



**Universities as Global Advocates:
Empowering Educators to Help Refugees and Migrants**

**A Mapping of the Landscape Report by the University
Alliance for Refugees and At-Risk Migrants
(UARRM)**

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The University Alliance for Refugees and At-Risk Migrants (UARRM)

Definitions

The Academy - Academia/members of universities and colleges.

Asylum seeker - An asylum seeker is an individual whose application for international protection or refugee status has not yet been determined (UNHCR, 2018a).

At-risk migrant - The University Alliance for Refugees and At-Risk Migrant's (UARRM) definition for "at-risk migrant" aligns with the United Nations High Commissioner for Refugees' (UNHCR, 2017a) broad concept of "migrants in vulnerable situations," which includes *all* migrants (regardless of status) who "may find themselves in vulnerable situations" due to reasons of a "situational" or "individual" nature. The former "...aris[es] from the conditions in which movement takes place, or from conditions in a country of migration," while the latter "...relat[es] to particular individual characteristics or circumstances." For brevity, we include in this concept asylum seekers, undocumented immigrants, individuals with Deferred Action for Childhood Arrivals (DACA) status, Stateless persons, or any migrant finding her or himself in one of the two overlapping categories of vulnerability.

Refugee - According to Migration Policy Institute (MPI, 2017), refugees are individuals granted international protection due to their inability or unwillingness "...to return to their country of origin or nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion."

Frontline Country/State - These countries border or are proximal to war-torn countries. Due to their proximity to conflict, frontline countries (e.g, Lebanon, Jordan, and Turkey) tend to be the first countries of asylum for large movements of people fleeing from conflict (Gil-Bazo, 2015), and therefore host the largest numbers of asylum seekers and refugees (UNHCR, 2017b). As of 2016, Turkey hosted the largest number – 2,773,800 forcibly displaced persons.

Safe third country - According to Article 38 of Directive 2013/32/European Union (EU), a "safe third country" must meet the following criteria in order to protect asylum seekers and refugees within its borders:

- (a) life and liberty are not threatened on account of race, religion, nationality, membership of a particular social group or political opinion;
- (b) there is no risk of serious harm as defined in Directive 2011/95/EU;
- (c) the principle of *non-refoulement*¹ in accordance with the Geneva Convention is respected;
- (d) the

¹ According to UNHCR (2007), the principle of non-refoulement is at the heart of international refugee protection, and is entrenched in Article 33 of the 1951 Convention Relating to the Status of Refugees. Article 33 outlines: "No Contracting State shall expel or return ("refouler") a refugee in any manner whatsoever to the frontiers of territories where his [or her] life or freedom would be threatened on account of his [or her] race, religion, nationality, membership of a particular social group or political opinion."

prohibition of removal, in violation of the right to freedom from torture and cruel, inhuman or degrading treatment as laid down in international law is respected; and (e) the possibility exists to request refugee status and, if found to be a refugee, to receive protection in accordance with the Geneva Convention.

Threatened scholar - According to the Institute of International Education Scholar Rescue Fund (IIE-SRF, 2018), a threatened scholar faces “...persecution or violence due to [his/her] scholarship, identity, or beliefs...intimidation, harassment, repression, censorship, unjust punishment or violence arising out of [his/her] work, and/or exercise of his/her fundamental human rights.” IIE-SRF also considers a scholar to be threatened if she or he “...fac[es] general insecurity, instability, or civil conflict that affects the whole population of a country or region.”

University - For brevity, we include in our definition private and public colleges and universities, community colleges, and other post-secondary educational or training institutions.

University Community - Includes university faculty, staff, researchers, students, alumni, vicinity of the campus/higher education institution (HEI), but can also be global - satellite campuses overseas, partnerships with universities abroad (e.g., for exchange programs), formal and non-formal partnerships with other sectors (e.g., for student service learning/internships), gateway programs (e.g., American Association of Collegiate Registrars and Admissions Officers [AACRAO]), professional organizations for educators (e.g., Association of International Education Administrators [AIEA]; Association of International Educators [NAFSA]).

I. Introduction

Every minute, 20 people are forced to leave their homes due to conflict or persecution, according to the United Nations High Commissioner for Refugees (UNHCR). The unprecedented figure of 65 million forcibly displaced persons in the world includes nearly 22.5 million refugees and 10 million stateless people, many of whom lack “access to basic rights such as education, healthcare, employment, and freedom of movement” (UNHCR, 2018c). Also among this population are scholars who were forced to flee their homes to exercise freedom of thought and research.

Over half of the world’s displaced people are under the age of 18. Although Article 26 of the Universal Declaration of Human Rights (UDHR) articulates that all human beings have a right to equal access to higher education (U.N. General Assembly, 1948), the UNHCR (2016) forewarns that only a marginal 1% of the displaced population will in fact be able to access this basic human right.

The University Alliance for Refugees and At-Risk Migrants (UARRM) formed in response to the global migration crisis, seeking to harness the resources of universities to advocate on behalf of and support refugees and at-risk migrants. The UARRM is a university-led, multisectoral network that partners and shares resources with migrants, refugees, student associations, the Academy, education think tanks, legislators, local government, ecumenical education institutions, and the international community (e.g., United Nations agencies). The UARRM was first conceived by Dr. Colleen Thouez in 2016. Her vision and support toward its creation are duly acknowledged.

The purpose of this document is threefold. First, it provides an overview and background of the UARRM's genesis, mandate, and operational method. Second, it showcases the UARRM's progress in mapping and centralizing existing information on six specific Action Areas being undertaken by university communities to protect and empower refugees and at-risk migrants. Finally, this document explores possible next steps for the UARRM.

II. Current realities threatening refugees and at-risk migrants

Safe third countries – those designated under international agreements as being able to meet the needs of asylum seekers – struggle to cooperate on managing migration and sharing their responsibilities toward refugees. When asylum seekers face obstacles in entering safe third countries, this increases the burden on frontline states or forces asylum seekers to enter safe third countries irregularly. Further exacerbating this problem is the growing political populism and anti-immigrant sentiments in Europe, North America, and elsewhere. This phenomenon reached new heights with Brexit in 2016, followed several months later by the election of now President Donald Trump in the United States. The building of a border wall in Hungary and increasing pressure from populist candidates or right-wing political parties in France, Holland, Austria, Italy, and Germany have added tension to an already challenging issue.

These events were accompanied by an unprecedented drop in refugee admissions in the U.S. between January 2016 and January 2018, according to a Refugee Health Technical Assistance Center (RHTC, 2018) report to Congress. In sharp contrast to the 98,266 refugees admitted during the last year of the Obama administration, the Worldwide Refugee Admissions Processing System (WRAPS) reported that only 29,722 were allowed access during Trump's first year in office (see also U.S. Department of State, 2018). This 70% drop in admission reflects the current critical situation facing refugees and migrants in today's political climate (Jackson, 2018).

In a further move to tighten the boundaries for the movement of people, President Trump issued Executive Order 13769 on January 27, 2017, seeking to impose a 90-day "travel ban" on foreign-born nationals from seven predominantly Muslim countries (Syria, Iran, Iraq, Sudan, Libya, Somalia, and Yemen). When this order was rejected by a federal appeals court, Trump issued a revised version that dropped Iraq from the list but added restrictions on foreign-born nationals from Venezuela, Chad, and North Korea (di Paolo, 2017; Executive Order No. 13780, 2017). Although refugees already undergo what the United States Citizenship and Immigration Services (USCIS, 2015) deems the "highest degree" of screening of any travelers to the U.S., and were not involved in the 9/11 attacks or in any terrorism-related deaths in the U.S. since then (Newland, 2015), Trump suspended the U.S. Refugee Admissions Program for 120 days starting June 29, 2017, in the name of national security (Nauert, 2017). He also set the refugee admissions cap for fiscal year 2018 at 45,000. According to the Migration Policy Institute's time series analysis of WRAPS data, this is the lowest admissions number since the Refugee Act was implemented in 1980 (MPI, 2017). On June 26th, 2018, the U.S. Supreme Court upheld the so-called "Muslim ban."

Arrests and deportations of undocumented people living in the U.S. are also on the rise, according to FactCheck.org, a nonpartisan, nonprofit project of the University of Pennsylvania's Annenberg Public Policy Center (Jackson, 2018). During Trump's first year in office, there was a 42% increase in arrests by the United States Immigration and Customs Enforcement (ICE) and a 37% increase in deportations compared with the previous year.

These arrests include many who arrived irregularly as children but grew up in the U.S. These young Americans, sometimes known as “DREAMers,” are at risk of being deported. Although qualified DREAMers had been able to defer deportation proceedings for two years under President Obama’s Deferred Action for Childhood Arrivals (DACA) program, the Trump administration announced in September 2017 a “wind-down” of the DACA program (Robertson, 2018). This also coincided with the cancellations of other programs, among them Temporary Protected Status (TPS) and Central American Minors (CAM) (Jordan, 2018; Rosenberg, 2018).

According to the Pew Research Center, the American public is profoundly conflicted over the issue of refugee and immigration policy (Smith, 2017). As of early January 2017, Pew Research revealed that nearly half of Americans considered Iraqi and Syrian refugees a significant threat to the national security and well-being of the U.S. However, generally speaking, Americans do appear to be more welcoming toward those brought to the U.S. irregularly as children; a Pew survey conducted in early January 2018 found that 74% of Americans are in favor of permanent legal status for this group of immigrants (Tyson, 2018). Nevertheless, views on border security remain sharply divided along partisan lines: the same survey revealed that 72% of Republicans but only 13% of Democrats are in favor of expanding the U.S.-Mexican border wall. Educational background also influences American opinion on refugee and immigration policies: 75% of those surveyed who had a postgraduate degree oppose building the wall, while nearly half of those without a college education support its construction.

From Brain Drain to Brain Blockage. Conflict, humanitarian emergencies, and economic factors have led to exponential increases in mobility among affected populations. Many of those forced to flee warzones or authoritarian countries include scholars and students seeking safety, freedom of thought, or a chance to improve their lives through economic, education, research, and training opportunities (ALUM, 2017; Gidley et al., 2010).

Increasing border security, populism, and xenophobia in the U.S. and internationally have made the escape from violence and relocation into a community setting extremely challenging. After relocation, these challenges continue to constrain refugees’ opportunities for economic and social development (UARRM, 2018). Policies that deterred international students from entering the U.S. to study likely contributed to the 7% decline in international enrollments in the fall of 2017, according to the “Open Doors” survey of 2,000 universities (Redden, 2017). DREAMers are being denied opportunities for economic and personal development by federal rules that prohibit them from applying to college as domestic students or obtaining federal financial aid. As the world struggles to open pathways to safety, opportunities, and freedom, these intentionally restrictive policies harm the development of local communities, nations, and humanity at large.

III. The New York Declaration for Refugees and At-Risk Migrants

During the first half of 2018, the United Nations (U.N.) drafted two different, yet complementary international agreements - the Global Compact on Refugees (GCR) and the Global Compact on Migration (GCM) – both of which have set a precedent for international migration and refugee policy. The impetus for these agreements took place on September 19, 2016, when U.N. Member States gathered at a U.N. Leaders’ Summit in New York City to confront what is often called the “migration crisis” (U.N. General Assembly, 2016). As an outcome of this meeting, all 193 Member States approved the New York Declaration for

Refugees and Migrants, which calls upon governments to develop and implement a comprehensive set of principles around “refugee responsibility sharing” and “safe, orderly, and regular migration.”

According to the U.N. website (2018a), the GCM is the first internationally agreed-upon U.N. accord of its kind, because it “cover[s] all dimensions of international migration in a holistic and comprehensive manner.” While these agreements are not bound by international law, one hopeful conduit has been to build “coalitions of the willing” among and between non-State actors (Thouez, 2018). The GCM calls not only for a “whole-of-government-approach,” but for a “whole-of-society-approach,” whereby U.N. Member States work in partnership with a multitude of stakeholders, such as mayors, civil society organizations, the private sector, and academia (U.N., 2018b). The higher education community is therefore in a prime position to secure protections and opportunities for refugees and at-risk migrants (U.N., 2017).

Member States² have met monthly since early 2018 to negotiate the draft text for the GCM, which is expected to be approved collectively at an international conference in Morocco on December 10-11, 2018 (Thouez, personal communication, February 7, 2018). The GCR was not negotiated but was instead drafted by the UNHCR. After receiving feedback on its contents from actors in different sectors of society, including academia, the draft was finalized in June 2018, and will be approved in the U.N. General Assembly in September 2018.

IV. Implementing the Goals of the Global Compacts: The Crucial Role of Universities

Non-State actors have begun leveraging their unique assets, resources, and knowledge to support local governments and nations in implementing the goals of the two Global Compacts (UARRM, 2017). Recognizing their moral imperative to take action, a growing number of universities in North America, Europe, and other regions are advocating on behalf of displaced students and threatened scholars (those fleeing conflict and/or repression). At the Fourth Alliance of Leading Universities on Migration (ALUM) Conference in Beirut in November 2017, participants emphasized the historical role that universities have played as social justice advocates and peace builders (ALUM, 2017). Continuing this role, drafters of ALUM’s Beirut Declaration (2017) pledged to “ensure that cutting-edge research informs public opinion and policies” in support of refugees and at-risk migrant populations.

The City Movement: Inspiring University Engagement. A global movement brewing among municipal governments provides an excellent model for university engagement. On May 9, 2018, at the International Peace Institute (IPI) in New York City, city and municipal leaders met with representatives from the U.N., universities, and civil society to weigh in on the GCM. Participants at this meeting agreed that advocacy and integration initiatives spearheaded by city leadership have developed organically “not because [cities] are more creative or well-resourced, but because they operate at a more human scale” (IPI, 2018). Because local governments do the heavy lifting when it comes to migration management, they tend to have more nuanced knowledge of local realities.

² The U.S. government withdrew from the GCM negotiations on December 4, 2017 (Allen-Ebrahimian, 2017).

While local governments have no control over flows of immigrants across national borders, they do have some control over the protection and well-being of those living within their municipalities. To protect undocumented city inhabitants from deportation, municipalities involved in the “sanctuary city” movement push back against what they view as uncooperative national governments and inhumane migration policies. This movement has also inspired university leadership to protect undocumented students through a “sanctuary campuses” movement.

Universities can be active contributors to the efforts of local governments to manage the migration and integration of refugees and at-risk migrants and to address intolerance against these groups. Although strategies for migration management tend to focus on the macro or national levels, the insight of local actors is also needed to support the goals of the GCM and GCR. The “welcoming city” movement is one such initiative that aims to create more hospitable cities. It has inspired universities, through the companion “welcoming campus” initiative, to promote tolerance toward refugee and migrant students and scholars. These efforts of cities are complicated, however, by a lack of effective migration and data management systems. According to IPI, “cities should not only share principles of policy reform with their national governments, but they should also share insights among other cities worldwide.” Universities have unique assets that can support both municipal and country-level management of migration.

Areas of Work Undertaken by Universities. The international community recognizes the critical role that higher education actors play in supporting refugees and at-risk migrants. As mentioned earlier, university communities have been asked to participate in the GCM negotiations and are being consulted during drafting of the GCR. Since the early stages of negotiations, the GCM and GCR drafts have alluded to “academia,” “education” and “vocational training” (Thouez, personal communication, February 7, 2018). For example, Paragraph 40 of the Zero Draft calls upon governments to cooperate and to partner with academia in the implementation of the GCM (U.N., 2018b).

Brainstorming sessions with university representatives from North America, Europe, and elsewhere reveal **six areas of action** that address the role of universities in the protection and empowerment of refugees and at-risk migrants and that also align with the goals of the New York Declaration and both Global Compacts (Thouez, 2017; UARRM, 2017):

1. Universities offer legal pathways to entry for work, study, and vocational training.
2. Universities are creating, tailoring, and/or expanding existing initiatives that reduce or alleviate barriers to entry for refugee and at-risk migrant students and for threatened scholars.
3. Given that education is an engine of both social and economic development, universities are crucial to migrants’ and refugees’ integration and empowerment.
4. University leaders and students are speaking out against actions that would reduce the number of international scholars from crisis countries.
5. Universities have a prominent role in supporting evidence-based policies through necessary research and data. Among other benefits, such research can demonstrate the economic and social contributions of migrants (e.g., see Bove, Vincenzo, & Leandro Elia, 2017), thereby helping to subvert politically charged narratives portraying them as a burden (Clare, 2017).

6. Universities have a central role in helping to reshape narratives, improve public understanding, and generate intercultural dialogue. These are important steps toward creating welcoming communities and universities.

Challenges and Incentives for University Engagement. Based on its informal survey, the Association of International Education Administrators (AIEA) outlined challenges and concerns of its members about implementing certain refugee policies (Deardorff, 2017). As outlined in the “Note on Outcomes” for the first official UARRM Brainstorming Meeting, these include the physical isolation of some campuses, the lack of leadership support within some universities, a lack of funds, the challenge of balancing politics while avoiding politicizing and securitizing the refugee issue, and the challenge of balancing the needs of at-risk migrant and refugee students with the needs of other vulnerable and marginalized students. In addition, as pointed out at the First Official Meeting of the UARRM by Annetta Stroud, Associate Director for Training and Program Development at the American Association of Collegiate Registrars and Admissions Officers (AACRAO), selection strategies in higher education internationalization have also led to favoring students from certain countries over others.

Despite a willingness among many universities to support refugees and at-risk migrants, methods of doing so remain controversial. Some universities, for instance, fear that enforcing policies geared toward refugee and at-risk migrant students would defy federal anti-discrimination laws (*The Japan Times*, 2016). It is also considered a financial risk for universities and donors to contribute to the cost of certain programs (e.g., tuition waivers). Gittleston and Usher (2017) challenged this perception in their research findings on the return on investment and economic gains in refugee higher education investment. Their research revealed the occurrence of a virtuous circle: “the more people committed to financial support through tuition discounts or funding, the more others [committed to funding]...allowing [them] to raise funds to cover...tuition...housing and living costs.”

V. The Establishment of the University Alliance for Refugees and At-risk migrants (UARRM)

Background and Genesis. Aiming to engage with the international academic community in the six above-mentioned Action Areas, Dr. Colleen Thouez, former Senior Research and Training Advisor at the U.N., (UARRM, 2017) proposed the idea of an alliance on February 21, 2017 at the AIEA Conference in Washington D.C. Following much positive feedback and several more working meetings, Dr. Thouez, in partnership with Dean Kyle Farmbry of Rutgers Graduate School-Newark, AIEA, and the State University of New York (SUNY), began taking tangible steps toward establishing the alliance. On November 29, 2017, they hosted 42 attendees at the First Official Brainstorming Meeting of the UARRM at the SUNY Global Center in New York City. The main themes discussed included the value of a university alliance to the field and how to fine-tune shared goals. In this group environment, participants shared information on existing initiatives in the U.S. and internationally, and offered collective vision in line with the New York Declaration for Refugees and Migrants.

After a year of consultations, brainstorming, and mapping exercises, an 11-member Steering Committee was established in January of 2018, which is co-chaired by Dean Kyle Farmbry of Rutgers Graduate School-Newark and Ms. Sarah Willcox, Director of the Institute of International Education (IIE) Scholar Rescue Fund. The establishment of the Steering

Committee was followed on February 2, 2018 by the “soft launch” of the UARRM at Rutgers University-Newark. Participants included 57 representatives from academia, the U.N., think tanks, nongovernmental organizations (NGOs), and non-profit organizations (NPOs). At this meeting, attendees successfully and collectively developed planning goals and agreed to mobilize additional support for the UARRM and its related Action Areas for the time period 2018-2019 (UARRM, 2018). On July 23, 2018, Rutgers-Newark and Rutgers Global co-sponsored the official launch of UARRM at Rutgers University-New Brunswick, titled “Universities Contributing to the Global Compacts on Migration and Refugees.” Participants included over 120 academics as well as representatives from the U.S. government, international organizations, NGOs, tech firms, the private sector, and foundations. Moving forward, this newly formed collaboration will increase awareness of other related university initiatives within the U.S. and will consolidate activities in the broader field. The UARRM is also designed to support universities in identifying, tailoring, and replicating effective practices at other universities. Furthermore, the information gathered can be used to improve global advocacy efforts. This will create a heightened awareness among national governments for the endorsement and implementation of the GCM and GCR in 2018 and beyond. Finally, it is anticipated that sharing information and knowledge will positively impact related grassroots efforts within the U.S. and elsewhere.

Mandate, Operational Method, and Action Areas. As stated on its website, the UARRM welcomes researchers, practitioners, and policymakers who seek to harness the potential of university communities to empower and protect refugees and at-risk migrants (UARRM, 2017). The existence of a university-led, multi-sectoral membership base also provides a strong operational framework for the UARRM and offers the opportunity for partners from different sectors to convene and share ideas. These sectors include representatives from migrant, refugee, and student associations, as well as partners from academia, local government, educational research institutions and the international community (e.g. U.N. agencies). Given their expansive work in the field of refugee and migration assistance, ecumenical education institutions (e.g., Jesuit services) are also included in the multi-sectoral membership circle.

At the Brainstorming Meeting in November 2017, participants suggested that the University Alliance should both build on existing initiatives in the field and assist in removing obstacles to greater participation by the Academy (UARRM, 2017). Additionally, participants concurred that the activities of the Alliance must be action-oriented and leverage its membership base to intensify efforts across different U.S. campuses. However, its geographic mandate has further expanded, recognizing the need to address various issues such as brain drain in sending countries and increasingly strict U.S. border policies (see the last section on “Next Steps” for suggested strategies around these issues).

The Alliance will not duplicate existing efforts, but intends to gather vested parties across relevant sectors in order to map and help bring additional visibility to existing efforts and, when possible, to springboard promising initiatives. Also outlined on its website, the UARRM’s mandate focuses on higher education and vocational training for refugee and at-risk migrant students, threatened scholars, and, when relevant, members of their families. But the overarching message of the UARRM is wide-reaching, and acknowledges the role of the higher education community as a potential breeding ground for reshaping narratives, for influencing inclusive policies, and for building welcoming communities for refugee and at-risk migrants at large. On this vital front, the UARRM seeks to mobilize and support student organizations, who are an untapped resource for civic engagement.

The UARRM has five main functions:

1. *Map existing efforts underway in the U.S. (and other safe third countries) by Action Area.*
2. *Centralize updated information through a dedicated webpage or database.*
3. *Communicate this information with interested partners inside and outside the Academy to increase visibility of existing university-led efforts.*
4. *Bring together relevant parties to take actions in these different areas.*
5. *Help expand, improve, and/or spring-board (i.e., act on promising initiatives.)*

In the spirit of the first, second, and third functions, the UARRM maps, centralizes and communicates information on the six Action Areas listed below. These were identified and expanded upon at the Brainstorming and Soft Launch meetings (Thouez, 2017; UARRM, 2017; 2018).

Action Area 1: *Broadening legal pathways for study, research, and vocational training*

Action Area 2: *Overcoming barriers to entry into higher education*

Action Area 3: *Providing on-campus and in-community assistance and empowerment*

Action Area 4: *Engaging in advocacy and awareness-raising (from student to university president)*

Action Area 5: *Conducting research and evidence-based policymaking*

Action Area 6: *Building strategies for media and communications*

These Action Areas are and should continue to be mutually supportive and will be advanced by **champions** – individuals who represent vested institutional partners. In the spirit of the *fourth* and *fifth functions*, these champions and other vested partners will help improve upon and expand promising initiatives.

Why the UARRM Is Necessary for the Context of Similar Initiatives. While we especially recognize the many excellent efforts being made internationally for refugees and migrants, there remains room for development in the field. The formation of new partnerships and learning opportunities through the Alliance will benefit all partners. With 65.5 million displaced and 22.5 million refugees worldwide, the need for increased participation is has never been clearer.

As mentioned, the UARRM does not intend to duplicate or replace the many outstanding initiatives and networks that are already in existence. Rather, it seeks to complement existing projects by creating additional support networks drawn from its multi-sectoral partnership base. Five areas where the UARRM can add value compared with other initiatives include extending the reach of the field through its six defined Action Areas; conveying a broader message to reach a broader field; offering more comprehensive work areas through its five primary functions; accessing expanded resources; and having a broader geographic scope

than existing projects. The fact that certain affiliates have already demonstrated their support of the UARRM by joining its Steering Committee, championing its Action Areas, or serving as panelists at UARRM conferences speaks to the enormous potential of this new Alliance.

While many existing initiatives have mandates, areas of work, or operational methods similar to those of the UARRM, they only partially capture the potential of higher education to advance the field. With its six defined Action Areas and multi-sectoral network, the UARRM also hopes to address limitations and identify and offer solutions to research gaps in the field. Already, many platforms share information on existing scholarships and other activities that reduce barriers to higher education. The IIE's Platform for Education in Emergencies Response (IIE-PEER, 2018), the Refugees Welcome Map provided by the European Universities Association Refugees (EUA, n.d.; Jigsaw Consult), and the Obama Administration's University Engagement Toolkit (U.S. Department of State, 2016) are outstanding examples of web-based tools and mapping projects. The UARRM can add value to these initiatives through its growing network of resources, by targeting an expanded audience and working toward a different and broader set of goals.

Moreover, the UARRM differs from these initiatives by acknowledging the broad and pivotal role of universities as leaders and architects of society. The Alliance sees universities as fertile ground for civic activism and spaces for countering backlash against migrants and refugees. Accordingly, the UARRM works to increase the visibility of a broad range of existing efforts. These include efforts designed to educate the public, policymakers, and practitioners about refugee and migration-related issues in order to help reshape damaging narratives about refugees and at-risk migrants and bridge gaps between research, policy, and humanitarian interventions (see Action Areas 5 and 6).

Other initiatives similarly recognize and leverage the leadership role of the higher education community. This is done by bridging gaps between research and policymaking, in line with Action Area 5, and by collaborating on a curriculum to reshape public narratives about refugees and migrants (Action Area 6). For example, both ALUM, a cross-disciplinary network of more than 20 universities in the Middle East and North Africa (MENA) region and Europe, and the International Migrants Bill of Rights Initiative (IMBR), a research and advocacy network led by Georgetown University, aim to inform international migration policy through research.

Other alliances leverage universities as agents of change by engaging and educating future student leaders on migration issues. For example, the Consortium on Forced Migration, Displacement, and Education is an alliance of liberal arts colleges in New England, including Vassar, Bard, Sarah Lawrence, and Bennington. This Consortium developed a series of advocacy workshops and digital humanities curriculum "to educate students and allow them to be engaged actors in what will be a challenge for decades to come" (Vassar Refugee Solidarity, n.d.). Other advocacy and awareness-raising alliances, including the President's Higher Education and Immigration Alliance, touch upon the UARRM's Action Areas 4 and 5. The UARRM adds value to each of these by adding additional, mutually supportive areas of work.

Not only does the UARRM's Action Area framework capture the fullest extent of university activity related to forced migration, but the Alliance is also more comprehensive in its operational method. As mentioned previously, the UARRM has five functions, while other initiatives are limited to the first, second, or third functions. For example, some of the above-

mentioned mapping initiatives, as well as the Campus Sanctuary Campus Clearinghouse Map and the Refugee Center Online, serve as comprehensive clearinghouses for information and connect users to learning opportunities, advocacy networks, and other supports and services categorized by state, nationality, and field of study (Refugee Center Online, 2017; University World News, 2016). As another example, Universities #JoinTOGETHER, a campaign launched by U.N. TOGETHER and De Montfort University in the United Kingdom, showcases university-led efforts to support refugees via social media and at periodic convenings at the U.N. in New York (U.N. TOGETHER & De Montfort University, 2018). Promising initiatives are presented at these convenings, and members of their network vote on and pledge to adopt best practices. This campaign effectively increases the visibility of promising, valuable models for university engagement, such as student-led efforts and direct support services offered on university campuses. The UARRM can add value to the TOGETHER Campaign's work and the promising initiatives it showcases by rolling out an expansive operational framework, as in the fourth and fifth functions. The UARRM hopes to expand promising initiatives, build their capacity, and fill in gaps through multi-sectoral partnership building.

Each of the above platforms are regularly updated, encourage engagement and participation, and serve as excellent visual communication tools, but their function is limited to creating awareness of action and support. The UARRM can again add value in this domain. By improving upon, taking action on, and spring-boarding promising initiatives, the UARRM can increase the visibility of university engagement. Its resources to realize this include capacity-building workshops, technical assistance, and mobilization of new, multi-sectoral partnerships and human resources.

The UARRM also has a broader target group or a different geographic focus from some other efforts. Similar initiatives such as ALUM and the EUA's Refugees Welcome Map concentrate on safe third countries but are limited in their representation of initiatives outside of Europe and the MENA region. The UARRM intends to take stock of U.S. programs, comparing them to programs in other safe third countries, including Canada, Germany, and Australia.

By and large, we believe the UARRM's mapping framework is the most comprehensive and most effectively organized effort in terms of the areas of university work it covers. As such, it can function as a clearinghouse or umbrella framework for the above-referenced outstanding initiatives and others not mentioned here. As the UARRM continues to roll out its next set of functions, it will take further action by supporting or improving upon these and other outstanding initiatives.

VI. The UARRM's First Function: Mapping the Six Action Areas

As mentioned above, the UARRM's first function aims to determine the scope of (map) existing efforts, with a particular focus on its six Action Areas (UARRM, 2017). Focusing first on higher education engagement in the U.S., AIEA representatives presented findings from an informal, quantitative survey of its members, while representatives from Rutgers University Graduate School-Newark offered in-depth insight on U.S. initiatives based on a qualitative investigation (Deardorff, 2017; UARRM, 2017).

The AIEA survey found that 28% of its members have specific policies, such as tuition waivers, designed for refugees and at-risk migrants, while 38% of its members support

refugees and at-risk migrants through partnerships with other HEIs (Deardorff, 2017). Rutgers-Newark's qualitative review found that HEIs partner with foundations (e.g., the Clinton Foundation), state and municipal support mechanism, local entities such as public libraries, and private partners. Participants also presented findings and lessons learned from existing models in other countries, including Canada, Germany, and Lebanon (Benson, 2017; Fakhoury, 2017; Manks, 2017; Streitwieser, 2017). At the First Official Meeting and Soft Launch in February 2018, participants continued to map and strategize around each Action Area.

The following section is a synthesis of these collective efforts. In order to limit our scope to examples comparable to the U.S., we include educational initiatives implemented in safe, high-income third countries.

Action Area 1: Safe, legal pathways for entry into the U.S. and other safe third countries. The higher education sector has historically provided safe, legal pathways for threatened students and scholars who are living in unsafe or protracted situations to enter safe third countries for work, study, and vocational training (Dryden-Peterson & Giles, 2010). Many universities continue to fill this role for refugees and at-risk migrants. Examples include the Institute of International Education's (IIE) Scholar Rescue Fund (SRF), Scholars at Risk (SAR), the New University in Exile (forthcoming), and the Center for Emerging Threats in the 21st Century (ET21) at Rutgers University-Newark. Each of these programs protects scholars and promotes academic freedom, enabling scholars to pursue their research freely, without fear of arrest.

Universities also relax admissions requirements or offer scholarships and tuition waivers to open temporary, legal pathways for students whose studies have been interrupted due to war or environmental threats (UARRM, 2017). In 2012, the Illinois Institute of Technology (IIT), in partnership with IIE and Jusoor, established the IIE Syria Consortium for Higher Education in Crisis (IIE, 2018), which facilitates legal entry into the U.S. through student visas. According to *The Japan Times* (2016), this group of 60 universities worldwide (40 of which are in the U.S.) have made commitments to accept, award scholarships to, or relax admissions requirements for at least 500 Syrian refugee students. Among other notable members, the University of Southern California and Elizabethtown College in Pennsylvania have pledged to waive tuition for up to six Syrian students per year.

Participants at the First Official Meeting of the UARRM (2018) noted that while scholarships and fellowships are ideal mechanisms to facilitate admission, they require significant resources and visa capability that many universities do not have. Establishing consortiums and partnerships with external organizations is crucial in this regard.

Funding is not the only challenge, however. Universities also need the capability to issue visas. In the current U.S. political climate, creative solutions and partnerships have taken on a new urgency. Some universities make use of international study abroad programs, cross-border exchanges, and international satellite campuses to facilitate mobility among refugees and at-risk migrant students (UARRM, 2017). In 2016, for example, Bard College began opening pathways for Syrian students at its satellite campus in Berlin. Furthermore, several universities in Japan have pledged to accept 150 refugees as exchange students (*The Japan Times*, 2016).

Participants at the First Official Meeting also discussed different ways of providing students or scholars, upon their arrival in the host country, with opportunities and time to plan and decide on their next steps. For example, many students and scholars apply for asylum, or obtain working visas later on. Although most programs are designed as short-term educational solutions, some do offer longer-term models. Blue Rose Compass, for example, not only places refugee and at-risk migrant students in top schools like Princeton University, but it also partners with private corporations to place students in internships and jobs upon graduation (von Peter, 2017).

In the Canadian context, a unique and well-established program called the Student Refugee Program (SRP), supported by World University Service of Canada (WUSC), has since 1987 offered longer-term pathways to permanent residence or citizenship to almost 1,700 refugee students recruited from refugees camps across 40 countries (WUSC, 2018).

One important thing to note is that not all students and scholars necessarily want to commit to staying in their host country permanently. The Canadian sponsorship model accepts only those who require or desire a permanent pathway option. In contrast, the UNHCR's DAFI (Albert Einstein German Academic Refugee Initiative) provides access to HEIs for refugee students who are planning to repatriate back to their home countries (UNHCR, 2018b).

Action Area 2: Overcoming barriers to higher education access. Universities are creating, tailoring, or expanding existing initiatives to try and reduce or alleviate barriers (UARRM, 2018). According to participants at the UARRM's First Meeting, interruption of study, inadequate formal schooling in the home country, unrecognized standardized test scores, and educational advisors with little experience present challenges to accessing higher education. Barriers related to legal status, language proficiency, documentation deficiencies, and funding problems further exacerbate an already complicated process. However, several initiatives exist to address these issues.

First, as alluded to in the previous section, fellowships, scholarships, tuition waivers, and visa solutions enable displaced students and scholars to overcome legal status issues and continue their studies or research. Legal status remains a major barrier to access for many at-risk migrants already living in safe third countries. In the U.S., those eligible for DACA status face barriers to higher education. Though many have grown up in the U.S., enrollment remains a challenge because federal rules prohibit DREAMers from applying as domestic students. While private universities tend to have more freedom in accepting and enrolling undocumented applicants as international students, the cost of four-year private college is a major barrier. Tuition, room, and board on average at U.S. higher education institutions costs \$43,921 per year (Martinez, n.d.). Some U.S. states like New Jersey have implemented legislation to sidestep federal rules. However, other states like Montana forbid undocumented students from enrolling in college (United We Dream, 2014). Universities have pushed back by implementing their own admissions policies (McKeage, 2016). For example, according to United We Dream (2014), public universities in Montana announced their intention to extend opportunities to prospective students regardless of immigration status. In Ohio, where public universities are allowed to provide in-state tuition to undocumented students, Oberlin College (see website, 2014), a private college, counts DACA students as domestic applicants for benefits of eligibility.

Second, scholarships and tuition waivers also help address financial barriers (Loo, 2016; Shakya et al., 2012). Although resettled refugees can apply as domestic students and are

permitted to apply for federal financial aid and in-state tuition, the support they receive still may not cover the steep costs of tuition, room, and board. According to their website, Champlain College launched the New American Student Scholarship program in 2006 (Champlain College, 2018), while the privately funded Refugee Education Initiative (now called ONErefuge) in Utah has helped cover tuition expenses for approximately 300 resettled refugees at Utah universities (Blanco, 2017).

For undocumented families in the U.S., the financial cost of American college is even more challenging. According to the MPI, these students come from households with an average income of \$36,000, which is 30% less than that of U.S.-born residents (Batalova, Hooker, & Capps, 2014; see also Passel & Cohn, 2008). The National Association for College Admission Counseling (NACAC) reports that while a number of U.S. states have adopted tuition equity policies, many states deter prospective undocumented or DACA eligible students from enrolling in college (NACAC, n.d.). In response, several universities have stepped up their efforts to help DACA-eligible students. Several colleges and universities, including Oberlin College and New York University, offer need-based assistance or scholarships, or have found ways to assist students in finding external funding. Examples of external aid include the Paul & Daisy Soros Fellowship for New Americans, the Gogo Charters Refugee and Immigrant Scholarship, the Gates Millennium Scholars Program, the Educators for Fair Consideration New American Scholars Program, the Foroutan Foundation, and the James Angelo Social Justice Scholarship (e.g., see Martinez, 2016; McKeage, 2016; Paul and Daisy Soros Fellowship for New Americans, 2016). The City University of New York (CUNY), for example, aims to find external funding for its approximately 6,000 DACA and undocumented students (Kenworthy, 2016). After receiving a \$10 million grant from the Shapiro Foundation, Southern New Hampshire University (SNHU) recently launched College for America, a competency-based program designed to provide full scholarships to 1,000 DACA students over the next five years, enabling them to obtain associate's or bachelor's degrees (Keane, 2018).

Other institutions work to reduce barriers by matching funding opportunities and partnering with outside organizations such as IIE and Kiron. They also coordinate with designated campus officials and organize work-study opportunities for refugee students on and off campus. As agreed upon during a strategy session at the First Meeting of the UARRM, overseas satellite campuses, like Bard Berlin, could alleviate financing challenges in the U.S., just as they have for visa challenges (see previous section).

Third, existing initiatives address challenges related to costs incurred during the college admissions process. In the U.S., standardized testing costs, college application fees, and SAT preparation courses present additional expenses for struggling individuals and families. To alleviate these costs for refugees and at-risk migrant students, some institutions replace standardized testing requirements with online interviews (*The Japan Times*, 2016). As outlined in the University Engagement Toolkit: How Campuses are Helping Refugees, some HEIs, including the IIE Syria Consortium, provide free online test preparation courses, while others waive college application fees (U.S. Department of State, 2016).

Fourth, a lack of information and soft skills among prospective students and their families, as well as a lack of training among secondary/higher education staff, present additional barriers to higher education access. While platforms such as PEER, Refugees Welcome Map, and others provide excellent and effective tools for information sharing, other programs are trying to make contact with more difficult-to-reach populations. According to Gittleson and Usher

(2017), the Columbia Scholarship Program for Displaced Persons disseminates information aggressively via online networks of migrant communities at risk (e.g., via Facebook posts on UNICEF, the International Refugee Assistance Project, and EducationUSA). DREAMers and undocumented students have independently created informational resources for their peers, including Higher Dreams (2018) and the DREAMer's Roadmap app (Patron, 2017). These tools connect users to hundreds of scholarships and relevant application procedures.

Despite all of these efforts, the higher education community still needs to engage further to help refugee and at-risk migrant students access higher education (Streitwieser, Loo, Ohorodnik, & Jeong, 2018). This is especially urgent for those who are unable to navigate the application process or university websites because they lack access to technology, or who remain unaware of their entitlements as undocumented students. Participants in the First Official Meeting of the UARRM agreed that issues related to lack of training or knowledge among institutional administration and staff further challenge access to higher education. This includes a lack of awareness and training about refugee and migration issues among high school counsellors and admissions officers. Resettled refugees in the U.S. seem to face fewer barriers than international and undocumented students do because they can apply as domestic students. According to an article published by AACRAO (2016), however, colleges are frequently unable to identify resettled refugees because they do not apply on an F1 Visa and therefore do not know that they may require extra support.

Mentoring programs are useful to bridge the gaps in skills, knowledge, and capacity by enabling refugees and at-risk migrants to complete high school and access college education. Some university communities go further and engage in local community education and outreach. Drawing upon extensive connections with local migrant communities, the Rutgers Law School Child Advocacy Clinic and UndocuJersey established UndocuRutgers. According to its website, this organization is designed to educate undocumented students about their educational rights, share best practices, and raise awareness among high school and college teachers and counsellors (Tello, 2018). To date, UndocuRutgers has helped over 1,000 undocumented students to gain access to higher education.

At present, some institutions and organizations are filling the gap by developing college counselling programs. Designed for refugee and at-risk migrant students, these programs simultaneously build communication and capacity among admissions officers and staff at gateway institutions, high schools, and universities who may lack knowledge or training on refugee and at-risk migrant situations. Such programs often mentor students to educate them about and prepare them for the admissions process. The U.S. Department of State's EducationUSA Syria Virtual Advising Center supports prospective Syrian college students and refugees during the college admissions process (e.g., via email and Facebook), and also supports U.S. universities who wish to recruit Syrian students (U.S. Department of State, n.d.). In 2012, EducationUSA partnered with the IIE Syria Consortium, which helps prepare students for entrance exams (U.S. Department of State, 2016). To help students navigate the American college system, in 2010 the Partnership for the Advancement and Immersion of Refugees (PAIR) initiated a college counselling program for high school refugee students (Clinton Global Initiative, 2016). This program guides them through the college admissions process, helps them design a four-year academic plan, and offers psychosocial support as an additional program benefit (Ellis, 2011). As indicated in the Obama Administration's University Engagement Toolkit, other schools partner with refugee resettlement agencies to ensure that local refugee youth receive entrance examination coaching (U.S. Department of State, 2016).

Fifth, alternative measures of assessment have been developed for the recognition of refugee qualifications or credentials in the absence of verifiable documentation. In some cases, when students are forced to flee their homes, valuable educational documentation is lost or left behind (Loo, 2016; UARRM, 2018). Among others, the Center for Lifelong Learning (CAP) at the University of Bari Aldo Moro in Italy provides recognition and validation of informal skills and unstructured learning experiences acquired in countries of origin (In Here Project, n.d.; Refugees Welcome Map, n.d.[b]). Funded by the Conference of the Italian University Deans (CRUI), the Italian Ministry for Inner Affairs, and the Regional Agency for the Right to Study (ANDISU), CAP has enrolled ten refugee students since its founding in 2016.

Following Europe's lead, more and more U.S. universities are beginning to offer alternative qualifications assessments. Some permit students without previous transcripts or letters of recommendation to audit courses in order to ascertain placement, or to submit scanned copies of academic records if their original copies are unavailable (*The Japan Times*, 2016; U.S. Department of State, 2016). Promisingly, a program called Article 26 Backpack, developed in 2017 by University of California (UC), Davis in partnership with AACRAO and AUB, enables students to film oral statements of purpose and store them in a cloud-based service, which are made available to admissions officers (UC, Davis, n.d.). This program was successfully piloted in Lebanon and will soon expand to other countries.

Sixth, the higher education community helps refugees overcome language barriers by assisting students in gaining language proficiency by offering tutoring or virtual coaching, increasing writing center resources, and establishing gateway or bridge programs to entry for incoming students.

Seventh, some universities are addressing the gender barrier that hinders access to higher education for many female refugees and migrants (Watenpaugh, 2017). IIE and Jusoor have partnered to establish a program in Canada called "100 Syrian Women, 10,000 Syrian Lives" (Milner, 2016). However, these programs are few and far between, demonstrating the need for further action in this area.

Action Area 3: Providing on-campus assistance, protection, & in-community support. The higher education community can help address problems related to aging out of educational systems, connecting students with jobs and vocational training opportunities, and introducing learning techniques that are correlated with greater wellbeing and completion rates for refugee and migrant students (UARRM, 2017). For students, staff, and faculty with specific legal, psychological, or other types of needs, universities also act as resources for legal counselling, medical and psychosocial care, employment support, or housing assistance (Felix, 2016; Loo, 2016; Shakya et al, 2012; Shankar et al., 2016).

Legal protection, psychosocial support, and inclusion. Educational institutions also support students and scholars from countries in crisis by helping them to address today's challenging legal environment. Specifically, as discussed at the First Meeting of the UARRM, refugee and immigration policies, documentation, and data protection are critical, especially in a political climate where many migrant and undocumented students risk deportation or targeting by ICE. Several universities including Rutgers, Columbia, the University of Pennsylvania, C.U.N.Y, the University of California, and the University of Illinois, have designated themselves as "sanctuary universities" (*Al Jazeera*, 2016), a label that remains controversial. Although federal rules prohibit immigration authorities from entering campuses, the "sanctuary" status is not legally binding (Svitek, 2016). Some universities

therefore fear that embracing this term may increase the vulnerability of students on their campuses (Vongkiatkajorn, 2017). Other administrators assert that the “sanctuary” label holds tremendous symbolic value and demonstrates the university’s solidarity with its students (McKeage, 2016). Universities have established other practical supports for students facing uncertainty (Kenworthy, 2016). After President Trump announced his intentions to impose a travel ban and cancel DACA, CUNY, the University of Pennsylvania, and California State took measures to prepare students for a possible deportation event by advising their study abroad students at risk of deportation to return back to the U.S. or by offering pro bono legal support (Sanchez, 2016).

Displaced students may also be dealing with past trauma, uncertain futures, and a sense of social isolation in their new environment (Crea, 2016; Dryden-Peterson, 2016). Although U.S. campuses typically have counselors available, student-led organizations and the National Immigration Law Center have called for more effective behavioral health and psychosocial support services oriented to the needs of displaced students (Vongkiatkajorn, 2017).

Unique assets: Flexible infrastructure, multi-sectoral connections, resources. Universities can easily adapt their existing infrastructures in creative ways and are well-connected to other HEIs. Their network also extends to other public and private sector entities, including foundations, state and municipal authorities, local units such as public libraries, and corporations (UARRM, 2017; 2018). As discussed during the UARRM’s First Official Meeting, universities in the U.S. can be and are supported in such efforts through well-coordinated, multi-sectoral partnerships, and often use their assets to help displaced students in need.

Bridges to career opportunities and economic empowerment. In addition to providing educational opportunities, some universities ensure that refugee and at-risk migrant students obtain meaningful work to match their skill and education level. Some U.S. universities including IIT and Princeton, in partnership with non-profit organizations (e.g., Jusoor and Blue Rose Compass), have successfully helped to integrate refugee graduates into the job market by placing them in internships or jobs upon graduation (Jusoor, 2012; von Peter, 2017). In the EU context, some higher education bodies provide employment opportunities for migrants in vulnerable situations and promote wider economic development. For instance, the European Commission’s EURAXESS program assists refugees in finding employment in science fields (EURAXESS, n.d.).

In-community assistance and empowerment. Participants at the First Official Meeting of the UARRM noted that the current U.S. political climate creates a challenge for the “self-empowerment model,” which is the foundation for refugee assistance programs. They added that federal funding cutbacks have limited both the initiatives and scope of work of refugee communities and resettlement agencies. However, participants in the Community Empowerment strategy session discussed alternative avenues for community empowerment. For example, universities could build partnerships with community co-sponsorship networks (as in Westchester County), which often receive intensive training to host refugee families. Universities have also focused on addressing deficits in refugee resettlement services; for example, Every Campus a Refuge (ECAR), founded in 2015 at Guilford College, draws on campus resources and human capital to provide resettlement support and free, temporary accommodation to refugee families primarily in available faculty and staff housing (and

sometimes in student apartments) until local resettlement becomes possible (Refugees Welcome Map, n.d.[a]; Shapiro, 2015).

Community-level direct support services. Other types of university initiatives are designed to provide direct support services to local refugees, in addition to those on campus, to help them to better integrate and become contributing members in their communities. Student-led organizations have taken the lead on many U.S. campuses. A Duke University initiative, Supporting Women's Action (SuWa), is one such example. According to their webpage, SuWa helps local refugee women integrate into the community by providing mentorship and English classes (Kenan Institute for Ethics, n.d.). According to participants at the First Official Meeting of the UARRM (2018), both the University of Connecticut and Yale University operate student-run asylum and human rights clinics. The University of Connecticut's clinic is described as inter-professional and involves students from the health center who conduct forensic and psychiatric evaluations.

Marlboro College, the University of San Diego, Brigham Young University, Hamilton College, and Colgate University offer language skill support and digital literacy training to refugees in the local community (Barrie, 2005; Blystone, 2017; Marlboro College, 2018; Spilsbury, 2017). New York City's Fordham University provides space on campus for monthly support group meetings for asylum seekers (RIF Asylum Support, n.d.). To strengthen connections with refugee communities, Hamilton College, near Utica, New York, a city famous for having been "revived by refugees," has taken on a number of student-led projects (Nolan, 2017). For example, the student organization On The Move conducts weekly service trips to a local community center to forge ties with refugee communities.

These programs also support civic, social, and community development on a more holistic level. Service learning programs and student clinics, for example, serve the dual purpose of providing direct services to the community while allowing student cohorts to gain hands-on experience. This direct interaction and practical experience working with refugees translate into new skills, increased knowledge of the field, cultural competency, and empathy, which in turn contribute to students' intellectual, emotional, and social growth.

Action Area 4: Advocacy and awareness raising. University leaders, faculty, and students are speaking out against actions that would reduce the number of international scholars from crisis countries (UARRM, 2018). Alliances of administrators, faculty, and students are gaining momentum to push back against anti-immigration policy and to publicly advocate in support of refugees and at-risk migrants.

University leaders have united in opposition to recent policy developments affecting refugee and at-risk migrant populations. According to AIEA, 70% of its members are currently involved in advocacy efforts such as signing petitions or sending joint letters to Congress. The catalyst for this movement was President Trump's initial ban in January. At this time, approximately 5,000 faculty and scholars (including Nobel laureates) throughout the U.S. signed an online petition to publicly denounce the ban as "discriminatory [and] detrimental to national interests and burdensome to university communities" (Stancil, 2017). Forty-seven higher education organizations also signed a letter to former Secretary of Homeland Security John Kelly expressing collective concern (American Council on Education, 2017).

The higher education sector has also responded vociferously to President Trump's cancellation of DACA. In October 2017, almost 800 colleges and universities sent a letter to

Paul Ryan, Mitch McConnell, and the rest of the congressional leadership asking them to pass a 2017 DREAM Act (Robbins, personal communication, October 27, 2017). According to an article published on Pomona College's web page, over 700 university presidents signed a letter asserting their "moral imperative" to stand up for undocumented students (Pomona College, 2017). Universities continue to exert pressure at the collective levels, actively calling on congressional leadership to allow those eligible for DACA to become citizens (Quintero & Mann, 2017).

Universities are also connected through various networks with public and private actors, including alumni, civil society organizations, corporations, and other universities. These networks add weight to student movements on behalf of refugees and at-risk migrants. The No Lost Generation (NLG) Student Initiative, a student-led campus advocacy network founded in 2015 by George Washington University students in partnership with the U.S. Department of State, has opened chapters across 50 campuses and raises community awareness about forced migration-related matters (NLG Student Initiative, n.d.). Student organizations like NLG can apply pressure within and outside of their university to positively impact the field, especially if they have network support and are given tools to build their capacity.

According to *Al Jazeera* (2016), the "sanctuary campus" movement was also largely prompted by student-led petitions. Although sanctuary campus is not a legally binding label, the movement is a clear demonstration of the advocacy and leadership potential of universities, especially its student organizations. Following in the footsteps of Harvard University and the University of California, in 2017 student coalitions at the University of Pennsylvania's Graduate and Professional Student Assembly and Undergraduate Assembly urged their university presidents to publicly assure DACA students that the university would support them (Liu, 2017). In response, the University set up a free DACA Renewal Clinic, run by law students and professional lawyers. University students also banded together to address other issues that DACA students face, including homelessness and hunger. According to a report by *The Daily Pennsylvanian*, Penn's student council urged the university to provide "access to housing and food for [DACA] students who are not able to return home during winter and summer breaks" (Liu, 2017).

According to Julia Roig, President of PartnersGlobal, who led a strategy session on advocacy at the First Official Meeting of the UARRM (2018), advocacy is a "learned skill." In this polarized society, HEIs must build "collaborative advocacy" skills among their students, who can be tapped for their leadership and curriculum for the purpose of passing these skills on to the next generation. NLG has demonstrated one advocacy response to the current crisis. By tapping its robust network, NLG facilitates community dialogue and engages both sides of the political spectrum on issues affecting involuntary migrants (Parker, personal communication, April 20, 2018). Similarly, student advocates at Hamilton College, in partnership with New York 6 (NY6) International Student Advisors Working Group, initiated a conference to advocate for and generate community dialogue about the Trump Administration's policies (Barre, 2017).

Another notable advocacy example include Sarah Lawrence College's seminar, *People on the Move: Narrating Displacement, Critiquing Crisis, and Advocating for Refugees*; students enrolled in this course take advocacy workshops led by Scholars At Risk (SAR; SLCforSAR, Daly, & Hille, 2018).

Action Area 5: Research and evidence-based policymaking, humanitarian intervention, and public influence. As discussed during UARRM’s First Brainstorming Session in November 2017, universities play a critical role in supporting advocacy efforts through their research and data analysis capabilities. Universities also integrate threatened scholars into research teams, engage in evidence-based policy work, improve humanitarian intervention efforts, and evaluate refugee response strategies and emerging policy areas (e.g., see Center for Forced Migration Studies, n.d.; Northwestern’s “The Politics of Rescue”; IIE’s “Education in Emergencies”; Imgran Ali, 2016; UARRM, 2017).

Universities make three broad types of contributions in the field of research that benefit refugees and at-risk migrants. First, as touched upon by an earlier UARRM concept note, universities design research agendas that integrate threatened scholars and refugee and at-risk migrant students into physical and virtual research teams (UARRM, 2017). Some institutions in the European arena also provide threatened scholars with the opportunity to publish research. According to the *Stanford Social Innovation Review*, Oxford University has launched *The Journal of Interrupted Studies*, a publication that showcases finished and in-progress work of threatened scholars (Stark, 2017).

Second, universities leverage research capabilities to shape policy (UARRM, 2017). In Canada, the University of Ottawa’s Refugee Law Research Team (RLRT), based at The Refugee Hub, has strategically intervened in cases before the Canadian Supreme Court (The Refugee Hub, n.d.). According to their webpage, The Refugee Hub’s research team, in collaboration with Columbia University’s Global Policy Initiative, has also provided feedback on the Global Compact on Migration. In the U.S., the IMBR Initiative, established in 2008 by law students at the Georgetown University Law Center, (IMBR, n.d.), was first to initiate an inclusive, international set of guidelines that addressed the rights of vulnerable migrants. These guidelines served to educate policymakers, nation-states, and migrant organizations about how to implement the GCM’s goals.

To complement these efforts, psychology research teams are increasing their capacity to inform U.S. policy making. A team of researchers examining refugee trauma from Stony Brook University, Columbia, Yale, Harvard, Tufts, and the University of Pennsylvania plan to engage with human rights experts who will provide recommendations on research questions and policy interventions (Canli, 2017). The team will also participate in a policy “crash course” to be led by the American Association for the Advancement of Sciences (AAAS), which will empower them to effectively communicate their findings to Congress.

Third, university research has demonstrated the social and economic contributions of refugees and migrants through research (e.g., see Bove, Vincenzo, & Elia, 2017), thereby discrediting politically charged narratives portraying them as a burden (Professor Ian Jacobs, quoted in Clare, 2017). According to an informal survey by the AIEA, 58% of its members are involved in research that has impacted or could impact public perception of migrants and/or refugees (Deardorff, 2017). Communicating research findings to the public about the contributions of refugees and migrants is especially critical, given that the Trump Administration rejected and has not publicly released a draft study by the Department of Health and Human Services (2017) which found that over the past decade, refugees have brought in \$63 billion more in government revenues through payment of taxes than they have cost in publicly funded benefits (Hirschfeld, Davis, & Sengupta, 2017). One impactful example of this type of university research is a study done at Hamilton College which demonstrated the long-term economic benefits of integrating refugees into the local Mohawk

Valley workforce (Hagstrom, 2000) and was featured in *The New York Times*. Later in 2005, the UNHCR dubbed Utica, New York, “the town that loves refugees” (Barrie, 2017; Nolan, 2017).

Action Area 6: Media, Communications, and Dialogue. As highlighted by Tim Raphael, Director of the Rutgers-Newark Newest Americans project (2017), at the First Brainstorming Session of the UARRM, universities play a central role in helping to reshape narratives, improve public understanding, and generate intercultural dialogue. Media and communications are critical tools in promoting tolerance (e.g., see Brown, 2010). Universities are leveraging modern communications tools to foster welcoming, inclusive communities and universities. One notable university partnership that uses digital technology for such purposes is Conversations Unbound (CU, 2018). This non-profit organization was founded in 2015 by students and faculty at Vassar College and was expanded to Michigan State in 2017. According to its Mission Statement, CU connects college students to native Arabic and Spanish-speaking refugee tutors via virtual classroom curricula. The program has multiple benefits. It not only promotes language learning and new intercultural relationships but also enables tutors to earn money online and to “regain some sense of agency in their lives,” according to the Conversations Unbound website (2018).

Other media/communications initiatives give a voice to refugee and migrant youth. At IIT, for example, Syrian refugee students started a blog to enable their refugee student peers to engage in dialogue on the refugee crisis and role of higher education. At Rutgers University-Newark, the Center on Migration and the Global City (CMGC, 2018) develops digital humanities curriculum for teaching migration through the Newest Americans project. Through this initiative, migrant or second-generation youth gain digital literacy skills to tell stories about their experience through film. Hamilton College, in collaboration with the Mohawk Valley Resource Center and the Digital Humanities Initiative, created The Refugee Project, an ongoing oral history project about Utica that will soon include an online interactive map (Digital Humanities Initiative, 2018; Nolan, 2016).

Student-driven initiatives have also utilized technology to help people get a glimpse into refugee lives and experiences. As one example, the NLG Penn State chapter collaborated with UNHCR and U.N. Campus Advocates to create a Refugee Tent Simulation on their campus, using virtual reality to increase awareness of and empathy for life in refugee camps (Collins, 2017).

VII. Next Steps: Centralizing, Communicating, and Championing

In the spirit of the UARRM’s *first function*, the University Alliance should continue to map efforts underway in each Action Area in the U.S., doing comparative work in other safe third countries. This will be accomplished by gathering information through upcoming working meetings and publicly available sources. In accordance with its *second function*, UARRM members should centralize and continuously update a comprehensive list of existing initiatives on a shared, password-protected database or website. With regard to its *third function*, the UARRM should communicate information, increase visibility of promising initiatives, and share best practices with interested partners inside and outside the Academy at future conferences and working meetings. In alignment with its *fourth function*, the Alliance should mobilize champions and partnerships to move forward on each designated Action

Area, and through its *fifth function*, help fill in gaps, expand, and/or spring-board promising initiatives.

Recommendations for the future work of the University Alliance are presented below. These recommendations have been gathered collectively from UARRM's past working meetings, conferences, and through external research.

Suggested Next steps for Action Area 1:

- Continue compiling and centralizing information on programs that provide alternative legal pathways for refugees, at-risk migrants, and scholars, keeping in mind that some programs may not wish to be advertised due to the sensitive nature of this work.
- Encourage university partners to continue their efforts to provide greater access to university campuses for an increased number of threatened scholars and displaced refugees, and wider range of resources for study, teaching, research, and vocational training (e.g., via fellowships, tuition waivers, and more flexible admission requirements).
- Match universities that lack visa capability with universities that have this capability, in an effort to help place refugee and at-risk students and threatened scholars.
- Explore longer-term pathway options for those who wish to remain in the host country upon graduation, via employment-based immigration, corporate sponsorship, and/or internship/training programs that link enrollment with employment.
- Support existing or establish new alternative channels for entry into other countries via U.S. universities with overseas satellite campuses, global hubs, exchange programs, or with universities in countries like Canada or Germany, in cases where entry into the U.S. is unfeasible.
- See the following Action Areas for other strategies supporting Action Area 1.

Suggested Next Steps for Action Area 2:

- Continue collecting and sharing information about initiatives aimed at reducing barriers to higher education with universities and migrant organizations, and provide a space to explore new ideas on how to address these barriers in the future and relay these ideas to relevant parties.
- Build partnerships with gateway programs (e.g., AACRAO) to more successfully integrate refugees into educational systems.
- Establish alternative and transparent assessment systems not based on standardized tests and traditional transcripts to facilitate the application process for both admissions officers and students.
- Improve or establish new mechanisms for recognizing foreign credentials.

- Support existing or establish new learning centers and/or blended learning programs in foreign countries and/or refugee camps, which can provide easier access for displaced students in light of the shifting U.S. policy environment.
- Mitigate brain drain and support the development/rebuilding of countries in crisis when hosting rescued scholars, through cross-border collaboration or by live streaming classes to home universities, as IIE has done.
- See the following Action Areas for other strategies supporting Action Area 2.

Suggested Next Steps for Action Area 3:

- Continue compiling information on and increasing visibility of existing initiatives that offer direct support services, peer support, legal assistance, psychological/medical care, employment support, accommodation, and community education to refugees and at-risk migrants.
- Improve the wellbeing, integration, and retention rates of refugee and at-risk migrants on campuses through peer support programs, cultural orientation, and interpretation/translation services.
- Establish guided discussion groups on campuses to provide more structure to existing peer support programs for students and scholars through conversation and language exchange.
- Support or establish new programs that provide legal assistance, medical/mental health assistance, employment opportunities, and housing for refugee and at-risk migrant students, faculty, and staff on campuses.
- Strengthen interdepartmental/cross-disciplinary communication to harness all campus resources to support refugee and at-risk migrant populations both on and off-campus.
- Create spaces for refugees and migrant populations to engage with campus resources and for students, staff, and faculty to engage with these populations directly.
- Identify opportunities for universities to support local resettlement efforts, in partnership with local refugee agencies and other organizations that have knowledge, experience, and connections to refugee and at-risk migrant networks.
- Develop private co-sponsorship programs on campuses, in partnership with student associations, resettlement agencies, community organizations, churches, synagogues, NGOs, and volunteers.
- Build partnerships with resettlement, immigrant organizations, and immigrant networks to facilitate community needs assessments, foster connections with local migrant communities, and engage in community education.
- Build partnerships with other organizations, faith communities, campuses, and individuals to leverage all community resources and infrastructure.

- Engage well-established immigrant networks to initiate urgent action more easily and efficiently.
- Prioritize the needs of beneficiaries of service learning programs via community needs assessments, to be conducted in partnership with resettlement agencies or immigrant organizations.
- Offer opportunities for learners/interns to connect theory and practice, reflect on service, connect directly with local migrant populations, and consider migration issues beyond the “refugee crisis.”
- Look to refugees and at-risk migrants who contribute to service learning coursework as “knowledge producers” and compensate them for their time (e.g., via stipends).
- Support, establish, or increase availability of on-site legal assistance mechanisms in which law students, faculty, and interns serve as pro bono counselors in legal settings, in order to better meet incoming demands (e.g., assisting asylum-seeker clients with affidavits or testimonies in court).
- Build capacity and improve training of university staff and students to support local resettlement, integration, and community education efforts.
- See the next set of Action Areas for other strategies support Action Area 3.

Suggested Next Steps for Action Area 4:

- Continue compiling and sharing information about existing advocacy initiatives that work to effect systemic change and shape institutional, state, national, and international policies affecting refugees and at-risk migrants.
- Refine how advocacy work can contribute to existing efforts across other Action Areas, ensuring that university communities effectively share important information with the field.
- Develop strategies that build upon existing advocacy work and seek to amplify efforts to influence public policy on behalf of migrant and refugee communities.
- Build and maintain a mechanism to monitor best practices and success stories and use these for advocacy, lobbying, statements, and replication, and for approaching other allies.
- Consider effective avenues for sharing information by tapping university networks like the Big 10 Academic Alliance and international leadership “knowledge communities” such as NAFSA.
- Ensure participation of all key parties, including university presidents and student-led initiatives, and create cross-sector coalitions led or co-led by universities.
- Enable migrant student leaders to call upon their universities to take various actions including: counting applicants without citizenship as domestic students, increasing

psychological support for refugee and at-risk migrant students and threatened scholars, hiring on-campus specialists and representatives focusing on refugee/migrant issues, and increasing certification access for immigrants in the U.S.

- Provide platforms for members of refugee and at-risk migrant organizations to build relationships with and to “change the hearts and minds” of university leadership, policymakers, and the general public, for example, through sharing of personal narratives- especially with those in conservative areas like red states.
- Build capacity of existing student-led initiatives to influence state legislation and national policy, for example, through “call-in” and letter writing workshops, op. ed. writing seminars, and fundraising workshops.
- Seek to increase general awareness and community dialogue around issues of forced migration with the objective influencing public policy, especially in conservative communities and in red states.
- Foster discussions and dialogue in classrooms around different types of migrant crises and different definitions of migrants.
- Expand existing or establish new advocacy-training workshops led by immigrants rights organizations such as Scholars at Risk and Amnesty International USA, enabling students to create transnational campaigns based upon their own research (e.g., see Scholars at Risk Student Advocacy Seminars).
- Develop a set of best practices for student engagement and share widely with other campus networks.
- Match scholars with expertise in migration-related issues with immigrant rights or resettlement organizations that require expert witnesses or assistance with amicus briefs, affidavits, and other materials.
- See the next set of Action Areas to support Action Area 4.

Suggested Next steps for Action Area 5:

- Continue mapping existing interventions across other Action Areas, and conduct research on the impact and long-term sustainability of these interventions.
- Establish a database of existing research areas, research requests, and questions for each Action Area, and a hub to post reports, research studies, and other relevant information, to serve as an avenue for collaboration and a basis for designing future research agendas.
- Leverage the expertise of multi-disciplinary research teams and sub-focus on emerging policy issues including: challenges in accessing higher education, PTSD and stress among refugee and at-risk migrant students and scholars, refugee wellness post-resettlement, the impact of xenophobic attitudes in the host country on integration, refugee entrepreneurship (particularly with regard to female refugees); documentation issues, youth integration, and studies of displaced scholars.

- Improve mechanisms for obtaining exact population data of undocumented students and at-risk migrants without refugee status who have had their studies interrupted, in partnership with local governments and migrant networks.
- Design research to conduct direct needs assessments, with the support of local governments, resettlement agencies, NGOs, and migrant networks, with the aim of bringing to light the findings and the possible discrepancies between university programs and the actual needs of refugees and at-risk migrants in the community.
- Include in research designs strategies around improving broader messaging, aiming to paint a more nuanced picture of the realities and unmet needs of vulnerable migrants.
- Consider how existing and forthcoming research findings could best inform policy, for example, through amicus briefs and expert testimonies.
- Offer opportunities for researchers and research teams to advance “advocacy skills,” for instance, through advocacy workshops (e.g., see AAAS’s policy “crash course” for academics).
- Communicate research findings to attorneys, psychologists, and other practitioners specializing in refugee and migrant-related issues.
- Offer opportunities to train researchers in communicating their findings to non-scholars in effective and digestible ways.
- Increase communication and knowledge sharing between academics and multi-sectoral stakeholders in the field.
- Integrate threatened scholars into research teams, either physically or virtually.
- Conduct research on effective partnerships and alliance formation, to be used for the UARRM’s partnership building strategies.
- See the next Action Area for other strategies supporting Action Area 5.

Suggested Next Steps for Action Area 6:

- Continue mapping, sharing information on, and increasing visibility of promising media and communications initiatives that aim to create more welcoming communities.
- Develop a strong media strategy to support Action Areas 1-5 for the purposes of advocating for increased legal pathways, creating and publicizing training and informational materials, documenting and promoting exemplary stories and toolkits for best practices, creating advocacy and awareness campaigns, building awareness, countering negative narratives, and publicizing and disseminating research findings in multiple media.
- Explore how underlying narratives affect people’s understanding and perception of refugee-related issues, how these narratives contribute to polarization, and how media and

communications can foster welcoming societies, change “hearts and minds” in local communities (e.g., see the “I Welcome” Campaign), and motivate people to organize.

- Work to identify and partner with media and communications experts, establish goals for media and communications platforms, and recruit other media companies as allies for advocacy efforts (e.g., see University of California, Berkeley’s partnership with Amazon; University of Southern California Norman Lear Centre’s Media Impact Project).
- Exchange information on existing and nascent media and communication projects, help build a strategic conversation on how to support universities that want to do more on this front, and consider how to develop a more directed engagement with media outlets.
- Leverage the UARRM and media partners to amplify the desired narrative and message around migration, for example, by educating communication specialists and staff at universities, by training or providing resources for refugees and migrants to tell their own stories, and by addressing gaps and improving global media outreach around social issues affecting migrants and refugees.
- Include social media campaigns, op-eds, youth media forums, paid media, cable, and streaming partners in media strategies.
- Establish communications committees and networks to assist universities in creating spaces for dialogue and global citizenship curriculum, and in communicating research findings to policymakers and the general public.
- Engage with, train, and provide resources to high school teachers and students, bloggers, refugee and migrant representatives, and local communities.
- Share “call-in” scripts for UARRM members and student-led initiatives.
- Find and target the “in between” groups (i.e., those with conflicted or ambivalent opinions about refugee issues).
- Utilize art and music in public spaces and exhibits to powerfully communicate refugee and migrant stories to members of “in between” or more conservative groups.
- Support and develop curricula for teaching migration in which migrants and refugees teach and tell stories about their experience, making the best use of digital literacy.
- Develop or support existing student-driven digital storytelling initiatives, involving them in brainstorming, background research, production, writing, and editing.
- Pool resources among academics and media specialists and develop mechanisms to disseminate knowledge to the masses, utilizing digital storytelling to visualize and give power to important research findings.
- Create an interactive online “empowerment toolkit” focusing on each Action Area that can be tailored by to meet the needs of individual universities.

- Activate new and future stakeholders for the UARRM's work in reshaping narratives, improving public understanding, generating intercultural dialogue, and creating welcoming communities and universities.

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