

**Members present:** Tina Altenhofen, Tom Barnett, David Bauer, Chris Bowling, Tiffany Budd, Jeff Chesnut, Sara Conwell, Rebecca Cox, Tiffany Freytag, Nick Gamble, Kyle Jacobson, Jennifer Martinez, Katy McBryan, Beth McCubbin, Sue Murphy-Angel, Donna Neace, Josh Neumeyer, Amberly Nutini, Kimberly Sanders, Steve Slone, Pam Wagar, Kimberly Wiley, Carolyn Willhoit, Carole Ziegler

**Members absent:** Cindy Ash, Angela Calhoun, Sarah Iden, Debbie Kelly, Katie Lovold, Dennis Sickinger, Walter Smith, Lori Thaxton, Collette Thompson, Mary Ann Trumble, Chris Witt

**Guests:** Janel Bloch, Jennifer Cellio, Grace Hiles, Burke Miller, Sue Hodges Moore, Kathleen Roberts, Kirsten Schwarz, Arnie Slaughter, Lori Southwood

- I. Call to Order – 1:03pm
- II. Approval of February 9, 2017 – Motion to approve minutes as submitted made by Steve Slone and seconded by Pam Wagar; approved by voice vote with no opposition or abstention
- III. Guest: Dr. Kathleen Roberts, Office of Inclusive Excellence, provided background on the development of the Inclusive Excellence 2020 plan, shared the current draft, and invited feedback from anyone with suggestions – feel free to send your thoughts to [RobertsK10@nku.edu](mailto:RobertsK10@nku.edu), preferably by the end of March.
- IV. Guest: Dr. Jennifer Cellio and Dr. Burke Miller, co-chairs of the committee to develop the Quality Enhancement Plan for the 2019 SACS review
  - A. Drs. Cellio and Miller shared information about the development process and timeline for the QEP related to NKU's 2019 SACS re-accreditation, including the data already gathered via student survey, which support the themes shown on the slide in the attached presentation.
  - B. The key date coming up next week will be the call for proposals, which can be submitted by any student, faculty, or staff member; the QEP committee will narrow the submissions down to 3-4 options to further develop, and eventually define the one which will become the university's plan for this accreditation period. Basic components which should be included in the proposal can be found in the slide presentation, and there will be a monetary incentive for proposals received, and more for those which continue in the process.
- V. Voting Item: Faculty Senate "We Are NKU" statement of solidarity
  - A. Tiffany Budd asked whether the language could be made more general to show solidarity with the affected groups under any general action of the government, not just the specific executive orders issued; consensus of the discussion was that, although the specific EO was mentioned as an element of the background of the statement, the resolution itself was more generally descriptive of the support it intends to convey.
  - B. Pam Wagar made a motion to add Staff Congress support to the statement as it was introduced to us; Steve Slone seconded the motion, and it was approved by voice vote with no opposition or abstention. See attached version with edits to include staff in the language of the document.

VI. Liaison Reports

- A. Board of Regents – Staff Regent Arnie Slaughter
  - 1. Congratulations to Dave Bauer, who will be one of the staff representatives on the presidential search committee.
  - 2. Arnie offered the opportunity to meet with anyone who has a concern they want to express to the Board of Regents; feel free to contact him if so.
- B. Executive Team / Administration & Finance – Senior VP Sue Hodges Moore
  - 1. Rollout of the new website has begun with the main pages (home, admissions, fin aid, colleges), as well as the “inside” page (inside.nku.edu) for current students and employees
  - 2. Parking lot L (shown below) will be restored this summer, beginning shortly after commencements, along with maintenance in the Kenton Garage



- 3. Starbucks in the Student Union will also be renovated/upgraded to provide more efficient service.
- 4. BB&T Arena has several recent and upcoming events of note: 9<sup>th</sup> Region high school basketball tournament, KY Sweet 16 basketball tournament, and the 2017-18 season of UC basketball
- 5. US-27 project development continues, and may include a medical office building, restaurants, etc.; construction may begin as early as this summer. Chris Bowling asked about underground parking – it is one option being considered, and there is potential for it to be available for BB&T events as well as general use.
- 6. As we near completion of the north campus connector road, some traffic closures may happen periodically; Jeff Chesnut asked about the timeline for the Three Mile Rd roundabout construction – more info on that to come.
- 7. The budget process continues, with meetings to educate the Board of Regents members on the background in advance of their meeting to vote on tuition and fees for the next academic year.
- 8. Council for Postsecondary Education will hold its next business meeting on campus Fri 3/31 at 9am-12pm in Griffin Hall Dignitorium, which will include their discussion of tuition caps for the coming year.
- C. Human Resources – Senior Director Lori Southwood
  - 1. Regents Distinguished Service Award – there were 19 nominees this year, compared with 9 last year.
  - 2. Employee Appreciation Week (see email from HR on Mon 3/6)
  - 3. Retirement education sessions for employees age 55 and up will be coming soon
  - 4. Benefits bimonthly e-newsletter will be sent next week.
  - 5. Lunch & Learn regarding the tuition waiver will be offered Wed 3/29
  - 6. Tuition waiver questions – Lori mentioned use and parameters around tuition waivers are under continuing review, especially with regard to more efficient use

of university resources. Jeff Chesnut suggested having proof of successful completion attached when a subsequent waiver is submitted; other thoughts include limitations on the total number of credit hours which can be waived per employee per semester, timelines for withdrawal without penalty, and more.

- D. Faculty Senate – Dr. Janel Bloch
  - 1. Resolutions recently passed in objection to KY legislature proposal to limit institutions from determining their own concealed carry policy, and also to the recent gag order
  - 2. Consideration of a change to the limit on the number of years to complete a graduate degree before credit hours expire
  - 3. Budget committee continues to discuss salary increase recommendations and potential tuition waiver changes
- E. Student Government Association – Will Weber / Ellen Wilshire
- VII. President's Report – Dave Bauer
  - A. Thank you to Denny Sickinger and those who coordinated the Staff Congress happy hour held in the Vault last Friday; it was a nice and relaxing event in a great atmosphere, and we'll look to continue it approximately monthly, with more details to come.
- VIII. Standing Committees:
  - A. Benefits – **report**
  - B. Constitution & Bylaws – **report**
  - C. Credentials & Elections – **report**
  - D. Outreach – no report
  - E. Policies – no report
  - F. Scholarship – no report
- IX. University Committees:
  - A. Benevolent Association – no report
  - B. Food Service Advisory – **report**
  - C. IT Advisory Committee – no report
  - D. Regent's Distinguished Service Award – **included in HR report**
  - E. Sustainability Strategy Work Group – no report
  - F. Transportation – **report**
  - G. Wellness – **report**
- X. Ad-Hoc Committee
  - A. Roundtable Discussion – no report
- XI. Old Business
  - A. Fine Arts Center electrical outlets (SHM) – Sue has followed up, but has not received an update yet.
  - B. Crosswalk lighting by Griffin Hall / Lot K (SHM) – lights have been replaced
  - C. CRC discounts between day pass and family membership (use limited to track) – Sue and Josh have followed up with Dan Nadler, VP of Student Affairs, and expect to have an answer in April.
  - D. FLSA legal update (LS) – no change in the status of the regulation being on hold; internally, HR has met with those affected, and is examining how others are dealing with the situation
- XII. New Business

XIII. Announcements

- A. April guest: Regent Norm Desmarais will provide an overview of the presidential search process
- B. May guests: Mike Hales, Syed Zaidi, and Mary Paula Schuh will provide an update on the US 27 project.
- C. Baby Lovold Update – shared the thank you card from Katie

XIV. Adjournment – Motion to adjourn made by Steve Slone and seconded by Tom Barnett; approved by voice vote with no opposition or abstention; meeting adjourned at 2:34pm

### **Benefits Committee Meeting Minutes**

Date: February 22, 2017 at 2:30pm in GH 570  
Present: Jeffrey Chesnut, Tiffany Freytag, Lori Thaxton, Carolyn Willhoit, Pam Wagar  
Absent: Kimberly Wiley

**Discussion:**

- We talked about the Faculty/Staff Night for Men’s Basketball on February 21 and would like any feedback about the promotion.
- Employee Appreciation Week Kickoff is from 1:00pm to 2:30pm in SU 107A on Monday, March 20, breakfast is from 8:30am to 10:30 am in the SU Ballroom on Thursday, March 23, and dinner for those who cannot make it to breakfast is from 6:30pm to 8:30pm in SU 107A and B on Thursday, March 23. Save the dates.
- The orientation schedule is out, so the committee will be looking at dates for the Summer Recess. More to come on this topic.

**Next Meeting: March 22, 2017 at 2:30pm in GH 570**

### **Constitution & Bylaws Committee Meeting Minutes**

Date: 02/03/2017  
Present: Tiffany Budd, Sarah Iden, Jennifer Martinez  
Absent: Nick Gamble, Chris Witt

**Discussion:**

- We met in early February and discussed creating a template for making amendments to the bylaws, as well as guidelines for how to submit proposed changes.
- A template and guidelines have been drafted to present at the March staff congress meeting for feedback.
- If staff congress approves the template and guidelines, these will be sent to Grace to keep on hand as unofficial, but hopefully helpful, tools for submitting amendments to the staff congress bylaws.

**Next Meeting: TBD**

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## Credentials & Elections Committee Meeting Minutes

Date: 02/15/2017, 2 pm, AC 105  
Present: Tina Altenhofen, Beth McCubbin, Sue Murphy Angel

### Discussion:

- Committee reviewed electronic reports from HR. These reports define parameters for nomination and election of staff members to Staff Congress.
- Grace will work to have the electronic nomination site set up by 8 am Friday March 10, 2017.
- Discussed types/sites of advertising: ThisWeek@NKU, Posters, ListServ, SC Website, Campus Digital Signage, and the NKU home page.

**Next Meeting: 03/15/2017, 2 pm, AC 105**

## Food Service Advisory Committee Meeting Minutes

Date: 03/01/2017  
Present: Kiaya Lynn, Lauren Mountain, Andy Meeks, Pat Hannan, Celeste Manning, Lori Thaxton  
Absent: Threasa Wesley

### Discussion:

- From Chartwells:
  - Mardi Gras at Norse Commons was well attended.
  - Friday 3/4 is associate appreciation day.
  - Spring Survey started and goes through April 14th.
  - Fish and meatless options for Fridays during Lent at cafeterias and fish at Steak-N-Shake.
  - Flex recharge promotion is going on now.
- From Kiaya:
  - Students & dorm staff are making condolences cards for two of the cafeteria ladies who recently lost their mothers.
  - Spud days at Callahan yesterday was a big hit with the students. It will be repeated now but probably at Norse for more space.
  - Random days of veggie overload following a scarcity of vegetarian options at Bistro. Pat is aware and working with menu and athletes who requested changes and with the chefs to balance menus using new tool.
- From Staff Congress:
  - Mentioned the Steak-N-Shake decline in service & Pike 27 blandness
  - They will check on it
- From Andy Meeks:
  - Doesn't think that construction of new dorms near us 27 will begin this summer. We need more beds to be able to sell more meal plans to meet the

2000 plans goal to have better negotiated discounts on catering. He has no idea how many beds to expect when it is built. Dorms staff have been told 500 beds or more, but an old building will be taken offline for updating.

- Class schedules seem almost none at 8 am – do they need to change the hours for the dorms? Also, students in classes until 9pm miss dinner.
- Remodel of Starbucks to take place; shut down for approximately 2 months this summer.

### **Transportation Committee Meeting Minutes**

Date: 2/24/2017, 10:00 – 11:30am, SU 105

Present: Andy Meeks, Chris Bowling, Kuris Keller, SGA rep, Sarah Aikman, Paula Schuh, Chris Curran

#### **Discussion:**

- The pedestrian walking path to Campbell hall has discussed by Mary-Paula and an aerial photo was displayed on her I-pad. The route was somewhat hard to visualize, so a request for a pdf copy was made.
- There was discussion about the crosswalk lighting outside of Griffin Hall...at the time of the lighting assessment request a burnt out street lamp was discovered and that has been replaced. We also discussed the potential need for lighting on the Griffin Hall side of the crosswalk, and that this vehicle traffic pattern may soon be replaced by the new parking lot and loop road traffic patterns.
- There was further discussions about construction and lighting around parking lot reconfigurations and the potential for a few select electric vehicle spaces/charging stations. The infrastructure and electrical conduits for this may be able to be added to the current lighting project.

**Next Meeting: TBD**

## Wellness Report

- The next Lunch and Learn of the semester, *Sit Back and Relax, Creating Comfort in Your Workspace*, will be held on March 22. Registration is open on the Wellness website. Don't forget, Kim Baker is also available for individual and departmental work station assessments.
- The next Fresh Start Tobacco Cessation Class starts Monday, April 3. It is free, and participants will receive free Nicotine Replacement Therapy. Register on the Wellness website.
- Weather permitting, Monday Mile begins next Monday, March 13. Meet on the plaza in front of the bookstore.
- Kim and Maggie are available for Wellness to U Workshops, and the workshop comes to you for a departmental meeting or team building activity. Take advantage of this fantastic benefit.
- Keep in mind that when you participate in Wellness sponsored activities, you can get punches on your Perk Card. Each card is worth \$5 on your All Card when it is full. You can redeem up to four cards per month.



# Inclusive Excellence Plan 2022

**Staff Congress**

**March 9, 2017**





# Planning Process

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April	Call for participants email
June 15	Identify subcommittee participants
August 26	Inclusive Excellence Plan Kick-off
5 meetings	Steering committee meetings

## FOCUS: STUDENT SUCCESS

Goal	Strategies	Action Steps	Measures	Timeline
<p>Increase the number of degrees conferred for URM</p>	<ol style="list-style-type: none"> <li>1. More key service areas that provide bilingual support services.</li> <li>2. More partnerships with local high schools developing relationships with students earlier utilizing current URM students</li> <li>3. Create initiatives for parents of URM students</li> <li>4. Create diversity scholar support group</li> <li>5. Expand NPHC and MGC Greek letter organizations</li> </ol>	<p>1a. Work with Financial Aid, Student Account Services, and the academic advisors to offer bilingual services.</p> <p>2a. Have CSI and admissions work to give current URM students a chance to mentor students at feeder high schools.</p> <p>3a. Create programming that involves family for AAPS &amp; LPS. This should be done in conjunction with Orientation and Parent Programs to keep families engaged with NKU</p> <p>4a. Create collaboration between CSI and UCAP to create a support group for Educational Diversity Scholars. Peers will serve resources for the diversity scholars to ensure they retain their scholarships.</p> <p>5a. Work with National Headquarters of NPHC and MGC organizations and invite</p>	<p>Increase the number of degrees conferred for URM students by 5%</p>	<p>1% increase per year for the next five years.</p>

## FOCUS: Student Diversity

**Our subcommittee recognizes the relationship in increasing the number of underrepresented minorities on campus with a welcoming campus environment and the objective of increasing retention numbers of our students.**

Goal	Strategies	Action Steps	Measures	Timeline
<p>1. Increase the percentage of underrepresented minorities admitted to NKU.</p> <p>2. Increase our student retention numbers by providing a welcoming and inclusive environment for all students</p>	<p>1a. As part of NKU's enrollment strategic priorities, we will build on the current recruitment initiatives and strategies targeted to increase underrepresented minorities.</p> <p>1b. Create a physical presence in the northern Kentucky greater region through on-site activities of interest to diverse student populations.</p> <p>1c. Increase outreach to middle and high school students of underrepresented minorities and diverse populations through college related activities including summer camps, gifted programs, and other campus events. Positive experiences on campus at an early age may impact students and their parents and influence decisions surrounding college applications.</p> <p>1d. Recognition that engaged students retain at a higher rate than students who are not involved on campus during their college career.</p> <p>2a. Provide professional development opportunities for faculty and staff that focus on creating a safe and welcoming environment for diverse students in their classrooms and other student centered activities.</p> <p>2b. Provide opportunities for the campus community to engage, instruct, learn, play, explore, and investigate with each other through interesting activities that draw diverse groups of students,</p>	<p>1a1. Recommendation of support in broadening the base and scope of recruitment efforts to include local community organizations, churches, the newly established African American Alumni Association, as well as other campus partners.</p> <p>1b1. Foster and enhance collaboration, coordination, and communication between student affairs and academic affairs including but not limited to: Admissions, Office of Inclusive Excellence, Center for Student Inclusiveness, Community Connections, Colleges and Departments among others -- for all campus events to encourage both current and future NKU students to learn of and to attend events. We see benefits to increased advertising and attendance for all constituents at such events.</p> <p>1c1. Recognize, support and build upon successful models such as Hispanic Summer Camp in Biology, CINSAM summer camps, Journalism Camps, Nursing Camps, and Dreamfest among others. Additionally, encourage the expansion of outreach programs to other disciplines</p>	<p>1a1. Track the percentage change year to year of underrepresented minorities.</p> <p>1a2. When possible assess which strategies produce the greatest yield of underrepresented minorities.</p> <p>1b1. Under the guidance of Student Affairs leadership, between the Spring and Fall semesters of 2015, the Committee for Campus Vibrancy tracked campus events that were hosted by the Division of Student Affairs, including events that were supported or intended for diverse students. We recommend that Student Affairs continue to track campus programming in order to create a record of events that show both campus engagement as well as programming that supports a positive</p>	

# Vetting Schedule

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February 3	Submission of subcommittee templates to Assessment and Accountability subcommittee
February 23	Members of sub-committees
February 28	Executive Team
March 2	Academic Council
March 9	Staff Congress
March 14	CSI Students
March 17 & 22	NKU Community Forums
March 27	Faculty Senate

# CPE Timeline for Inclusive Excellence Plan

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April 3	Rough Draft to CPE
May - June	On-site development review
July 20 - 21	Presentation to CEO
September	Presentation to Board of Regents
October 1	Final plan submitted to CPE
End of Fall 2017	Completion of unit level IE Plan

# Review Team

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- Brian Dunican (CEO)
- Shawn Reynolds (CEO)
- Rana Johnson (CPE)

# CPE Strategic Agenda

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- Focus Area 1: OPPORTUNITY
  - Ensure postsecondary education is broadly accessible to all Kentucky residents, students have college-going resources/support, and students are academically prepared.
- Focus Area 2: SUCCESS
  - Enable more people to complete college with the skills and abilities to be productive, engaged citizens.

# CPE Strategic Agenda

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- Focus Area 3: IMPACT

- Strengthen postsecondary educations ability to advance new knowledge and research, improve communities, increase educational attainment, and produce a well-educated, highly-skilled citizenry.



# IE Plan Goals

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- Goal 1: Increase Enrollment, Persistence, and Graduation Rate for URM and Low Income Students
  - Objective 1.1: Strengthen enrollment and transition pipeline for URM students and low income students
  - Objective 1.2: Strengthen URM, low income, and traditionally underserved students' progression towards a degree
- Goal 2: Attract, Develop, and Retain a Diverse Workforce
  - Objective 2.1: Attract a diverse workforce
  - Objective 2.2: Develop and retain a diverse workforce

# IE Plan Goals

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- Goal 3: Foster a Diverse, Equitable, Inclusive & Campus Environment
  - Objective 3.1: Cultivate collective responsibility & ownership
  - Objective 3.2: Embed cultural competence throughout the university
  - Objective 3.3: Ensure that all university wide policies, procedures, and practices promote equity and foster inclusion
  - Objective 3.4: Education internal and external stakeholders about how inclusive excellence contributes to institutional excellence

**FOCUS: OPPORTUNITY**

**Goal 1: Increase Enrollment, Persistence, and Graduation Rate for URM and Low Income Students**

**Objective 1.1. – Strengthen enrollment and transition pipeline for URM students and low income**

Strategy (1.1.3 ESS)	Action Steps	ESS	Lead	Target Start	Expect Completion	Outcome Indicators	Progress Indicators
1.1.1 Increase enrollment for URM and low income students	• Craft a multi-dimensional marketing campaign (i.e. bi-lingual website, cultural-specific social media, digital marketing, publications) that target URM and low-income students	✓	Admissions/ MarComm	Summer 2017	Ongoing		
	• Develop new recruitment and outreach efforts to connect with the growing URM and low-income student population in the Metro and Kentucky areas	✓	Admissions	Fall 2017	Fall 2019		
	• Strategically reallocate institutional resources to expand diversity scholarships	✓	VPEDM/CFO	Fall 2017	Fall 2017		
	• Partner with Parent Programs to design parent programs for Latino and African American parents to help them understand and navigate the college search process	✓	Admissions	Fall 2017	Summer 2017		
	• Build capacity within the services offices (i.e. admissions, financial aid, registrar) to better serve URM (bilingual services, extended office hours, etc.) through reallocation	✓	AVPED/ Provost	Summer 2017	Fall 2019		
	• Increase partnerships with local high schools developing relationships with URM and low income utilizing current students from identified student populations						
	• Create a minority student recruitment council to provide ideas and guidance on recruitment programming	✓	Admissions	Fall 2017	Fall 2018		
	Recognize, support and build upon successful youth programs for recruitment (e.g., summer camps, school based scholars, spring break initiatives, etc.)						
	Build capacity within the services offices (i.e. admissions, financial aid, registrar) to better serve URM (bilingual services, extended office hours, etc.) through reallocation	✓	VPEDM/ Provost	Summer 2017	Fall 2019		
	• Expand NKU ROCKS and LAMP program	✓	VPSA/ Admissions	Summer 2018 (?)			

**Objective 1.2 Strengthen URM and low income students' progression towards a degree**

Strategy (2.2.1 ESS)	Action Steps	ESS	Lead	Target Start	Expect Completion	Outcome Indicators	Progress Indicators
1.2.1 Create Strategic Support Systems for URM and low income students	<ul style="list-style-type: none"> <li>Increase the reach of the Center for Student Inclusiveness mentoring program to at least <b>PERCENTAGE?</b> of the incoming URM population over the next three years. Improve visibility among academic departments and programs to increase effectiveness in their advocacy of URM student issues, as well as to increase recruitment of faculty/staff mentors.</li> </ul>	✓	VPSA/ CSI/ AAPS/ LPS	Fall 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Enhance orientation for URM freshmen and URM transfer students with a focus on increased awareness of available resources, such as Career Services, Student Support Services, Center for Student Inclusiveness; and Inclusive Excellence initiatives</li> </ul>		OIE/SA/ VPSA/VPEDM	Summer 2017			
	<ul style="list-style-type: none"> <li>Establish Council of Multicultural Organizations so student groups work together towards student success</li> </ul>	✓	VPSA	Fall 2017	Ongoing		
	<ul style="list-style-type: none"> <li>Expand governing body for multicultural and multiethnic fraternities and sororities</li> </ul>		VPSA	Fall 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Develop a more comprehensive approach to the student lifecycle by creating a systematic, coherent, first-year experience program that spans the college experience.</li> </ul>	✓	FYP/ NSO/AVPED	Fall 2018	Ongoing		
1.2.2 Minimize financial barriers for URM and low income students	<ul style="list-style-type: none"> <li>Expand governing body for multicultural and multiethnic fraternities and sororities</li> </ul>	✓	VPEDM/ CFO	Fall 2017	Fall 2017		
	<ul style="list-style-type: none"> <li>Integrate financial literacy into programming and course content and into Parent Program communications for the entering cohort; embed financial literacy into course content components of the FYE</li> </ul>	✓	AVPED/ Fin Aid	Fall 2017			
1.2.3 Enhance academic experience through curriculum development, teaching practices, and co-curriculum partnerships	<ul style="list-style-type: none"> <li>Implement LEAP high-impact pedagogies into classrooms and learning communities</li> </ul>						
	<ul style="list-style-type: none"> <li>Foster and increase alignment between co-curricular programming and curriculum through intentional partnerships between CSI and faculty; Improve the visibility of CSI among academic departments and programs to increase effectiveness in their advocacy of URM student issues, as well to increase recruitment of faculty/staff mentors</li> </ul>						
	<ul style="list-style-type: none"> <li>Create diversity scholar support group for recipients of diversity scholarships</li> </ul>		VPSA/ Fina.Aid	Spring 2017	Ongoing		
1.2.4 Strengthen demographic and other data to drive Interventions and measure progress at departmental levels.	<ul style="list-style-type: none"> <li>Increase awareness at the department and college levels by regular reporting of racial equity performance gaps. Same for all support programs within Academic Affairs and Student Affairs.</li> </ul>	✓	Provost/VPSA/ R/OIE	Spring 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Identify hidden curricular barriers that affect URM and low income student academic performance and progress. At the Department level, develop action plans for minimizing hidden barriers and monitoring impact of interventions on URM and low income students; examine racial inequity in student success for all "gatekeeper" courses and develop a plan for assisting students through these courses. See ESS Strategy 2.2.2</li> </ul>	✓	IR/ AVPEDM/ Deans/ VPUAA	Fall 2017	Ongoing		

**FOCUS: IMPACT**

**Goal 2: Attract, Develop, and Retain a Diverse Workforce**

**Objective 2.1 Attract a diverse workforce**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
2.1.1 Increase the diversity of NKU leadership.	<ul style="list-style-type: none"> <li>Strengthen search processes for senior leadership positions by ensuring diverse search committees: position descriptions that emphasize experience working with diverse communities; and developing monitoring points a key points in the search process (skype interviews and campus interviews); and educating all search committees on implicit bias and equitable practices</li> </ul>		AA/HR/OIE	Fall 2017	Ongoing		
	<ul style="list-style-type: none"> <li>Develop a centralized policy and procedure for faculty recruitment that includes a strong statement regarding the University's commitment to diversity hiring and specific accountability measures.</li> </ul>		AA/HR/OIE	Fall 2017			
2.1.2 Increase faculty diversity	<ul style="list-style-type: none"> <li>Include in position descriptions language that emphasize experience working with diverse communities and/or experience in conducting research on inclusive related topics, such as social justice, cultural competence, LGBTQ/gender identity, and global awareness; implement a clear approval process by which selection of candidates is reviewed for each step of the process, such as phone/skype interviews and campus interviews.</li> </ul>		AA/HR/OIE	Fall 2017			
	<ul style="list-style-type: none"> <li>Implement a cohort hiring plan for increasing faculty diversity; implement a pipeline program; examples include creating a Diversity Fellows program and/or Visiting Professorship</li> </ul>		AA	Fall 2018			
	<ul style="list-style-type: none"> <li>Educate search committees on implicit bias and equitable practices; inform search committees of under-utilization data generated by the Affirmative Action Plan; create the role of Equity Advocate to serve on search committees ex officio.</li> </ul>		AA/OIE/HR	Fall 2017			
2.1.3 Increase the diversity of NKU staff	<ul style="list-style-type: none"> <li>Develop staff job descriptions that consider work experience and academic preparation ; add a question in People Administration regarding applicants' experience working with diverse communities; educate all search committees on inclusive excellence and implicit bias; inform search committees of under-utilization data generated by the Affirmative Action Plan.</li> </ul>		HR	Fall 2017	Ongoing		
	<ul style="list-style-type: none"> <li>Communicate job opportunities with community organizations that serve underrepresented and low income communities.</li> </ul>		HR	Fall 2017			
	<ul style="list-style-type: none"> <li>Create and implement an "Opportunity Hire Policy", which includes a search waiver process in order to facilitate diverse hiring.</li> </ul>		AA/HR/OIE	Fall ?			
2.1.5 Implement measures that ensure accountability for diverse hiring	<ul style="list-style-type: none"> <li>Annually track the diversity of faculty applicants initially reviewed by search committees; the number of diverse candidates advanced in the search process, the total number of hires made in an academic year; and the percentage of diverse hires.</li> </ul>		HR/IR/AA/OIE	Fall 2018	ongoing		

**Objective 2.2 Develop and retain a diverse workforce**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
2.2.1 Create policies and procedures that ensure professional development opportunities are equitably distributed within each unit	<ul style="list-style-type: none"> <li>Develop manager evaluations that include metrics for equitable distribution of professional development opportunities; create a process by which staff may apply for funding to participate in professional development opportunities</li> </ul>		HR/OIE/AA	Spring 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Create a resource list of regional professional development opportunities for URM staff. Eg. KY Association for Blacks in Higher Education (KABHE); provide funding for URM staff to take advantage of these opportunities</li> </ul>		OIE/HR/AA	Spring 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Investigate and implement best practices for developing Employee Resource Groups (ERGs)</li> </ul>		OIE/HR	Fall 2017	Ongoing		
2.2.2 Develop a professional development training for faculty and staff who serve as mentors for URM faculty and staff	<ul style="list-style-type: none"> <li>Recommend colleges and units implement a formal mentoring process and formally assign mentor(s) to all new faculty and staff (?)</li> </ul>						
	<ul style="list-style-type: none"> <li>Provide networking opportunities for URM faculty and staff (?)</li> </ul>						

**FOCUS: IMPACT**

**Goal 3: Foster a Diverse, Equitable, and Inclusive Campus Environment**

**Objective 3.1 Cultivate collective responsibility & ownership**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
3.1.1 Each administrative division and college develop a inclusive excellence plan; integrate into unit strategic plan	<ul style="list-style-type: none"> <li>Develop Inclusive Excellence team within each College and Administrative Division; ensure each team has an active well-defined mission and resources to accomplish their work; appoint a representative from each unit's IE Team TO serve on institution-wide Inclusive Excellence Council.</li> </ul>			Fall 2017	Ongoing		

**Objective 3.2 Embed cultural competence throughout the university**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
3.2.1 Maximize opportunities for development of cultural competence in academic curriculum, co-curricular programming highlighting high-impact practices	<ul style="list-style-type: none"> <li>To ensure equitable academic outcomes develop and implement a series of intentionally designed experiential seminars on culturally responsive teaching practices.</li> </ul>		OIE/AA				
	<ul style="list-style-type: none"> <li>Infuse diversity issues, topics, and perspectives into undergraduate and graduate courses as relevant to the topic and scope of the course; integrate themes related to inclusive excellence into academic majors</li> </ul>		AVPUAA/ Deans/AA/ AVPGS	Fall 2019 ??	Ongoing		
	<ul style="list-style-type: none"> <li>Increase student understanding of contemporary U.S. diversity issues within national, international, and historical contexts by engaging students in culturally diverse activities and in high impact practices, such as study abroad, internships, civic engagement, experiential learning, and research. Increase students' understanding sexual orientation and gender identity</li> </ul>						
3.2.2 Strengthen professional development opportunities around cultural competence for faculty and staff	<ul style="list-style-type: none"> <li>Integrate a cultural competence module into Master Advisor training</li> </ul>						
	<ul style="list-style-type: none"> <li>Develop a faculty learning community focused on enhancing culturally responsive teachings practices and curriculum development; develop cultural competence certificate program for faculty &amp; staff</li> </ul>						

**Objective 3.3: Ensure that all university wide policies, procedures, and practices promote equity and foster inclusion**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
3.3.1 Implement a process for ongoing review of policies and procedures for potential inequitable outcomes.	<ul style="list-style-type: none"> <li>Create a campus environment team responsible for conducting campus climate survey every three years. Recommend unit-specific assessment processes to probe more deeply into climate issues to guide unit climate improvement initiatives; research best practices for assessing cultural competence; and map existing courses, programs, and professional development opportunities that address topics related to inclusive excellence</li> </ul>		OIE/IR	Fall 2018	Ongoing		
	<ul style="list-style-type: none"> <li>Develop a bias response protocol that provides a reporting mechanism, resources, and education around bias-motivated conduct</li> </ul>		OIE/SA/HR	Fall 2017	Ongoing		
3.3.3 Assessment & Accountability	<ul style="list-style-type: none"> <li>Include accountability for adherence to NKU's Nondiscrimination Policy in all employees' performance evaluations</li> </ul>		OIE/HR/AA				
	<ul style="list-style-type: none"> <li>Track number of faculty, staff, and students completed on-line Title IX training and hold managers accountable through evaluations</li> </ul>		Compliance/ OIE/SA/HR				
	<ul style="list-style-type: none"> <li>Provide annual report to CPE on university-wide inclusive excellence efforts</li> </ul>		OIE				
	<ul style="list-style-type: none"> <li>Increase NKU's rating from 4.5 to 5 on the Campus Pride Index</li> </ul>		SA OIE				
	<ul style="list-style-type: none"> <li>Annually track the diversity of faculty applicants initially reviewed by search committees; the number of diverse candidates advanced in the search process, the total number of hires made in an academic year; and the percentage of diverse hires.</li> </ul>		HR/IR OIE AA	Fall 2018	Ongoing		

**Objective 3.4: Educate internal and external stakeholders about how inclusive excellence contributes to institutional excellence**

Strategy	Action Steps	ESS	Lead	Target Date	Expect Completion	Outcome Indicators	Progress Indicators
3.4.1 Develop a comprehensive communication strategy for internal and external constituents	<ul style="list-style-type: none"> <li>Integrate the message of inclusive excellence in all major communications, linking it to the institution's mission and to institutional excellence</li> </ul>		NKU Executive Team				
	<ul style="list-style-type: none"> <li>Include value statements related to inclusive excellence in all marketing materials; update inclusive excellence website; develop inclusive excellence logo</li> </ul>		MarComm/ OIE				
	<ul style="list-style-type: none"> <li>Link elements of inclusive excellence in all planning documents</li> </ul>		VP Admin ??				
	<ul style="list-style-type: none"> <li>Integrate inclusive excellence educational program into new staff and faculty orientation</li> </ul>		AA/HR				
	<ul style="list-style-type: none"> <li>Collaborate with community partners in programming that promotes diversity, equity, and inclusion</li> </ul>		OIE/AA	Spring 2017	Ongoing		



# ***DRAFT***

## **DEFINITIONS**

***Ableism:*** Attitudes in society that devalue and limit the potential of persons with disabilities. Ableism can be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society.

***Classism:*** The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

***Culture:*** A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

***Cultural Competence:*** An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

***Culturally Inclusive Pedagogy:*** Teaching practices that surface issues of equity, power and privilege that are rooted in our constructs of race, gender, gender identity, sexual orientation, ability status, and other social identities (Brown, 2004; Torres, Howard-Hamilton & Cooper, 2003). By offering students the information and skills needed to consciously interrogate and change these social structures, our curricular and pedagogical work can help to transform the classroom and the world as students take these skills out into society (Freire, 2005; hooks, 1994; Lynn & Dixson, 2013).

***Diversity:*** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

***Equity:*** Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- Representational equity, the proportional participation at all levels of an institution;
- Resources equity, the distribution of educational resources in order to close equity gaps;
- Equity-mindedness, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

***Equity-Mindedness:*** refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess

their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in U.S. higher education.

Equity-Minded practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see racial gaps as their personal and institutional responsibility.

***Equity-seeking groups:*** Groups who experience marginalization and who are working towards equitable inclusion in society.

***Ethnocentrism:*** The tendency to view others using one's own group and customs as the standard for judgement, and the tendency to see one's group and customs as the best.

***Fidelity:*** Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

***Inclusion:*** The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

***Intersectionality:*** Oppression within a society based on a combination of various oppressions such as race, ethnicity, gender, religion, sexuality, class, disability, religion, family status, and other differences among people. The result is unique and distinct forms of discrimination which is different from each separate grounds of discrimination.

***Low-Income:*** Pell recipients at entry or during specific semesters (varies depending on the specific metric)

***NKU Leadership:*** Has not been defined.

***Racialization:*** the set of practices, cultural norms, and institutional arrangements that both reflect and help to create and maintain race-based outcomes in society. Because racialization is a set of historical and cultural processes, it does not have one particular meaning.

***Racism:*** the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

***Underrepresented Minority (URM):*** Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

## MEMORANDUM

To: Faculty Senate

From: PCC

Re: **Statement of Solidarity – We Are NKU** (Proposed by Profs Kirsten Schwarz, John Alberti, Sharmanthie Fernando, Yaw Frimpong-Mansoh, Miriam Kannan, Ihab Saad, Christopher Wilkey).

Date: February 16, 2017

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The PCC unanimously recommends that Faculty Senate adopt the following resolution, which was presented to PCC by the NKU faculty members listed above:

*On January 27, 2017, by Executive Order 13769, the U.S. government sought to suspend entry into the United States by nationals of seven Muslim-majority nations, and to bar entry by Syrian refugees. This Executive Order would bar entry of students, faculty and staff members, or visiting scholars and researchers from any of the eight named countries.*

*As a public institution committed to promoting the free and open expression of diverse perspectives and opinions, Northern Kentucky University ordinarily does not—and should not—adopt particular positions on contested political issues. However, as recently noted by [President Lee Bollinger of Columbia University](#), “it is also true that the University, as an institution in the society, must step forward to object when policies and state action conflict with its fundamental values, and especially when they bespeak purposes and a mentality that are at odds with our basic mission.” [Bard College President Leon Botstein](#) has similarly called upon “[t]he presidents of our colleges and universities [to] defend the principles that have enabled institutions of higher education to flourish. These are freedom and tolerance, and openness to individuals no matter their national origin or religion.”*

*On behalf of the General Faculty and Staff of Northern Kentucky University, the Faculty Senate and Staff Congress resolve that the travel ban contemplated by Executive Order 13769 conflicts with our university’s institutional values and is at odds with our basic mission. The [NKU Fuel The Flame \(2013-18\)](#) document, which sets forth our mission and values, identifies a key component of our mission as “preparing outstanding graduates for a global society.” To achieve this objective, we “promote a culture that fosters and celebrates . . . inclusiveness, diversity, and global awareness in all dimensions of our work.” We believe that “[d]iversity, inclusion, and equity are key components to achieving excellence.” To attain our primary goal*

of Student Success, we employ the following means to promote inclusive excellence and global awareness:

- Infuse global and multicultural perspectives into the curriculum and co-curricular programs;
- Increase diversity among the students, faculty, and staff;
- Expand international educational experiences; and
- Grow international student enrollment.

The same themes of inclusion and non-discrimination are echoed in other policy documents at NKU. The [NKU Values & Ethical Responsibilities Statement \(2016\)](#), for example, reaffirms that “NKU is committed to tolerance, inclusion and respect for others, regardless of differences, [and] . . . seeks to foster positive campus change through greater diversity, equity, inclusion and accountability.” The same Statement also clarifies that “Northern Kentucky University does not discriminate based on national origin, race, color, age, gender, gender identity, gender expression, sexual orientation, religion, physical or mental disability, genetic information, pregnancy, and Uniform Service or veteran status. . . .” Similar statements appear in Section 16.11 of our [NKU FACULTY POLICIES AND PROCEDURES HANDBOOK](#); in the [NKU Harassment Avoidance Policy \(2012\)](#); and in the [NKU Affirmative Action/Equal Opportunity Policy \(PDF\)](#). On January 31, NKU President Geoffrey Mearns publicly reaffirmed our own university’s commitment to these long-held values and strategies.

Faculty/staff bodies and administrators at many American universities have decried the travel ban for undermining the continuing commitment of American academia to remain open to the international exchange of people and ideas. Speaking on behalf of more than 600 universities, the [American Council on Education \(ACE\)](#) recently proclaimed that “[i]nternational exchange is a core value and strength of American higher education. Moreover, our nation’s welcoming stance to scholars and scientists has benefited the U.S. through goodwill and a long history of scientific and technological advances that have been essential to the economic growth our country has experienced for decades.” More pointedly, [the Association of American Universities \(AAU\)](#), on behalf of 62 leading research universities, recently “urged the Administration, as soon as possible, to make clear to the world that the United States continues to welcome the most talented individuals from all countries to study, teach, and carry out research and scholarship at our universities.”

In temporarily enjoining implementation of the travel ban, the U.S. Court of Appeals noted that “the teaching and research missions of [public] universities are harmed by the Executive Order’s effect on their faculty and students who are nationals of the seven affected countries. These students and faculty cannot travel for research, academic collaboration, or for personal reasons, and their families abroad cannot visit. Some have been stranded outside the country, unable to return to the universities at all. The schools cannot consider attractive student candidates and cannot hire faculty from the seven affected countries, which they have done in the past. . . . [Public universities] have a mission of “global engagement” and rely on such visiting students, scholars, and faculty to advance their educational goals.”

## **RESOLUTION**

*Today, in accordance with Northern Kentucky University's core values of inclusiveness and nondiscrimination, NKU faculty and staff resolve to stand with all members of the NKU community, of all backgrounds, including: race, gender identity, sexual orientation, religion, immigration status, and national origin.*

*We are committed to providing all our students, faculty and staff with a safe and welcoming environment, and ensure their continued ability to thrive on our campus.*

*We condemn all acts of violence and bias against any religion, and stand in support of those of all faiths, belief systems, races, ethnicities, nationalities, political affiliations, gender expressions or sexual orientation. In so doing, we reaffirm our deep commitment to the freedom of speech of all community members, including the freedom to express political or religious opinions of all varieties. We also resolve, however, never to tolerate acts of discrimination, violence, bias, or hate against any individual member of our university community.*

## **APPENDIX**

### **Documents Cited in Draft Resolution**

#### **[NKU Values & Ethical Responsibilities Statement \(2016\)](#)**

##### **CORE VALUES**

The NKU community is committed to these core values:

- Excellence
- Integrity
- Inclusiveness
- Innovation
- Collegiality

As a reflection of these core values, NKU Community Members strive to behave ethically, and with integrity and common sense, at all times. University community members seek to fulfill obligations towards students, co-workers and other members of the university community with honesty and transparency, and to behave according to the highest ethical and professional standards of conduct. NKU is committed to tolerance, inclusion and respect for others, regardless of differences. All members of the NKU community strive to treat others with professional courtesy and civility, regardless of position or status, and to work cooperatively with others. University community members seek to promote equality and collaboration among faculty, staff and administrators. NKU provides equal access to programs, facilities and employment; and seeks to foster positive campus change through greater diversity, equity, inclusion and accountability.

##### **Preserve Academic Freedom and Meet Academic Responsibilities**

Academic freedom is essential to NKU's mission. University community members are expected to: Promote academic freedom, including the freedom to discuss relevant matters in the classroom, with fellow NKU community members, and with the public. Academic freedom includes the freedom to explore all avenues of scholarship, research and creative expression, to participate in the shared governance of the University, and to speak and write as a public citizen without institutional restraint.

##### **NON-DISCRIMINATION STATEMENT**

Northern Kentucky University does not discriminate based on national origin, race, color, age, gender, gender identity, gender expression, sexual orientation, religion, physical or mental disability, genetic information, pregnancy, and Uniform Service or veteran status in its education programs, activities, employment, daily operations or admissions policies, in accordance with all applicable federal, state and local laws. NKU will not tolerate retaliation against any individual who makes a good faith report of a violation.

***EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION***

Northern Kentucky University reaffirms its commitment to the principles of equal opportunity and affirmative action. In compliance with equal opportunity and affirmative action state and federal laws and as a matter of institutional policy, the University will not engage in or tolerate discrimination against individuals in any of its programs and activities on the bases of race, color, religion, gender, national origin, age, sexual orientation, disability, or veteran's status.

Further, where required by law, the University will take affirmative action in support of equal employment opportunity and to foster an intellectual and social atmosphere that reflects the broad range of human diversity.

[NKU Affirmative Action/Equal Opportunity Policy \(PDF\)](#)

**A-2.1 Affirmative Action/Equal Opportunity**

Northern Kentucky University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality of work force and to foster an environment that embraces the broad range of human diversity.

The university is committed to equal employment opportunity, affirmative action, and eliminating discrimination. This commitment is consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status, is prohibited. The university will provide equal opportunity to all employees in regard to salaries, promotions, benefits and working conditions and will monitor these areas to ensure that any differences which may exist are the result of bona fide policies and procedures and are not the result of illegal discrimination.



## NKU Harassment Avoidance Policy (2012)

### POLICY STATEMENT:

#### Definitions:

Harassment is defined as the act of or instances of harassing, tormenting, pestering, troubling repeatedly or persecuting.

Harassment conduct includes, but is not limited to:

1. Epithets, slurs, negative stereotyping, and threatening, intimidating or hostile acts relating to race, color, religion, gender, sexual orientation, national origin, age, disability or veteran status.
2. Written or graphic material circulated in the workplace by any means that creates a hostile or offensive work environment toward an individual or group of individuals because of their race, color, religion, gender, sexual orientation, national origin, age, disability or veteran status.

#### Policy Statement:

Northern Kentucky University (NKU) is committed to providing a work environment free from all forms of discrimination including harassment on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability and veteran status. Such harassment is prohibited and will not be tolerated.

Threats or acts of violence against employees, students, vendors and customers will not be tolerated. Any person who threatens to commit or engages in a violent act on university property, against a university employee or at a university event or function, may be removed from the premises as quickly and safely as possible, and must remain off university premises pending the outcome of an investigation. The Office of Human Resources and University Police will be notified and will investigate any incidences as needed.



# FROM THE DESK OF THE PRESIDENT

GEOFFREY S. MEARNS



Dear Colleagues:

Three years ago, we adopted a strategic plan, Fuel The Flame, which is guiding our University to our 50th anniversary in 2018.

The paramount goal of that plan is to achieve student success by providing a supportive, student-centered educational environment that promotes academic success, global awareness, and timely graduation.

Within that goal, we committed to promoting inclusive excellence and global awareness by:

- Infusing global and multicultural perspectives into the curriculum and into co-curricular programs;
- Increasing diversity among students, faculty, and staff;
- Expanding international educational experiences; and
- Growing international student enrollment.

Since adopting the plan, we have made progress towards achieving our collective goal.

Today, notwithstanding some recent developments regarding federal immigration policy, I send this message to reaffirm our commitment to this goal and these strategies. As an inclusive university community, we will continue to support all of our students, faculty, and staff, including those people who may feel particularly anxious at this time. We will continue to follow these developments, and we will provide appropriate support and assistance.

If you need such assistance, please contact Dr. Francois LeRoy, Executive Director of the Center for Global Engagement and International Affairs, at [leroy@nku.edu](mailto:leroy@nku.edu).

Thank you for your commitment to inclusiveness, which is a core value of our University.

Sincerely,

Geoffrey S. Mearns  
President

## AAU URGES QUICK END TO ADMINISTRATION ORDER BARRING RETURNING STUDENTS AND FACULTY

Following is a statement by [Association of American Universities](#) President Mary Sue Coleman.

We recognize the importance of a strong visa process to our nation's security. However, the administration's new order barring the entry or return of individuals from certain countries is already causing damage and should end as quickly as possible. The order is stranding students who have been approved to study here and are trying to get back to campus, and threatens to disrupt the education and research of many others.

We also urge the Administration, as soon as possible, to make clear to the world that the United States continues to welcome the most talented individuals from all countries to study, teach, and carry out research and scholarship at our universities. It is vital to our economy and the national interest that we continue to attract the best students, scientists, engineers, and scholars. That is why we have worked closely with previous administrations, especially in the wake of 9/11, to ensure our visa system prevents entry by those who wish to harm us, while maintaining the inflow of talent that has contributed so much to our nation.

Other countries have set the goal of surpassing the United States as the global leader in higher education, research, and innovation. Allowing them to replace this country as the prime destination for the most talented students and researchers would cause irreparable damage, and help them to achieve their goal of global leadership

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*Founded in 1900, the [Association of American Universities](#) comprises [62 distinguished institutions](#) that continually advance society through education, research, and discovery. Our universities earn the majority of competitively awarded funding for federal academic research, and are improving human life and wellbeing through research and by educating tomorrow's visionary leaders and global citizens. AAU members collectively help shape policy for higher education, science and innovation; promote best practices in undergraduate and graduate education; and strengthen the contributions of research universities to society.*

## [ACE Letter to Homeland Security Secretary on Maintaining the United States as the Destination of Choice for Students, Scholars](#)

January 31, 2017  
The Honorable John F. Kelly  
Secretary of Homeland Security  
Washington, DC 20528

Dear Secretary Kelly,

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

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

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

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

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

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

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

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

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

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

Sincerely,  
Molly Corbett Broad  
President, American Council on Education (ACE)