

**OACRAO HELPS – OACRAO Higher Education Legislative Policy Support**  
***Conversations between Barmak Nassirian, AACRAO Associate Director, External Relations and***  
***Dave Sauter, Miami University Registrar & OACRAO Chair, 2011 Government Relations Task Force (GRTF)***

(Updated April 13, 2011)

Initial source: March 22, 2011 OACRAO Government Relations Task Force (GRTF) email

1. Thoughts re: **OACRAO HELPS** draft document
  - a. Ohio is “front and center” in national politics, and so OACRAO work can help AACRAO, and vice versa.
  - b. John Boehner’s Speaker position means Ohio has influence.
  - c. OACRAO should unite as an organization with a voice, so we do not speak only from our institution, but on behalf of the State – and include other Ohio organizations.
  - d. AACRAO can provide assistance and insight to **OACRAO HELPS** and vice versa.
  
2. Thoughts re: priorities of possibilities, how to start from Barmak’s perspective?
  - a. #1 – make a priority for **OACRAO HELPS** be the federal budget, specifically HR 1 regarding Pell Grants. Everyone on every campus should care about this pending legislation as the proposed \$900 reduction would be devastating.
  - b. #2 - Ohio is important enough for AACRAO to set aside resources (budget, time, expertise) for Barmak to visit in Ohio if needed. OACRAO’s successes benefit AACRAO, via a value-added two-way dialogue between AACRAO and Ohio/OACRAO. Combine Barmak, GRTF, and OACRAO Board of Directors.
  - c. #3 – Conversely, Ohio should visit D.C, see how legislation functions, “see” the activity first-hand, meet 1:1 with some individuals, discuss Ohio issues.
  - d. #4 – Develop Ohio/OACRAO liaison(s) so Barmak can reach out specifically to our state on national issues, and vice versa.
  
3. Thoughts re: other partners:
  - a. Other Ohio org’s such as OTC, OACAC, OIR
    - i. The “Ohio-5” (might be 7?) initiative is well underway, and the combined voice of these groups will propel us forward.
  - b. OBOR (Ohio Board of Regents)
    - i. From Miami colleague Randi Thomas, Esq., Institutional Relations, we should pursue the IUC, AICUO, and OACC (4-year public’s, independents’, and community colleges) as well as OBOR.
    - ii. BARMAC: Think of OACRAO and other organizations as a “Trade group” – institutional representation via AACRAO, not people/specific institutions; actually presidents have this institutionally specific agenda – we/OACRAO represent the consensus of our institutions, so do not speak as our institution, speak as our state association..
  - c. AICUO (Association of Independent Colleges and Universities of Ohio)
    - i. Realize that 2-year, 4-year public, and 4-year private institutions have 99% common issues – Barmak/AACRAO works for all.
    - ii. Current difference of opinion/support is the Longitudinal Data Systems project.
    - iii. Be cautious in the approach (i.e., AICUO); focus on combining expertise and not re-inventing for any of the three institutional types of groups.

- d. Our campus Institutional Relations staff/offices
  - i. See separate notes from March 25 conversation.
- e. State/regional associations
  - i. Forwarded note to both President McLaughlin and State/Regional Relations Committee Chair Kathy Posey (March 25) about **OACRAO HELPS**.

#### 4. Thoughts re: AACRAO

- a. OACRAO attendance when AACRAO Public Policy Advisory Committee (PPAC) meets.
- b. Barmak visiting OACRAO, regional – possibly for Washington DC updates a Gov't Relations/Policy workshop? (see 2.b above)
- c. RESOURCES:
  - i. BARMAC: PPAC, ADVOCACY listserv, and AACRAO TRANSCRIPT: Concentric circles:
    - 1. PPAC at core, serving as establishing norms;
      - a. AACRAO Board appointed committee – PPAC focus is on what “ought” to be the issues; contrast the Advocacy group – focus on “how” to work on the issues
      - b. With **OACRAO HELPS** initiative we could request a seat on the PPAC – via AACRAO President McLaughlin
    - 2. Advocacy is the executive arm, people interested and informed, when push comes to shove, look to advocacy group for efforts – 200 very active as advocacy, they reach out and talk with peers, vs. the 10,000 members;
      - a. In particular, the (almost) weekly summaries provide a good pick-list
    - 3. AACRAO Transcript is the broad insight to 10,000 members; essentially broad contact to help AACRAO spread the word.
      - a. AACRAO Transcript as a resource, Key issues appear weekly
  - ii. Federal Compliance Committee
    - 1. More a “reporting” focus
    - 2. A committee for AACRAO Annual Conference primarily, tradition of committees produce Annual Meeting sessions.
    - 3. Books, webinars, etc. – could be a future set of initiatives
- d. State and Regional Associations Committee – Kathy Posey, Chair
  - i. Transcending, go beyond just policy norms – have other functions. Programs, dialogues, issues, etc. – coordination and mutual support of state/regional/AACRAO – “air traffic control” – as independent bodies
- e. AACRAO Consulting – Bob Bontrager
  - i. Continue to separate compliance from advocacy
  - ii. Separate “fee-based services” from advocacy
  - iii. Keep the appropriate “wall” between Barmak’s position and Consulting
  - iv. OACRAO could provide some consulting services in areas of expertise (i.e., TA)
- f. Various issues imbedded in other AACRAO committees: FERPA, SEVIS, Transfer Articulation, SFA, SRTK, IR etc.
  - i. Part of **OACRAO HELPS** initiative could be to monitor all other AACRAO committees for these and other policy initiatives.
- g. Review Texas (TACRAO) Government Relations
  - i. Review TACRAO efforts, active at state level with help from AACRAO
- ii. Michigan ACRAO has a Legislative Issues Committee and has appointed John Meldrum of the Sacred Heart Major Seminary as its Chair and Liaison to AACRAO Federal Relations. Review it!