

**The College of Idaho**  
**Representation, Inclusion, and Equity Action Plan**  
*May 2020*

Overview: This document serves as the operational counterpart to the *Vision Statement for Representation, Inclusion and Equity* adopted by the College of Idaho in 2019. As such, it incorporates the structure and commitments of the *Vision Statement*, adding specific definitions, actions, thresholds, and deadlines.

We recognize that all plans, including this one, must incorporate flexibility to accommodate unanticipated challenges. Accordingly, this is intended to be a set of aspirational goals and objectives rather than a rigid list of obligations. We also recognize that translating the abstract language of vision into concrete operations privileges some interpretations, priorities, and solutions over others. As a result, we are committed to a consultative and transparent process that will engage the broadest range of our community, even while understanding that the decisions rendered in this plan may not represent all perspectives and that it must evolve over time as new insights emerge.

We are equally mindful of the fact that the best of intentions without effective action are hollow at best and hypocritical at worst. Thus, risks and challenges notwithstanding, this effort represents our community's resolute commitment to the values of representation, inclusion, and equity, and it inscribes institutional accountability for meaningful progress toward realizing the vision articulated by the College.

In what follows, we describe the three areas of commitment advanced in the *Vision Statement*, the goals aimed at achieving this commitment, and the objectives or operational steps identified for the 2020-21 academic year.

Representation: The College of Idaho recognizes that engagement with different perspectives enhances education and intellectual discourse. This engagement is only achievable when the broadest possible ranges of identity and experience are represented at all levels of the campus community. The College of Idaho actively cultivates a diverse community, including representation of marginalized and underrepresented groups, in order to foster learning and intellectual inquiry.

Goal 1: Enhance diversity among our students, with a specific focus on African American, Hispanic or Latinx, Native American, Asian American, Pacific Islander, as well as first-generation, low-income, rural, undocumented, and international students.<sup>1</sup>

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<sup>1</sup>The US Department of Education identifies American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander as groups having limited participation in higher education nationally. Recognizing the low representation and special challenges experienced by other underrepresented populations served by the College of Idaho, we have expanded the list accordingly.

- Objective 1: Enhance student scholarship opportunities for academically gifted, economically disadvantaged, and historically underrepresented communities in higher education.
- Objective 2: Explore targeted scholarships for the underrepresented student populations in this list.
- Objective 3: Review impact of legacy scholarships.

Goal 2: To achieve balance in sexual representation among students in STEM fields.<sup>2</sup> The College of Idaho counts among its strengths a long tradition of success in STEM, with particular achievement in biomedical fields. Our target is to generate improvement each year until we reach a sustainable threshold of 50% participation by women students aggregated across STEM fields.

- Objective 1: Establish curricular pathways for first-year female students in STEM majors and minors.
- Objective 2: Create an advisory group focused on identifying potential candidates for STEM programs.
- Objective 3: Emphasize career opportunities for women in STEM fields after graduation.
- Objective 4: Host events on campus that highlight women in STEM fields.
- Objective 5: Work with Admission and faculty to identify and recruit prospective female students interested in STEM.

Goal 3: To develop and sustain a diverse faculty, staff, and board of trustees that exceeds the aggregate representation of Historically Underrepresented Groups (HUGS) in the State of Idaho and the Pacific Northwest region.

- Objective 1: Develop an aggressive faculty and staff recruiting and hiring plan that diversifies the lived experiences and expertise of employees.
- Objective 2: Require a diversity advisor to be included in each search committee.
- Objective 3: Engage a diversity consultant to increase use of best practices in hiring and retention of diverse employees.
- Objective 4: Explore the development of affinity groups within the faculty and staff, e.g. Latino Professionals) as a way to model identity promotion and value.

**Inclusion:** The College of Idaho acknowledges that diversity without inclusion is a façade that not only fails to realize the benefits of a diverse and inclusive community, but also perpetuates systems of inequity. An inclusive environment, characterized by cultural sensitivity, is a necessary prerequisite for recognizing and respecting the inherent human dignity of each

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<sup>2</sup> STEM fields include the physical sciences, biological sciences, and mathematics. We define balance as no more than 10% variance from the overall representation by sex in the CofI student population at large.

individual. The College commits to making the circle larger and ensuring that each individual is valued and respected.

Goal 1: To improve and sustain intercultural competence among faculty and staff in ways that broaden opportunities for engagement by students.

- Objective 1: Offer campus on-boarding experiences that underscore diversity, inclusion, and equity values and expectations.
- Objective 2: Distribute ASCI Guidance Document to faculty annually and foster discussion about student input into inclusive classrooms.
- Objective 3: Offer workshops and other professional development opportunities related to intercultural competency for faculty and staff.
- Objective 4: Expand on-campus program offerings of the Inclusion & Intercultural Engagement Program.

Goal 2: Increase the number and percentage of students from HUGs and other underrepresented populations who participate in high impact practices.

- Objective 1: Expand opportunities for student engagement in internships, study away, independent and collaborative undergraduate research, independent studies, honors theses, and other high impact practices.
- Objective 2: Provide financial support for students to participate in these high-impact opportunities, as well as professional meetings and workshops.
- Objective 3: Prioritize assessment of the integration of athletics on campus, including connections between the athletic and campus co-curriculum and academic curriculum, collaborations with academics, student-athlete campus culture and participation, and the appropriate level of time commitments of student athletes, in the Athletics Department comprehensive strategic plan.

Goal 3: Increase the recognition and value of diversity on campus.

- Objective 1: Encourage ASCI to incorporate explicit commitments to diversity, inclusion, and equity in Code, e.g. qualifications for leadership positions, designation of an executive level leadership position committed to further diversity, inclusion, and equity initiatives within the student body.
- Objective 2: Embrace universal design principles across campus physical, academic, and student service infrastructures.
- Objective 3: Design and implement measures to identify and cultivate diverse students for competitive national high academic awards and programs, e.g. Rhodes, Marshall, Goldwater, NSF, and other scholarships and fellowships.
- Objective 4: Proctor the Higher Education Data Sharing (HEDS) Consortium Diversity and Equity Campus Climate Survey on a two-year rolling basis to measure student,

faculty, and staff perception of institutional climate, support for diversity, and experiences of discrimination.

Equity: The College of Idaho affirms the need for equity. We strive to create a campus culture where each individual, including students, staff, faculty, and trustees from marginalized and underrepresented groups, can thrive. In doing so, we commit to transforming the structures and systems of power within the institution that hinder inclusion and equity, and providing the necessary support and resources for success. By exploring questions of power, privilege, and difference through our curricula, campus discourse, and service, we situate the members of our community to be agents of change.

Goal 1: Enhance opportunities for student reflection, self-actualization, community connection, and social responsibility.

- Objective 1: Conduct an audit of College culture with specific focus on diversity and inclusion by a variety of available measures, including NSSI data, etc.
- Objective 2: Develop a credit-based service-learning program available to all students.
- Objective 3: Identify, clarify, and develop expected levels of service to students, college, profession, and community.
- Objective 4: Incorporate environmental design features inside and out to build community and collaboration by encouraging informal interaction in buildings and on grounds.
- Objective 5: Install a portfolio system to enhance student reflection on development over time.

Goal 2: Ensure that consideration of historical and contemporary systems of empowerment and exclusion are featured in the curriculum and co-curriculum.

- Objective 1: Conduct an inventory of coursework constituting exploration of these issues and plot via a curriculum map to determine pathways through and around them
- Objective 2: Incorporate diversity-related outcomes into programs required for satisfaction of the PEAK curriculum.
- Objective 3: Assess function of these curricular features and amend as necessary.
- Objective 4: Engage a consultant to help faculty create diversity and inclusion-based curricula.
- Objective 5: Offer faculty mini-grants for diversity education and course curriculum development.
- Objective 6: Provide support for the professional development of staff who are training students, and guiding their identity formation journey.

Goal 3: Review issues of equity as they relate to compensation and advancement for faculty and staff.

- Objective 1: Develop faculty and staff performance evaluation processes that include explicit metrics to expectations of performance that advance institutional commitment to diversity, inclusion, and equity.
- Objective 2: Incorporate explicit responsibilities, skills, and qualifications related to diversity, inclusion, and equity in position descriptions.
- Objective 3: Conduct audit for systemic bias related to compensation at it relates to compensation.