



## Faculty Senate Talking Points, December 10, 2024, Meeting #17

- Ray PanKopf, Director for Architectural and Engineering Services, and other members of the team, gave a presentation on the **Long Range Campus Development Plan (LRCDP)**. Visit <https://vision2050-uidaho.webflow.io/>
- **Senate Resolution on Equity and Inclusion.** Senators approved Resolution FS 2425-2 included with these talking points.

### Important announcements and deadlines

- **Upward feedback process.** By policy, everyone has a chance to give feedback on leaders and administrators across the institution. The deadline is December 23.

The Talking Points are approved by Faculty Senate Leadership as an informal communication tool to engage constituents and get quick feedback on issues discussed at the Faculty Senate weekly meetings. All Faculty Senate agendas (including attachments and supporting documents) and meeting minutes are made available on the Senate webpage:

<https://www.uidaho.edu/governance/faculty-senate/meetings>

Please send your questions, concerns, and feedback to the Faculty Senate Chair ([khaltinner@uidaho.edu](mailto:khaltinner@uidaho.edu)).

**Remember to share these talking points with faculty and staff in your colleges**

**Title:** Resolution in Support of Equity and Inclusion

**Author:** University of Idaho Faculty Senate

**WHEREAS** Equity and inclusion are an institutional commitment of the University of Idaho and are essential to the mission of the state of Idaho's land grant institution<sup>1</sup>

**WHEREAS** Society is strengthened when all members receive an education and we must work toward fostering an equitable educational environment that supports students from communities who have not traditionally had access to higher education;

**WHEREAS** Education within a diverse setting prepares students to effectively participate in an increasingly complex, interconnected world; fosters mutual respect and teamwork; and helps strengthen community;

**WHEREAS** The University of Idaho actively welcomes, serves and engages with a highly diverse student population, with students from nearly 70 countries and 50 states. Equity and inclusion programs at the institution reflect the population of students and citizens that we serve.

**WHEREAS** Adequately funded equity, diversity, and inclusion programs are crucial for increasing recruitment, enrollment, and retention of students, faculty, and staff at colleges and universities<sup>2</sup>

**BE IT RESOLVED** That the University of Idaho faculty senate shares the concerns expressed by SBOE member, Kurt Liebich, that the proposed State Board of Education resolution will "get rid of stuff that really makes a difference" given his observations (which we affirm) that "every student comes to our campuses from a different starting point and for a student to be successful in college they need two things: One, they need the academic support... but they also need to be able to find their people... to find that close group of friends that can do this journey together."

**BE IT FURTHER RESOLVED** That the UI faculty senate affirms the State Board of Education's belief in the importance that universities provide an opportunity for multiple

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<sup>1</sup> University of Idaho. 2019. Diversity Plan: <https://www.uidaho.edu/-/media/uidaho-responsive/files/diversity/diversity-plan---fy-2019-revised.pdf?rev=f69f5b9770864eefada3581075026cf5>

<sup>2</sup> See: Sanders, Kimberly. 2016 "Black Cultural Centers: A Review of Pertinent Literature" *Urban Education Research and Policy Annuals*. 4(1); Bradley, Steven; James Garven; Wilson Law and James West. 2022. "The Impact of Chief Diversity Officers on Diverse Faculty Hiring." *Southern Economic Journal*. 89(1). Trent, Fallon; Carissa Dwiwardani; and Cassandra Page. 2021. "Factors Impacting the Retention of Students of Color in Graduate Programs." *Training and Education in Professional Psychology*. 15(3). Winkle-Wagner, Rachelle and Angela Locks. 2019. *Diversity and Inclusion on Campus*. New York: Routledge.

perspectives to be present on campus. As such, we confirm that having diversity of experience in an academic setting is enriching for all students.

**BE IT FURTHER RESOLVED** That as part of this commitment we remain dedicated to recognizing the importance of students, faculty, and staff from historically marginalized communities as they overcome obstacles to thrive. We further vow to ensure an equitable environment at the University of Idaho. Our vision of diversity and equity is inclusive of all people and includes people who are minoritized because of their gender identity, race, ethnicity, religion, sexuality, nation of origin, size, age, veteran status, family status, socio-economic status, diverse abilities, and other unique and important identities;

**BE IT FURTHER RESOLVED** That as faculty, we remain committed to current programming offices, and maintaining and extending support to such programs that are devoted to increasing equity, diversity, and inclusion on campus. These include the Office of Veterans Affairs, the Women's Center, the College Assistance Migrant Program, the Native American Student Center, the Office of Multicultural Affairs, the LGBTQA Office, the International Programs Office, the Black and African American Cultural Center, and other support areas such as recruitment and retention, student success, academic programming, instructor training, curriculum development, advising, and extracurricular opportunities.