

# **Advising International Students in an Age of Anxiety:**

## **U.S. Campus Responses to the Needs and Concerns of Current and Prospective Students from the MENA Region and Beyond**

IIE White Paper  
March 31, 2017

This White Paper from the Institute of International Education (IIE) shares information on recent steps taken by U.S. campuses and higher education associations in support of students from the Middle East and North Africa (MENA) currently enrolled or hoping to study in the United States. It updates an earlier Green Paper released before the March 6 Executive Order and adds input from campus participants in the brainstorming roundtable at IIE's Best Practices Conference on March 13 in Miami, hosted by Florida International University.

## I. Introduction

This IIE White Paper was inspired by the vigorous and wide-ranging actions taken by thousands of students, faculty and staff members on U.S. campuses in response to a January 27, 2017 Executive Order (January 27 EO) temporarily blocking entry to the United States by visa holders from seven countries in the Middle East and North Africa (MENA) and indefinitely suspending entry of Syrian refugees. Hundreds of U.S. college presidents spoke out eloquently in the days that followed on the value of international students and faculty to their campus communities and the vital part they play in the intellectual life and success of their institutions.

Several legal actions were initiated in response to the January 27 EO, resulting in a revised EO on March 6 (March 6 EO). The new version of the EO removed Iraq from the named countries, and clarified other key points, summarized on pages 4-5. The remaining six countries named in the EOs are Iran, Libya, Somalia, Sudan, Syria, and Yemen. A second temporary restraining order, converted to a preliminary injunction, has stayed implementation of the March 6 EO (see p.5).

On U.S. campuses and their surrounding communities, the Executive Orders raised awareness of the important role played by international students and scholars and stimulated increased efforts to make these individuals feel welcome and valued. News coverage of students stranded overseas or family members waiting to be reunited generated sympathy and concern in the wider U.S. public as well. Beyond this immediate impact, there has been a growing recognition of the broad contributions these students and scholars make to their academic hosts and to the United States.

A *New York Times* article about the tens of thousands of doctors trained abroad but serving in rural and poor urban areas of the U.S. documented the contributions to American society that visiting professionals and immigrants make every day; the same article also noted that six of America's seven Nobel Laureates in 2016 were foreign-born.<sup>1</sup> Corporate CEOs and small business leaders continue to issue warnings about how the American economy may suffer from the EO and subsequent actions/reactions. They, and campus officials, are also watching closely proposed changes in the H1-B program and Optional Practical Training, changes which may further discourage international students from applying to study in the United States.

Editorials and Op-eds have helped explain why hosting international students and scholars on U.S. campuses is in the national interest, not just in the interest of host campuses and surrounding communities. Colleges and universities across the United States are moving quickly to address concerns expressed by international students and visiting faculty members - not just those from the countries currently identified in the March 6 EO, but many others who fear they might be affected by future actions at the federal, state or local level. As further judicial review of the March 6 EO continues, U.S. campuses will need to continue reassuring current international students and faculty, reach out to prospective international students who may be reconsidering their plans to study in the U.S., and work with elected officials at every level to keep America's academic doors open to the world, while keeping our national security strong.

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<sup>1</sup> <https://www.nytimes.com/2017/02/06/health/trump-travel-ban-doctors.html>

IIE's most recent **Open Doors**<sup>2</sup> report provides detailed data on the over one million international students on U.S. campuses in 2015-16, including their very substantial financial contributions. In 2015 alone, international students in the U.S. contributed \$36 billion to the U.S. economy, making U.S. higher education one of our nation's major service sector exports, according to the U.S. Department of Commerce. More than 15,000 students enrolled at U.S. universities during 2015-16 were from the 6 countries named in the March 6 EO. Based on **Open Doors** and U.S. Department of Commerce data, these students contributed \$496 million to the U.S. economy, including tuition, room and board and other spending. Appendix 1 provides country-level breakdowns of student numbers and economic contributions from these 6 countries (Iran, Libya, Somalia, Sudan, Syria and Yemen).

But international students' contributions extend far beyond the financial, as they enrich the academic dialog, expand perspectives of their American classmates, contribute to research and teaching while here, and to ongoing academic collaboration after graduating. After returning home, U.S.-trained alumni strengthen their own countries' economies and societies and sustain ties with American companies and communities. Those who remain in the U.S. create new enterprises and drive innovation, as documented in several studies on the number of new companies and new jobs created by immigrants who first entered the U.S. as foreign students.

It is too soon to assess the long term collective impact of the January 27 and March 6 EOs and subsequent court actions, but there appears to be an immediate chilling effect. A joint survey by the American Association of Collegiate Registrars and Admission Officers, IIE and four other associations (College Board, International Association for College Admissions Counseling, National Association for College Admissions Counseling, and NAFSA: Association of International Educators) collected feedback from 250 U.S. campus admissions offices on emerging trends in international student applications for fall 2017. The survey findings, released in March, showed that 39% of responding campuses reported a decline in international applications (especially from the Middle East), while 35% reported increases, and 26% reported no significant change in international applicant numbers.

Among key concerns which survey respondents flagged were the devastating impact on the students and scholars from the countries identified in the EOs, the possibility of other countries being added to the list, and the likely significant unintended consequences as students, faculty and researchers from around the globe reconsider their desire to study, teach, conduct research and attend conferences in the U.S. The full survey findings can be found at [iie.org/publications](http://iie.org/publications). The breadth of actions spelled out in the following pages demonstrate U.S. higher education's determination to provide a welcoming environment for incoming international students and scholars, in which academic cooperation and innovation can survive and flourish in the long term. To this end, IIE is working with U.S. higher education institutions and associations, and with the new administration, to find solutions that keep our academic doors open and the United States' borders secure. We welcome feedback from readers of this White Paper and suggestions of further steps to advance our shared mission.

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<sup>2</sup> **Open Doors**<sup>®</sup> annual surveys are conducted by the Institute of International Education (IIE) with support from the U.S. Department of State, Bureau of Educational and Cultural Affairs.

## II. Actions by U.S. higher education leaders and States in response to EOs

In the immediate aftermath of the January 27 EO, hundreds of university presidents, chancellors and provosts communicated their concern and support for students and scholars from the affected countries, and many issued public statements opposing the ban.

Along with these powerful statements, a legal case initiated by Washington State and Minnesota (Washington State Case) resulted in a Temporary Restraining Order (TRO) issued by the U.S. District Court in Seattle halting implementation of the January 27 EO. The Ninth Circuit Court of Appeals upheld the TRO, holding that the Government did not show a likelihood of success on the merits of its appeal or that reinstating the EO would result in irreparable harm to the Government.<sup>3</sup> The February 9 ruling by the Ninth Circuit Court of Appeals cited among other factors the irreparable harm done to all students and their host universities by denying U.S. entry to talented faculty members, researchers and international students, recognizing their contributions to the education of U.S. students and to our nation's research and innovation.<sup>4</sup> The ruling also referred to the possible negative effect such a temporary ban might have on future international student interest in U.S. study and to the disruption of academic research collaboration and institutional partnership, recognizing that the affected universities "have a mission of 'global engagement' and rely on visiting students, scholars and faculty to advance their educational goals."<sup>5</sup>

The decision by the Ninth Circuit Court of Appeals to uphold the TRO issued in the Washington State Case, along with public reaction to the January 27 EO, led the Administration to rescind the January 27 EO and issue the March 6 EO.<sup>6</sup> In addition to removing Iraq from the list of countries, the March 6 EO allows for the possibility of waivers on a case by case basis for individuals from the six countries still named in the EO. This version of the EO provides more details on when such a case by case waiver may be appropriate, including when "the foreign national has previously been admitted to the United States for a continuous period of work, study, or other long-term activity."<sup>7</sup>

Importantly, and perhaps relevant to international students and faculty from the six countries who are already in the United States, the March 6 EO will not apply to anyone who already has a visa and is already in the United States or is still overseas.<sup>8</sup> This means that a current valid visa will not be provisionally revoked, as was the case with the January 27 EO. However, it is important to note that individuals are often given only single entry visas. Accordingly, an individual from one of the named countries already in the United States should be aware that

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<sup>3</sup> *State of Washington v. Trump*, No. 17-35105, p. 3, Available at: <http://cdn.ca9.uscourts.gov/datastore/opinions/2017/02/09/17-35105.pdf>

<sup>4</sup> *Id.*, p. 28, Available at: <http://cdn.ca9.uscourts.gov/datastore/opinions/2017/02/09/17-35105.pdf>

<sup>5</sup> *Id.*, p. 10, Available at: <http://cdn.ca9.uscourts.gov/datastore/opinions/2017/02/09/17-35105.pdf>

<sup>6</sup> <https://www.whitehouse.gov/the-press-office/2017/03/06/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

<sup>7</sup> <https://www.whitehouse.gov/the-press-office/2017/03/06/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

<sup>8</sup> <https://www.whitehouse.gov/the-press-office/2017/03/06/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

s/he may need to get another visa to re-enter the United States if s/he travels abroad during their studies or teaching appointment.

Even with the modifications included in the March 6 EO, States continue to challenge the executive order in court. The State of Hawaii almost immediately sought a restraining order against enforcement of certain provisions of the March 6 EO on behalf of the state and one of its citizens.<sup>9</sup> The federal judge in the case entered a nationwide temporary restraining order (TRO 2) to block enforcement of the provisions of the March 6 EO that temporarily restrict the entry of individuals from the six countries and refugees into the United States.<sup>10</sup> The Court issued TRO 2 based on its finding that the Plaintiffs demonstrated a strong likelihood of success on the merits of the Establishment Clause claim because "a reasonable, objective observer ... would conclude that the Executive Order was issued with a purpose to disfavor a particular religion, in spite of its stated, religiously-neutral purpose."<sup>11</sup> The Court also found that the Plaintiffs will likely suffer irreparable harm if the TRO 2 is not granted. Additionally, the Court found that issuing the TRO 2 was in the interest of the general public.<sup>12</sup> On March 29, the judge ruled to convert TRO 2 into a preliminary injunction,<sup>13</sup> which has the effect of extending TRO 2 until the case is decided on its merits or the preliminary injunction is lifted by the Ninth Circuit Court of Appeals. The Administration has filed notice to appeal the ruling with the Ninth Circuit.<sup>14</sup>

A Maryland district judge also issued a nationwide injunction that temporarily halted Section 2(c) of the March 6 EO, which suspends the issuance of visas to and entry of nationals of the six countries.<sup>15</sup> The Administration has appealed the Maryland district court's decision to the Fourth Circuit Court of Appeals.<sup>16</sup> The Judge in the Washington State Case has, for now, lifted the TRO issued in response to the January 27 version of the EO because the nationwide TRO 2 is in effect.<sup>17</sup>

Examples of the many statements from higher education leaders in support of international students and scholars and criticizing the Executive Orders can be found on several higher education media websites, including ***Inside Higher Education***.

Included among them is the following from the **University of California's** President Janet Napolitano, former Secretary of Homeland Security, joined by the Chancellors of the UC system: "This executive order is contrary to the values we hold dear ...The UC community, like universities across the country, has long been enriched by students, faculty and scholars from around the world, including the affected countries, coming to study, teach, and research. It is

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<sup>9</sup> <http://www.hid.uscourts.gov/files/announcement142/CV17-50%20219%20doc.pdf>

<sup>10</sup> *Id.*

<sup>11</sup> *Id.*, p. 28-29.

<sup>12</sup> *Id.*, p. 40-42.

<sup>13</sup> <http://www.latimes.com/politics/washington/la-na-essential-washington-updates-hawaii-judge-trump-travel-1490816530-htmllstory.html>

<sup>14</sup> <http://www.cnn.com/2017/03/29/politics/hawaii-trump-travel-ban-extended/>

<sup>15</sup> <http://apps.washingtonpost.com/g/documents/national/read-the-federal-judges-ruling-in-md-on-trumps-revised-travel-ban/2377/>

<sup>16</sup> <http://www.cnn.com/2017/03/27/politics/travel-ban-4th-circuit-en-banc-request/index.html>

<sup>17</sup> <https://www.clearinghouse.net/chDocs/public/IM-WA-0029-0109.pdf>

critical that the United States continues to welcome the best students, scholars, scientists and engineers of all backgrounds and nationalities.”

**University of Oklahoma** President and former U.S. Senator David Boren wrote, “Bringing international students to study in our country helps build lasting friendships with people all around the world. Those who study in our country become persuasive and articulate friends of the United States when they return to their home countries. When we reduce the opportunities for young people to come to America to take advantage of the educational opportunities here, we not only harm them, but we also damage the image and inspiration of America around the world.”

**Princeton University** President Christopher L. Eisgruber wrote of his mother’s experience coming to the United States as a refugee and his father’s experience of coming as an international student, noting, “Immigration has been a source of creativity and strength for this country throughout its history. It is indispensable to the mission and the excellence of America’s universities, which enhance this country’s economy, security, and well-being through the students they educate and the ideas they generate. Princeton will continue supporting students, faculty, and staff of all nationalities and faiths, and we will continue making the case for policies that simultaneously respect this nation’s legitimate security interests and allow for the free and vital movement of students and scholars across borders.”

**Boston University’s** President Robert Brown wrote in an open letter that “We believe this Executive Order is fundamentally inconsistent with the values that are the bedrock of ... our pluralistic, welcoming society.” In an Op-ed to the *Boston Globe*, he added that “open immigration is good for the long-term health of higher education, our country, our economy, and our society.”

**Harvard University’s** President Drew Faust noted that the “Disruption and disorientation flowing from [the EO] are palpable and distressing.” She asked government officials to “take full account of how fundamentally our universities depend on the ability of people to travel across borders without undue constraint.”

A message from **Lehigh University’s** President John D. Simon, Provost Patrick V. Farrell, and Vice President for Finance and Administration, Patricia A. Johnson rejected: “In the strongest terms, action that stereotypes or discriminates on the basis of religion, nationality, race, gender or any other personal characteristic or identity. We firmly believe that we are all enriched by relationships that bridge cultures and worldviews and that our community is stronger when we are bound by the principles of mutual respect, acceptance and inclusivity.”

**New York University** President Andrew Hamilton, noting his own immigrant background, urged NYU students to extend support to students from the banned nations: “Let us try to ease their anxieties and their burdens by making sure they know they are among friends who are committed to helping them.”

### III. Examples of campus-based actions by offices serving international students

1) A private university in Texas took the following immediate steps in the first week of February, immediately following the first Executive Order:

- A personal message from the President of the university to all students, faculty and staff, highlighting the university's commitment to all its international students, and its efforts to assist those who might be stuck overseas and unable to return to campus;
- A legal clinic staffed by immigration lawyers, offering general advice for students and faculty;
- A dinner and discussion for Iranian students hosted by the Dean of Graduate Studies (no students from the other 6 countries are currently enrolled on this campus);
- Ongoing consultations and meetings regarding visas and OPT issues with staff of the Office of International Scholars & Students;
- Discussions with faculty planning to travel to or to receive visitors from the Middle East and North Africa;
- Expanded office hours for faculty members to meet with Provost Office staff.

2) A public university in California convened an open meeting at which the Chancellor confirmed campus support for international students and scholars, and invited the international community to express its own concerns. Staff from the Office of Services for International Students and Scholars was available to respond to immigration/visa questions, and to make sure the international community knew about other resources on campus and in the community. Over 250 people attended. Follow-up individual meetings with appropriate campus staff were encouraged.

3) A large public research university in New York increased its outreach to all internationals on campus, hosting workshops on immigration matters and intercultural sessions with domestic students. They established a micro-website (informal bulletin board for the whole campus), which contains up-to-date messages from the president, expressions of support for its students, staff and faculty affected by the travel ban, and information about the latest developments in immigration and the current travel ban. All of the university's colleges were asked to organize various outreach programs to internationals and domestic students. Faculty members were especially involved and active in providing reassurance and support for international students. "Interestingly there have been considerable expressions of support from domestic students on the campus who are angry or upset at the Federal government's actions and statements and many signed on to a petition that the university become a sanctuary campus.

4) A private university in a major US city expanded and diversified the number of international students admitted for fall 2017 to ensure a substantial cohort of incoming international students from diverse locations. It reached out to all these students, and especially those offered early admission, to reassure them of the host city's very diverse international makeup and its welcoming attitude toward immigrants and international visitors. It urged all accepted students to start the visa application process as quickly as possible to allow for likely delays in

the screening process. It moved up the timing of "on-boarding" webinars normally offered in May after receiving students' tuition deposits. These webinars included strong messages of welcome and explicit statements about the university's commitment to its international students and the value of diversity. Staff also reexamined all written and online materials to highlight these same points. Finally, for students it had accepted from the six targeted countries, it explored other options for those not able to secure visas for US study, including offering admission to one of its own campuses abroad.

“Across the U.S., campuses generally responded with a mix of the following immediate actions:

- Issued campus-wide communication from the President/Chancellor pledging support for all students and scholars from the countries specified in the EOs, and reiterating the institution’s commitment to diversity and the value of international students and scholars;
- Established a hotline for students and scholars to call if they have concerns;
- Pro-actively alerted affected students about the EO and subsequent clarifications, revised guidelines, and court rulings;
- Advised affected students to stay enrolled full-time, to maintain their student visa status, and not to travel outside the U.S. if possible. Those already traveling outside the U.S. were urged to keep in close touch with campus officials and, following the Seattle District Court’s Temporary Restraining Order, to re-enter the U.S. as soon as possible;
- Offered individual counseling and mental health services, along with extended advising hours by the staff in the International Student Office;
- Offered help in contacting student families abroad if needed;
- Held open information sessions on immigration law and the impact of the EO;
- Offered to connect affected students with lawyers, some of them volunteers from law school faculty or local NGOs;
- Announced or reaffirmed its commitment to safeguard personal information about all students, faculty and staff, including non-citizens, unless presented with a valid subpoena or comparably binding requirement.

U.S. universities, led by Temple University and others, started a twitter campaign, #YouAreWelcomeHere, to reach the global student community. The #YouAreWelcomeHere campaign encourages universities around the U.S. and globally to create and share their own videos in which the university faculty and students offer welcoming messages for international students. Study Group’s original [video](#) includes warm messages from six different universities around the U.S. – James Madison University, Roosevelt University, University of Vermont, Merrimack College, Long Island University in Brooklyn, and the City College of New York. [https://www.youtube.com/watch?v=61YgRD\\_B6FY](https://www.youtube.com/watch?v=61YgRD_B6FY)

Since the beginning of the campaign, hundreds of U.S. universities, global educational institutions, and even single individuals, students, educational community advocates and others have created and shared their own welcoming videos for all international students. Through



EducationUSA, the U.S. Department of State has further disseminated videos from #YouAreWelcomeHere.

Among other campus actions recommended by participants in the IIE March 13 Brainstorming Roundtable at Florida International University were the following:

- Helping their Iranian students who cannot reenter the U.S. to be placed in a partner university abroad through which they can continue work towards their degree, or providing access to courses online.
- Communicating with local and campus police to help them interact with sensitivity to international students who may face deportation if arrested, even if not convicted.
- Reaching out across campus departments to keep all units (administrative and academic) informed about the changing legal status of international students from the named countries and about the anxiety felt by many other international students currently on campus.
- Using statements by campus leadership to advocate for changes in campus policies and practices to better serve international students.
- Opening online platforms to receive questions from prospective and current students and finding ways to advise them on the constantly changing situation.
- Calling on local State Senators and Representatives, and the District offices of U.S. Congressional delegations, to urge their support for international students and to educate them on the important role these students and faculty play on campus.
- Urging international students on campus to blog and tweet to friends back home to dispel rumors about the unwelcome and unsafe campus environment. Using social media to communicate the experience of current international students who are thriving on campus is the best way to reassure future prospective students.

#### **IV. Actions by U.S. Higher Education Associations**

The 62 research universities comprising the **Association of American Universities (AAU)**, released an immediate statement urging government officials to end the travel ban “as quickly as possible.” <http://www.aau.edu/news/article.aspx?id=18366>

The president of the **American Association of State Colleges and Universities (AASCU)** posted the following statement on its website: "The United States has long benefited from scientific, cultural and economic contributions of international students and scholars. America's state colleges and universities have been strengthened by the presence of students and faculty from around the globe, including those from the seven countries specifically targeted by the president's executive order. We share in the collective commitment to protect our national security while at the same time enriching our nation with invaluable contributions from abroad. Accordingly, we respectfully urge the administration to reconsider its recent action."

**American Council on Education (ACE)**, representing close to 1,800 colleges and universities and joined by 46 other higher education associations including IIE, sent a letter to U.S. Department of Homeland Security Secretary John F. Kelly in response to President Trump's

Executive Order of January 27. The letter offers assistance with challenges that the Department faces in connection with international students, faculty and scholars at U.S. institutions of higher education, saying “We support efforts to enhance the nation’s security. We also believe that it is in our collective interest to ensure that the United States remains the destination of choice for the world’s best and brightest students, faculty and scholars.” The letter affirms the significant contributions of international students and scholars to our nation’s higher education institutions, and expresses concern for the uncertainty and fear caused by the new restrictions. As the letter says: “The overwhelming majority of international students return home as ambassadors for American values, democracy, and the free market ... We fear the chilling effect this [Executive Order] will have...” [Appendix 2 is the full text of this letter and the list of higher education association co-signers].

**The College Board** President and CEO David Coleman issued this statement: "The College Board and our members are committed to delivering opportunity for every young person globally, no matter where they live or what their faith. One way we can secure this mission is to help colleges find and reach students who have aspirations for higher education ... As long as the recent Executive Order on immigration is in effect, the College Board will enable participating international colleges to connect for free through our Student Search Service with students from the seven affected countries and refugee families. Given that the path to studying in the United States may be blocked for some time, it is our duty to ensure these students have a wide set of opportunities for higher education. The College Board will also make a contribution to the International Rescue Committee to fund a college counselor to provide free advice to affected students and families so they can make the best college choices possible. Our mission calls us to do what we can to ensure that all students, everywhere, take the opportunities they have earned."

**NAFSA: Association of International Educators** posted a number of resources online (see [IssueNet.nafsa.org](http://IssueNet.nafsa.org)) including a blog by Dan Berger, a Massachusetts lawyer and regulatory practice coordinator for NAFSA’s Knowledge Community for International Student and Scholar Services, which pointed members and non-members to a regularly updated [NAFSA Travel Advisory for Nationals of Certain Countries Pursuant to Executive Order](#), and [Practical Immigration Concepts in a Time of Change](#).

Six higher education associations (**AACRAO, College Board, IIE, International ACAC, NACAC, and NAFSA**) launched a flash survey sent to admissions officers on campuses across the U.S., asking them to provide feedback on current levels of applications for fall 2017 from international students overall, and from specific world regions. Respondents were also invited to indicate concerns expressed by applicants and steps their institution was taking to reassure applicants and to increase yields once applicants were notified of acceptance. Findings from the survey were released in March and posted on the websites of the 6 sponsoring associations, including [iie.org/publications](http://iie.org/publications). Findings will be discussed in an April 13 webinar and in conferences and roundtables hosted by the participating associations throughout spring 2017.

## **V. Actions by Legal Associations and other NGOs**

A number of universities' law schools offered to provide students and scholars from the affected countries with free legal counsel. Others referred students to local affiliate offices of the American Civil Liberties Union ([www.ACLU.org](http://www.ACLU.org)) and to networks of pro bono attorneys offering to assist people affected by the EO, including [www.immigrationlawhelp.org](http://www.immigrationlawhelp.org) and [muslimimmigrationhotline.squarespace.com](http://muslimimmigrationhotline.squarespace.com).

The **National Association of College and University Attorneys (NACUA)** is providing legal updates and information resources to the General Counsel's office of member universities.

## **VI. Relevant Government websites**

The U.S. Department of State provides regular updates on its website at: <https://travel.state.gov/content/visas/en/news.html>.

The U.S. Department of State's Bureau of Educational and Cultural Affairs supports EducationUSA Advising Centers around the world, including in the MENA Region, which offer detailed information online about how to apply to study in the U.S. and the visa application process, along with many other topics: [www.EducationUSA.State.gov](http://www.EducationUSA.State.gov).

The Department of Homeland Security also provides updates at: [www.dhs.gov/news](http://www.dhs.gov/news).

## **VII. Next Steps?**

With legal challenges to the March 6 Executive Order pending in a number of states, and the Administration moving to appeal, U.S. campuses continue to reassure worried international students and scholars, not just those from the six affected countries. There are fears from students coming from other Muslim-majority countries that travel restrictions may be extended to include their home countries. Misinformation is flooding the internet about possible bans on travelers from countries throughout the MENA region, as well as from Africa, Asia, Latin America, and even some European countries from which terrorists have traveled. Campus officials have advised some international students and scholars to limit their travel outside the United States, which is having serious consequences for collaborative research, international conferences, and international fellowships/award programs. One suggested action for campus officials to consider would be emailing a letter from the campus president or provost to each international student and visiting scholar, that they can print out and carry with them, stating that they are a valued member of the institution and giving a 24/7 number that they can call in case of emergency or that can be called by local authorities or immigration officials to verify their status in case of emergency.

Those working with international students and scholars may find the following checklist helpful:

Continue sending all current and prospective students messages of unwavering support, offering campus resources to respond to their concerns.

Advise newly accepted students to start their visa application process promptly, allowing extra time for the enhanced screening procedures recently announced.

Encourage all students, faculty members and community groups to reach out proactively with messages of friendship and sympathy.

Redouble communication with elected officials at every level – reminding them of the likely negative consequences of restricting academic exchanges.

We believe that the U.S. higher education community, working in partnership with the U.S. Department of State and Homeland Security, can address the fears of current international students while also ensuring that America's academic doors remain open to well-qualified future students from around the world, making our country more secure and better equipped to face the shared global challenges which lie ahead.

**Appendix 1. A breakdown by U.S. state of combined enrollment numbers and economic contributions of students from the 6 targeted countries (Iran, Libya, Somalia, Sudan, Syria, and Yemen).**

Fact Sheet: Countries Affected by Executive Order 13780  
 “Protecting the Nation from Foreign Terrorist Entry into the  
 United States”

INSTITUTE OF  
 INTERNATIONAL  
 EDUCATION

In 2015/16, the United States hosted 15,453 international students and 2,136 international scholars from the six countries (Iran, Libya, Somalia, Sudan, Syria, and Yemen) named in Executive Order 13780. These international students comprise 1.5 percent of all international students and contribute an estimated 496 million dollars to the U.S. economy each year. A majority (70 percent) of these international students are studying at the graduate level. Source: *Open Doors 2016*.

**Number of international students and scholars from the 6 affected countries by states and territories, 2015/16  
 (Iran, Libya, Somalia, Sudan, Syria, and Yemen)**

State	Int'l Scholars	Int'l Students	Total \$ Contribution* (in millions)
Alabama	8	118	\$3.8
Alaska	0	2	\$0.1
Arizona	63	363	\$11.7
Arkansas	5	70	\$2.3
California	355	1,766	\$56.8
Colorado	25	369	\$11.9
Connecticut	35	154	\$5.0
Delaware	16	54	\$1.7
District of Columbia	7	124	\$4.0
Florida	48	835	\$26.8
Georgia	47	346	\$11.1
Hawaii	2	36	\$1.2
Idaho	0	41	\$1.3
Illinois	87	875	\$28.1
Indiana	35	298	\$9.6
Iowa	22	213	\$6.8
Kansas	10	137	\$4.4
Kentucky	18	189	\$6.1
Louisiana	15	186	\$6.0
Maine	7	24	\$0.8
Maryland	95	266	\$8.6
Massachusetts	222	811	\$26.1
Michigan	84	571	\$18.4
Minnesota	38	187	\$6.0
Mississippi	2	106	\$3.4
Missouri	34	275	\$8.8
Montana	25	32	\$1.0

State	Int'l Scholars	Int'l Students	Total \$ Contribution* (in millions)
Nebraska	21	113	\$3.6
Nevada	8	113	\$3.6
New Hampshire	7	70	\$2.3
New Jersey	49	258	\$8.3
New Mexico	2	197	\$6.3
New York	137	896	\$28.8
North Carolina	67	368	\$11.8
North Dakota	3	45	\$1.4
Ohio	78	727	\$23.4
Oklahoma	24	215	\$6.9
Oregon	21	290	\$9.3
Pennsylvania	161	568	\$18.3
Puerto Rico	0	1	\$0.0
Rhode Island	9	47	\$1.5
South Carolina	26	167	\$5.4
South Dakota	0	43	\$1.4
Tennessee	34	125	\$4.0
Texas	115	1,461	\$47.0
Utah	16	165	\$5.3
Vermont	4	19	\$0.6
Virgin Islands	*	0	\$0.0
Virginia	12	465	\$14.9
Washington	0	301	\$9.7
West Virginia	0	94	\$3.0
Wisconsin	37	216	\$6.9
Wyoming	*	41	\$1.3
<b>Total</b>	<b>2,136</b>	<b>15,453</b>	<b>\$496.8</b>

\*Estimate of 2015 contributions calculated by IIE based on information from *Open Doors* and the U.S. Department of Commerce.

## Appendix 2. Letter issued by ACE and signed by 46 higher education associations



January 31, 2017

The Honorable John F. Kelly  
Secretary of Homeland Security  
Washington, DC 20528

Dear Secretary Kelly,

I write on behalf of the undersigned higher education organizations to congratulate you on your confirmation as Secretary of the Department of Homeland Security (DHS) and to offer our assistance with challenges that the Department faces in connection with international students, faculty and scholars at U.S. institutions of higher education.

We support efforts to enhance the nation's security. We also believe that it is in our collective interest to ensure that the United States remains the destination of choice for the world's best and brightest students, faculty and scholars.

The roughly one million international students that attend U.S. colleges and universities add to this country's intellectual and cultural vibrancy, and they also yield an estimated economic impact of \$32.8 billion and support 400,000 U.S. jobs, according to recent estimates.

International students and scholars have served America well throughout our history. These individuals enrich our campuses and the country with their talents and skills. The overwhelming majority return home as ambassadors for American values, democracy and the free market.

Steps intended to protect national security may inadvertently hamper these exchanges. This would only deprive our nation of one of its best tools for global scientific and economic preeminence and extending democratic values and cultural understanding throughout the world, making us more susceptible to the distortions and myths of extremist organizations and movements.

Unfortunately, even temporary restrictions can be damaging. President Trump's executive order, "Protecting the Nation from Foreign Terrorist Entry into the United States," has created uncertainty and fear across the country and on our campuses, particularly among students, faculty and scholars from the affected countries, as well as others who worry the restrictions may expand to other countries.

We are concerned about the problematic implementation of the 90-day freeze on visas, such as cases of people with valid visas being turned away. We fear the chilling effect this will have on the ability of international students and scholars to continue to see the U.S. as a welcoming place for study and research.



The executive order contains language indicating that DHS has some flexibility in implementing it. We thank you for exercising that authority in the case of lawful permanent residents (“green card” holders). We urge you to continue to use this discretion whenever possible for students and scholars who clearly pose no threat.

We are eager to meet with you and your staff at your earliest convenience to discuss our specific concerns and to help you and the Department as you carry out your important duties.

We are confident that it is possible to create policies that secure our nation from those who wish to harm us, while also welcoming those who seek to study, conduct research and scholarship, and contribute their knowledge and talents to our nation’s higher education institutions, economy and overall security. And that will be our goal in working with you and your team on this issue.

Sincerely,



Molly Corbett Broad  
President

On behalf of:

AACRAO: American Association of Collegiate Registrars and Admissions Officers

ACPA–College Student Educators International

ACT

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

American Association of Colleges of Osteopathic Medicine

American Association of Community Colleges

American Association of State Colleges and Universities

American Association of University Professors

American Council on Education

American Dental Education Association

American Indian Higher Education Consortium

APPA: Leadership in Educational Facilities

Association of American Colleges & Universities

Association of American Law Schools

Association of American Medical Colleges

Association of American Universities  
Association of American University Presses  
Association of Catholic Colleges and Universities  
Association of Community College Trustees  
Association of Governing Boards of Universities and Colleges  
Association of International Education Administrators  
Association of Jesuit Colleges and Universities  
Association of Public and Land-grant Universities  
Association of Research Libraries  
College and University Professional Association for Human Resources  
Council for Advancement and Support of Education  
Council for Christian Colleges & Universities  
Council for Higher Education Accreditation  
Council for Opportunity in Education  
Council of Independent Colleges  
Council of Graduate Schools  
Council on Governmental Relations  
Council on Social Work Education  
EDUCAUSE  
Hispanic Association of Colleges and Universities  
Institute of International Education  
NAFSA: Association of International Educators  
NASPA – Student Affairs Administrators in Higher Education  
National Association for College Admission Counseling  
National Association for Equal Opportunity in Higher Education  
National Association of College and University Business Officers  
National Association of Colleges and Employers  
National Association of Independent Colleges and Universities  
National Association of System Heads  
National Collegiate Athletic Association  
National Council for Community and Education Partnerships  
National Council of University Research Administrators  
Thurgood Marshall College Fund  
UNCF  
University Professional and Continuing Education Association