

**DIVERSITY AND HUMAN RIGHTS
AT THE UNIVERSITY OF IDAHO:**

**COMPREHENSIVE PLAN
FOR ACTION AND ACCOUNTABILITY**

Final Draft of Proposed Plan
Submitted to the President and the Provost
by the Diversity and Human Rights Steering Committee
April 20, 2004



TABLE OF CONTENTS

PART ONE: THE UNIVERSITY PLAN

Preface: A Commitment to Diversity and Human Rights	4
Executive Summary: Key Elements of the University Plan	8
University Goals and Objectives	10
I. Administrative Structure, Systems and Processes in Support of Diversity and Human Rights	11
II. Institutional Climate, Equal Opportunity and Human Rights.....	13
III. Equity Concerns.....	16
IV. Student Recruitment and Retention	17
V. Faculty, Staff and Administrator Recruitment and Retention	20
VI. Curriculum Diversification	23
VII. Community Issues, Extension and Outreach	26
VIII. Research and Other Scholarly Activity.....	28

PART TWO: THE UNIT IMPLEMENTATION PLANS

(To Be Developed and Inserted)

Administrative Units (*unit names, below, subject to change*)

Finance and Administration.....	
Athletics	
Academic and Student Affairs	
Library and Information Technology.....	
Research, Graduate Studies, and Outreach	
Executive Area (to be coordinated by the Office of the President)	
Office of the President	
Office of the Provost	
Office of Diversity and Human Rights	
University Counsel	
Institutional Planning and Budget	
Human Rights Compliance Officer	
Internal Audit	
Marketing and Communications	
Advancement	
Alumni Association	

The Colleges (*college names, below, subject to change*)

College of Agricultural and Life Sciences.....	
College of Business and Economics.....	

College of Education.....

College of Engineering

College of Law.....

College of Letters, Arts and Social Sciences

College of Natural Resources

College of Sciences.....

APPENDICES

1. Members of the Diversity and Human Rights Steering Committee
2. Description of the Committee’s Charge and Process
3. Eleven Foundations for Diversity
4. UI Affirmative Action Program
5. UI Affirmative Action, Equal Opportunity, and Anti-Discrimination Policies
6. UI Diversity and Human Rights Related Offices
7. Memorandum of Understanding Between the UI and Inland Northwest
Native American Tribal Governments
8. UI Faculty, Staff, and Administrators by Race/Ethnicity and Gender
9. UI Student Enrollment by Race/Ethnicity and Gender
10. UI Six-Year Graduation Rate by Race/Ethnicity and Gender
11. UI Undergraduate Retention Rates by Race/Ethnicity and Gender
12. Census Data
13. Universal Declaration of Human Rights
14. Prior UI Studies and Plans for Enhancing Diversity
15. 1974 Conciliation Agreement

PREFACE: A COMMITMENT TO DIVERSITY AND HUMAN RIGHTS

“We must all continue to ... celebrate the diversity of all Idahoans, and the contributions that each of us makes to the good of our state.”

Hon. Dirk Kempthorne, Governor of Idaho
State of the State Address, January 2000

Diversity and cultural pluralism are a major focus of institutions of higher education in contemporary society – in the United States and abroad.¹ Indeed, diversity in higher education is now recognized, as a matter of law, as a compelling governmental interest.² As noted recently by the U.S. Supreme Court in *Grutter v. Bollinger* (the University of Michigan law school admissions case):

[N]umerous expert studies and reports [show] that ... diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce.... Major American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints. High-ranking retired officers and civilian military leaders assert that a highly qualified, racially diverse officer corps is essential to national security. Moreover, because universities ... represent the training ground for a large number of the nation's leaders, ... the path to leadership must be visibly open to talented and qualified individuals of every race and ethnicity.³

The Supreme Court also cited with approval a finding of the trial court in the *Grutter* case, that diversity "promotes 'cross-racial understanding,' helps to break down racial stereotypes, and enables students to better understand persons of different races."⁴

Just as diversity represents a compelling governmental interest in higher education, diversity also has been recognized and woven into the policy fabric of our nation, into the planning and operations of America's most successful businesses, and, particularly with respect to racial and ethnic diversity, into the leadership and personnel policies of the U.S. armed forces. We have witnessed a paradigmatic and metaphorical shift from the proverbial "melting pot" to the "salad bowl;" – a whole comprised of identifiable and mutually enhancing parts. This more recent concept recognizes that assimilation, which connotes destruction of identity and submersion into a single, dominant culture, is neither attainable nor desirable as a goal. Ethnic, racial, sexual, religious, linguistic, and cultural minorities do not necessarily want or need to give up their particular identities to thrive in U.S. society and contribute to the nation's strength. Today's Idaho and the Northwest region are comprised of individuals with roots from all regions of the world, including recent immigrants and refugees. More than 100,000 Idahoans speak a language other than English at home. The largest U.S. ethnic groups in Idaho include European-Americans, Native Americans, Mexican-Americans, Asian-Americans, and African-Americans.

Diversity⁵, in all its manifestations, is essential to the life of a university – no less than books, computers and classrooms. At the University of Idaho (also termed UI or the University in this document), diversity is an essential source of excellence and a defining character of our community. Human rights⁶ are the fundamental, universal rights inherent in each individual, which ensure that everyone will fulfill their basic human needs, live with respect and dignity, and have the opportunity to achieve self-realization.⁷ To achieve the University’s academic and service mission, the entire UI community must seek, respect, include, encourage, and promote the diversity of people, ideas, perspectives, cultures, beliefs and lifestyles, and respect the human rights of all. By respecting, embracing and promoting diversity and human rights, the UI will foster an inclusive and equitable environment, and prepare its students to face the challenges of an increasingly diverse, interconnected and interdependent world.

The University of Idaho – a land-grant institution dedicated to teaching, research, and service – is prepared to exercise a leadership role to advance understanding and raise public awareness of issues that confront society. The University is making important strides in creating an environment where people of diverse backgrounds, economic classes, values, and beliefs can flourish and contribute in the classroom and the workplace. The UI’s vision of diversity is broad; it encompasses, but is not limited to race, color, religion, sex, national origin, age, disability, marital status, political affiliation, sexual orientation, ethnicity, birthplace, ancestry, culture, language or linguistic characteristics, pregnancy, veteran status, and socioeconomic differences. The University reaches its highest potential when it: models a community of individuals who reflect the broader society and respect each other’s personal values, ideas and differences; creates an institutional climate and infrastructure that enables us to maximize our strength from our diversity; and provides opportunity for individuals to contribute constructively to the marketplace of ideas by interacting collegially and offering diverse perspectives. Accordingly, the University should: provide students, faculty, staff, and administrators the necessary skills to achieve an understanding of individual diversity; help them effectively interact with those who are different from themselves; establish a framework for empowering and encouraging individuals to participate in the changes that are necessary to improve the quality of life for all UI community members; and encourage service to a diverse society, consistent with the institution’s land-grant mission.

Diversity is central to the mission and strategic directions of the University. The University administration, in consultation with the faculty, has developed a Strategic Plan to carry the institution forward into the 21st century. The Strategic Plan expresses the UI’s land-grant mission of teaching, research, and service to the broader community;⁸ moreover, it emphasizes the importance of diversity and human rights for attaining the institution’s long-term goals. In 2000, the University established the position of Special Assistant to the President for Diversity and Human Rights, charging this individual to direct the Office of Diversity and Human Rights (ODHR), and contribute coordination and leadership for diversity and human rights activities, policies, and initiatives. In 2002, the University established the UI Diversity and Human Rights Steering Committee (the Committee) to initiate the process of developing this Comprehensive Plan for Action and Accountability (the Plan). The members of the Committee and a description of the Committee’s charge and process appear in Appendices 1 and 2 of this document, respectively.

In April 2004, Interim President Gary Michael closed ODHR and eliminated the position of the Special Assistant to the President for Diversity and Human Rights. A new president, Dr. Timothy White, will assume office in July 2004. References in this Plan to ODHR have not been deleted; rather, they have been retained to mark the points of responsibility on which the interim and incoming Presidents should designate a University office or officer to work with them in overseeing the implementation of the Plan. These references also serve as reminders of the usefulness of a central resource and advocacy office for diversity and human rights with executive level access and participation (a major function that distinguished ODHR from other diversity-related offices at the UI).

The Plan is a direct and positive step to enhance, increase, and promote diversity and human rights at the UI and in all of its activities.⁹ This Plan is the beginning of an ongoing process of education, self-evaluation, and continuing attention to diversity and human rights. It is a work in progress. The Plan prescribes goals and concrete objectives, thereby providing a framework for development of specific unit implementation plans, with accountability measures, to achieve diversity and enhance respect for human rights.

The UI vision that guides this Plan is summarized by three succinct ideas:

- **Access and opportunity** to the benefits of higher education shall be available to all, including all Idahoans.
- **Universal human rights** shall be protected and promoted, including the rights of everyone to be free to live, work, study, recreate, and express themselves in safety, with respect and dignity, free from all forms of discrimination,¹⁰ and have the opportunity to realize their goals at the UI.
- **Diversity** shall be reflected in all aspects of the academic, service and employment enterprise of the UI.

Despite the fundamental importance of diversity, achieving or enhancing it remains a challenge. UI's participation rates for ethnic and racial minority groups, persons with disabilities, veterans, women, and non-traditional students have steadily increased, but many groups remain under-represented. Much work lies ahead to ensure that the University reflects, and is responsive to the diversity of the society of which it is a part, and that all UI graduates are fully prepared to be contributing members of an increasingly diverse workforce. This work requires a personal commitment by University leaders and an encompassing, empowering approach for the involvement of members of all social groups in the University community.

This document has been prepared at a time of financial stress at the UI and in public education throughout the U.S. The Committee was aware that some of the recommendations made in this document could not be carried out immediately for lack of funding; however, many can be. Budgetary limitations should not excuse any failure to make significant progress each year in carrying out the Plan. Diversity and human rights must take their place among the highest priorities of the University. Throughout this document, specific calls for financial support have been deleted to avoid constant repetition. Nevertheless, it should be understood that moral commitment also requires financial commitment. Adopting this Plan is only the first

step. The UI Administration and each unit must include diversity and human rights in their general strategic planning – including their fundraising plans and budgets.

Everyone in the UI community has a role to play in carrying out this Plan; however, individuals in University leadership must shoulder the largest responsibility. Indeed, this document reaffirms the efforts of all dedicated individuals who have undertaken diversity studies and projects for the University in the past, and the document is a call upon current and future leadership and constituencies to demonstrate further progress. In the following pages, this document sets forth the elements of the University’s Plan, including its goals and objectives. Upon approval of these goals and objectives by current Interim President Gary Michael, the administrative units and colleges will prepare implementation plans for implementing the goals and objectives in light of the unique circumstances and priorities of their respective colleges or units. The table of contents of this document shows where these administrative unit and college implementation plans will become part of the overall Plan. In addition, the Plan’s goals and objectives will be shared with the UI’s student government groups, Associated Students at the University of Idaho (ASUI), Graduate Student Association (GSA), and the Student Bar Association (SBA), with the expectation that these groups will consider designing and promulgating their respective diversity and human rights plan.

This is not a document to be shelved and forgotten. It is a call to action and a mechanism for accountability. As members of the UI community, all who have participated – and will participate in the future – in developing and implementing this comprehensive plan, hereby express our commitment to strengthening the University by securing the benefits of diversity, protecting human rights, promoting equal opportunity, and nurturing a climate of respect for all.

The vigor of this document is underscored by its timeliness. During the past academic year, many voices in support of diversity have been heard on the UI campus. Furthermore, as noted at the outset of this report, the U.S. Supreme Court, in the Michigan litigation, has definitively and unequivocally found diversity to be a “compelling government interest” – that is, a governmental interest of the highest order. The Court has determined that a public university, similar to the UI, can – consistent with the U.S. Constitution – promote and establish diversity in its admissions policies by taking into account the race, ethnicity and other diverse factors of individuals.¹¹ The Court has cautioned, however, that diversity must be achieved through admissions policies that evaluate many factors and provide each applicant with individualized consideration, rather than through formulaic approaches or quotas.¹² The Committee therefore recommends a Plan intended to embrace those methods to create and promote diversity that have been approved by the Supreme Court.

The overall purpose of this Plan is to advance the UI’s educational mission by increasing diversity at the UI and promoting a diversity-friendly environment. The Committee specifically supports the concept – upheld by the U.S. Supreme Court in the Michigan litigation – of fostering a “critical mass” of individuals from under-represented groups throughout the UI to attain the educational benefits identified by the Supreme Court. The University should be mindful that token increases in diversity are insufficient and inadequate to achieve these educational benefits. As University units develop their respective implementation plans to carry

out this Plan and consider ways to increase diversity, each unit should identify the educational benefits diversity will provide in that particular educational discipline or setting, and adopt methods, such as those approved by the Supreme Court, to secure these benefits by fostering a “critical mass” of under-represented groups. This task will require allocation of sufficient resources to assure that diversity is achieved through holistic, individualized means rather than by inexpensive, but impermissible, formulas or quotas.

No recommendations contained in this Plan should be interpreted or carried out in such a way that would be contrary to the Supreme Court’s decisions in the Michigan cases. As the Supreme Court stated in those cases, so too the Committee states its expectation that the need for this Plan, in time, will fade. We expect that 25 years from now, the use of this affirmative plan will no longer be necessary to promote human rights and diversity at the UI. At the very least, as years of experience accrue under this Plan, our successors should assess our progress and continually consider whether a continuation or modification of the Plan, in all of its elements, is warranted.

EXECUTIVE SUMMARY: KEY ELEMENTS OF THE UNIVERSITY PLAN

To strengthen the University through an institution-wide commitment to diversity and human rights, 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 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.

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 also will 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 college or unit 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 ODHR. 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 human rights. ODHR will consult with the President and Provost in reviewing the progress made under each college or unit plan, and will compile and publish pertinent information on progress made in diversity and human rights each year.

The eight general, university-wide goals are expressed below. (As noted, the next section of this document elaborates these goals, with the objectives pertinent to each of them).

UNIVERSITY GOALS AND OBJECTIVES

- I. Administrative Structure, Systems and Processes in Support of Diversity and Human Rights**

The UI shall provide an administrative structure that assumes a leadership role in promoting, funding, coordinating, and monitoring diversity efforts in all areas of university life.
- II. Institutional Climate, Equal Opportunity¹³ 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 community¹⁴.
- III. Equity Concerns**

The UI shall promote diversity and human rights, including the fair treatment of women and men in all aspects of University life, based on the understanding that women and men benefit from gender equity and that women and other under-represented groups¹⁵ remain disproportionately affected by inequality.
- IV. Student Recruitment and Retention**

Through legally appropriate Affirmative Action¹⁶ 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 under-represented groups in the University, thereby achieving a body of students and alumni/ae more nearly reflecting the diverse state and regional population.
- V. Faculty, Staff and Administrator Recruitment and Retention**

The UI shall recruit, employ, and retain a diversified workforce, equitably, including qualified potential workers from groups that are currently under-represented.
- VI. Curriculum Diversification**

The UI shall develop strategies and innovations to enhance and promote multiculturalism, diversity, and human rights in the undergraduate and graduate curricula.
- VII. Community Issues, Extension, and Outreach**

The UI shall develop programmatic responses to broader community issues in its campus locations in Idaho, in the State of Idaho generally, and in the Northwest region, 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

To identify, recruit, develop, inform, and empower diverse administrative personnel who are leaders in promoting, coordinating, modeling, and monitoring diversity and human rights 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 work and learning environment where diversity and human rights are genuinely valued, to include making adequate resources available from the Colleges to their respective departments for department-level diversity requirements or initiatives.

Primary responsibility: Provost, Vice Presidents, Division Directors, Deans and Department Chairs

2. Ensure that all University leaders understand the importance of diversity, human rights, and equal opportunity compliance through initial and regular trainings. *Primary responsibility: Provost, Vice Presidents, Deans, Department Chairs and Division Directors*

3. Develop a diverse management team at all levels of the University, ensure that all University leaders demonstrate leadership in the areas of diversity, human rights and equal opportunity compliance, and their progress reflected in annual evaluations. *Primary responsibility: Provost, Vice Presidents and Deans*

4. Hold senior administrators, including the Provost, Vice Presidents and Vice Provosts, Deans, Department Chairs, and Program Directors, accountable for progress made in advancing the goals of increasing diversity, human rights and equal opportunity compliance, and ensuring that the campus climate is inclusive and supportive. *Primary responsibility: Provost and Deans*

5. Establish diversity and human rights programs and activities throughout the University, which are essential to support diversity and human rights awareness among the university community, and to assist all units with their individual diversity efforts and equal opportunity compliance. *Primary responsibility: Provost, Vice Presidents, Deans, Human Rights Compliance Officer¹⁷ and ODHR*

6. Make incentives and rewards available to individuals and units that develop successful models to achieve a diverse and inclusive community, and that maintain compliance with equal opportunity requirements. *Primary responsibility: Provost*

7. Collect and organize data to systematically and effectively assess diversity progress in all units, including detailed data for specific under-represented groups, as available. *Primary responsibility: Provost, Vice Presidents, Deans, Office of Institutional Research and Assessment, Human Rights Compliance Officer and ODHR*

8. Promote and encourage participatory decision-making by soliciting, respecting, and thoughtfully considering the contributions of faculty, students, staff, administrators, and all segments of the broader community, and ensure that transparency, disclosure, and consultation characterize all major administrative decisions so diversity of perspectives may be reflected in administrative actions. *Primary responsibility: Provost, Vice Presidents and Deans*

9. Review and improve existing policies, practices, and resource allocations, and create new ones, as necessary, to advance equity in research, teaching, learning, and outreach activities. *Primary responsibility: Provost and Deans*

10. Establish a current baseline with respect to diversity and human rights issues at the UI against which future progress can be measured by an external review board, to be established, which will be comprised of accomplished, respected, and diverse individuals, including persons from Idaho and the Northwest, who will meet annually with the UI President. *Primary responsibility: Provost, Human Rights Compliance Officer and ODHR*

11. Create standing commissions on the status of women, the status of under-represented groups (including persons of foreign 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 under-represented groups, diverse ages, and abilities. *Primary responsibility: Provost*

12. Create a standing Diversity and Human Rights Plan Implementation Committee to monitor implementation of this Plan, which would include members from the standing commissions to be named (see preceding paragraph) and ODHR. 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 assessment of progress of the units in pursuing their respective implementation plans. *Primary responsibility: Provost*

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

14. Take into account impacts on diversity when units and administrative areas are being realigned, reassigned, or eliminated. *Primary responsibility: Provost, Vice Presidents, Deans, Human Rights Compliance Officer and ODHR*

15. Compile and/or develop data for students from under-represented populations, including enrolled Native American students with respect to specific tribal affiliation, when such information is available. *Primary responsibility: Graduate and Undergraduate Admissions, Institutional Research and Assessment, Deans, Human Rights Compliance Officer and ODHR*

16. Develop processes to ensure full opportunity to consider qualified members of under-represented groups when filling interim administrative appointments. *Primary responsibility: Provost, Vice Presidents and Deans*

II. Institutional Climate, Equal Opportunity and Human Rights

A. Goals

1. To maintain an institutional climate that recognizes and appreciates the value of diversity and encourages all students, faculty, staff, and administrators to respect and be sensitive and responsive to the individual and group differences that enrich University life.

2. To maintain a University community committed to diversity, human rights, and respect and equal treatment of all students, faculty, staff, and administrators in all aspects of University life, regardless of race, color, religion, sex, national origin, age, disability, marital status, political affiliation, sexual orientation, ethnicity, birthplace, ancestry, culture, language or linguistic characteristics, pregnancy, veteran status, and socioeconomic differences.

3. To promote diversity goals and plans so they are understood as necessary to achieve respect for human rights.

4. 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.

5. To ensure UI faculty and administrators are trained and prepared to accommodate students with disabilities, and are knowledgeable regarding relevant UI policies and procedures.

6. To help improve community climate where UI facilities are located.

B. Objectives

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

1. Establish diversity, human rights, and equal opportunity compliance training for all students, faculty, staff, and administrators through curriculum, new student and employee orientations, residence halls, Human Resources and ODHR trainings, and other mechanisms. *Primary responsibility: Provost, Human Rights Compliance Officer, ODHR, Vice Presidents, Division Directors, Deans and Department Chairs*

2. Ensure effectiveness and integrity of all human rights compliance activities, including federally required equal opportunity compliance training and reviews, affirmative action plans and initiatives, and discrimination and harassment complaint investigations. *Primary responsibility: Provost and Human Rights Compliance Officer*

3. Adopt and publish all policies and procedures relevant to the Human Rights Compliance Officer, including with respect to investigations, and provide extensive training to students, faculty, staff, and administrators on the policy requirements, and ensure all members of the University community understand their right to file complaints and have them promptly investigated. *Primary responsibility: Provost and Human Rights Compliance Officer*

4. Publish periodic report or newsletter with summary statistical information related to Human Rights Compliance Officer investigations. *Primary responsibility: Human Rights Compliance Officer*

5. 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 under-represented populations. *Primary responsibility: Provost, Vice Presidents, Deans, Human Rights Compliance Officer and ODHR*

6. Ensure that each unit identifies and disseminates information on current services and benefits provided to, and utilized by, under-represented constituents. (This information should be contained in each unit's implementation plan and annual Plan update.) *Primary responsibility: Provost, Vice Presidents and Deans*

7. Continue to increase and enhance 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, Human Rights Compliance Officer and Director of Academic Assistance Programs*

8. Increase student and employee 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, Vice Presidents, Deans, Human Rights Compliance Officer and Director of Academic Assistance Programs*

9. Increase the availability of information about the UI in diverse languages and formats to increase accessibility to language minorities and persons with disabilities. *Primary responsibility: Provost, Vice Presidents, Deans and Human Rights Compliance Officer*
10. Provide ongoing technical assistance and support to UI faculty with respect to classroom accommodations. *Primary responsibility: Office of Disability Affairs, Human Rights Compliance Officer, Director of Academic Assistance Programs and Associate Vice Provost for Enrollment Management*
11. Ensure students have the necessary support, including assistive technology devices and services, to succeed in the classroom. *Primary Responsibility: Associate Vice Provost for Enrollment Management, Director of Academic Assistance Programs, Office of Disability Affairs, Vice Provost for Libraries and Information Technology and Human Rights Compliance Officer*
12. Ensure that the UI Respectful Climate Survey, first conducted in 2002, is carried out approximately every two years and its results published; enhance other existing systems for generating climate feedback from students, faculty, staff, and administrators and establish new ones as needed; and require all units to respond appropriately to improve climate. *Primary responsibility: Provost, Vice Presidents, Deans and ODHR*
13. Develop and disseminate a business case for embracing diversity and improving campus climate, focusing on the costs associated with employee turnover and the benefits of an extended recruiting pool for employees and students. *Primary responsibility: Provost*
14. Initiate, cooperate, and/or collaborate with initiatives to address and improve community climate in Idaho communities where UI facilities and employees are located, consistent with University goals. *Primary responsibility: Provost, Deans, Vice President for Research and University Outreach and Outreach Center Deans in Coeur d'Alene, Boise, and Idaho Falls*
15. Ensure that the University is in full compliance with all legal 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. *Primary responsibility: Provost, Vice Presidents, Vice Provost for Libraries and Information Technology, Deans, Associate Vice Provost for Enrollment Management, Director of Academic Assistance Programs and Human Rights Compliance Officer*
16. Demonstrate helpfulness, consideration, and flexibility, where proper and lawful, with respect to all foreign students who face increased difficulties in obtaining visas and traveling to and from the U.S. in a timely manner and to all students in the U.S. military who are called to active military duty. *Primary responsibility: Provost, Vice Presidents, Deans and International Programs Office*

17. In the interest of fairness and nondiscrimination, develop policies and procedures enabling University employees with domestic partners to 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. Goals

1. To promote diversity and human rights, including the fair treatment of women and men in all aspects of University life, based on the understanding that women and men benefit from gender equity and that women and other under-represented groups remain disproportionately affected by inequality.

2. To provide equity to all members of the UI community, regardless of race, color, religion, sex, national origin, age, disability, marital status, political affiliation, sexual orientation, ethnicity, birthplace, ancestry, culture, language or linguistic characteristics, pregnancy, veteran status, and socioeconomic differences.

3. To adopt and implement policies and programs that are responsive to, and considerate of, the family needs of students and employees.

B. Objectives

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

1. Establish as an institutional goal of the highest priority, the increased representation of women and other under-represented groups in the university community, among students, administrators, faculty and staff. See also item V-B-3 below. *Primary responsibility: Provost, Vice Presidents, Deans and Department Chairs*

2. Implement personal accountability and reviews at all levels to meet the goals of this Plan. *Primary responsibility: Provost, Vice Presidents and Deans*

3. Create strategic hiring initiatives that target women and other under-represented groups in all units throughout the University. *Primary responsibility: Provost, Vice Presidents, Deans, Department Chairs, ODHR and Human Rights Compliance Officer.* See also item V-B-3.

4. 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 startup packages resulting merely from a particular candidate's negotiation skills, social practices and expectations that affect junior faculty within a department). *Primary responsibility: Provost, Vice Presidents, Deans, Department Chairs and Human Rights Compliance Officer*

5. Offer tenure clock adjustment for childbirth and child-rearing needs. *Primary responsibility: Provost and Deans*

6. Continue to explore, improve, and implement leave policies and “work/life” programs that promote equity and are responsive to, and considerate of, the family needs of all employees. *Primary responsibility: Provost, Vice President for Finance and Administration and Human Rights Compliance Officer*

7. Ensure adequate support for women’s programs, including but not limited to the Women’s Center, the Women in Science and Engineering Program (WISE), Women's Caucus for the Arts, and the Women's Studies Program. *Primary responsibility: Provost*

8. Provide affordable, accessible, flexible, and culturally sensitive childcare for students and employees, which includes educational books, toys, games and posters that depict diversity in all relevant respects. *Primary responsibility: Provost*

9. Ensure pay equity among all employees. *Primary responsibility: Provost, Deans, Vice Presidents and Human Rights Compliance Officer*

IV. Student Recruitment and Retention

A. Goals

1. To establish and maintain an inclusive environment, as a key element for achieving the institutional goal of becoming a “Residential Campus of Choice in the West,” with commensurate activities, services, and benefits that are supported by all levels of University leadership who are aware of the importance of diversity in student recruitment and retention, including that of international students.

2. 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 under-represented groups, and are committed to improving their performance as related to their respective unit implementation plans.

3. To improve recruitment, enrollment, retention, and graduation rates of a diversified student population 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 state and the Northwest regional populations.

4. To develop innovative strategies and partnerships for recruiting international students and improving retention and graduation rates.

B. Objectives

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

1. Establish a diverse standing committee to address, advise on, and monitor student recruitment. *Primary responsibility: Associate Vice Provost for Enrollment Management*
2. Disseminate a report of statistics comparing (a) the domestic student population with the greater population (regional and occupational), 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: Associate Vice Provost for Enrollment Management and Institutional Research and Assessment*
3. Involve students in recruitment of under-represented groups. *Primary responsibility: Associate Vice Provost for Enrollment Management and Dean of Students*
4. Enhance focused recruitment strategies aimed at Idaho high school students from under-represented populations. *Primary responsibility: Associate Vice Provost for Enrollment Management*
5. Increase and strengthen partnerships with community colleges to attract transfer students from under-represented populations, and ease the transition between institutions. *Primary responsibility: Associate Vice Provost for Enrollment Management*
6. Increase financial aid to make a UI education more affordable for more students, especially students from under-represented populations, and make efforts to publicize and improve understanding among under-represented communities about the availability of financial aid programs and the need for early financial planning. *Primary responsibility: Associate Vice Provost for Enrollment Management*
7. Review the success of the UI's College Assistance Migrant Program (CAMP) in recruiting and retaining under-represented students, and examine the potential of replicating basic aspects of CAMP for other under-represented student populations, including Native American and African-American students. *Primary responsibility: Associate Vice Provost for Academic Affairs and Associate Vice Provost for Enrollment Management*
8. Establish and coordinate K-12 outreach efforts throughout the UI, with special emphasis on earlier levels of education, to enhance partnerships with schools and feed the long-term undergraduate pipeline of under-represented students, including women in engineering and the sciences. *Primary responsibility: Provost and Deans*
9. Build community, increase a sense of support, and improve learning for all students, especially under-represented populations, through broadened support services,

better links with faculty, and institutionally-organized learning or study groups, to increase student success. *Primary responsibility: Associate Vice Provost for Enrollment Management, Deans, Department Chairs, Dean of Students and Office of Multicultural Affairs*

10. Enhance current faculty networks and establish faculty mentors, including but not limited to members of under-represented populations, who can support and advise students from under-represented populations toward achievement and academic success. *Primary responsibility: Associate Vice Provost for Academic Affairs*

11. Develop linkage programs (including collaborative research initiatives, faculty development, recruitment of transfer, graduate, and professional students), and bi-directional exchanges of faculty and students with Historically Black Colleges and Universities, Hispanic Serving Institutions, and American Indian Colleges and Universities. *Primary responsibility: Deans and Associate Vice Provost for Academic Affairs*

12. Develop recruitment materials in languages other than English, as relevant, especially including Spanish for use in Idaho and other relevant areas of the United States. *Primary responsibility: Associate Vice Provost for Enrollment Management*

13. Increase diversity scholarships for undergraduate and graduate students, and create diversity fellowships for graduate students. *Primary responsibility: Associate Vice Provost for Enrollment Management and Vice President for Graduate Studies*

14. Provide, in each College's implementation plan, that the College shall:

a. Establish a standing committee to address student recruitment and retention. Involvement in this committee and other diversity and equal opportunity committees and programs shall be included as service to the University. *Primary responsibility: Deans and Associate Vice Provost for Enrollment Management*

b. Submit a diversity-oriented plan that demonstrates achievement and movement towards recruitment and retention objectives, through legally appropriate means, and receive feedback from UI Administration. *Primary responsibility: Deans and Associate Vice Provost for Enrollment Management*

c. Have in place incentives to reward performance that meets unit-specific goals related to recruitment and retention objectives. *Primary responsibility: Provost*

d. Establish specific strategies in each College for increasing the number of degrees received by students from under-represented communities (especially including Idaho residents), monitor progress, and publish periodic reports, at least annually. *Primary responsibility: Associate Vice Provost for Enrollment Management and Deans*

15. Develop 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, etc.) for the education of foreign students. *Primary responsibility: Associate Vice Provost for Academic Affairs and Deans*

16. Enhance existing programs and create new initiatives to ensure the success of international students, instructors, and faculty. *Primary responsibility: Associate Vice Provost for Academic Affairs, Vice President for Graduate Studies, Dean of Students and International Programs Office*

17. Create a mechanism whereby University priorities for international recruitment of students can benefit from public and diverse input. *Primary responsibility: International Programs Office*

18. Establish or enhance a set of core academic support services to increase the success rates of students from under-represented groups. *Primary responsibility: Provost, Associate Vice Provost for Academic Affairs and Deans*

19. Review and increase staffing of New Student Services for recruitment of students from under-represented groups. *Primary responsibility: Associate Vice Provost for Academic Affairs*

V. Faculty, Staff and Administrator Recruitment and Retention

A. Goals

1. To build and maintain a diverse administration, faculty, and staff that will enrich the educational and work experiences of students, faculty, staff, and administrators.

2. To demonstrate improvement in recruitment, employment, and retention of a diversified workforce that equitably reflects individuals from under-represented groups, including women, in administrative, faculty, and staff positions.

3. To ensure high-level University administrators are leaders in creating an environment of action, accountability, and commitment to building and maintaining a diverse community of faculty, staff, and administrators, which reflects a broad range of racial/ethnic groups, cultures, perspectives, beliefs, abilities, lifestyles, and gender, and that hastens the involvement of under-represented groups in all facets of the institution.

B. Objectives

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

1. Establish an environment that is supportive and equitable in all aspects for all faculty, staff, and administrators, and where administrators are accountable for planning

and achieving diversity and human rights goals and initiatives. *Primary responsibility: Provost, Vice Presidents and Deans*

2. Require demonstrated skills in managing diversity and equal opportunity compliance as standard qualifications for all leadership positions. *Primary responsibility: Provost, Vice Presidents and Deans*

3. Create strategic hiring initiatives that target women and under-represented groups in all units throughout the University, which 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, Vice Presidents, Deans and Human Rights Compliance Officer*

4. Continue and improve targeted advertising of permanent positions to reach under-represented groups, community clubs or associations, and relevant advocacy groups, including advertising directed at specific geographic locations. *Primary responsibility: Provost, Vice Presidents, Deans and Human Rights Compliance Officer*

5. Improve faculty, staff, and administrator recruitment efforts by building community partnerships and enhancing communication with nontraditional networks (e.g.: utilization of existing pools of diverse students as they graduate in their chosen fields). *Primary responsibility: Provost, Vice Presidents and Deans*

6. Utilize current diverse administrators, faculty, staff and students to help recruit individuals from under-represented groups. *Primary responsibility: Provost, Vice Presidents and Deans*

7. Help colleges and departments recruit individuals from under-represented groups for positions of particular need. *Primary responsibility: Provost, ODHR, and Human Resources*

8. Ensure all search committees (a) are trained in equal opportunity hiring requirements; (b) include women and under-represented members, from outside of the relevant College or unit, as necessary; and (c) provide formal, written justification when candidates from under-represented groups are removed from consideration. *Primary responsibility: Provost, Deans and Human Rights Compliance Officer*

9. Ensure University guidelines and practices for spouse and domestic partner employment accommodation are formalized, adopted, and published. *Primary responsibility: Provost*

10. Create a “grow-your-own” program that will identify promising students from under-represented groups and 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*

11. Ensure all opportunities to advance diversity and human rights are pursued when college, administrative and other programmatic reorganizations occur, consistent with existing policies on restructuring and reorganization. *Primary responsibility: Provost, Vice Presidents, Deans, ODHR and Human Rights Compliance Officer*

12. Develop mentoring programs for all employees, especially including under-represented and female 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, Vice Presidents and Deans*

13. Develop processes to ensure full opportunity to consider qualified members of under-represented groups when filling any interim appointments. *Primary responsibility: Provost, Vice Presidents, Deans and Human Rights Compliance Officer*

14. Develop and expand academic programs that increase gender equity (such as a *Faculty Toolkit* modeled on the University of Washington's toolkit, WISE, area studies, core program, K-12 college pipeline, etc.) *Primary responsibility: Provost and Associate Vice Provost for Academic Affairs*

15. 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, Vice Presidents, Deans, Institutional Research and Assessment and Human Rights Compliance Officer*

16. 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, provide funding to eliminate such salary disparities, and provide annual reports to unit heads on percent raises awarded by gender and ethnicity in each rank. *Primary responsibility: Provost and Human Rights Compliance Officer*

17. Evaluate retention of under-represented administrators, faculty, and staff by department, and establish strategies and implementation plans at college and department level to improve retention when problems are identified. *Primary responsibility: Provost, Vice Presidents and Deans*

18. Create and/or improve retention and exit interviews to identify opportunities for improving retention of under-represented groups, in addition to identifying other issues that affect retention. *Primary responsibility: Provost*

19. Increase professional development opportunities and succession strategies for all faculty, staff, and administrators, especially including employees from under-represented groups by:

- a. Developing administrative internship programs for faculty and staff to encourage upward movement to administrative positions. *Primary responsibility: Provost, Deans and Vice Presidents*
 - b. Providing release time for faculty, staff and administrators to participate in campus classes, committee work, training, and campus events. *Primary responsibility: Provost, Vice Presidents and Deans*
 - c. Providing opportunities for faculty, staff and administrators to attend workshops and professional conferences. *Primary responsibility: Provost, Vice Presidents and Deans*
 - d. Offering tenure clock adjustment for faculty. *Primary responsibility: Provost and Deans*
 - e. Making flexible office hours and workplaces available to as many employees as possible, pursuant to Faculty Staff Handbook policy 3250. *Primary responsibility: Provost, Deans and Vice Presidents*
 - f. Exploring 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 Deans*
 - g. Recognizing all faculty service activities as contributions toward tenure, including activities related to diversity and human rights activities. *Primary responsibility: Provost and Deans*
20. Ensure all annual reviews of administrators, deans, unit heads, faculty, managers and supervisors include diversity expectations, documentation of progress toward diversity goals, and rewards and recognition for progress toward achieving diversity goals. *Primary responsibility: Provost, Deans and Vice Presidents.* See also paragraph I-B-4.
21. Provide funding and incentives for College and/or unit diversity activities. *Primary responsibility: Provost, Deans and Vice Presidents.* See also paragraph I-B-6

VI. Curriculum Diversification

A. Goals

- 1. To develop strategies and innovations to enhance and promote multiculturalism, diversity, and human rights in the undergraduate and graduate curricula, and appropriately value and support those that already exist.
- 2. 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.

3. To facilitate and promote cultural and artistic expression that especially reflects the diversity of the UI, Idaho, and the Northwest region.

4. 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. Bring diversity and human rights content to the curriculum and community, including workshops, speakers, and classroom exchanges with other departments and universities. *Primary responsibility: Provost, Deans, Department Chairs and ODHR*

2. Create and maintain new campus-wide, high-profile target programs, such as Institutes, Centers and Academic Programs for Latino Studies, Asian-American Studies, African-American Studies, and Gay, Lesbian, and Transgender Studies, and similarly support existing programs, including Aging Studies, American Studies, American Indian Studies, Latin American Studies, Religious Studies, and Women's Studies. *Primary responsibility: Provost, Deans and Department Chairs*

3. Institute 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, Deans and Department Chairs*

4. Ensure that diversity, especially diversity in the U.S., and international human rights are studied, understood, respected, defended, and promoted throughout the institution. *Primary responsibility: Provost, Deans and Department Chairs*

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, as is currently done with Core Discovery classes. *Primary responsibility: Provost, Deans and Department Chairs*

6. Ensure that University definitions of teaching, scholarship, and service are revised to include involvement in diversity and human rights issues and activities. *Primary responsibility: Provost and Deans*

7. Develop a new "Diversity Skills and International Competencies Requirement" for all undergraduates, maintaining the diversity content of, and coordinating with Core Discovery courses and requirements, as relevant, and creating new curricular offerings, as necessary. *Primary responsibility: Provost and Deans*

8. 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 and Deans*

9. Institute regular workshops focused on diversity and human rights issues led by relevant University faculty and nationally known outside experts. *Primary responsibility: Associate Vice Provost for Academic Affairs, Vice Presidents, Deans, Department Chairs and ODHR*

10. Invite guest speakers, distinguished scholars from other institutions, and others to participate in class and campus-wide diversity or human rights events. *Primary responsibility: Associate Vice Provost for Academic Affairs, Vice Presidents, Deans, Department Chairs and ODHR*

11. Create an information distribution center to inform all students, staff, faculty, and administrators of upcoming diversity and human rights events to facilitate collaboration and planning, and 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: Associate Vice Provost for Academic Affairs and ODHR*

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

13. Implement a WISE, including a campus center 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 and Dean of the College of Sciences*

14. 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 under-represented populations throughout the Northwest region, and coordinating diversity and human rights curricular and extra-curricular activities. *Primary responsibility: Provost, Vice President for Research and University Outreach, Deans and ODHR*

15. Focus greater curricular attention on countries that are important commercial trading partners to the state of Idaho, including Mexico and Canada, and establish strong working relationships with universities in those countries, including joint research and faculty/student exchanges. *Primary responsibility: Deans*

16. Support and promote the Diversity Certificate Program currently in place in the Anthropology, Sociology, and Criminal Justice Studies Department, encouraging it as a

model for other departments. *Primary responsibility: Provost and Dean of the College of Letters, Arts and Social Sciences*

17. Promote existing study-abroad programs and establish new ones. *Primary responsibility: Associate Vice Provost for Academic Affairs, International Programs Office and Deans*

VII. Community Issues, Extension, and Outreach

A. Goals

1. To be a leader of unflagging vision, determination, and perseverance in promoting diversity, human rights, and inclusiveness in education in Idaho.
2. To ensure that all Idahoans may enjoy their right to equal access to higher education and the benefits of higher education.
3. To establish as an institutional priority the need to enhance the educational experience of children from under-served and under-represented populations throughout Idaho and the Northwest region.
4. To provide diversity and human rights leadership to the state and region.
5. To increase diversity in existing extension programs with respect to employment of faculty, staff, and administrators, and program content.
6. To include diversity considerations, including the needs of under-served and under-represented populations, as priority factors when creating or expanding University outreach and extension activities.
7. To establish collaborative relationships with public and private entities that serve under-served and under-represented populations, and/or seek to advance diversity or human rights.

B. Objectives

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

1. Create the institutional programmatic infrastructure to respond to educational needs of under-served and under-represented groups throughout Idaho and the Northwest region, and to facilitate the objectives outlined below. *Primary responsibility: Provost and Deans*
2. Partner with other public agencies and institutions and private advocacy groups concerned with education reform on behalf of under-served and under-represented groups

to bring faculty and relevant leaders together to discuss ways the University might be appropriately engaged in educational reform and other extension and outreach activities. *Primary responsibility: Provost and Deans*

3. Investigate the most appropriate methods for identifying areas of weakness within the educational preparation of students from under-served and under-represented populations, especially including standardized testing, in an effort to target teacher and student interventions. *Primary responsibility: Provost and Deans*

4. Collaborate with school districts with students from under-served and under-represented groups, especially those designated as high-need districts, to provide relevant teacher professional development and identify other strategies to increase student achievement, with the goal of at least bringing students up to grade level in all areas. *Primary responsibility: Provost and Deans*

5. Increase summer educational opportunities to bring children from under-represented groups to campus for enrichment and academic growth. *Primary responsibility: Provost and Deans*

6. Take all necessary measures for the University to meet its obligations under the Memorandum of Understanding signed with tribal governments in the Inland Northwest region, and require the Colleges to actively participate under the agreement. *Primary responsibility: Provost and Deans*

7. Undertake intensive targeted recruitment to increase presence of under-represented groups among extension faculty and extension advisory committees. *Primary responsibility: Provost and Dean of the College of Agricultural and Life Sciences*

8. Establish collaborative relationships with diversity and/or human rights advocates in the Northwest region. *Primary responsibility: Deans and ODHR*

9. Require UI facilities throughout Idaho (especially including those in Boise, Coeur d'Alene, and Idaho Falls) to develop a diversity and human rights plan that addresses its respective region, dovetails with the implementation plans of the units represented in each region, and is consistent with this Plan. *Primary responsibility: Provost, Vice President for Research and University Outreach, Deans, Outreach Center Deans, Director of Post Falls Research Park and Director of Extension*

10. Using multiple forms of assessment, identify the instructional needs of under-served students at entry to the UI to provide the information to school districts in Idaho to improve student transitions to the UI and increase academic success, and to inform approaches to teaching and learning used in freshman and sophomore classes at the UI. *Primary responsibility: Associate Vice Provost for Academic Affairs and Deans*

VIII. Research and Other Scholarly Activity

A. Goals

1. To incorporate diversity and human rights topics and issues into the University's research and scholarly agenda.
2. To conduct research and other scholarly activity of relevance to diverse under-served and under-represented populations in Idaho and the Northwest region.
3. To disseminate and promote public discussion of products resulting from research or other scholarly activity on diversity or human rights topics and issues.
4. To provide research leadership to the state and region, and collaborate with other relevant institutions of higher education.
5. To promote and support collaborative research and other scholarly activity with foreign institutions and scholars.

B. Objectives

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

1. Promote and support faculty and student research and other scholarly activity on diversity and human rights topics and issues, especially as it may be relevant to diverse under-served and under-represented populations in Idaho and the Northwest region. *Primary responsibility: Deans and Vice President for Research and University Outreach*
2. Promote and support research and other scholarly collaborations with individuals from, or organizations that serve diverse under-served or under-represented populations in Idaho and the Northwest region. *Primary responsibility: Deans and Vice President for Research and University Outreach*
3. Promote and support publications on diversity and human rights topics and issues. *Primary responsibility: Deans and Vice President for Research and University Outreach*
4. Carry out public forums to discuss diversity and human rights topics or issues that have been the subjects of faculty or student research or other scholarly activity. *Primary responsibility: Deans, Vice President for Research and University Outreach and ODHR*
5. Collaborate with Boise State University's biennial conferences on Native American and Mexican-American issues. *Primary responsibility: Deans and Vice President for Research and University Outreach*

6. Convene state and regional conferences of researchers interested in conducting research that would benefit under-served and under-represented populations. *Primary responsibility: Deans and Vice President for Research and University Outreach*

7. Establish, support, and promote collaborative research and other scholarly activity with foreign institutions with which the UI already has signed Memoranda of Understanding. *Primary responsibility: Deans and Vice President for Research and University Outreach*

ADMINISTRATIVE UNIT AND COLLEGE IMPLEMENTATION PLANS

[To be completed by UI administrative units and colleges. Formatting guidelines to be developed.]

Administration

Finance and Administration

Athletics

Academic and Student Affairs

Library and Information Technology

Research, Graduate Studies, and Outreach

Executive Area (to be coordinated by the Office of the President)

Office of the President

Office of the Provost

Office of Diversity and Human Rights

University Counsel

Institutional Planning and Budget

Human Rights Compliance Officer

Internal Audit

Marketing and Communications

Advancement

Alumni Association

Colleges

College of Agricultural and Life Sciences

College of Business and Economics

College of Education

College of Engineering

College of Law

College of Letters, Arts and Social Sciences

College of Natural Resources

College of Sciences

Appendix 1:

Members of the Diversity and Human Rights Steering Committee

Wudneh “Woody” Admassu, Professor and Chair, Chemical Engineering Department
Yolanda Bisbee, Director, College Assistance Migrant Program (CAMP)
Thomas Bitterwolf, Professor, Department of Chemistry
Donald Burnett (Chair), Dean, College of Law
Sam Byrd, Executive Director, Idaho Migrant Council, Boise
Scott Clyde, Director, TRIO Program and Education Opportunities Center
Don Curtis, Executive (Retired), Hewlett-Packard, Boise
Jack L. Dawson, Dean, UI Coeur d’Alene Center for Higher Education
Kari Galloway, Interim Director, Women’s Center
Dale Graden, Associate Professor, Department of History
Julie Kane, General Counsel, Nez Perce Tribal Council, Lapwai
Kyu Larson, Supervisor, Help Desk
Sally Machlis, Professor and Chair, Art Department
Jesse Martinez, Senator, Associated Students of the University of Idaho
Jeffrey McKinnie, Member, Student Bar Association
Jack Morris, Associate Dean, College of Business and Economics
Sarah Nelson, Assistant Professor, Department of Foreign Languages
Krishna Penugonda, Vice President Graduate Students Association
Sandra Reineke, Adjunct Lecturer, Political Science and Public Affairs Research Department
Denise Smith, Professor and Chair, Food Science and Toxicology
Maureen Taylor, Assistant Athletic Director for Personnel and Financial Aid, Athletics

Technical Advisors

Francisco Salinas, Director, Office of Multicultural Affairs
Raúl M. Sánchez, Special Assistant to the President for Diversity and Human Rights
Cindy Stanphill, Director of Diversity Programs, Hewlett-Packard, Boise

1 See “*Eleven Foundations for Diversity*” in Appendix 3.

2 *Grutter v. Bollinger, et al.*, __U.S. __, 123 S.Ct. 2325 (2003).

3 *Id.* at p. 2329 (quoting from the Court’s official syllabus).

4 *Id.* at pages 2339-2340 (quoting from the Court’s majority opinion).

5 Diversity refers to the fact that our community – locally, statewide, regionally, nationally and internationally – is comprised of many individuals, each having unique attributes based on a variety of social, physical and cultural characteristics. Such attributes include, but certainly are not limited to race, color, religion, sex, national origin, age, disability, marital status, political affiliation, sexual orientation, ethnicity, birthplace, ancestry, culture, language or linguistic characteristics, pregnancy, veteran status, and socioeconomic differences. At the University of Idaho, diversity also refers to “non-traditional” students who are older than recent, or “traditional” high school graduates, and have different needs than recent high school graduates.

6 Human rights encompass a broad understanding concerning the inherent rights of all individuals, with a basis in international law. The Universal Declaration of Human Rights, to which the entire international community subscribes, including the United States, defines “human rights” as the rights of all people to live with respect, enjoy human dignity, and have an equal opportunity to achieve their life’s goals to develop as individuals. Support for diversity initiatives, in turn, can be understood as responding to the need to ensure equal access to such rights in an increasingly diverse, multicultural society. In Idaho, human rights are not as broadly understood as in internationally arenas, and are usually linked only to the reduction of hate-crimes and racial discrimination. When the rights of Idahoans are violated but do not concern race or ethnicity, rarely is such a violation identified as a human rights violation. Barriers to equal access may constitute human rights violations and harm everyone. Human rights belong to all people everywhere, without exception.

7 E.g., see the Universal Declaration of Human Rights, in Appendix 12.

8 See the UI Strategic Plan, available on the University website: <<http://uidaho.edu>>

9 Significant portions of this Plan were adapted from the diversity plans of other universities, including other peer and land grant institutions. Contributions are acknowledged from the following: University of Maryland, Colorado State University, Washington State University, Ohio State University, Virginia Tech, New Mexico State University, Fairleigh-Dickinson University, University of Michigan, Pennsylvania State University, University of Wisconsin-Madison, University of Minnesota, Bucknell University, and University of Nebraska-Lincoln.

10 Discrimination means the unequal treatment of people based on some characteristic other than individual merit and achievement. The historic fact that women, racial and ethnic minorities, and others have been excluded from full participation in society and the full benefits

of our educational system has deprived these individuals of their rights and systematically suppressed their talents. UI policy specifically prohibits such discrimination. For UI anti-discrimination and harassment policies and the Complaint Investigation Procedures of the Human Rights Compliance Officer, see Appendix 5.

11 Grutter v. Bollinger, et al., __U.S. __, 123 S.Ct. 2325 (2003).

12 Gratz et al. v. Bollinger et al., __ U.S. __, 123 S. Ct. 2411 (2003).

13 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.

14 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 land-grant mission.

15 The phrases "under-represented individuals" or "under-represented populations" refer to under-represented 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 under-represented in academic institutions, including the UI. At the UI, only a few departments reflect significant numbers of under-represented 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 under-represented 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.

16 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. For a copy of the UI's Affirmative Action Program, see Appendix 4.

17 The position of Human Rights Compliance Officer was newly re-established in July 2003. The holder of the office reports directly to the President, is responsible for overseeing University efforts surrounding affirmative action and equal employment opportunity processes, conducts investigation of harassment and discrimination complaints, and is the University's Americans with Disabilities Act Coordinator.