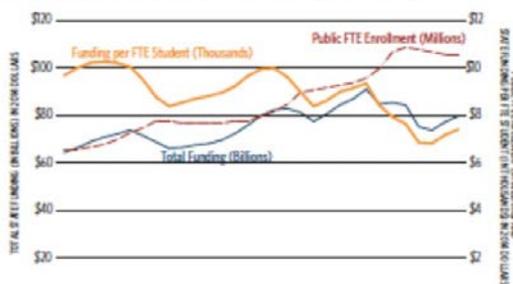
#### Colleges and universities face multiple pressures.

Important pressures facing higher education include:

- *Demand for post-secondary skills is increasing.* By 2020, 65% of jobs will require a post-secondary credential. Based on current post-secondary production levels, shortfalls are expected.
- *Public funding for education is declining.* Public FTE enrollment is growing, while total funding and per FTE funding is shrinking.

## State Funding Down

Figure 1. Total and Per-Student State Funding for Higher Education in 2014 Dollars, and Public FTE Enrollment, 1984-85 to 2014-15

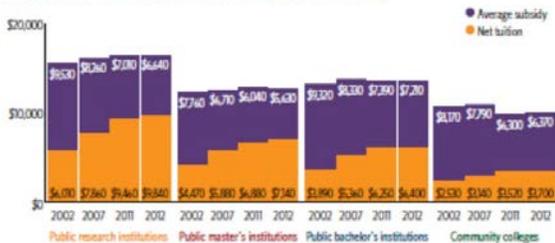


Source: Trends in College Pricing 2015, The College Board.

- *Tuition revenue is increasing.* This raises questions about the affordability of higher education.

## Tuition Revenue Increasing - Raising Affordability Questions

Figure 2: Average Education and Related Spending per Full-time Equivalent Student, by Net Tuition and Subsidies, Fiscal 2002-2012 (in 2012 dollars)



Source: IPEDS Analytics: Delta Cost Project Database 1987-2012 (11-year matched set)

- *The current business model is unsustainable.* Moody's believes the U.S. higher education sector is at a critical juncture. Even market-leading universities face diminished prospects for revenue growth. Many will have to lower their cost structures to achieve financial sustainability and fund future initiatives.
- *The quality of higher education is in question.* The report "Academically Adrift" suggests students aren't learning critical skills. An analysis on the literacy of college graduates found that only 69% could perform basic tasks like comparing opposing editorials or comparing costs of different foods. Grade inflation is also a concern. A 2009 Department of Education study revealed that in 1961, 15% of all grades were A's. By 2008, 43% were A's.
- *Students are struggling to balance multiple demands.* Over one third of undergraduates (38%) are older than 25, 58% work while enrolled, and 26% are raising children. These students are less likely to finish school. Over one third (38%) of students with additional financial, work, and family obligations leave school in their first year. Over half (53%) of student-parents leave college with no degree.

- *Students wrestle with financial challenges.* Close to half (47%) are financially independent, 25% of bachelor's degree recipients graduate at least \$24,000 in debt, and 42% live near or below the poverty line. The National Center for Education statistics introduced a new food and security variable into their survey because so many students are living in poverty and going hungry.
- *A growing number of students are people of color.* Between 1996 and 2010, there has been an 11% increase in white students, a 72% increase in black students, and a 240% increase in Hispanic students. Underserved populations, such as Hispanics and blacks, tend to be less academically prepared, which presents a growing challenge for higher education.
- *Fewer students study or live full-time at flagship, four-year campuses.* Only 13% live on campus, 40% attend school part-time, and 57% attend two-year colleges.

## Revenue issues are a high priority for college and university presidents.

ACE recently surveyed 1,400 college presidents. Presidents are thinking not only about the amount of their organization's revenue, but about different types of revenue. Research findings include:

- The top priorities for presidents are revenue-related.

### Areas likely to grow in importance

Area	Percentage
Budget and financial management	68%
Fundraising	47%
Enrollment management	38%
Diversity and equity issues	30%
Student learning assessment	30%

- *Government funding is not a sustainable revenue source.* Funding sources that presidents anticipate to decrease are state government (41%) and federal government (28%).
- *Other forms of revenue are growing in importance.* Funding anticipated to increase by the largest share include revenues from private gifts, grants, and contracts (85%); tuition and fees (75%); and endowment income (64%).
- **ACE is exploring how innovation can be applied to finance in higher education.**

Four years ago, Dr. Soares collaborated with Clay Christensen from Harvard Business School on a paper called "Disrupting College." This paper explored different business models, but didn't delve deeply into college data. To fill this gap, in September 2015, ACE convened presidents, provosts and CFOs to discuss how innovation can be connected to the finance function in higher education. Three themes emerged:

  1. *Get the data out there.* Higher education already knows a lot about its business model. Institutions must publicize that data. In addition, more data is coming

online. Higher education must connect the dots for internal and external stakeholders.

2. *Student success and innovation.* No one questioned the need to measure student success.
3. *Leadership with data and evidence.* Leadership is needed at all levels to develop evidence-driven organizations. More work is required to unpack the "black box" of higher education information and data. In response, ACE created three background papers.

*"The next phase of evolution for higher education is not becoming a different business, but understanding how to respect the institution's core values and drive performance across the institution without top-down hierarchical mandates."*

— Louis Soares

▪ **Business model frameworks provide new conceptual tools to analyze how higher education can do better.**

Business model theory was developed in the late 1990s. At its core, it has four key components: the value proposition, resources, processes, and profit formula.

The primary elements of a business model include the following:



Source: Christensen, Horn, Caldera, and Soares. 2011.

These elements can be applied to higher education:

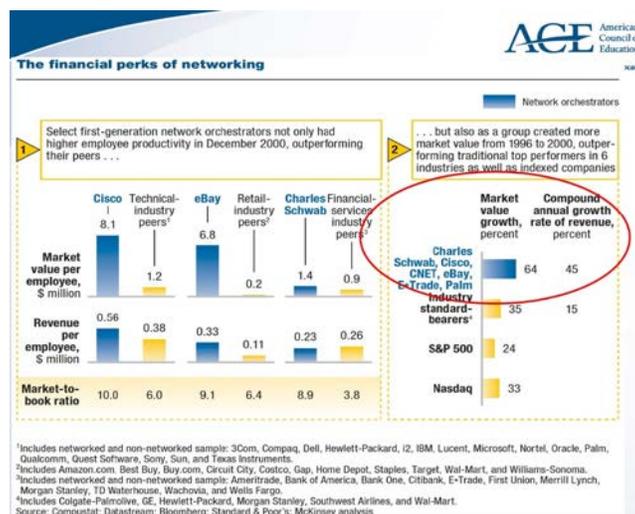
- *Value proposition.* For colleges and universities, the value proposition can range from meeting the needs of a traditional student for a liberal arts education to a working adult for degree completion to a busy mom for nursing licensure preparation in alignment with mission.
- *Resources.* These include faculty, staff, systems (e.g., SIS, ERP, LMS), partners, facilities, equipment, and books.
- *Processes.* Key processes in higher education include enrollment management, admissions, courses, curriculum, advising, student life services, cross-subsidy, shared governance, tenure, transfer of credit protocols, and credentialing.
- *Profit formula.* In postsecondary education, the profit formula must take pricing, public aid, loans, student mix, and estimated time to degree into consideration.

Business model framing allows colleges and universities to evaluate how they deliver on their value proposition. In many cases, there are things that could be done better or that partners could do more affordably.

▪ **The networked production model is a promising way to support innovation and shared governance.**

Many believe that shared governance is impossible in higher education, since the administrative and academic functions are divided. The network production model, however, illustrates how systems can be designed that promote performance across players with distributed production.

eBay is an example of the network production model in action. The eBay platform brings buyers and sellers together. As the largest platform in that value chain, it derives significant revenue from value chain participants. McKinsey has found that networked private sector organizations outperform the S&P 500 and industry standard bearers.



Examples of higher education innovation through a business model and networked organization lens include:

- *Utilizing data-driven student recruitment and financial aid.* Ithaca College's IC PEERS is a social media platform where existing students, potential students, and faculty interact. Ithaca College has analyzed IC PEERS data and developed analytics that suggest early interaction is predictive of enrollment. Franklin & Marshall has worked with an outside vendor to enhance its Pell-eligible population through predictive analytics. Over seven years, the institution has moved from a 5% Pell-eligible population to a 21%.
- *Monitoring graduation and progression success.* Georgia State University built an information standard that drives policy and practice change. The GPS advising system develops predictive analytics based on two million grades. It tracks undergraduates every day and provides alerts to get them back on track. Retention

rates have increased by 5% and undergraduate degree completion has increased 16%.

- *Building a predictive analytics network.* Arizona State University's eAdvisor is a tool that helps students stay on track. The retention dashboard creates community among faculty, students, and academic advisors. The retention rate has increased by almost 10% and the graduation rate by almost 20%.
- *Extending the network of shared data and predictive analytics.* The University Innovation Alliance shares institutional data across 11 public research universities. Through predictive analytics, the alliance is identifying innovative interventions that will improve student outcomes. These can be duplicated across different contexts and disseminated to the public.
- *Using activity-based costing to get granular with performance data.* UC Riverside has tied together course and finance data, while also assessing teaching and instructional productivity. By creating a transparent budget model, staff and faculty can better understand revenue flows and resource uses. A performance-based formula is used to distribute institutional revenue. The goal is to simultaneously improve outcomes while reducing institutional costs.
- *Gaining a better understanding of learning outcomes through granular performance data.* Two initiatives are underway to take a deeper dive into learning outcomes. One is AACRAO's and NASPA's Comprehensive Student Record Project. The other is the 21<sup>st</sup> Century Digital Transcript Project, which is being pursued by IMS Global Learning Consortium and the Competency-Based Education Network.
- *Linking organizational learning to network partners.* Cuyahoga College's College Pathway Program is based on partnerships with local school districts. The program customizes academic and support services to meet students' needs. The college has also partnered with Cuyahoga County to offer academic and workforce programs for residents.
- *Maintaining a network data standard.* In 1996, four-year Title IV eligible institutions started benchmarking projects and data sharing consortia. The goal is to make better management, planning, and policy decisions based on factors that influence instructional cost and productivity.

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*"When we talk about innovation in higher education, everyone says we can't do shared governance because the administrative and academic sides are divided. The network production model shows how to design a system to get performance across all players, even with distributed production. I believe this is the direction higher education will go in over time."*

— Louis Soares

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### Case Study: Portland State University An Emergent Networked Organization

When Portland State University started its reTHINK project, it implemented a resource and course attribution tool. This generates granular data that is critical to manage departments, get results at the institutional level, and set performance standards. Using that platform, the University can make data transparent across multiple stakeholders.

The University also launched the Provost Challenge. This series of small grants for faculty and students incents grassroots innovation. Work done through the Provost Challenge led to creation of the PSU Flexible Degree and [Pathways to Success](#) program. Portland State has found a data-driven way to innovate that makes sense.

## The New Reality for Higher Education

Speakers: **William R. Gil**, *Director of Government Relations, AACRAO*  
**Scott Jaschik**, *Editor & Co-Founder, Inside Higher Ed*  
**Michelle Mott**, *Editor, AACRAO Transcript*

### Overview

Since the 2016 presidential election, AACRAO members have asked to talk about differences between President Obama's administration and those expected in President Trump's administration, and how those differences will impact higher education.

Since his election, Trump's policies and agenda items—from the travel ban to a reversal of transgender college student protections—have set the tone for higher education. The Republican-controlled House of Representatives and Senate are further impacting higher education issues with proposed budget cuts and early discussions around reauthorization of the Higher Education Act (HEA).

### Context

Michelle Mott set the stage for discussion with the AACRAO federal update. Scott Jaschik shared his thoughts on top trends in the current administration and Congress, and drilled into some topics in further detail in an interview session with William Gil.

### Key Takeaways

- **Higher education is facing federal budget and HEA reauthorization challenges.**

President Trump's views on higher education are short on details, but his blueprint for the 2018 federal budget will impact higher education throughout his term. In a Republican-controlled House and Senate, policy issues like the reauthorization of the HEA are likely to pose additional hurdles for U.S. colleges and universities.

At the time of the conference, the 2017 federal budget was set to expire at the end of April 2017, and Congress is working on a package to fund the government through October 2017. President Trump has already submitted his blueprint for 2018 fiscal year funding, which slashes the education budget by almost 13% and recommends deep cuts to research programs, which neither Republican nor Democratic lawmakers seem to support.

Congress is expected to start work in late 2017 or early 2018 on reauthorization of the HEA. Some areas of HEA have bipartisan agreement, while others require more work or face major challenges.

### HEA Reauthorization Bipartisan Agreement Expectations

Agreement Expectations	Areas
<b>Agreement</b>	<ul style="list-style-type: none"> <li>• Simplifications of the Free Application for Federal Student Aid (FAFSA)</li> <li>• Using prior-year for the FAFSA</li> <li>• Restoring year-round Pell Grant</li> <li>• Streamlining loan repayment</li> </ul>
<b>Some agreement, but work remains</b>	<ul style="list-style-type: none"> <li>• Campus safety/sexual assault</li> <li>• Risk sharing: campuses have some responsibility for student loan defaults</li> <li>• Accreditation reform</li> <li>• Data collection and the question of a federal unit record database</li> </ul>
<b>Considerable disagreement</b>	<ul style="list-style-type: none"> <li>• Loan interest rates</li> <li>• Legislation of for-profit colleges</li> <li>• Free community college</li> <li>• Mandatory Pell funding, rather than part of discretionary spending</li> <li>• State Maintenance of Effort legislation</li> <li>• Disposal of loans in bankruptcy discharge</li> </ul>

- **Trump administration policies and agendas—including the travel ban—are impacting colleges.**

Although the Trump administration has not made any policies or set any agendas specific to higher education, the travel ban and the removal of protections for transgender students are already impacting higher education institutions. AACRAO is also watching both the Trump administration and Congress to see how other hot topics will play out, and where AACRAO can provide guidance to both the government to colleges.

— *The travel ban*, which was in legal limbo at the time of the conference, is causing confusion and concern for international students and higher education institutions, and may impact international enrollment.

— *Deferred Action Program for Childhood Arrivals (DACA)* has been left intact. However, both Trump and

Republican congressional leaders say they are working on a plan to address the status of DACA recipients, potentially including immediate deportation for those currently protected under this program.

- *Regulatory retrenchment* has already impacted higher education, with Congress passing measures in February 2017 blocking regulations governing teacher prep and accountability provisions under the Every Student Succeeds Act (ESSA). AACRAO anticipates similar movement around state authorization of online programs, borrower defense-to-repayment, and gainful employment.
- *Transgender student protection* guidance was rescinded in February 2017. The Obama-era guidance directed higher education institutions to allow transgender students to use facilities that align with their gender identity under Title IX anti-discrimination laws. The recent change leaves it up to the courts to decide whether discrimination on the basis of sex extends to gender identity. AACRAO remains committed to supporting transgender students.
- *Transcript disciplinary notations* are a topic of both new and proposed state and federal legislation. An AACRAO work group has been focused on this topic since April 2015, released a draft of guidelines for review, and expects to release final guidance in May 2017.

*"There are lingering issues and concerns for how the travel ban will impact new international enrollments and American higher education's continued ability to attract top talent from abroad."*

— Michelle Mott

▪ **Significant higher education policy and philosophy shifts are underway in Washington.**

Scott Jaschik shared his list of top 10 shifts in policy and philosophy that will impact higher education.

**Top 10 Higher Education-Related Policy and Philosophical Shifts**

Topic	Shift
<b>Budget</b>	Programs most likely to be cut are those that help students pay for college. This will hit disadvantaged, low-income students hardest, many of whom are minority students.
<b>Republican President and a fiscally conservative Congress</b>	Previous threats of presidential veto or congressional rejection limited what either branch of government could do. The current makeup of these branches makes it more likely that some threatened tax cuts, proposed military budget increases, and spending for a wall on the Mexican border will be

	approved.
<b>College education for all</b>	Previous administrations believed everyone needed at least some college and focused programs on helping pay for college. The Trump administration does not seem to hold to that philosophy, which is likely to impact disadvantaged people.
<b>Improve the economy without a focus on education</b>	The Trump administration's focus on bringing back factory jobs and eliminating regulations to improve the American economy means the conversation is moving away from people needing more education.
<b>Travel ban</b>	Higher education is being impacted by the travel ban, as international students—including those not from countries named in the ban—look beyond the U.S. for higher education. This impacts U.S. schools, which enjoy the cultural diversity and tuition revenues that international students bring.
<b>No global citizens</b>	While most colleges have focused on training global citizens, President Trump has said there are no global citizens.
<b>The value of diversity in society</b>	AACRAO and its members have a strong historic commitment to serving and including disadvantaged and marginalized populations. The current political atmosphere is making this support for on-campus diversity challenging.
<b>Dissent and free speech</b>	Most college campuses support the free exchange of ideas. The focus on incidents at individual colleges, where specific ideas are discouraged from being heard, is posing a challenge to this view.
<b>Undocumented immigrants as students</b>	President Trump initially pledged to deport undocumented immigrants, including students. He's since heard stories from some of these students that may have changed his mind.
<b>Debt and debt-free colleges</b>	States like New York, Rhode Island, Massachusetts, and California have taken up the mantle of proposing debt-free college education, keeping this topic of discussion alive, even beyond the presidential campaign.

- **Engagement beyond purely higher ed topics is critical when discussing the federal budget.**

Members of the higher education community need to get involved in the broader fiscal debate; not just proposed cuts to education and research spending, but also in military spending increases and national priorities.

With tax cuts and military spending high on the priority list for many congressional leaders, Mr. Jaschik expects higher education and the National Institute of Health (NIH), which provides research grants to universities, will be among the programs hit with cuts in the 2017 and 2018 budgets.

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*"What education has historically done is only engage in talking about education. Engagement is necessary outside of purely educational topics, or I fear you will lose."*

— Scott Jaschik

- **Regulatory change will be the hallmark of the Trump administration, and will impact colleges.**

The one piece of good news college leaders may see in President Trump's election is that he is anti-regulation. Mr. Jaschik expects not an era of deregulation, but instead one of regulatory change, where some existing regulations are removed while new regulations are added.

Mr. Jaschik points out that deregulation isn't necessarily good; the reversal of transgender student guidance, for example, can have a negative impact on protections available at colleges in some parts of the country for this student population.

- **Unfilled positions in the Department of Education are causing some paralysis.**

As of early April 2017, of the 55 positions in the Department of Education requiring Senate confirmation,

only one position—the Secretary of Education—had been filled. This is causing some paralysis within the department, as civil servants are left without political bosses to check in with when answering questions and making decisions. For example, some student aid application questions are going unanswered, because employees don't have anyone to provide guidance.

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*"Many in the Department of Education seem paralyzed and are afraid to act. It's not a political issue. It's just the result of not having people there."*

— Scott Jaschik

- **International applications are down, which will affect colleges relying on these students for revenue.**

Non-elite colleges rely on international undergraduate students as a source of revenue; many condition budgets with the expectation of 10% international student enrollment. Trump policies, including the travel ban, are raising concerns for international students from all countries, decreasing the overall number of international applicants. This trend could have a devastating effect on the finances of U.S. higher education institutions.

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*"A lot of colleges use international students as a sort of Robin Hood way to finance paying for low-income Americans."*

— Scott Jaschik

Around the world, there is a sense of not knowing what restrictions and policies will come next from the Trump administration. Students are concerned not only with getting a visa to attend school in the United States, but about what might happen if the rules change once they receive their visa.

## The Impact of Politics on International Mobility

Moderator: **John H. Yopp**, *Assoc. Provost for Educational Partnerships & International Affairs, Univ. of Kentucky, Emeritus*

Speakers: **Dr. Matthew Andrews**, *Secretary and Registrar, University of Gloucestershire*

**Peggy Blumenthal**, *Senior Counselor to the President, Institute of International Education (IIE)*

**Meredith McQuaid**, *Associate VP & Dean of International Programs, University of Minnesota System*

### Overview

In the United States and the United Kingdom, public dialogue focused on nationalism and isolationism is creating an atmosphere where international students feel unwelcome. In some cases, international students are now looking to study in other countries. Universities must proactively address student concerns, underscoring that they are welcome on campus and that opportunities exist for learning, research, and employment. At the same time, the higher education community must lobby legislators to underscore the economic, academic, and cultural value of international students.

### Context

Meredith McQuaid, Dr. Matthew Andrews, and Peggy Blumenthal discussed how universities in the United States and the United Kingdom are combating the effects of anti-immigration policies and visa restrictions on international student recruitment.

### Key Takeaways

- **Anti-immigration policies and rhetoric are having a chilling effect on international student recruitment in the United States and the United Kingdom.**

Political leaders in both the U.S. and U.K. have issued executive orders and proposed policies that are making universities and society uncomfortable. In the U.S., politicians have implemented travel bans and discussed a border wall. Similarly, the Prime Minister and Home Secretary in the U.K. have promised to take back control of borders and reduce immigrants, including students.

These actions are having an impact on the international student population. The [Trending Topics Survey: International Applicants for the Fall of 2017 – Institutional and Applicant Perceptions](#) found that almost 40% of campus respondents saw reductions in the number of Fall 2017 applications from the Middle East, India, and China due to concerns about immigration-related visa issues, as well as safety concerns and financial concerns.

Ways in which anti-immigration policies and rhetoric are affecting undergraduate and graduate admissions include:

- *Immigration policies in the U.S. are generating a sense of dread, but the real impact won't be known until the fall.* At the University of Minnesota, international applications are up slightly and admission rates are up. However, colleges recognize that granting admission

doesn't necessarily mean students decide to enroll or will be able to enter the country. International students who are currently enrolled don't want to leave the country over the summer. Some students are contemplating transfers to Canadian institutions. Parents worldwide are asking recruiters why they should send their children to the United States.

- *Higher education institutions in the U.K. are concerned that anti-immigrant sentiment will affect international recruiting.* In the U.K., national legislation differentiates between applicants from the European Union (E.U.) and from the rest of the world. Any E.U. applicant wanting to study in the U.K. can do so without a visa, and must be charged the same fees as U.K. students, yet higher education institutions in the U.K. have seen a 7% decrease in E.U. applicants. Many E.U. applicants are worried that during their studies they will be classified as international students and forced to pay higher fees. At the moment, universities in the U.K. haven't seen decreases in applicants from countries outside the E.U. but the figures remain flat.

- **Although the future of H-1B visas in the U.S. is uncertain, colleges and universities must preemptively address student concerns.**

It is unclear what will happen with H-1B visas. This ambiguity is problematic. American universities should be concerned, because countries like Canada, Germany, and Australia are using employment after graduation as a recruiting tool.

It is important to remember, however, that American colleges and universities have a good reputation and significant capacity. Institutions must preemptively address student concerns and actively communicate that students are welcome. Opportunities to work on campus and conduct research in labs exist, even if the longer-term employment picture is uncertain. It is also important to reassure international students that American campuses are safe. For Chinese students, safety is one of the highest-ranking concerns. A useful resource is a recent IIE white paper, [Advising International Students in an Age of Anxiety](#).

Visa uncertainties are also affecting hiring at universities. Universities are exempt from the government's H-1B visa cap and most take advantage of premium processing, which bumps applications to the top of the list for a fee. As of April 6, no premium processing will be allowed. If potential employees' visa applications aren't in the pipeline now, the soonest they could start is November. The University of Minnesota is dependent on H-1B employees

at its medical, veterinarian, dental, and nursing schools. Without premium processing, the hiring situation may become very challenging.

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*"It's unclear what will happen with H-1B visas, and where there's uncertainty, there's a problem. Many other countries are strategically using employment after graduation as a recruiting tool. Canada, Germany, and Australia are making the possibility to stay on after school into an attractive point for them."*

— Peggy Blumenthal

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▪ **To combat immigration and visa restrictions, the higher ed sector is lobbying government officials.**

The Alliance—a consortium of American international educational exchange organizations—is actively lobbying in Congress. One recommended strategy is showing up at the district congressional office where a campus is located. Suggestions to bolster lobbying efforts include:

— *Stories make advocacy easier and more effective.*  
Collect stories of personal and financial impact, such as families being separated due to immigration rules or skilled scientists who can't come to the U.S. to help solve important problems due to visa restrictions.

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*"The economic argument is easy. The more compelling one is people telling their stories. Diplomats from other countries that came to school in the U.S. have great stories, as do students who roomed with a classmate from a different country."*

— Meredith McQuaid

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— *Try multiple techniques for reaching legislators.* In addition to office visits, many colleges and universities are engaging in letter writing and phone campaigns. It is also important to focus the campus liaison in Washington on these issues. For most D.C. liaison offices, international issues aren't high on their priority list.

— *Statistics are important.* For example, students from the six countries targeted by Trump's travel ban bring \$6 million into Minnesota through tuition and community support dollars.

In the United Kingdom, Universities UK (an umbrella body that represents universities) is working across party boundaries to lobby for students to be removed from immigration targets. At present, the U.K. is unusual in including students in the net migration figures. About five years ago, the government took away students' entitlement to two years of post-study work in the United Kingdom. Now after graduation, students can stay in the country for up to four months (depending on the length of their program). If they get a job, they must apply for a different type of visa.

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*"The higher education system in the United Kingdom is very competitive. The question is how much more could we be doing if we weren't hampered by some of the disadvantages imposed on us by the government?"*

— Dr. Matthew Andrews

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▪ **The U.K.'s Teaching Excellence Framework may be used to dictate the number of international student visas.**

The U.K. Home Office recently proposed the Teaching Excellence Framework (TEF) as a means to impose visa rules on universities based on quality. Ironically, TEF never directly monitors excellence in teaching. Many view TEF as a way for the government to enact a policy interest around value for money in higher education, as well as reduce student immigration.

Tuition fees for home students (meaning students from the U.K. and E.U.) in the U.K. are capped by the government. That cap was increased to £9,000 for 2012 entry. The government thought this would create a competitive marketplace and institutions would set their fees at different levels. At the same time, virtually all public grants were taken away from universities. In response, institutions charged the full fee to replace the lost grant money. The government felt universities acted in a self-interested way that didn't deliver value to students.

Rather than evaluating teaching, TEF creates scores based on several inputs including:

- The number of students employed after graduation in highly skilled jobs.
- The number of students who complete their degree.
- Results from a national survey of student satisfaction.

The result is a gold, silver, or bronze rating. Under one proposal, institutions with a gold rating may receive more visas for international students. Silver institutions have their visas capped at current levels. Bronze institutions have fewer visas for international students. The first set of TEF results will be published in May.

The program is causing considerable angst for universities. Andrews believes the government is waiting to see the initial results, for fear that prestigious institutions could suffer while smaller institutions' reputations could be enhanced.

▪ **Work is ongoing to make Congress and Parliament aware of the economic and cultural value provided by international students.**

The University of Minnesota found that the economic impact associated with international students makes a meaningful impact on Congress members. And if the university doesn't accept international students, classrooms will become emptier over time. Considerable misunderstanding occurs when international students

graduate and take jobs in America. In fact, many university faculty and staff are former international graduate students. Unfortunately, qualified Americans don't exist to fill these jobs. If they did, the university would have hired them.

The other compelling argument in favor of international students is that universities want to prepare their American students for a world in which they will work with people from different cultures. Since not everyone studies abroad, an effective way to teach U.S. students about other cultures is to have people from other countries join the community.

In the U.K., the economic contribution of international students is significant at around £25.8 million. However,

while politicians appreciate the economic value of international students, it doesn't get them votes. Immigration is dominating political discourse. In response, universities in the U.K. are lobbying through every possible route. Some success is evident in the Higher Education and Research bill that is working its way through Parliament. In the U.S., international students contribute about \$32 billion to the economy and also provide vital services as teaching and research assistants especially in science and engineering departments which attract fewer American graduate students. Campuses need to bring these facts to the attention of political leaders at the local, state, and national level.

## One Father's Journey Raising a Transgender Child

Speakers: **Nicole Maines**, *Student Activist*  
**Wayne Maines**, *Parent Activist*

### Overview

Nicole Maines and her family have gained many insights into the challenges facing transgender children in all aspects of life, including education. Although many schools are fearful of transgender and gender-nonconforming students, they must focus on ways to ensure success for all students.

Most colleges and universities have diversity and inclusion policies, but haven't examined how employees, processes, and systems affect transgender students. More education is needed to increase campus-wide awareness of transgender issues. Open communication is the foundation of effective accommodations for transgender and gender-nonconforming students.

### Context

Nicole and Wayne Maines discussed Nicole's experiences in the K-12 and higher education system as a transgender student. They recommended ways that colleges and universities can better support transgender and gender-nonconforming students.

### Key Takeaways

- **Transgender children struggle to convince others about their true identity.**  
Gender is one of the first things that children understand at a young age. When Nicole Maines' twin brother was playing with trucks and action figures, she preferred to play dress-up and with Barbie dolls. Like all children, it's exciting for transgender youth to form an identity, but it's confusing when others say that everything they are doing is wrong and that they don't know themselves. Children understand gender—it's instinctual. When children are told that the gender they identify with isn't good enough, it's hurtful.
- **With regard to gender-nonconforming students, the U.S. educational system must back up diversity and inclusion statements with action.**

When transgender children are challenged, they quickly learn that people are uncomfortable being around them. This applies to the educational system. Many teachers and school administrators are afraid of gender-nonconforming children. They worry about what a transgender child will mean for their schools, how the curriculum will need to be changed, how to protect every child, and how to deal with complaining parents.

It is higher education institutions' responsibility to make transgender students successful and to help them

complete their degrees. Colleges and universities shouldn't set up roadblocks for them. Institutions must back up their diversity and inclusion statements with action.

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*"It starts with introducing yourself. 'Hi, my name is Wayne Maines. My preferred pronouns are he, him, and his.' If your administration can say that and your college president can say that at commencement, there are kids in your audience and faculty on your staff who will be prouder than they've ever been. It's not just the words, it's the action."*

— Wayne Maines

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- **Open communication about student preferences is an effective way to support transgender and gender-nonconforming individuals.**

No one experiences gender in the same way or identifies in the same way. As a result, it is hard for schools to develop a concrete policy for transgender and gender-nonconforming students. The best approach is to treat students with the respect they and their identities deserve. Nicole Maines discussed two personal experiences:

- *With transgender and gender-nonconforming students, it is valuable to have an open channel of dialogue between schools, students, and parents.* When Nicole first started transitioning in elementary school, her family worked closely with the school system. There was open communication and cooperation. Since her transition was planned over five years, it didn't strain the other students. Frequent conversations helped everyone through the process. The school and family discussed different scenarios and how they would deal with them. Unfortunately, when a conservative group threatened to bring a lawsuit against the school, the collaboration and communication ended. There was no room for negotiation. Nicole was forced to move to a different middle school where she hid being transgender.
- *It is valuable to provide accommodations that align with students' gender identity.* The University of Maine has asked Nicole what works for her in terms of housing and bathroom facilities. That open line of communication is essential as schools strive to treat students as they identify.

- **Considerable education about transgender issues is needed at colleges and universities.**

Higher education institutions must ask what actions they are taking to support their diversity and inclusion policies. Today, only 7% of American colleges and universities have housing for transgender students and that is often with restrictions. This needs to change. Wayne and Nicole Maines offered recommendations about other institutional functions that must be reexamined:

- *Have discussions with auxiliary services and the healthcare center.* Are they prepared to support transgender students who are on every phase of the spectrum?
- *Consider how to refer to students as they prefer.* The gender markers in student information systems remind transgender students every day that the university isn't ready to accept them for who they are. One alternative may be to add a gender identify field to databases, so students can indicate if their gender identity doesn't align with their legal gender. On applications, ask students how they want to be represented on attendance sheets in terms of gender.
- *Offer resources to support transgender and gender-nonconforming students.* The ACLU provides guidance

to help transgender students legally change their gender marker. Each state has different requirements.

- *Evaluate all aspects of student life.* For instance, not every fraternity or sorority will accept transgender students. Yet, Greek life is an important part of the university experience.

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*“Colleges and universities need to make sure that everyone in the administration is up to date and educated on the issues. It's not fair for transgender and gender-nonconforming students to wait for faculty and staff to catch up and get on board.”*

— Nicole Maines

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## Biographies

### Dr. Matthew Andrews

*Secretary and Registrar, University of Gloucestershire*

Matthew is Secretary and Registrar at the University of Gloucestershire, where he has worked since April 2016. Prior to that, he was Academic Registrar and Director of Academic and Student Affairs at Oxford Brookes University (2008 to 2016), and Director of the Graduate School (2005 to 2008) and Director of Undergraduate Recruitment (2003 to 2005) at Durham University.

Matthew has served on numerous national groups in the UK, including as Chair of the Association of University Administrators (AUA), a partner organisation of AACRAO, from 2012 to 2014. He was a member of the Executive Committee of the Academic Registrars' Council (ARC), and chaired the ARC Admissions Practitioners' Group from 2010 to 2012. Matthew also served on the Supporting Professionalism in Admissions (SPA) Steering Group.

Matthew is a member of the Editorial Advisory Board of the AUA Journal Perspectives: Policy and Practice in Higher Education, as well as AACRAO's SEM Quarterly, and the Journal of Higher Education Policy and Management run jointly by the Association for Tertiary Education Management (ATEM) and the LH Martin Institute for Tertiary Education Leadership and Management at the University of Melbourne.

Matthew graduated from Durham University with a B.A. in Philosophy and Theology and an M.A. in Seventeenth Century Philosophy. He also graduated from Northumbria University with an M.Sc. in Social Research and from Oxford University with a doctorate on nineteenth-century higher education.

### Peggy Blumenthal, *Senior Counselor to the President, Institute of International Education (IIE)*

With 30 years of service at the IIE, Ms. Blumenthal currently serves as the Senior Counselor to IIE President and is the Institute's former Chief Operating Officer. She chairs the Board of JCIE-USA (Japan Center for International Exchange) and serves on the Boards of the Hong Kong–America Center and the Global Engineering Education Exchange.

A Harvard alumna, Ms. Blumenthal served as Assistant Director of Stanford University's Overseas Studies and then as Coordinator of Graduate Services/Fellowships for the University of Hawaii's Center for Asian and Pacific Studies before joining IIE. Her earlier work focused on the development of U.S.-China exchanges as a staff member of the National Committee on U.S.-China Relations and the Asia Society's China Council.

### William R. Gil

*Director of Government Relations, AACRAO*

#### Text

### Scott Jaschik

*Editor & Co-Founder, Inside Higher Ed*

Scott Jaschik is editor and one of the three founders of Inside Higher Ed. He leads the editorial operations of Inside Higher Ed, overseeing news content, opinion pieces, career advice, blogs and other features. Scott is a leading voice on higher education issues, quoted regularly in publications nationwide, and publishing articles on colleges in publications such as The New York Times, The Boston Globe, The Washington Post, Salon, and elsewhere. He has been a judge or screener for the National Magazine Awards, the Online Journalism Awards, the Folio Editorial Excellence Awards, and the Education Writers Association Awards. Scott served as a mentor in the community college fellowship program of the Hechinger Institute on Education and the Media, of Teachers College, Columbia University. He is a member of the board of the Education Writers Association. Scott grew up in Rochester, N.Y., and graduated from Cornell University. He lives in Washington.

### Nicole Maines

*Student Activist*

Nicole Maines is seventeen years old. She lives in Portland, Maine with her brother, Jonas, her mother, Kelly, and father, Wayne. When she was four, she started telling her family and her community who she was. Every step of the way she has worked with her classmates and community to be open and honest so everyone could learn and grow throughout the process. Unfortunately, some people continued to fear the unknown, and this fear impacted Nicole and her family's ability to lead a normal life. These fears changed her world and her family's world forever.

Because of this painful journey, Nicole has become a strong woman with a clear and loud voice for safety and equality. She has been recognized nationally for fighting to make sure transgender students have the same rights as their classmates. In January of 2014, Maine's Supreme Court ruled that Nicole's rights had been violated under the state's Human Rights Act, marking a historic and landmark victory for transgender rights in the U.S. It is the first time a state's highest court has ruled that it is unlawful to deny transgender students access to the bathroom of the gender with which they identify.

For her hard work and commitment, Nicole was named one of Glamour Magazine's 50 inspiring women of the year and was chosen to represent the state of Maine in the series "Hometown Heroes," titled "50 Phenomenal Women of the Year Who Are Making a Difference." She also was named one

the 14 Most Fearless Teens of 2014 for standing up against injustice.

The Maine ACLU, Equality Maine, and Healthy Girls and Hardy Women have also recognized Nicole for her courage, strength and commitment to promoting change. When she was just thirteen years old she worked closely with GLAAD, Equality Maine, the ACLU and the Maine Women's Lobby to defeat LD 1046, a bill that would have rolled back transgender protections in Maine. Over two days, she talked with almost every state leader to help provide much needed education and encourage each member to continue to support the transgender community in Maine.

Nicole is a sophomore in college and is studying art, new media, and communications. She was a guest star on Royal Pains, on the USA Network, which won a GLAAD media award last January. Her performance is setting the stage for other transgender youth to speak out. It is her hope that she can combine these loves to help future LGBT students and adults gain total equality across the nation.

#### **Wayne Maines** *Parent Activist*

Dr. Wayne M. Maines is first and foremost the proud father of identical twins, one boy (Jonas Maines) and one girl (Nicole Maines). Wayne and his wife Kelly have worked extremely hard to raise their children in an environment that was not ready for a new generation of transgender children.

His family's story is featured in *Becoming Nicole: The Transformation of an American Family*, which is a New York Times Notable Book, was named one of the 10 Best Books of the Year by People magazine, one of the Best Books of the Year by Men's Journal, is a Stonewall/Israel Fishman Non-Fiction Award Honor book, and a 2015 Discover Great New Writers Award Finalist/Non-Fiction. The Washington Post describes it as "the inspiring true story of a transgender girl, her identical twin brother, and an ordinary American family's extraordinary journey to understand, nurture, and celebrate the uniqueness in us all."

Wayne has been a safety professional and nationally known emergency management expert for over twenty years. Wayne is an Air Force veteran, an outdoorsman and basket maker who also has a Bachelor's degree from Cornell University and Doctor of Education from West Virginia University. Now he has turned his attention to introduce the world to transgender children and transgender rights and to "provide a safe environment for transgender children to grow, to learn, to be safe and to become productive members of our society."

#### **Meredith McQuaid** *Associate VP & Dean of International Programs, University of Minnesota System*

Meredith McQuaid is the Associate Vice President and Dean of International Programs for the University of Minnesota system. In this role, she promotes the global dimensions of teaching, research, and engagement across all colleges and campuses of the University. She works with the President, Vice Presidents, Chancellors, Deans, faculty, and staff to create global opportunities; expand international and interdisciplinary components of teaching, research, and public engagement activities; recruit and support international students, faculty, and staff; and facilitate development of critical interdisciplinary and international partnerships important to the University's strategic plan.

Previously, she served as Associate Dean of Administration and International Programs (1995-2005) and Director of International and Graduate Programs (1994-2006) at the University of Minnesota Law School. In her 14 years at the Law School, Dean McQuaid led a number of domestic and international initiatives.

She currently serves as past president of NAFSA: Association of International Educators, the largest nonprofit professional association dedicated to international education. She has served on the University of Minnesota China Center Advisory Council, Campus Club Board of Directors, and on several selection committees for prestigious international fellowships, including the USIA Edmund Muskie Scholars Program.

In 2006, she was awarded the University of Minnesota's Award for Global Engagement, given to faculty and staff members in recognition of outstanding contributions to global education and international programs in their field, discipline, or the University.

#### **Michelle Mott** *Editor, AACRAO Transcript*

#### **Text**

#### **Louis Soares** *Vice President of Strategy, Research and Advancement, American Council on Education*

Soares joined ACE in June 2013 as vice president for policy research and strategy and head of the Council's Center for Policy Research and Strategy. With more than 20 years of experience in postsecondary education policy and practice, Soares is responsible for further positioning ACE as a thought leader on emerging trends in higher education. While at ACE he published two landmark papers, "Post-Traditional Learners and the Transformation of Higher Education" and "Evolving Higher Education Business Models."

In 2016, the Council expanded Soares' responsibilities to include organizational strategy with a focus on advancement. In this role, Soares leverages decades of experience in campus-based and nonprofit organization fundraising to enhance the Council's relationships with corporate and philanthropic partners. Soares has developed and successfully implemented projects with support from the Bill

& Melinda Gates Foundation, Lumina Foundation, Russell Sage Foundation, TIAA Institute, ACT, Verizon Foundation, Fleet Bank, CVS, Bank of America, U.S. Department of Education and U.S. Department of Labor.

Prior to coming to ACE, Soares served as the director of the postsecondary education program and fellow at the Center for American Progress (CAP), a premier Washington, DC based think tank. Prior to CAP, he served as director of business/workforce development under Rhode Island Governor Donald L. Carcieri and as director of education partnerships for the Rhode Island Technology Council. Additionally, he was a small business consultant with the U.S. Peace Corps in Romania.

Soares was appointed by Secretary of Education Arne Duncan to serve on the National Board of the Fund for the Improvement of Postsecondary Education in 2011-14.

He holds a master's in public administration from Harvard University (MA) and a bachelor's in business economics from Brown University (RI).

**John H. Yopp**, *Associate Provost for Educational Partnerships and International Affairs, University of Kentucky, Emeritus*

John H. Yopp is immediate past Associate Provost for Educational Partnerships and International Affairs at the University of Kentucky. He is currently Director of Strategic Partnerships, Tuning USA, for the Institute for Evidence-Based Change (Lumina Foundation funded). He is also past Vice President for Graduate and Professional Education at ETS, past Associate Vice Chancellor at Southern Illinois University and Dean of the Graduate School, where he was also Professor of Biology. He also chaired the Research Committee of the AACRAO Task Force on International Admission and Credential Evaluation

He currently serves on the Board of Directors, and Board of Trustees of the Council on International Educational Exchange, and the Goldwater Foundation for Scholarships and Excellence in Education (President Obama appointment in the U.S. Senate), respectively.

His awards include: Outstanding International Educator, awarded by AACRAO (2009); Andrew Heiskell Award for Innovation in International Education, awarded by IIE (2012) to the US-Germany Fulbright Commission and the University of Kentucky for the Discover Germany-Discover USA Minority Exchange Program created through his partnership with the US –German Fulbright Director; and the Transatlantic Leadership Award, awarded by the EAIE (2012).

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