



University
of Idaho

DIVERSITY PLAN

REVISED FY 19

For More Information:

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EXECUTIVE SUMMARY: KEY ELEMENTS OF THE UNIVERSITY PLAN

In 2018, under the direction of President Chuck Staben, the Office of Equity and Diversity re-instated the 2004 Diversity Plan. The 2004 Diversity plan has been reviewed and revised by the President's Council on Diversity and Inclusion, comprised of UI faculty, staff and student representatives. The following Executive Summary is the original summary from the 2004 plan with updated language and contacts.

To strengthen the University through an institution-wide commitment to diversity and inclusion, UI's leadership – including the faculty and other key campus constituencies – shall develop implementation plans to achieve the eight general, university-wide goals set forth below. The goals are further elaborated, with objectives, in the next section of this document. These objectives are products of more than a year of collaboration by the original Steering Committee, and its subject-area task forces, regarding the kinds of effort needed to achieve the stated goals. The goals and objectives will be implemented, and accountability will be established through implementation plans to be developed at the administrative unit and college levels, subject to review and approval by the President and the Provost & Executive Vice President.

Thus, as part of the comprehensive plan envisioned by this document, each college and administrative unit is responsible for developing a multi-year implementation plan to address the University goals and the objectives for each goal. The implementation plan will set forth unit- or college-specific methods for implementing the goals and objectives. If an implementation plan does not address a particular objective, the administrative unit or college shall provide a specific explanation as to why the objective is not applicable to, or relevant to the circumstances of, that unit or college. Objectives may be restated or consolidated as appropriate. Each implementation plan will also identify and set forth a strategy to take advantage of special opportunities available to the unit or college for enhancing diversity and promoting respect for human rights. If the unit or college determines that it cannot make demonstrable progress concurrently on all goals, or on all objectives for a particular goal, it shall identify and justify priorities, and set forth a timeline for accomplishing the priorities.

Every unit or college plan shall set forth measurable, or otherwise accountable, actions. Success in undertaking those actions – and, therefore, progress in fulfilling the goals and objectives addressed in the unit or college implementation plan – shall be reported annually by unit heads and college deans to the Provost and the President, with copies to the Office of Equity and Diversity (OED). The report also shall identify specific initiatives expected to be undertaken and measurable goals to be achieved in the coming year. Performance evaluations for the unit heads and deans will include assessment of their achievements in diversity and inclusion. The OED will consult with the President and Provost in reviewing the progress made under each unit or college plan, and will compile and publish pertinent information on progress made in diversity and inclusion each year.

DIVERSITY GOALS

I. Administrative Structure, Systems, and Processes

The UI shall provide an administrative structure that assumes a leadership role in promoting, funding, coordinating, and monitoring diversity efforts at the university.

II. Institutional Climate, Equal Opportunity, Inclusion, and Human Rights

The UI shall maintain an academic, residential, and work environment that recognizes and appreciates the value of diversity and supports the well-being and success of all members in a multicultural community.

III. Equity Concerns

The UI shall promote diversity and inclusion, including the fair treatment of all individuals in all aspects of University life, based on the understanding that our entire community benefits from gender equity and that women and other underrepresented groupsⁱⁱⁱ remain disproportionately affected by inequality.

IV. Student Recruitment and Retention

Through Affirmative Action and other means supported by law, the UI shall recruit, enroll, retain, and graduate a diversified student population; particularly, the UI shall undertake to establish critical masses of underrepresented groups in the University, thereby achieving a body of students and alumni/ae reflecting the diverse state and regional population.

V. Faculty, Staff, and Administrator Recruitment and Retention

The UI shall equitably recruit, employ, and retain a diversified workforce, including qualified potential workers from groups that are currently underrepresented.

VI. Curriculum Diversification

The UI shall develop strategies and innovations to enhance and promote multiculturalism, diversity, and inclusion in the undergraduate and graduate curricula.

VII. Community Issues, Extension, and Outreach

The UI shall develop programmatic responses to broader community issues in the Northwest region, in the State of Idaho and in its campus locations in Idaho, reaching all levels of education and including all cultural communities in its extension and outreach activities.

VIII. Research and Other Scholarly Activity

The UI shall include and promote multiculturalism and diversity in the institution's research and scholarly agenda.

I. ADMINISTRATIVE STRUCTURE, SYSTEMS, AND PROCESSES

A. GOAL DETAIL

- To identify, recruit, develop, inform, and empower diverse administrative personnel who are leaders to promote, fund, coordinate, and monitor diversity and inclusion efforts in all areas of university life.

B. OBJECTIVES

The UI Administration and/or Colleges, as appropriate, shall:

1. Establish a set of policies and practices with the human and financial resources necessary to maintain a working and learning environment where diversity and inclusion are genuinely valued, and make available adequate resources from the Colleges to their respective departments for department-level diversity requirements or initiatives.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Directors; Deans; Department Chairs; and Unit Administrators*
2. Ensure that all University leaders understand the importance of diversity, inclusion, and equal opportunity compliance through initial and regular trainings.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; and Division Directors*
3. Develop a diverse management team at all levels of the University and ensure that all University leaders demonstrate competency in the areas of diversity, inclusion, and equal opportunity compliance.
Primary responsibility: *Provost; Vice Presidents; and Deans*
4. Develop and implement effective evaluations for all employees to assess effectiveness and achievement of diversity and inclusion goals and equal opportunity compliance through methods such as annual performance reviews and Cascade Plan reviews.
Primary responsibility: *Provost and Deans*
Stakeholders: *Department Chairs and Division Directors*
5. Sustain diversity and inclusion programs and activities throughout the University, which are essential to support diversity and inclusion awareness among the university community, and to assist all units with their individual diversity goals and equal opportunity compliance.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Human Resources Workforce-Diversity; and the Office of Equity and Diversity*
6. Collect, organize, and review information on existing policies, programs, trainings, practices and data for specific underrepresented and diverse groups to establish a baseline with respect to diversity and inclusion and measure progress. Publicize a periodic report on diversity progress and effectiveness. Create and reallocate resources as necessary to advance equity in research, teaching, learning, and outreach activities.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; and Institutional Effectiveness and Accreditation*

7. Identify and eliminate all practices and policies that are expressed in ways that create unfair barriers, perpetuate negative stereotypes, prejudice, or guilt by association, or have other improper negative consequences for particular persons or groups, especially underrepresented populations.
Primary responsibility: *Provost; Vice Presidents*
Stakeholders: *Deans; Human Resources; OCRI; and OED*

8. Utilize and expand shared governance structure to secure input and support from employee and student groups on key proposals by: allotting more time and resources to staff with full support from direct supervisors and senior leadership; ensuring regular meetings between Provost's Office, Vice Presidents and Staff Council; ensuring staff representation in shared governance from all VP areas and employee categories; expanding Faculty Senate to have greater and more diverse staff representation; renaming Faculty Senate "University Senate"; including staff and faculty representatives on higher councils (e.g., President's Cabinet, Provost's Council, Deans Council).
Primary responsibility: *President; Provost; Vice Presidents; and Deans*
Stakeholders: *Faculty Senate; Staff Council; ASUI/SBA/GPSA; Vice Presidents; Directors; and Deans.*

9. Create standing commissions on the status of women, the status of underrepresented and diverse groups (including persons of international origin), and the status of persons with disabilities, to assist with implementing and monitoring relevant strategies contained in this Plan and continued progress, ensuring that membership in such commissions is diverse, including staff, faculty, administrators, and students from underrepresented and diverse groups, diverse ages, and abilities.
Primary responsibility: *President and Provost*
Stakeholders:

10. The PCDI and OED are tasked with stewarding the implementation of this Plan. Initial responsibilities may include: establishing achievement benchmarks for all units; creating common templates and guidelines for the development of unit implementation plans; conducting training programs; assembling (and assisting) units in creating databases relating to diversity; and establishing a clearinghouse for lessons learned and best practices (including record forms for purposes such as recruiting students, staff and faculty). Ongoing responsibilities may include the assessment of progress of the units in pursuing their respective implementation plans.
Primary responsibility: *President and Provost*
Stakeholders: *PCDI and OED*

11. Adopt a University procurement policy that provides for preferred contracting with women-owned and minority-owned businesses to the extent permitted by law.
Primary responsibility: *Provost and Vice President for Finance*

12. Assess and evaluate the impacts on diversity and inclusion when units and administrative areas are being realigned, reassigned, or eliminated.
Primary responsibility: *Provost; Vice Presidents; Deans; Human Resources; and OED*
Stakeholders: *Deans; Department Chairs; and Directors*

II. INSTITUTIONAL CLIMATE, EQUAL OPPORTUNITY, INCLUSION, AND HUMAN RIGHTS

A. GOAL DETAIL

- To maintain an institutional climate that recognizes, is committed to, and appreciates and respects the value of diversity, inclusion, human rights, and equal treatment of all students, faculty at all levels, staff and administrators in all aspects of University life, regardless of race, ethnicity, color, religion, sex, gender identity or expression, sexual orientation, mental or physical ability, age, body type, citizenship, nationality, birthplace, ancestry, epistemology, culture, language or linguistic characteristics, veteran status, marital status, pregnancy, academic discipline, political affiliation, class, life experience, socioeconomic status or background, or any other identity markers.
- To promote diversity goals and plans so they are understood as necessary to achieve recognition of and respect for all human rights.
- To ensure full compliance with all human rights, affirmative action requirements, equal opportunity legislation, disability laws, and all other relevant local, state, federal and international law, as a minimum, which the University should strive to surpass.
- To ensure UI faculty, administrators, and staff are trained and prepared to accommodate students with disabilities of a varying nature, and are knowledgeable regarding relevant UI policies and procedures.
- To help build a more inclusive community climate at UI statewide locations.

B. OBJECTIVES

The UI Administration and/or Colleges, as appropriate, shall:

1. Establish diversity, inclusion, and equal opportunity compliance training for *all* students, faculty, staff, and administrators through curriculum, new student and employee orientations, residence halls, Human Resources and OED trainings, and other mechanisms.
Primary responsibility: *President; Provost; Human Resources; EDL; OCRI; and OED*
Stakeholders: *Human Resources; EDL; OCRI; and OED*
2. Adopt and publish all policies and procedures relevant to diversity and inclusion activities, including federally required equal opportunity compliance training and reviews, affirmative action plans and initiatives, and discrimination and harassment complaint investigations. Establish best practice of providing regular training to faculty, staff, administrators and students on the policy requirements and ensure all members of the UI community understand their right to file complaints and have them promptly investigated.
Primary responsibility: *Provost; Human Resources Workforce-Diversity; and OCRI*
Stakeholders: *Deans; Directors; and Department Heads*
3. Publish periodic report or newsletter with summary statistical information related to OCRI investigations.
Primary responsibility: *OCRI*
Stakeholders:

4. Ensure that each unit identifies and disseminates information on current services and benefits provided to, and utilized by, underrepresented constituents.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Department Chairs; Deans; and Program Directors*

5. Assess and Evaluate access and services for students, faculty, staff, administrators, and campus visitors with disabilities, including the dissemination of the University's reasonable accommodation policy and information regarding the appropriate offices and authorities that administer disability accommodations and programs.
Primary responsibility: *Provost*
Stakeholders: *Human Resources; Director of Student Success Initiatives; and Center for Disability Access and Resources*

6. Increase student, faculty and staff awareness of, and sensitivity to, the unique and individual needs of students and employees with disabilities, especially with respect to legal requirements and accommodations.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; OCRI; and Director of Student Success Initiatives*

7. Increase the availability of information about the UI in diverse languages and formats to increase accessibility to language minorities and persons with disabilities and ensure students have the necessary support, including assistive technology devices and services, to succeed in the classroom.
Primary responsibility: *Disability Support Services; Provost; and Vice Provost for Strategic Enrollment Management*
Stakeholders: *Director of Student Success Initiatives; Vice Presidents; Dean of Libraries; and OCRI*

8. Ensure all classrooms are pre-equipped with systems for students with disabilities and provide ongoing technical assistance and support to UI faculty with respect to classroom accommodations.
Primary responsibility: *Center for Disability Access and Resources; Provost; and Vice Provost for Strategic Enrollment Management*
Stakeholders: *Director of Student Success Initiatives; Vice President for Finance and Administration; and OCRI*

9. Ensure that the Great Colleges to Work for Survey, first conducted in 2013, and a campus climate survey for students, is carried out approximately every two years and its results assessed, evaluated and published; require all units to respond appropriately to improve climate.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans and OED*

10. Assess and evaluate obligations to persons with physical and learning disabilities, including but not limited to: access to University facilities, websites, distance-learning offerings, telecommunications and information technologies, and office equipment to ensure that the University is in legal compliance.
Primary responsibility: *Provost; Vice Presidents; Dean of Libraries; and Vice President for Infrastructure*
Stakeholders: *Deans; Disability Support Services; Vice Provost for Strategic Enrollment Management; Director of Student Success Initiatives; Human Resources; and OCRI*

11. Develop fair and nondiscrimination policies and procedures to accommodate students who start classes late or go over the allowed absences due to civil or active duties, visa statuses, and/or cultural ceremonies.

Primary responsibility: *Provost and Vice Presidents*

Stakeholders: *Deans and OTR*

12. In the interest of fairness and nondiscrimination, develop policies and procedures enabling University employees with domestic partners, or other qualifying adults, gain access to University benefits and privileges that are generally available to employees and families.

Primary responsibility: *Provost and Vice Presidents*

III. EQUITY CONCERNS

A. GOAL DETAIL

- To promote diversity, inclusion, and human rights, including the fair treatment of all people in all aspects of University life, based on the understanding that all people benefit from gender equity and that all women and other underrepresented groups remain disproportionately affected by inequality.
- To provide equity to all members of the UI community, regardless of race, ethnicity, color, religion, sex, gender identity or expression, sexual orientation, mental or physical ability, age, body type, citizenship, nationality, birthplace, ancestry, epistemology, culture, language or linguistic characteristics, veteran status, marital status, pregnancy, academic discipline, political affiliation, class, life experience, socioeconomic status or background, or any other identity markers.
- Review and ensure policies and programs are responsive to, and considerate of, the family needs of students and employees.

B. OBJECTIVES

The UI Administration and/or Colleges shall:

1. Ensure adequate support for women's programs, including but not limited to the Women's Center, Society of Women Engineers (SWE), Feminists at the University of Idaho, and the Women's, Gender & Sexuality Studies Program.
Primary responsibility: *Provost and OED*
Stakeholders: *Women's Center; College of Engineering; and CLASS*
2. Ensure and assess support for student organizations that include a wide range of diverse populations, including but not limited to the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the Multicultural Greek Organizations, the Native American Student Association, Muslim Student Association, Movimiento Activista Social, Indian Students Association, Iranian Student Club, Bangladesh Association of Students and Scholars, African Student Association, and Association of Latino Professionals of America.
Primary responsibility:
Stakeholders:
3. Assess and develop affordable, accessible, flexible, and culturally responsive childcare for students and employees, which includes educational books, toys, games and posters that depict diversity in all relevant respects.
Primary responsibility: *Provost*
Stakeholders: *Human Resources-Benefits and Dean of Students*

IV. STUDENT RECRUITMENT AND RETENTION

A. GOAL DETAIL

- To establish and maintain an inclusive environment, as a key element for achieving the institutional goal with commensurate activities, services, and benefits that are supported by all levels of University leadership.
- To ensure that all administrators and every unit critically assess and understand their respective roles with regard to recruitment and retention of students, especially those from underrepresented and diverse groups, and are committed to improving their performance as related to their respective unit implementation plans.
- To become a leading institution in diverse populations through improving recruitment, enrollment, retention, and graduation rates of a diversified student population and to take full advantage of the educational benefits of diversity and create a student and alumni/ae body that more nearly reflects the diversity of the Northwest regional populations.
- To develop innovative strategies and partnerships for recruiting underrepresented and diverse students and improving retention, educational parity, and graduation rates.
- To build culturally responsive communities, increase a sense of support, and improve learning for all students, especially underrepresented and diverse populations, through broadened support services, stronger mentorship links with faculty, and institutionally organized learning or study groups.

B. OBJECTIVES

The UI Administration and/or Colleges, as appropriate, shall:

Recruitment:

1. Ensure that the Strategic Enrollment Plan Committee continues to monitor and address diverse student recruitment.
Primary responsibility: *President and Provost*
Stakeholders: *Vice Provost for Strategic Enrollment Management*
2. Disseminate a report of statistics comparing (a) the domestic student population with the greater population (regional and by major), and (b) the returning and graduating student population target numbers and enrollment climate feedback information to established targets, and submit the report to outside experts, to be named, for independent review.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *Institutional Effectiveness and Accreditation and OED*
3. Ensure students are involved in recruitment of underrepresented and diverse groups and continue to assess and strategically support ongoing programs that intentionally recruit underrepresented and diverse groups, such as Avanza, Vandal Challenge, U-Idaho Bound, and the Jeannie Eva Hughes Higher Education Summit.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *Dean of Students and OED*

4. Provide or increase culturally responsive recruitment strategies aimed towards underrepresented and diverse populations within Idaho high schools.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *OED*

5. Increase and strengthen new and ongoing partnerships with community colleges, such as CSI, CWI, CEI, and Tribal Colleges, to attract transfer students from underrepresented and diverse populations, and to ease the transition between institutions.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *OED and OTR*

6. Increase need-based financial aid to make a UI education more affordable for more students, especially students from underrepresented and diverse populations and out-of-state students.
Primary responsibility: *Provost and Vice Provost for Strategic Enrollment Management*
Stakeholders: *Student Financial Aid Services*

7. Implement institutional and statewide efforts to publicize and improve understanding among underrepresented and diverse communities about the availability of financial aid resources, programs, and the need for early financial planning.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *Student Financial Aid Services*

8. Establish, coordinate, and continue to support K-12 outreach efforts throughout the UI with special emphasis on earlier levels of education, such as TRiO, Upward Bound, VIP Grants (Caminos al Futuro), HOIST, and Direct Enroll Counselors.
Primary responsibility: *Provost; Deans; and Vice Provost for Strategic Enrollment Management*
Stakeholders: *College of Education and OED*

9. Develop and continuously update recruitment materials, admissions, and financial aid documents on the University's website in languages other than English, as relevant, especially including Spanish, for use in Idaho and other relevant areas of the United States.
Primary responsibility: *Vice Provost for Strategic Enrollment Management*
Stakeholders: *Student Financial Aid Services and Admissions*

10. Evaluate current structure and funding of multicultural student recruitment. Ensure appropriate staffing for culturally responsive recruitment of students from underrepresented and diverse groups.
Primary responsibility: *President; Provost; and Vice Provost for Strategic Enrollment Management*
Stakeholders: *OED*

Retention:

11. Evaluate, duplicate, and fund specific aspects of UI's College Assistance Migrant Program (CAMP) for other underrepresented and diverse student populations, including Diversity Scholars and Native American Scholars, LGBTQ Scholars, and SSS-TRiO.
Primary responsibility: *President; Provost; and Vice Provost for Strategic Enrollment Management*

Stakeholders: OED

12. Develop faculty networks and establish faculty mentors from underrepresented and diverse populations to support and advise students from underrepresented and diverse backgrounds toward achievement and academic success.

Primary responsibility: Provost; Vice Provost for Faculty; and Vice Provost for Academic Initiatives

Stakeholders: Deans; Department Chairs; Faculty Senate; and OED

13. Cultivate faculty, staff, and administrators' personal and professional competencies to provide a culturally responsive and inclusive learning environment for all students. Delivery of specialized development opportunities via a comprehensive certificate program (the Equity & Inclusion Certificate Program for Faculty & Staff) will actively contribute to recruitment and retention of students from diverse backgrounds.

Primary responsibility: Vice Provost for Faculty & Academic Initiatives

Stakeholders: Office of Equity & Diversity, Center for Excellence in Teaching & Learning, Deans, Department Chairs

14. Develop linkage programs and bi-directional exchanges for faculty and students with Historically Black Colleges and Universities, Hispanic Serving Institutions, and American Indian Colleges and Universities, to increase collaborative research initiatives, faculty development, and recruitment of transfer, graduate, and professional students.

Primary responsibility: Deans; Associate Vice Provost for Academic Initiatives; and Vice Provost for Strategic Enrollment Management

Stakeholders: Deans; Department Chairs; Faculty Senate; National Student Exchange; and OED

15. Increase diversity scholarships for undergraduate and graduate students, and create diversity fellowships for graduate students.

Primary responsibility: Vice Provost for Strategic Enrollment Management

Stakeholders: Dean of Graduate Studies and Financial Aid

16. Establish a broader UI college-based committee to provide guidance and oversight to address diverse student recruitment and retention. Involvement in this committee and other diversity and equal opportunity committees and programs shall be counted as service to the University.

Primary responsibility: Deans and Vice Provost for Strategic Enrollment Management

Stakeholders: OED

17. Submit a diversity plan from each department's Cascade Plan that demonstrates achievement and movement towards diverse recruitment and retention objectives, and receive feedback from UI Administration.

Primary responsibility: Deans and Vice Provost for Strategic Enrollment Management

Stakeholders: OED

18. Establish incentives to reward performance that meets unit-specific goals related to diverse recruitment and retention objectives.

Primary responsibility: Provost and Vice Provost for Strategic Enrollment Management

Stakeholders: Deans; Department Chairs; Directors; and OED

19. Establish specific strategies in each College for increasing the number of degrees received by students from diverse communities (especially including Idaho residents) and monitor progress to publish periodic reports, annually (utilizing the equity metrics from Strategic Plan).
Primary responsibility: *Vice Provost for Strategic Enrollment Management and Deans*
Stakeholders: *Institutional Effectiveness and Accreditation and OED*
20. Develop and continue to increase collaborative programs with foreign governments and international funding agencies (e.g., the World Bank, U.S. Agency for International Development, U.S. Department of Agriculture, Ford Foundation, Navitas, etc.) for the education of international students.
Primary responsibility: *Vice Provost for Strategic Enrollment Management; Deans; Vice Provost for Academic Initiatives; and NAVITAS*
Stakeholders: *Deans; International Programs Office; and Dean of Graduate Studies*
21. Evaluate and assess existing programs' capacity to support the growth of international students from NAVITAS, such as the UI Global Student Success Program, and develop new initiatives to ensure the success of international students, instructors, and faculty.
Primary responsibility: *Vice Provost for Strategic Enrollment Management and Vice Provost for Academic Initiatives,*
Stakeholders: *Dean of Graduate Studies; Dean of Students; International Programs Office; and Center for Excellence in Teaching & Learning*
22. Identify instructional needs and establish or enhance a set of core academic support services to increase the success rates of students from underrepresented and diverse groups.
Primary responsibility: *Provost and Vice Provost for Academic Initiatives*
Stakeholders: *Deans; Academic Support Services; OED; and CETL*
23. Implement a campus-wide cultural climate survey for students to inform areas of need for underrepresented and diverse groups. This shall include livings groups, involvement with student organizations, campus life, classroom environments, etc.
Primary Responsibility: *Provost*
Stakeholders: *Institutional Effectiveness and Accreditation; and OED*
24. Evaluate and collaborate with departments focused on student services to ensure an inclusive environment for diverse student populations that promotes positive experiences and enables growth and development for leadership positions
Primary Responsibility: *Dean of Students and OED*
Stakeholders: *Deans; Department Chairs; Directors; and Academic Support services*
25. Develop an effective infrastructure to sustain and fund identity-based programs (Africana Studies minor, American Indian Studies, Women's, Gender & Sexuality Studies minor) and Diversity & Stratification Certificate Program.
Primary Responsibility: *Provost and Vice Provost for Academic Initiatives*
Stakeholders: *Deans and Department Heads*
26. Develop and implement a Chicax Studies major.
Primary Responsibility: *Provost and Vice Provost for Academic Initiatives*
Stakeholders: *Dean of CLASS*

V. FACULTY, STAFF, AND ADMINISTRATOR RECRUITMENT AND RETENTION

A. GOAL DETAIL

- To build and maintain a diverse administration, faculty, and staff that will enrich the educational and work experiences of the UI community.
- To demonstrate improvement in recruitment, employment, and retention of a diversified workforce that equitably reflects individuals from underrepresented groups, including women, in administrative, faculty, and staff positions.
- To ensure high-level University administrators are leaders in creating an environment of action and accountability. Administrators shall display commitment to building and maintaining a diverse community of faculty, staff, and administrators, which reflects a broad range of racial and ethnic groups, cultures, perspectives, beliefs, abilities, lifestyles, and gender, and that hastens the involvement of underrepresented groups in all facets of the institution.

B. OBJECTIVES

The UI Administration and/or Colleges shall:

1. Establish and promote an environment that is supportive and equitable in all aspects for all faculty, staff, and administrators, within which administrators are accountable for planning and making progress towards diversity and inclusion goals and initiatives as part of the Strategic/Cascade Plan.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; and Directors*
2. Review and revise all policies and practices to eliminate bias on the basis of gender or other protected status categories, including unwritten practices that may hinder advancement (e.g., meeting times, unequal start-up packages resulting merely from a particular candidate's negotiation skills, social practices and expectations that affect junior faculty within a department).
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Human Resources Workforce-Diversity; and OCRI*
3. Create strategic hiring initiatives that target women and underrepresented and diverse groups in all units (including UI centers and extension offices) throughout the University by having specific funding allocations that comply with all equal employment opportunity requirements, and regularly review and improve hiring practices to ensure progress toward meeting diversity goals for faculty, staff, and administrators.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Chief Diversity Officer; and Human Resources-Workforce Diversity*
4. Continue and improve targeted advertising of permanent positions to reach underrepresented and diverse groups, community clubs or associations, and relevant advocacy groups, including advertising directed at specific geographic locations.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; Chief Diversity Officer; and Human Resources-Workforce Diversity*

5. Develop and maintain records of networks and organizations that improve faculty, staff, and administrator recruitment efforts. This will assist in enhancing communication with nontraditional networks (e.g. utilization of existing pools of diverse students as they graduate in their chosen fields).

Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; and Human Resources-Workforce Diversity*
6. Utilize current diverse administrators, faculty, staff and students to help recruit individuals from underrepresented and diverse groups. When possible, include incentives for departments to hire diverse candidates.

Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Human Resources-Workforce Diversity and Deans*
7. Ensure all search committees are: (a) trained in equal opportunity hiring requirements; (b) include women and underrepresented and diverse members from outside of the relevant College or unit, as necessary; and (c) provide formal, written justification when candidates from underrepresented groups are removed from consideration and provide formal, written justification of hiring diverse faculty, staff and administrators by stating what abilities a person possesses as an employee and if these abilities can best be found in a specific underrepresented group.

Primary responsibility: *Provost and Deans*
Stakeholders: *Chief Diversity Officer and Human Resources-Workforce Diversity*
8. Include a diversity statement in all job announcements that strongly expresses the University's commitment to diversity and inclusion. Encourage the use of supplemental job application questions that ask applicant to summarize their past or planned work highlights in the areas of diversity and inclusion.

Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; and Directors*
9. Ensure University guidelines and practices for spouse and domestic partner employment accommodation are published, and updated as needed.

Primary responsibility: *Provost*
Stakeholders: *Human Resources*
10. Create a "grow-your-own" program that will identify promising students from underrepresented groups and will provide them graduate fellowships in return for an agreement to teach at the UI as Visiting Faculty, Fellows, or Lecturers, for a fixed period, during which they may be considered for permanent employment.

Primary responsibility: *Provost and Deans*
Stakeholders: *Deans; Department Chairs; and Directors*
11. Identify, amplify, and/or develop and implement mentoring programs for all employees, especially including underrepresented and women faculty, staff, and administrators, and recognize involvement as a mentor and/or representation on diversity and equal opportunity committees and programs as service to the University.

Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; and Center for Excellence in Teaching & Learning*

12. Develop processes to ensure full opportunity to consider qualified members of underrepresented groups when filling any interim appointments (i.e. mentoring).
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans and Human Resources-Workforce Diversity*
13. Monitor progress among all employee groups by collecting and publishing reliable comparison data for use in establishing benchmarks, keeping units informed of gender/ethnicity/race representation among their staff, faculty, and administrators, especially with respect to new hires, and comparing progress with peer institutions.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Institutional Effectiveness and Accreditation; and Human Resources-Workforce Diversity*
14. Conduct an annual review of salaries and keep units informed of progress toward salary equity among faculty, staff, and administrators to identify disparities concerning gender and diversity, to provide funding to eliminate such salary disparities, and to provide annual reports to unit heads on percent raises awarded by gender and ethnicity in each rank.
Primary responsibility: *Provost and Human Resources*
Stakeholders: *Institutional Effectiveness and Accreditation; Human Resources; and OED*
15. Evaluate retention of underrepresented and diverse administrators, faculty, and staff by department, and establish strategies and implementation plans at college and department level to prevent obstacles, and to improve retention when obstacles are identified.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; and Human Resources*
16. Create exit interviews to identify opportunities for improving the retention of underrepresented groups in addition to identifying other issues that may affect retention.
Primary responsibility: *Provost and Vice Provost for Faculty*
Stakeholders: *Human Resources*
17. Develop administrative internship programs for faculty and staff to encourage upward movement to administrative positions.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; and Directors*
18. Provide release time for faculty, staff, and administrators (i.e. course reassignments, Tuesday/Thursday classes instead of Monday/Wednesday/Friday) to participate in classes, committee work, training, and campus events.
Primary responsibility: *Provost and Vice Presidents*
Stakeholder: *Deans; Department Chairs; and Directors*
19. Provide opportunities and resources for faculty, staff, and administrators to participate in workshops and certificate programs, and to attend professional conferences.
Primary responsibility: *Provost and Vice Presidents*
Stakeholders: *Deans; Department Chairs; Directors; and Center for Excellence in Teaching and Learning*
20. Offer tenure clock adjustment for faculty.
Primary responsibility: *Provost and Vice Provost of Faculty*

Stakeholders: Deans

21. Evaluate alternatives to traditional tenure track arrangements (e.g., hiring tenure track faculty in part-time positions, sharing tenured faculty with other institutions, etc.).

Primary responsibility: Provost and Vice Provost of Faculty

Stakeholders: Deans

22. Recognize all faculty service activities as contributions toward tenure, including personal and professional capacity-building related to diversity and inclusion.

Primary responsibility: Provost and Vice Provost of Faculty

Stakeholders: Deans and Department Chairs

VI. CURRICULUM DIVERSIFICATION

A. GOAL DETAIL

- To develop strategies and innovations to enhance and promote multiculturalism, diversity, and inclusion in the undergraduate and graduate curricula, and appropriately value and support those that already exist.
- To advance the knowledge and understanding of a rapidly changing global environment dominated by the internationalization and globalization of science, information, culture, the arts, economics, business and finance, law, labor markets, and political events.
- To facilitate and promote cultural and artistic expression that especially reflects the diversity of the UI, Idaho, and the Northwest region.
- To foster students' recognition of their roles as citizens in the global community and understanding of cultures and perspectives different from their own.

B. OBJECTIVES

The UI Administration and/or Colleges, as appropriate, shall:

1. Provide diversity, inclusion, and human rights content for the curriculum and community, including workshops, lecturers, and classroom exchanges with other departments and universities.
Primary responsibility: *Provost and Deans*
Stakeholders: *Department Chairs; Faculty; and OED*
2. Create and maintain new, campus-wide, high-profile target programs, such as Institutes, Centers and Academic Programs for Latinx Studies, Asian-American Studies, African-American Studies, and Queer Studies, and similarly support existing programs, including Aging Studies, American Studies, American Indian Studies, Latin American Studies, Religious Studies, and Women's Gender & Sexuality Studies.
Primary responsibility: *Provost and Deans*
Stakeholders: *Department Chairs; Faculty; and OED*
3. Develop and implement curricular, research, and internship initiatives that provide students with the skills and orientation to function effectively in multicultural workplaces and social environments.
Primary responsibility: *Provost and Deans*
Stakeholders: *Dean of Graduate Studies; Department Chairs; and Faculty*
5. Recognize and reward College and unit efforts to increase the number and variety of courses that include significant diversity and/or human rights content, and provide incentives to departments by increasing full-time employee positions for courses that have a significant diversity and/or human rights component.
Primary responsibility: *Provost*
Stakeholders: *Deans and Department Chairs*

6. Develop a new “Diversity Skills and International Competencies Requirement” for all undergraduates, coordinating with and maintaining the diversity content of courses and requirements, as relevant, and creating new curricular offerings as necessary.
Primary responsibility: *Provost*
Stakeholders: *Deans; Department Chairs; and Participants in the Equity & Inclusion Certificate Program for Faculty & Staff*

7. Require each academic unit to demonstrate a commitment to building a learning environment that exposes students to a broad range of perspectives through comprehensive unit plans (such as part of the designated requirements for successful completion of a degree [e.g., a designated set of electives]).
Primary responsibility: *Provost*
Stakeholders: *Deans*

8. Institute regular workshops focused on diversity and human rights issues led by relevant University faculty and nationally known outside experts.
Primary responsibility: *Vice Provost for Academic Initiatives and Vice Presidents*
Stakeholders: *Deans; Department Chairs; OED; and Participants in the Equity & Inclusion Certificate Program for Faculty & Staff*

9. Invite guest speakers, distinguished scholars from other institutions, and others to participate in class and campus-wide diversity or inclusion events.
Primary responsibility: *Vice Provost for Academic Initiatives and Vice Presidents*
Stakeholders: *Deans; Department Chairs; OED; and Participants in the Equity & Inclusion Certificate Program for Faculty & Staff*

10. Create an information distribution center to inform all students, staff, faculty, and administrators of upcoming diversity and inclusion events to facilitate collaboration and planning, create incentives such as extra credit and points for diversity or human rights service to encourage students and faculty to attend diversity and human rights events.
Primary responsibility: *Vice Provost for Academic Initiatives and OED*
Stakeholders: *Equity & Diversity Unit, Global Student Success Program, International Programs Office, Department of Student Involvement, Martin Institute, Confucius Institute, Center for Excellence in Teaching and Learning*

11. Coordinate the activities of interdisciplinary programs with related courses and provide release time, office space and clerical support, speaker budgets, and library and media acquisition budgets for program coordinators.
Primary responsibility: *Provost*
Stakeholders: *Deans; Department Chairs; and Directors*

12. Implement a Women in Science and Engineering program, to promote the education, hiring, retention and promotion of women in the sciences, to be funded equally by the University and outside grants.
Primary responsibility: *Provost*
Stakeholders: *Deans of the College of Science and the College of Engineering*

13. Enhance ties to universities and colleges in Idaho and neighboring states by establishing more effective communication and links with UI Outreach Centers around the state, applying for shared grants with other institutions, especially to support under-served and underrepresented

populations throughout the Northwest region, and coordinating diversity and human rights curricular and extra-curricular activities.

Primary responsibility: *Provost and Vice President for Research and Economic Development*

Stakeholders: *Deans and OED*

14. Focus greater curricular attention on countries that are important commercial trading partners to the state of Idaho, including Mexico and Canada, continue strengthening partnerships with initiatives, such as Confucius Institute and Navitas, and establish strong working relationships with universities in neighboring countries, including joint research and faculty/student exchanges.

Primary responsibility: *Deans*

Stakeholders: *Department Chairs; Faculty; International Programs; and Strategic Enrollment Management*

15. Support, promote, and expand the Diversity & Stratification Certificate Program currently in place in the Sociology & Anthropology Department, encouraging it as a model for other departments.

Primary responsibility: *Provost and Vice Provost for Academic Initiatives*

Stakeholders: *Dean of CLASS; Equity & Diversity Units; WGSS Faculty; American Indian Studies Faculty; Africana Studies Faculty, etc.*

16. Promote existing study abroad programs and establish new study abroad programs as well as international volunteer/service experiences for students through the Center for Volunteerism and Social Action.

Primary responsibility: *Vice Provost for Academic Initiatives*

Stakeholders: *International Programs Office; Deans; and Center for Volunteerism and Social Action*

VII. COMMUNITY ISSUES, EXTENSION, AND OUTREACH

A. GOAL DETAIL

- To offer educational experiences targeted to youth and adults from underrepresented and diverse population throughout Idaho, the Northwest Region, and the nation.
- To include diversity considerations, including the needs of underrepresented and diverse populations, as priority factors when creating, sustaining, or expanding University outreach and extension activities.
- To establish collaborative relationships with public and private entities that serve underserved and underrepresented populations, and/or seek to advance diversity or human rights.
- To ensure that college and unit advisory boards include representation from under-served and underrepresented populations.

B. OBJECTIVES

The UI Administration and/or Colleges, as appropriate, shall:

1. Assess educational needs of underrepresented and diverse groups throughout Idaho and the Northwest region.
Primary responsibility: *Provost; Strategic Enrollment Management; and Deans*
Stakeholders: *Center CEO's and OED*
2. Partner with other public agencies and institutions, school districts, and private, non-profit advocacy groups and Tribes that focus on serving underrepresented and diverse and pursue collaborations that can engage University expertise through outreach and extension activities.
Primary responsibility: *Provost and Strategic Enrollment Management*
Stakeholders: *Center CEO's and Deans*
3. Collaborate with school districts with students from underrepresented and diverse populations to explore best practices and evaluate areas of student need for educational preparation, provide relevant teacher professional development, and identify other strategies to increase student achievement for the students themselves and for aspiring student teachers.
Primary responsibility: *Provost and Strategic Enrollment Management*
Stakeholders: *Extensions Offices; Center CEOs; and Deans*
4. Increase summer educational opportunities on the Moscow and the Idaho Centers that are targeted to youth from underrepresented, place-based and diverse groups.
Primary responsibility: *Provost*
Stakeholders: *Center CEOs; Director of Extension; Strategic Enrollment Management; TRIO; OED; and Deans*
5. Continue meet the obligations under the Memorandum of Understanding signed with tribal governments in the Northwest region, and actively engage the Colleges to participate as partners under the agreement.
Primary responsibility: *President and Provost*
Stakeholders: *OTR and Deans*

6. Proactively target and recruit members of underrepresented groups to serve as representatives on college and unit advisory boards.

Primary responsibility: *Provost*

Stakeholders: *Deans; Center CEOs; Director of Extension; Department Heads; and Strategic Enrollment Management*

7. Expand and maintain collaborative relationships with diversity and/or human rights advocates in the Northwest region.

Primary responsibility: *President and Provost*

Stakeholders: *Deans; OED; Center CEOs; Strategic Enrollment Management; and Extension Offices*

8. Require and reinforce diversity and inclusion planning in each region of the state through increased collaborations between UI Centers, Extensions, colleges, and units.

Primary responsibility: *Provost*

Stakeholders: *Center CEOs and VPs*

VIII. RESEARCH AND OTHER SCHOLARLY ACTIVITY

A. GOAL DETAIL

- To incorporate diversity, inclusion, and human rights topics and issues into the University's research and scholarly agenda.
- To conduct research and other scholarly activity of relevance to diverse populations in Idaho and the Northwest region.
- To disseminate and promote public discussion of products resulting from research or other scholarly activity on diversity or human rights topics and issues.
- To provide research leadership to the state and region, and collaborate with other relevant institutions of higher education.
- To respect and embrace research which reflects multiple epistemologies and various knowledge systems.

B. OBJECTIVES

UI Administration and/or Colleges, as appropriate, shall:

1. Promote and support faculty and student research by allowing for course reassignments and other scholarly activity on diversity and human rights topics and issues, especially as it may be relevant to diverse populations in Idaho and the Northwest region.
Primary responsibility: *Provost and Vice Provost for Academic Initiatives*
Stakeholders: *Deans and Vice President for Research and Economic Development*
2. Promote and support research and other scholarly collaborations and partnerships with individuals, communities, and organizations that serve diverse populations locally and globally.
Primary responsibility: *President and Provost*
Stakeholders: *Deans and Vice President for Research and Economic Development*
3. Create and support local and regional inter-institutional collaborations on diversity initiatives where and as necessary and impactful.
Primary responsibility:
Stakeholders:
4. Promote, support, and provide funding for scholarly activities and publications, that further awareness and engagement in diversity and human rights topics and issues.
Primary responsibility: *Provost*
Stakeholders: *Deans and Vice President for Research and Economic Development*
5. Develop and Initiate public forums to discuss current diversity and inclusion topics or issues relevant to faculty or student research or other scholarly activity.
Primary responsibility: *Provost*
Stakeholders: *Deans; Vice President for Research and Economic Development; College of Graduate Studies; and OED*

6. Collaborate with regional institutions to deliver and cultivate capacity-building conferences on diversity and inclusion issues.
Primary responsibility: *President and Provost*
Stakeholders: *Deans and Vice President for Research and Economic Development*
7. Convene state and regional conferences of researchers interested in conducting research in collaboration with underrepresented and diverse populations.
Primary responsibility: *Provost*
Stakeholders: *Deans; Vice President for Research and Economic Development; and College of Graduate Studies*
8. Establish, support, and promote collaborative research and other scholarly activity with international institutions with which the UI already has signed Memoranda of Understanding.
Primary responsibility: *Provost*
Stakeholders: *Deans and Vice President for Research and Economic Development*
9. Create and sustain Diversity & Inclusion Faculty Fellow, in collaboration with CETL, to help guide and support faculty/staff progression toward inclusive excellence on the UI campus.
Primary Responsibility: *Provost and Vice Provost for Academic Initiatives*
Stakeholders: *Deans and Department Chairs*
10. Recognize and follow American Indian Tribal Research Protocols to strengthen collaborative research initiatives.
Primary Responsibility: *President; Provost; and Vice President for Research and Economic Development*
Stakeholders: *OTR; Deans; Department Chairs; Faculty; and College of Graduate Studies*

i Equal Opportunity means that each individual is given an equal chance for employment, enrollment, and advancement. Individual merit and achievement should be determined independently and without bias toward the traits that resemble those of the person making the judgment. Equal opportunity requires that unrelated characteristics and criteria not be used to restrict opportunities. For example, within living memory, segregation in housing, transportation, labor, and education was legally sanctioned in many parts of the United States. The UI recognizes that pernicious, enduring effects of those policies and actions on significant sectors of U.S. society, including in Idaho, remain compelling reasons for taking affirmative steps toward true equal opportunity in our university community and society at large.

ii Multiculturalism is a philosophy that recognizes, accepts, and integrates the contributions and achievements of all people into the social and economic fabric of the community in which they exist. Support for multiculturalism at the UI requires that understanding of, and respect for the belief systems and traditions of diverse groups be promoted to develop everyone in the university community socially, emotionally, spiritually, intellectually, and physically. The UI accepts multiculturalism as an important element for the pursuit of excellence in instruction, research, and service, and appropriate to help fulfill the UI's landgrant mission.

iii The phrases "underrepresented individuals" or "underrepresented populations" refer to underrepresented groups, usually, but not exclusively, defined by gender, race, ethnicity and/or national origin, to the extent that such information is known for students or employees – usually by self-identification. Frequently, women and ethnic/racial minorities are underrepresented in academic institutions, including the UI. At the UI, only a few departments reflect significant numbers of underrepresented individuals. In the technical fields and high administrative positions, the presence of women and ethnic/racial minorities is especially low. Data for many other categories of underrepresented groups is neither sought nor maintained by the University. For example, the University does not and cannot demand to know how many employees have a disability or belong to a sexual minority.

iv Affirmative Action is a tool for facilitating equal opportunity, which may not exist because of illegal discrimination. The UI supports the use of affirmative action, which requires positive affirmative action to correct the effects of past discrimination, eliminate present discrimination, and prevent future discrimination.