

**Report of the
Commission and Advisory Council
on Diversity and Inclusion
July 2017**

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Foreword

Important Terms

Four terms that come up in the work of this report are diversity, inclusion, inclusive excellence, and equity. For the purposes of this report we are using the following definitions.

- **Diversity** is the variety of intersecting identities that make individuals unique, including but not limited to race, ethnicity, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs, and political beliefs. Diversity recognizes the uniqueness of individuals, populations, groups and their perspectives and experiences.
- **Inclusivity** is the conscious and deliberate decision to continuously work towards the creation of an accepting and nurturing campus climate where similarities and differences are respected, supported, and valued by ensuring the active participation of the entire campus community.
- **Inclusive Excellence** is an aspirational standard of excellence for Boise State University. It is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break free from implicit and limiting biases that reify exclusionary practices. It intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.¹
- **Equity** is the practice of providing support systems, resources, and opportunities to individuals based on what each person needs to thrive and be successful. It is to be distinguished from equality, which is the practice of providing the same resources and opportunities to everyone. Equity may be usefully thought of as a necessary strategy of the process which is meant to result in equality. Equality is giving everyone the same pair of size 10 shoes; equity is helping people find the shoes that fit them best.

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Introduction

The establishment of the Commission and Advisory Council on Diversity and Inclusion by the university is a critical first step to begin the process of substantially impacting diversity and inclusion on the campus of Boise State University. In support of this bold leadership, the Commission and Advisory Council surveyed the campus community, met with a variety of stakeholders, and reviewed university data and past reports. This initial work has revealed a need, a desire, and an urgency to move forward with this process.

We recommend that Boise State begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in this report.

The imperative to envision a new level of excellence was made clear to us. This is reflected in the responses of those who chose to participate in the various data collection efforts we undertook (contained herein), as well as through the previous campus efforts that have come before. In this initial report, we have identified six thematic areas in which future action can be focused and can form a basis for the strategic plan. The areas are:

1. Leading with Inclusion and Diversity
2. Fostering a Sense of Belonging and Being Valued
3. Increasing the Diversity of our Community
4. Achieving an Inclusive Instructional Climate
5. Supporting Our Campus Community
6. Communicating Effectively

In each of these we examine the defining themes in terms of challenges and opportunities, share key voices and/or data, and identify future directions. The overall structure emphasizes not only the top-down potential for addressing these issues, but also the concentric and intersecting levels at which there is opportunity for action. The primary purpose of this report is to paint a picture of the environment as it exists now at Boise State. We fully acknowledge that our work is just beginning, and we expect to continue our work and to provide more specific recommendations in a later report. This report frames our future work to step up and reimagine, and to redouble our efforts to chart progress towards the still compelling, yet unrealized, dream that Dr. Martin Luther King articulated for a nation on August 28th, 1963.

Basis for Acting Now

Promoting equity and inclusivity in higher education is not only the right thing to do; it is also a strategically wise thing to do. While we should build on the good work we already do, we should draw on a new value that will come from leveraging the full engagement of human diversity. As we move forward, fostering inclusion and diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution. We must enact what we envision and pursue ongoing institutional transformation through specific and tangible actions.

“Boise State University is actively committed to diversity and inclusivity, a stance in alignment with our Statement of Shared Values. We recognize that our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni. We believe that prejudice, oppression, and discrimination are detrimental to human dignity, and that a vibrant and diverse campus community enhances the learning environment of the populations that we serve. We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands, celebrates, and values diversity, and expects and fosters inclusivity at all levels.” - Boise State University’s Statement of Diversity and Inclusivity, Feb 2017

With our institutional statement in mind, we would like to emphasize the urgency of this endeavor. As such, we frame our discussion through the lens of why *now* is the time for this bold leadership.

- **Our on-campus community cannot wait**

When we say *“Our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni”*, we acknowledge that the relative lack of diversity on-campus complicates our path towards fully realizing our aspirations for Inclusive Excellence. Success at every level and among each population must be envisioned, enacted, and evaluated, paying special attention to the segments of our population that historically have been underrepresented and underserved.² These populations include low-income, first-generation; people of color; DACA (Deferred Action for Childhood Arrival) eligible people; women; including women in the sciences, technology, engineering, and math (STEM) fields; veterans; persons with disabilities; adult learners, including those with dependent-care responsibilities; populations across the range of sexual orientations, gender-identities and/or gender-expressions³; populations recently immigrated to the United States; and people from all corners of the international sphere.⁴ Each of these populations play a crucial role in contributing to enriching and broadening the working and learning environment at this university. Every day that we wait is a day that these populations continue to be under-served and we do not realize the full benefit of this rich potential.

- **Our off-campus community cannot wait**

As we are *“actively committed to diversity and inclusivity”* we intentionally identify ourselves as a role model. Our proactive work can model for both the Treasure Valley and the State of Idaho ways to build productive workplaces and communities that celebrate, leverage and create opportunities out of the strengths that come from human diversity. Our students, our faculty, our staff and the communities we interact with will surely benefit from our work. Demographic trends are such that both nationally and in Idaho, populations will become more racially and ethnically diverse.⁵ Providing regional leadership is especially important given our growing refugee population and continued challenges in gaining legal recognition for all people (as evidenced by the several year-long continuing state campaign to add the words “gender identity” and “sexual orientation” to Idaho human rights code).⁶ Lack of action can be viewed as consent, as we witness oppressive or hate related events in our community and amongst our institutional peers. We have an important opportunity to build a legacy that will have an important impact for our entire region. Every day we wait is a day that we model for others that we do not live up to our stated ideals.

- **Standing up to oppression cannot wait**

If *“prejudice, oppression, and discrimination are detrimental to human dignity,”* the time to stand up and address these identified ills is now. The proliferation of recorded incidents between law enforcement and communities of color across the nation have become almost ubiquitous and play an important role in defining public consciousness about historically unresolved issues of racial tension and institutional bias. Higher education has a uniquely authoritative role in defining public consciousness. The Boise State University campus has also witnessed growing expressions from students and others about the need for greater attention to issues in our climate from the reaction to the Afro-Black Student Alliance’s vandalized homecoming float to the recent student-led creation of the Inclusive Excellence Student Council. We must move from a reactive mode to leading with vision and intentionality. Every day that we wait is a day that we allow the roots of oppression to deepen and acts of discrimination to lay claim over unrealized potential. Every day that we wait is a day in which we choose to allow these populations to remain vulnerable and at unacceptable risk.

- **Defining our institutional path cannot wait**

When we say *“We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands,*

celebrates, and values diversity, and expects and fosters inclusivity at all levels” we are not only adhering to a vision of integrity and action, but adapting to evolving market relevance. According to research done by the Institute for the Future 2020, cross-cultural competency has become and will continue to be a core proficiency.⁷ Institutions of higher education, Boise State included, have an obligation to attend to the full education of our students and their impact on their respective communities.⁸ Student demographics are changing faster than faculty, staff and administrator, and community demographics.⁹ As this gap increases, so does our personal, cultural, and structural blind-spot as an institution. This reality becomes even more pronounced as we stake out our aspiration as a nationally recognized presence, competing for students from states with vastly different demographic influences and less impacted by such blind spots. We have an opportunity to proactively prepare Boise State University to hire and provide professional development to a more diverse faculty and staff who are well prepared to welcome and educate diverse students and to meet the educational needs of students across lines of difference. Every day that we wait is a day in which our competitors and peer institutions work to surpass us.

1. Leading with Inclusion and Diversity

Challenges and Opportunities

Dr. King left us with four leadership lessons: (1) you must commit to your cause, (2) your dream will only become a reality with deliberate communication and action, (3) upending the status quo is necessary for real change to happen, and (4) every decision you make *must* reflect your mission, vision, and strategic plans.^{10,11,12,13}

Commit to the cause: The convening of the Commission and Advisory Council on Diversity and Inclusion is an important step towards inclusive excellence at Boise State. However, in the absence of intentional leadership, concrete investments, and real accountability, our institutional statement (see Introduction) is nothing more than a dream.

Deliberate communication and action: Who is leading, what they say, and what they do, reflect the depth of our commitment to moving toward our vision for a truly inclusive university. The outcomes of our institutional decision-making mirror the composition of our institutional leadership today. This has had long-term effects on how we recruit, train, and retain faculty, staff, and students, as well as who feels like they belong on our urban campus. Similar to the Center for Urban Education at the University of Southern California, we invite our leadership team to model equity-mindedness – “*a demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.*”¹⁴ Indeed, the future of Boise State needs intentional leadership to better understand and hence address inclusion, diversity, and equity challenges on and off campus.

Upending the status quo: Reaching our vision is not an easy task. It will require difficult decisions and changes to the way we do business. We need courageous leadership that will help us change *intentionally* and become stronger as a result of this mission-critical work.

Our mission, vision, and strategic plans: Our mission, vision, and strategic plans, below, outline great things for us as an institution:

According to our mission statement, “Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.”

According to our vision statement, “Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.”

In formulating our strategic plan, “Boise State University embraces the following attributes: spirited optimism, transformative thinking, principled action, and responsible risk taking.”

While these statements accurately summarize who we are and who we are becoming, they lack the institutional commitment to become a leader of diversity, inclusion, and equity in Idaho and beyond. As a consequence, there are no performance metrics specific to inclusive excellence at Boise State. Based on how we measure, reward, incentivize, and invest in people and processes, we reinforce only traditional metrics of success. While we should fully celebrate our successes, we must also broaden our definition of success, the ways we measure

success, and the ways we support success to foster inclusive excellence.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- Only 20% of students felt executive level administration communicate very effectively to the campus regarding issues of diversity and inclusion. Students expressed, *“frustration with ambiguous statements toward building a more inclusive campus,”* and over what they perceive as *“little follow through from the university.”*
- *“Some examples of actions or behaviors that result in feeling included as a member of the BSU community would be a stronger executive stance on diversity that speak toward the current violence within lived realities of non-white students, faculty, and staff and BSU community members with identities of a different marginalized nature.”* – student respondent

Future Directions

Future recommendations for our leadership are likely to fall into the following general areas:

- Commit to inclusion and diversity as a moral and strategic imperative.
- Create an infrastructure with executive leadership, and with the appropriate resources (personnel, funds, and support), incentives, and accountability related to diversity and inclusion.
- Deliberately communicate and take specific actions in support of diversity and inclusion.
- Challenge the status quo via courageous leadership.
- Update the mission, vision, and strategic plans at Boise State to include inclusion and diversity.
- Model greater diversity and inclusion among our executive leadership team.
- Establish institutional performance metrics related to inclusion and diversity.
- Ensure that the budget directly reflects the campus commitment to diversity and inclusivity.
- Adopt a framework to support institutional change for diversity and inclusion such as the AAC&U.
- Look to our peers for emerging leadership practices related to diversity and inclusion.
- Explore partnerships with the private sector related to diversity and inclusion.

2. Fostering a Sense of Belonging and Being Valued

Challenges and Opportunities

At the heart of being part of a community is a sense that one belongs, and that one is respected and valued both by one’s peers and those who serve in positions of leadership. Data from recent surveys indicate that there are members of our university community who do not feel like they belong. Further, there is strong evidence that there is room for improvement in leadership (at all levels) to help ensure all members of our community feel valued.

Additionally, beyond Boise State University, it is also important that our campus stakeholders feel a sense of belonging and inclusion in the wider Boise community. As such, the relationship between the university and the Boise community with regard to diversity, inclusion, and belonging is also an important area of focus and collaboration. At present, a minority of students, and faculty stated that they ‘very much’ belong in Boise, signaling that this is an area for improvement, too.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Overall, the majority of the campus community indicates a sense of belonging at Boise State. Notably, students are more likely to express lower levels of belonging generally. Those students identifying on the survey as other than White, other than male, and other than heterosexual are significantly less likely to articulate high levels of belonging. Similarly, those staff identifying as other than White, other than male, or with accommodations are significantly less likely to articulate high levels of belonging. Among faculty, those identifying as other than male were similarly less likely to do so.

To what extent do you feel you belong at Boise State University?				
	Students	Faculty	Staff	Administration
Very Much/Mostly	68.9%	76.1%	80.9%	78.9%
Very much	34.8%	39.1%	46.2%	52.6%
Mostly	34.1%	37.0%	34.7%	26.3%
Somewhat/Not at All	28.1%	22.1%	17.2%	21.1%
Somewhat	24.8%	19.6%	16.1%	15.8%
Not at all	3.3%	2.5%	1.1%	5.3%
Other	3.0%	1.8%	2.0%	0.0%
I don't know	2.6%	1.4%	1.8%	0.0%
I prefer not to answer	0.4%	0.4%	0.2%	0.0%
Number	939	276	571	38

Survey respondents also generally expressed a feeling of being valued. Again, students were least likely to express high levels of being valued, with more than 8 percent feeling “not at all” valued. There were no discernably significant demographic differences in the responses

To what extent do you feel valued in your department/unit/major?				
	Students	Faculty	Staff	Administration
Very Much/Mostly	57.2%	69.6%	77.9%	78.9%
Very much	27.3%	38.4%	45.7%	50.0%
Mostly	29.9%	31.2%	32.2%	28.9%
Somewhat/Not at All	37.3%	29.0%	21.8%	18.4%
Somewhat	28.9%	23.2%	18.6%	15.8%
Not at all	8.4%	5.8%	3.2%	2.6%
Other	35.2%	1.4%	0.4%	2.6%
I don't know	5.2%	1.4%	0.4%	2.6%
I prefer not to answer	30.0%	0.0%	0.0%	0.0%
Number	939	276	571	38

A majority of respondents indicated that they “very much” or “mostly” that they belong in the wider Boise community. While administrators were the most likely to express “very much” belonging, students again expressed the lowest levels of belonging. Students self-identifying as other than male were significantly more likely to express lower levels of belonging in the community.

To what extent do you feel you belong in the wider Boise community?				
	Students	Faculty	Staff	Administration
Very Much/Mostly	58.0%	67.4%	68.1%	74.2%
Very much	25.5%	34.1%	31.3%	54.8%
Mostly	32.5%	33.3%	36.8%	19.4%
Somewhat/Not at All	37.7%	31.3%	29.4%	25.8%
Somewhat	30.7%	28.0%	25.9%	25.8%
Not at all	7.0%	3.3%	3.5%	0.0%
Other	4.4%	1.4%	42.1%	0.0%
I don't know	4.2%	1.4%	2.1%	0.0%
I prefer not to answer	0.2%	0.0%	40.0%	0.0%
Number	939	276	571	38

The vast majority of respondents expressed that they “very much” or “mostly” feel respected by peers. More than half of students and staff indicated that they “very much” feel this respect. Few respondents indicated that they feel no respect from peers. However, those students identifying as other than heterosexual and those requiring accommodations were more likely to articulate lower levels of respect. Similarly, staff requiring accommodations and classified staff (as distinct from professional staff) were more likely to voice lower levels of respect from peers.

Similarly, a large majority of respondents expressed that they “very much” or “mostly” feel respected by supervisors or faculty. More than half of students and staff indicated that they “very much” feel this respect. Non male faculty (those who identified with any gender identity other than male) were significantly more likely to articulate lower levels of respect from supervisors.

To what extent do you feel you are treated with respect by your peers?				
	Students	Faculty	Staff	Administration
Very Much/Mostly	88.2%	83.7%	88.7%	89.5%
Very much	52.1%	44.9%	52.4%	47.4%
Mostly	36.1%	38.8%	36.3%	42.1%
Somewhat/Not at All	10.3%	14.5%	10.9%	10.6%
Somewhat	9.0%	12.7%	9.5%	5.3%
Not at all	1.3%	1.8%	1.4%	5.3%
Other	91.3%	1.8%	50.0%	0.0%
I don't know	1.3%	1.4%	50.0%	0.0%
I prefer not to answer	90.0%	0.4%	0.0%	0.0%
Number	939	276	571	38

To what extent do you feel you are treated with respect by your supervisors/faculty?

	Students	Faculty	Staff	Administration
Very Much/Mostly	86.4%	80.1%	85.6%	84.2%
Very much	54.3%	46.4%	59.9%	57.9%
Mostly	32.1%	33.7%	25.7%	26.3%
Somewhat/Not at All	12.6%	17.4%	14.0%	15.8%
Somewhat	11.2%	13.4%	11.2%	13.2%
Not at all	1.4%	4.0%	2.8%	2.6%
Other	1.1%	2.6%	0.4%	0.0%
I don't know	0.9%	0.4%	0.4%	0.0%
I prefer not to answer	0.2%	2.2%	0.0%	0.0%
Number	939	276	571	38

Staff respondents were relatively lukewarm of the question of whether they feel listened to in meetings. Only 26.1% expressed “very much” feeling this way, while sizeable numbers say they “mostly” (40.1%) or “somewhat” (26.4%) feel listened to. Those identifying as other than male were more likely to voice lower levels of feeling listened to. Among administrators, half say that they “very much” feel listened to while 28.9% say they do “not at all” feel listened to in meetings.

To what extent do you feel listened to and heard when you speak up in meetings?

	Staff	Administration
Very Much/Mostly	66.2%	55.3%
Very much	26.1%	50.0%
Mostly	40.1%	5.3%
Somewhat/Not at All	31.8%	44.7%
Somewhat	26.4%	15.8%
Not at all	5.4%	28.9%
Other	2.0%	0.0%
I don't know	1.8%	0.0%
I prefer not to answer	0.2%	0.0%
Number	571	38

According to the ASBSU 2016 Student Survey, only 29% of students feel they have found their community at Boise State, with a few comments referencing the university as a commuter campus, and the impact of jobs and other responsibilities. Additionally, while graduate students as a whole felt faculty were respectful of diverse backgrounds, identities, and perspectives, 6% of the respondents indicated they had experienced discrimination within the past year but only three of these students made an official report. Reasons for not reporting by the remaining 35 students included concerns about retaliation or negative consequences, being unaware of how or where to report such an incident, and believing that no action would be taken.

Boise State Campus Community

- “It takes aggressive acts of bravery and grace,” to get involved on campus. “It takes effortful calculations to navigate my classrooms and the campus in general.” – student respondent
- “I wish I could experience college like the majority of white students.” – student respondent
- “I think it's really important that people know the difference between diversity and inclusivity. It's possible to be very inclusive but not very diverse and it's also possible to be very diverse and not very inclusive. I think Boise State needs to focus on both aspects.” – faculty respondent
- “When I have candid conversations with faculty, staff, and students at the university, those who often express that they feel LEAST welcomed and valued are often those who have economic, moral, political, and theological points of view that are different from the dominant [liberal] views on campus.” – faculty respondent

Wider Boise Community

- “Downtown, Hyde Park, and University feel somewhat safe for LGBT, rest not” – faculty respondent
- “It is easy for people of color to lose themselves here. Also, microaggressions are abundant.” – faculty respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Work with leaders at all levels of the university to ensure a diverse set of faculty and staff are invited and involved in university, college, department, and programmatic initiatives as common practice.
- Ensure that the work of community building is not just the work of the faculty, staff, and students from underrepresented groups.
- Identify intentional means for people to share how difference impacts them and why that matters on our campus and in the wider Boise community.
- Engage the wider Boise community including alumni (with an intentional effort to include underrepresented groups), the business community that is hiring Boise State students as well as partners of faculty, staff, and students, and other community organizations in Boise, including minority affinity groups, to build bridges that support and catalyze feelings of inclusion and belonging for our campus stakeholders.
- Refer to the Communication section about publicly addressing the value that the different members of our community bring to the university.
- Provide training and engagement around key aspects of diversity, inclusion, and belonging for faculty, staff, students, and the wider Boise community (e.g. implicit bias training, etc.).
- Create opportunities for Boise State stakeholders to experience exceptional people from all backgrounds (e.g. lecturers, professors of the practice, staff, etc.).

3. Increasing the Diversity of our Community

Challenges and Opportunities

Research and experience indicate that retention is negatively impacted when underrepresented groups (faculty, staff, and students) lack support and feel unwelcome and/or excluded within the campus environment and larger community. Recruiting and retention efforts currently do not address cultural barriers for our diverse campus community, including faculty, staff, and students--an essential step to enhancing diversity on our campus.

Faculty and staff from underrepresented groups are not well represented at the university. The university's underrepresentation of staff, faculty, and administration diversity stems, in part, from a lack of cultural competency, cultural awareness, and consistent and intentional recruitment and hiring practices. In review of the affirmative action plan¹⁵ (workforce totals listed in this section below), and from focus groups held on campus, it is clear both that the percentages for minority populations are well below workforce availability statistics, and that there is also a sense of unequal pay and treatment related to gender and ethnicity.

Our student body also lacks in diversity as shown in the IPEDS ethnicity data below. While Idaho has seen a dramatic increase in our Latino/a population, minority students reported experiencing institutional barriers that affect retention and their overall student success. Further, when current students from underrepresented populations lack a sense of belonging and value, it creates a challenge to improve recruitment and retention efforts.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- According to the 2017 Affirmative Action Plan for Boise State University, overall workforce (faculty/staff) total as of 1/17/2017 reflects 2,447 employees. **Women and Minority (faculty and staff): Women population: 1,367(56%). Minority population: 308(12.6%). Minority groups: Black/African American:21(1%); Hispanics:150(6%); Asians:115(5%); Pacific Islander/Native Hawaiian:6(0%); American Indian/Nat AK:17(1%); Two or more races:9(0%).**
- **Representation of faculty based on gender, race, and rank is as follows:**

Faculty Information:	Race Total	Race % Total	Male Total %	Female Total %	Tenure Total %	Non-Tenure on Track Total %
American Indian/Alaska Native	4	0.51%	0.26%	0.26%	0.38%	0.00%
Asian	60	7.69%	4.87%	2.82%	3.08%	2.69%
Black/African American	3	0.38%	0.26%	0.13%	0.26%	0.00%
Hispanics of any race	25	3.21%	1.15%	2.05%	1.54%	0.64%
Native Hawaiian/Other Pacific Islander	1	0.13%	0.13%	0.00%	0.00%	0.00%
Two or more races	5	0.64%	0.51%	0.13%	0.26%	0.26%
White	682	87.44%	44.87%	42.56%	43.97%	17.69%
Total	780	100.00%	52.05%	47.95%	49.49%	21.28%

- Representation of professional and classified staff based on gender and race:

Staff Information:	Race Total	Classified Race Total %	Professional Race Total %	Classified Male Total %	Classified Female Total %	Professional Male Total %	Professional Female Total %
American Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	76	15.60%	5.57%	6.41%	9.19%	3.06%	2.51%
Black/African American	31	5.01%	3.62%	3.62%	1.39%	2.51%	1.11%
Hispanics of any race	198	46.24%	8.91%	18.94%	27.30%	3.34%	5.57%
Native Hawaiian/Other Pacific Islander	7	1.95%	0.00%	0.56%	1.39%	0.00%	0.00%
Two or more races	47	11.42%	1.67%	4.74%	6.69%	0.84%	0.84%
White	1691	26.73%	55.76%	10.49%	16.24%	22.98%	32.78%
Total	2050	40.78%	59.22%	16.49%	24.29%	24.68%	34.54%

- Representation of students based on (IPEDS) ethnicity:

Fall 2016 Degree-seeking Undergraduate Students by IPEDS Ethnicity

IPEDS Ethnicity	Students	% of Total
Nonresident Alien	634	4%
Hispanics of any race	1,917	12%
American Indian/Alaska Native	76	0%
Asian	337	2%
Black/African American	276	2%
Native Hawaiian/Other Pacific Islander	68	0%
White	11,805	74%
Two or more races	706	4%
Race and Ethnicity unknown	234	1%
TOTAL	16,053	100%

- Many faculty and staff respondents to our survey stated that in the past, there has been a “lack of training for search committees; consistent and mandated processes” in accordance with Affirmative Action and Human Resources guidelines. Minority faculty stated that the “tenure and promotion processes are not consistent and do not support them succeeding here at Boise State University.” There is a “lack of professional mentorship and development opportunities and a connection to groups” for underrepresented faculty and staff internal to campus.
- Faculty recommend we “hire more diverse faculty.”
- Student participants also indicated on the survey that the university should, “Make more of a commitment to hire diverse faculty and staff.”

- Students would like to see “better outreach to minority communities so that our student body is more diverse.”
- Open-ended responses from minority students indicated students do not always feel their presence is valued on campus or in the classroom.
- “Make sure students that identify as part of a diverse population know their presences are acknowledged, valued, and important, by demonstrating it verbally and visually.” – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

Actively address the recruitment and retention of diverse faculty and staff

- Ensure robust recruitment and retention plans are in place
- Support departments and programs to effectively implement plans
- Develop a culture that values and empowers employees to support diversity and inclusion efforts
- Provide training for all departments about how to be intentional about increasing diversity and inclusion

Actively address the recruitment and retention of diverse students

- Ensure existing strategic enrollment and recruitment plans work intentionally to build diversity
- Promote a clearer path of access for students from underserved populations.
- Create marketing materials and communication that validates the diverse student identities and experiences.
- Invest in need based aid to increase access and support persistence and retention.

4. Achieving an Inclusive Instructional Climate

Challenges and Opportunities

For many of our students, their primary connection to the university is through the courses in which they are enrolled, making attention to the instructional climate an important area for attention. Further, both students and faculty identify gaps and challenges associated with diversity and inclusion. These include: (a) challenges with interactions in and out of class (for both faculty and students), (b) gaps in the curriculum, and (c) the need for course and schedule design to be informed by diverse student needs. Proactive work with both faculty and students has the potential to improve the learning environment in disciplines across the university, as well as to improve retention and student success, especially for those most at risk of not completing a college degree.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

A majority of student (52.2%) say they feel “extremely safe” expressing ideas, thoughts, or questions in class, and an additional 41.3% say they feel “somewhat safe.” Those students identifying as other than White, other than male, and other than heterosexual are less likely to express feeling safe in class.

Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions?	
	Students
Extremely Safe	52.2%
Somewhat Safe	41.3%
Not at all safe	4.7%
Other	1.8%
I don't know	1.5%
I prefer not to answer	0.3%
Number	939

While only a small minority of faculty report that they feel “not at all” prepared to engage with diverse student populations, the majority of respondents, (52.0%) say they are only “somewhat prepared” to do so as indicated in the table below.

How prepared do you feel to understand and engage effectively with students?	
	Faculty
Extremely Prepared	46.0%
Somewhat Prepared	51.8%
Not at all Prepared	0.7%
Other	1.4%
I don't know	0.7%
I prefer not to answer	0.7%
Number	276

A smaller proportion of faculty respondents, only 30.4% say they feel “extremely prepared” to handle “spark moments” in class. A small, but not insignificant percentage of faculty (7.2%), report that they are “not at all prepared” to handle these difficult situations.

How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class?	
	Faculty
Extremely Prepared	30.4%
Somewhat Prepared	55.1%
Not at all Prepared	7.2%
Other	7.3%
I don't know	6.2%
I prefer not to answer	1.1%
Number	276

- *“The culture here can be rough at times...a large percentage of my students just don't want to believe that discrimination exists in any meaningful way in the modern U.S.”* – faculty respondent
- *“This is an area in which I need more training. I am always afraid of offending students from other backgrounds with my comments--well-meaning though they may be.”* – faculty respondent
- *“Being a minority in a smaller class where I feel the instructor isn't fostering an environment conducive to the acceptance of diversity really holds me back from participating.”* – student respondent
- *“A lot of professors are ignorant on creating an inclusive academic experience. In a class where I experienced a couple of microaggressions and a lack of acknowledgement towards Black or women poets, the instructor at the end of the class said he was unaware that he had created a biased course plan.”* – student respondent
- From the December 2016 Graduate Student Climate Survey:
 - “Women are substantially more likely (70% to 65%) to disagree or strongly disagree with the statement that “Many courses were not offered at a good time for me.”
 - In addition, women are substantially more likely (33.9% to 25.3%) to disagree or strongly disagree with the statement that: “Many opportunities existed outside of class for interactions between students and faculty.”
 - Finally, women are substantially more likely (33.9% to 25.3%) to agree or strongly agree (79.8% to 75.1%) with the statement that: “Interactions and discussions with my peers were a major source of motivation and support.”

Future Directions

Future recommendations are likely to fall into the following general areas:

- Provide support for faculty to improve their skills to facilitate difficult dialogues and effectively incorporate diverse student views.
- Establish mechanisms by which faculty and students who encounter resistance or hostile micro-aggressions (intentional or unintentional) from students can seek advice, support, or confidential counsel.
- Involve faculty in proactive mentoring of underrepresented/first generation students within departments
- Consider opportunities to expand or highlight curriculum focused on diversity and inclusion
- Enhance faculty development for course design so that courses better serve a diversity of students, are focused on inclusive pedagogy and utilize inclusive course materials

5. Supporting our Campus Community

Challenges and Opportunities

While the university offers many services related to inclusion and belonging, these services are not always well-coordinated or advertised. We have an opportunity to create a more coherent marketing plan for the various offices and services with the goal of increasing knowledge of available services. There is also a sense among some students that the various Centers in the SUB are only applicable to the minority or subpopulation labeled by the name of the Center. This highlights an opportunity for more cross-group conversations, activities, and events for majority/dominant students to get more involved. Further, there is room to improve the support provided for marginalized and/or minority populations amongst students, faculty, and staff.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Relatively few staff and administrators report feeling “not at all prepared” to engage effectively with students and colleagues from diverse backgrounds. But only 40.5% of staff and 31.6% of administrators state that they feel “extremely prepared” to do so.

How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds?		
	Staff	Administration
Extremely Prepared	40.5%	31.6%
Somewhat Prepared	54.8%	63.2%
Not at all Prepared	2.8%	2.6%
Other	1.9%	2.6%
I don't know	1.4%	2.6%
I prefer not to answer	0.5%	0.0%
Number	571	38

The vast majority of students, faculty, staff, and administrators indicate that they sense they receive comparable service on campus as their peers. Among staff, those with accommodations are significantly more likely to say that they receive “less attention” or “poorer service.” Among students, those identifying as other than heterosexual and those reporting accommodations are likely to voice this feeling of receiving worse services or attention.

Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone,

the library, etc.)?				
	Students	Faculty	Staff	Administration
No - I feel like I receive less attention/poorer service	7.5%	4.0%	4.9%	7.9%
Yes - I have a sense that I am being treated the same	76.1%	77.2%	76.2%	57.9%
No - I feel like I receive more attention/better service	3.5%	2.5%	5.1%	13.2%
Other	12.9%	16.3%	13.9%	21.0%
I don't know	11.7%	14.5%	13.0%	18.4%
I prefer not to answer	1.2%	1.8%	0.5	2.6%
Number	939	276	571	38

- **Lack of awareness of services:** There were comments from students that clearly indicated a lack of awareness of certain available services, such as mental health services and support for students with disabilities.
 - *“There should be a central location for students to receive services.”* – student respondent
 - *“There needs to be better education about how to use campus services from the zone to PeopleSoft... for students who in their second year still have not developed those relationships there is no one to improve their knowledge above what they get at orientation if anything. There should be a visible place that is constantly streaming low barrier access to education and information on services that benefit all groups.”* – student respondent
- **Services for nontraditional students:** Many nontraditional and graduate students would like to see more services or events for students with children. These students were also more likely to cite the SUB as being a non-welcoming building and to see it as catering only to the traditionally aged undergraduate students. Students who work full-time also wrote about the challenges of offices/buildings being closed before they can get off work to come to campus.
 - *“I wish Boise State treated their graduate students with more value. I feel (and I know it predominately [serves] undergraduate students) that graduates just float around and don't really belong to BSU--we don't have as much targeted for graduate audiences.”* – student respondent
 - *“I would like to see a program for older and/or part time students. Something that would put a human face on the overall process of being a student.”* – student respondent
 - *“More assistance for older students transitioning into going back to school.”* – student respondent
- **Support for faculty:** Faculty commented that they would like to see support systems for them to partner with when they are working with underrepresented and underserved students on academic issues.

- **Support for non-native English speakers:** It was noted in the 2017 International Student Climate survey that there was not enough support for non-native English speakers.

Future Directions

Future recommendations are likely to fall into the following general areas:

- Investigate where the service and resource gaps are, especially for underrepresented students and students who are not being retained (e.g., Idaho residents, junior status, low income, first generation).
- Establish a clearer understanding of the barriers to student engagement and success for nontraditional and graduate students, including campus-to-career barriers.
- Coordinate communication and increase visibility of existing support services and resources.
- Explore service locations and evaluate potential functional area moves to address and increase access.
- Ensure faculty and staff are aware of the services and resources that are available to students, and faculty and staff.

6. Communicating Effectively

Challenges and Opportunities

Faculty, staff, and students note communication around issues of diversity and inclusion as a specific area for improvement, and it arose in many of the open-ended questions throughout the survey. The tone and content of both formal and informal communication has the ability to express value and respect, and to increase one’s sense of belonging to a community. Rhetoric, both that in response to events, and that which seeks to proactively shape the institution, has the potential to move the institution forward. Our institutional communication has missed this opportunity. Moving forward, thoughtful and consistent messaging from every sector of the university will help shift campus culture.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Generally speaking, members of the campus community voiced less than enthusiastic responses about the degree to which the executive level and college and department level administrators communicate about issues of diversity and inclusion. In each case, a plurality or a majority say that administrators are “somewhat” effective in their communications while a sizeable minority say they are “not at all” effectively. Interesting, a substantial number (and nearly a quarter of student respondents) don’t know about whether or not administrators communicate effectively. In most of the columns below, respondents other than male and other than heterosexual are more likely to view executive, college, and departmental administrators as less effective communicators.

To what extent do you feel that the Boise State University college and department level administration communicate effectively to the campus regarding issues of diversity and inclusion?				
	Students	Faculty	Staff	Administration
Very Effectively	19.8%	22.8%	18.0%	13.2%
Somewhat Effectively	41.5%	43.8%	45.5%	50.0%
Not at all Effectively	15.7%	19.6%	12.4%	23.7%
Other	23.1%	13.8%	24.0%	13.2%
I don’t know	22.2%	12.7%	23.3%	13.2%
I prefer not to answer	0.9%	1.1%	0.7%	0.0%
Number	939	276	571	38

To what extent do you feel that the Boise State University executive level administration communicate effectively to the campus regarding issues of diversity and inclusion?

	Students	Faculty	Staff	Administration
Very Effectively	20.2%	18.8%	25.6%	7.9%
Somewhat Effectively	41.6%	48.9%	52.0%	60.5%
Not at all Effectively	15.8%	18.8%	11.7%	23.7%
Other	22.4%	13.4%	10.7%	7.9%
I don't know	21.4%	12.3%	10.2%	7.9%
I prefer not to answer	1.0%	1.1%	0.5%	0.0%
Number	939	276	571	38

- “When something overtly non-inclusive happens (like those white supremacy fliers), a swift, unambiguous response is one step towards making things more inclusive” - faculty respondent
- “Explicitly acknowledg(e) that our climate is not inclusive, and work...to address that.” – faculty respondent
- “Have Dean of Students address real issues and concerns for those students affected by President Trump's actions.” – student respondent
- ” Actually talk about diversity and inclusion, I have been here for three years and this is the first time I have really been contacted in any form about it.” – student respondent
- “I rarely hear from my college dean, I only hear from my advisor when I contact first, I never heard from ASBSU President/ Vice President” – student respondent
- “Take a stand. An actual stand. Make a statement, be clear, stand up for students, stop being worried about reputation / the capitol. YOU ARE ONLY HERE BECAUSE OF THE STUDENTS; they are your priority.” – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Create a strategic communication plan emphasizing the importance of diversity and inclusion (at all administrative levels) and that embodies the commitment that has been made to creating and supporting a diverse and inclusive community.
- Commit to being frank about the challenges we face with respect to diversity and inclusion; identify strategies for communicating with heart.
- Provide professional development across the university to help people develop confidence in using effective communication strategies with respect to diversity and inclusion.
- Create a culture of communication that supports and engages inclusivity and diversity.
- Adopt patterns of regular communication that celebrate diversity and inclusion

Conclusions: Committing to Action and Accountability

“A great democracy cannot be content to provide a horizon-expanding education for some and work skills, taught in isolation from the larger societal context, for everyone else.”¹⁶ As stewards of the past, role models for the present, and projectors of the future, higher education cannot provide “liberal education for some and narrow or illiberal education for others.”¹⁷

When measured against our current vision, mission, and strategic plan, Boise State has made remarkable progress – growing from a community college to a nationally-recognized innovator in higher education. As an institution on the move that is often building the airplane during flight, we are a modern day *Cinderella* story. Unfortunately, when evaluating the beneficiaries of our success, it is not clear that everyone is being invited nor supported to participate in the ball. Our institution and those that lead it have reinforced cultural, structural, and personal norms of what success *looks like* in Idaho and rural America. This image is reflected in who we are and how we recruit, support, and retain people. In contrast, and defined here for the first time, true success is inclusive excellence – which is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break from implicit and limiting biases that reify exclusionary practices. As both an institutional value and outcome, it intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.¹⁸

In addition to being a moral imperative, inclusive excellence is a strategic imperative for Boise State because of external forces that are unbundling the promise of higher education today. Select examples include: (1) student demographics are changing faster than faculty, staff, administrator, and community demographics, (2) privatization is placing a disproportionate financial burden on under-served and under-represented populations, (3) graduation rates for people of color are well below the national average, (4) emboldened behavior is contributing to hate related events on our campuses, and (5) fragmentation is dividing rather than unifying our nation. For example, in just 10 years 49% of all high school seniors will be students of color. *“¹⁹Yet, historically and today, African American, Latino/a, and Native American students are notably less likely than students from other racial and ethnic groups to enter and complete college.^{20,21} In addition, only 9 % of students in the lowest income quartile complete a bachelor’s degree by age twenty-four.”^{22,23}* The consequence is that the equity divide is growing in Idaho as our middle class is shrinking.

In response, the time is right for President Kustra and his executive team to prioritize inclusion, diversity, and equity at Boise State. The campus community stands ready. In our survey, 90-98% of our campus community (90% students, 96% staff and administrators, 98% faculty) stated that it was *"Somewhat/Very Much"* their responsibility to contribute to an inclusive campus climate. In addition, this is the single most important legacy that the current Boise State leadership can leave for future generations of students, faculty, staff, and administrators. From a foundation of inclusion and diversity, our campus and community will prosper.

In summary, this report is a call to action and a request for deep accountability among the Boise State leadership. In do so, we have the opportunity both to address gaps and needs, but also to build an institution that is richer and stronger.

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Appendices

1. Commission and Advisory Council Charges and Memberships
2. Campus Survey Methodology
3. Functional Areas and Programs Focused on Diversity and inclusion Efforts
4. Campus Survey Instrument

Appendix 1: Commission and Advisory Council Charges and Memberships

Commission on Diversity and Inclusion: As directed by President Kustra, the purpose and charge of the Commission on Diversity and Inclusion was specifically to: (1) Gather and review information and data including past documents and campus studies as well as collect, update and enable a current status view; (2) Frame recommendations to the President on ways to advance our commitment to diversity and inclusion; (3) Oversee the transition to actions in response to recommendations.

Members of the Commission on Diversity and Inclusion are as follows:

Donna Llewellyn, Co-Chair, Executive Director, Institute for STEM and Diversity Initiatives
Gayla Thomas-Dabney, Co-Chair, EO/AA Officer, Office of Institutional Compliance and Ethics
Leslie Webb, Vice President, Student Affairs and Enrollment Management
Harold Blackman, Associate Vice President, Research & Economic Development
Gonzalo Bruce, Assistant Provost, Global Education
Corey Cook, Dean, School of Public Service
Will Hughes, Associate Dean, College of Innovation + Design
Tammi Vacha-Haase, Dean, Graduate College
Susan Shadle, Director, Center for Teaching and Learning
Maria Alicia Garza, Director, Casita Nepantla
Arturo Rodriguez, Chair, Cultural & Ethnic Diversity Board
Angeli Weller, Director Responsible Business Initiative (COBE)
Scott Lowe, President, Faculty Senate
Francisco Salinas, Director, Student Diversity and Inclusion
Katie Thomas, President, Professional Staff Senate
Sherepta McLeod, & *Rob Pangaro, (Outgoing & Incoming) President Association of Classified Employees
Rebecca Kopp & *Sienna George, (Outgoing & Incoming), President, ASBSU
*Brooke Putra, President, Intertribal Native Council
Angela Taylor, Partner, Dignitas
Jay Nelson, Intertribal Native Council
*Queen Alexander, Delegate, -MLK Living Legacy

*Indicates members who during the early or middle of the establishment of the Commission and Advisory Council, moved to new positions on campus, joined at a later time due to change in roles, or were never able to serve due to unforeseen reasons. We want to acknowledge their membership.

Advisory Council on Diversity and Inclusion: The Commission on Diversity and Inclusion established an Advisory Council on Diversity and Inclusion to work in collaboration with the Commission specifically to: (1) Collect input from the campus community and pass that input along to the Commission draft (and where appropriate deliver) communication to the campus community about the Commission's work; (2) Work with the Commission members to analyze and create a framework representative of the data collected from the campus climate survey and focus groups on campus; (3) Work in collaboration with the Commission in work groups to frame and submit a report of recommendations based on the tasks of each working groups research (the goal is to identify trends/themes in the data).

Members of the Advisory Council on Diversity and Inclusion are as follows:

Arturo Rodriguez, Co-Chair, Chair, Cultural & Ethnic Diversity Board

Francisco Salinas, Co-Chair, Director, Student Diversity and Inclusion

Maria Alicia Garza, Director, Casita Napanla

Gregory Martinez, Interim Director, Center for Multicultural Education Opportunities

*Milaun Danclar, Chair, MLK Living Legacy Committee

Dora Ramirez, Member, Faculty Senate Committee on Diversity

Robin Allen, Member of Executive Committee, HERS West

Csea Leonard, Program Coordinator, Gender Equity Center

Lori Sprague, Coordinator, Veterans Services

Catherine Bates, Diversity Coordinator, Institute for STEM and Diversity Initiatives

*Jamie Lundergreen, International Academic Coordinator for International Student Services, Center for Global Education/Program Coordinator, Osher Institute

Ramon Silva, Associate Director, Admissions

Chris Vanderstouwe, Lecturer, Gender Studies

Tomas Baiza, Director, Advising and Academic Support Center

*Brooke Putra, Member, Intertribal Native Council

Gabe Rosenvall, Associate Athletic Director, Athletic Academic Services

Jay Nelson, Member, Intertribal Native Council

Work Groups: In order to develop a framework for diversity and inclusion for our campus, the following workgroups were assigned specific tasks to collect and analyze past/previous data (climate survey results, focus groups), and present the challenges/opportunities, key data (quotes etc.), and future directions in a report to President Kustra.

Members of work groups as follows:

Work group 1 (Extract relevant data from existing prior reports): Csea Leonard (AC), Arturo Rodriguez (AC, Comm), and Leslie Webb (Comm)

Work group 2 (Extract relevant data from existing prior surveys): Corey Cook (Comm), Tammi Vacha-Haase (Comm), Dora Ramirez (AC), and Jamie Lundergreen (AC)

Work group 3 (Gather information from the community (off campus): Angeli Weller (Comm), Francisco Salinas (AC, Comm), and Virginia Husting (AC)

Work group 4 (Gather information from current students): Rebecca Kopp (Comm), Catherine Bates (AC), Lori Sprague (AC), Gonzalo Bruce (Comm), and Sienna George (Comm)

Work group 5 (Gather information from current instructional staff (faculty and Profession staff who teach): Robin Allen (AC), Elizabeth Ramsey (AC), Donna Llewellyn (Comm), Scott Lowe (Comm) and Susan Shadle (Comm)

Work group 6 (Gather information from current non-instructional professional and classified staff): Ramon Silva (AC), Gabriel Rosenvall (AC), Sherepta McLeod (Comm), Katie Thomas (Comm) and Harold Blackman (Comm)

Work group 7 (Gather information about infrastructure): Tomas Baiza (AC), Alicia Garza (AC, Comm), Jay Nelson (AC), Will Hughes (Comm), Angela Taylor (Comm), Leslie Webb (Comm), and Gayla Thomas-Dabney (Comm)

Writing Group: A writing group was formed and consisted of members from the Commission and Advisory Council to gather the written data from work groups, make edits, and develop a thematic framework for a written report, for submission to the President. This writing group devoted much effort and time in creating and collaborating with all members to write a report representative of input from faculty, staff, and students on our campus. The written report is based on past and present documents, research conducted from all work groups, a campus climate survey, Shared Values and the Diversity and Inclusion Statement Boise State University.

Members of the writing group were as follows:

Donna Llewellyn

Gayla Thomas-Dabney

Corey Cook

Susan Shadle

Francisco Salinas

Angela Taylor

Harold Blackman

Appendix 2: Campus Survey Methodology

The Commission and Advisory Council on Diversity and Inclusion created and administered a survey of the campus environment in Spring 2017. The full survey is in Appendix 3. The survey was administered using a Google form and was accessible to anyone with a boisestate.edu or a u.boisestate.edu account. Since student employees have both types of accounts, they were able to access the survey through either platform, and hence there is a potential that some completed the survey twice (the form was set to only accept one response per account). All other administration methods carried the risk of an outside person obtaining a link to the survey and completing it. The decision was made that the risk of students completing the survey twice was preferable to the risk of a non-Boise State person completing it.

The survey remained open for three weeks. The Office of the President sent an email to all employees and the Office of the Vice President for Student Affairs sent an email to all students alerting them of the survey and the deadline to complete it. The students also received a reminder email. In addition, an item was posted in Campus Update about the survey. Further, members of the Commission and the Advisory Council used their professional and personal networks on campus to spread the word about the survey. All respondents had the opportunity to enter their name on a separate Google form to be entered into a raffle for gift cards to the campus store or for Aramark. A total of 10 staff and faculty, and 25 students received gift cards from this raffle.

In all, 939 students (795 undergraduates, 118 masters, and 26 doctoral), 571 staff (404 professional and 167 classified), 276 faculty (179 tenure-track and 97 non-tenure track), and 38 administrators, for a total of 1763 individuals, completed the survey. The table on the next page gives the demographic representation of the respondents.

The Commission co-chairs cleaned the open-ended responses to be sure that anonymity would be retained and then they turned over the survey data to the working groups discussed in Appendix 1.

In addition, members of the group used SPSS to run cross tabs and calculate chi-square statistics. The report only describes substantively and statistically significant results.

	Students		Staff		Faculty		Admin.	
Asian/Pacific Islander	37	3.9%	10	1.8%	6	1.8%	0	0.0%
Black	12	1.3%	4	0.7%	3	1.1%	2	5.3%
Latino	58	6.2%	31	5.4%	5	1.8%	2	5.3%
Two or More	83	8.8%	40	7.0%	12	4.3%	2	5.3%
White	666	70.9%	429	75.1%	208	75.4%	31	81.6%
Other	20	2.1%	6	1.1%	6	2.2%	1	2.6%
Declined	63	6.7%	51	8.9%	37	13.4%	0	0.0%
Total	939		571		276		38	
Female	542	57.7%	376	65.8%	133	48.2%	22	57.9%
Male	330	35.1%	152	26.6%	105	38.0%	16	42.1%
Other	19	2.0%	1	0.2%	5	1.8%	0	0.0%
Declined	48	5.1%	42	7.4%	33	12.0%	0	0.0%
Total	939		571		276		38	
Hetero	720	76.7%	446	78.1%	199	72.1%	35	92.1%
Other	108	11.5%	34	6.0%	18	6.5%	0	0.0%
Declined	111	11.8%	91	15.9%	59	21.4%	3	7.9%
Total	939		571		276		38	
Accommodations	74	7.9%	32	5.6%	15	5.4%	3	7.9%
None	841	89.6%	517	90.5%	243	88.0%	35	92.1%
Declined	24	2.6%	22	3.9%	18	6.5%	0	0.0%
Total	939		571		276		38	

Appendix 3: Functional Areas and Programs Focused on Diversity and Inclusion Efforts

Please note – this list is not exhaustive and we are sure that we have left off some important efforts that are on our campus. Please forgive us for any oversight.

1. Offices and Centers Within the Division of Student Affairs and Enrollment Management

- a. Admissions - Multicultural Recruitment
- b. Student Diversity and Inclusion
 - i. Multicultural Student Services
- c. Gender Equity Center
- d. Veteran Services
- e. Educational Access Center

2. Offices and Centers Within Academic Units

- a. Center for Multicultural Opportunities (within the College of Education)
 - i. TRiO Rising Scholars
 - ii. Teacher Prep Program
 - iii. College Assistance Migrant Program
 - iv. High School Equivalency Program
 - v. Upward Bound
 - vi. Educational Talent Search
 - vii. Veteran's Upward Bound
 - viii. McNair Scholars
- b. Gender Studies Program (within the College of Arts and Sciences)
- c. Latin American and Latino/a Studies Minor (within the Department of World Languages, College of Arts and Sciences)

3. Offices and Centers Under the Office of the Provost and the Division of Research and Economic Development

- a. Institute for STEM & Diversity Initiatives
 - i. Louis Stokes Alliance for Minority Participation
 - ii. Diversity Network for Student Success Staff
- b. Center for Global Education
- c. Center for Teaching and Learning
- d. Casita Nepantla
- e. Leadership Development Taskforce

4. Offices and Centers Under the Office of the President

- a. Affirmative Action/Office for Equal Opportunity (Not sure this is accurate title of office)

5. Committees, Entities, and Other Groups – Student

- a. Inclusive Excellence Student Council
- b. MLK Living Legacy Committee
- c. Intertribal Native Council
- d. OELA
- e. MEChA

- f. The Boise State Refugee Alliance
- g. Afro-Black Student Alliance
- h. Boise American Filipino Relations Club and Diversity Association
- i. Boise State University Korean Club
- j. Bosnian Student Association
- k. Chinese Club
- l. Japan Club
- m. Kuwaiti Club
- n. Saudi Students Club
- o. National Society of Black Engineers (NSBE)
- p. Society of Hispanic Professional Engineers (SHPE)
- q. International Student Association
- r. Nepalese Student Association
- s. PRIDE Alliance
- t. TRiO Rising Scholars Student Organization
- u. Alpha Pi Sigma
- v. Lambda Theta Alpha
- w. Lambda Theta Phi
- x. Multicultural Greek Council
- y. Sigma Lambda Beta
- z. Muslim Student Association
- aa. Students for Prison Awareness
- bb. Tender Thoughts
- cc. American Sign Language Club
- dd. Secular Student Alliance
- ee. Ethos Project
- ff. Gender Studies Club

6. Committees, Entities, and Other Groups – Faculty and Staff

- a. HERS West
- b. Faculty Senate Diversity Committee
- c. Cultural and Ethnic Diversity Board

7. Alumni Groups

- a. Latino Chapter of the Boise State University Alumni Association

Appendix 4: Spring 2017 Campus Survey Instrument

Diversity and Inclusion Campus Survey (boisestate.edu)

This survey is being distributed to all Boise State University students, staff, and faculty members in order to gather information about our current campus climate. The Commission and Advisory Council on Diversity and Inclusion will use this input in our recommendations and advice to President Kustra and his executive team.

All surveys are anonymous, and results will be only reported in the aggregate. The data that is collected will only be used for this purpose.

Please give your honest opinion so that we can foster diversity and inclusion at Boise State.

Together we can do it!

The survey should take no more than 15 minutes to complete.

Thank you.

* Required

1. To what extent do you feel you belong at Boise State University? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

2. To what extent do you feel valued in your department/unit/major? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

3. To what extent do you feel valued by the executive level Boise State University administration (the President, Vice Presidents, and the Provost)? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

4. To what extent do you feel valued by the Boise State University college and department level administration (Deans and Department Heads)? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

5. To what extent are you engaged and active within the Boise State University community? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

6. To what extent do you feel you are treated with respect by your peers at Boise State University? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

7. To what extent do you feel you are treated with respect by your supervisors/faculty at Boise State University? *

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

8. How comfortable are you interacting with people from diverse backgrounds? *

Mark only one oval.

- Not at all
- Somewhat
- Very much
- I don't know
- I prefer not to answer

9. How easy has it been to get to know people from different racial/ethnic backgrounds at Boise State University? *

Mark only one oval.

- Not at all
- Somewhat
- Very easy
- I don't know
- I prefer not to answer

10. To what extent do you believe it is your responsibility to contribute to an inclusive campus climate? *

Mark only one oval.

- Not at all
- Somewhat
- Very much
- I don't know
- I prefer not to answer

11. **To what extent do you feel that the executive level Boise State University administration (the President, Vice Presidents, and the Provost) communicate effectively to the campus regarding issues of diversity and inclusion? ***

Mark only one oval.

- Not at all effectively
- Somewhat effectively
- Very effectively
- I don't know
- I prefer not to answer

12. **To what extent do you feel that the Boise State University college and department level administration (Deans and Department Heads) communicate effectively to the campus regarding issues of diversity and inclusion? ***

Mark only one oval.

- Not at all effectively
- Somewhat effectively
- Very effectively
- I don't know
- I prefer not to answer

13. **What are some examples of actions or behaviors that result in your feeling included and like a member of the Boise State University community?**

14. **Based on your experience at Boise State University, please provide us with three ideas you have for improving the diversity and inclusivity experience on campus for students, staff, and/or faculty.**

15. If President Kustra were to create offices, positions, spaces, etc. to support diversity and inclusion, what are up to two elements that you would want to see addressed or included in these elements?

16. What role(s) do you have at Boise State University (select all that apply)?

Check all that apply.

- Undergraduate Student
- Masters Student
- Doctoral Student
- Student Employee (or Graduate Assistant)
- Classified Staff
- Professional Staff
- Non-tenure Track Faculty (includes adjunct faculty, instructors, lecturers, clinical faculty, etc.)
- Tenure Track/Tenured Faculty
- Administrator

17. Which role do you see as your primary role at Boise State University (if you only chose one in the last question, just repeat that choice here)? *

Mark only one oval.

- Undergraduate Student *Skip to question 18.*
- Masters Student *Skip to question 18.*
- Doctoral Student *Skip to question 18.*
- Classified Staff *Skip to question 29.*
- Professional Staff *Skip to question 29.*
- Non-tenure Track Faculty *Skip to question 36.*
- Tenure Track/Tenured Faculty *Skip to question 36.*
- Administrator *Skip to question 29.*

Primary Role: Student

Even if you wear many hats at Boise State, we are most interested for the rest of the questions of this survey in your perspectives as a student. Thanks.

18. **Overall, to what extent have your instructors understood and engaged effectively with students from various backgrounds? ***

Mark only one oval.

- Not at all - for the most part (possibly with a few exceptions), they have not exhibited these skills
- Somewhat - they appear to be trying, but more professional development in this area is needed
- Pretty good - for the most part, they have exhibited these skills satisfactorily
- Exceptional - there should be an article in the newspaper about how well my instructors do this
- I don't know
- I prefer not to answer
- Other: _____

19. **Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions? ***

*

Mark only one oval.

- Not at all safe
- Somewhat safe
- Extremely safe
- I don't know
- I prefer not to answer

20. **Any comments that you want to share about the classroom climate?**

21. **Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.)? ***

Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other students are
- I don't know
- I prefer not to answer

22. **Are there services that you wish Boise State would offer to students that do not appear to be currently available? If so, please give a brief description:**

23. **Any comments you want to share about campus services?**

24. **In what year did you first enroll as a student at Boise State University (four digit year please)?**

25. **Before enrolling at Boise State University, did you reside in Idaho? ***

Mark only one oval.

- Yes
- No
- I prefer not to answer
- Other: _____

26. **Have you ever served, or are you currently serving, in any branch of service in the United States military? ***

Mark only one oval.

- Yes
- No
- I prefer not to answer

27. **Are you the first in your immediate family to attend a four year college or university? ***

Mark only one oval.

- Yes *Skip to question 44.*
- No *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Skip to question 44.

Additional Question

28. **Who else in your immediate family attended a four year college or university before you?**

Skip to question 44.

Primary Role: Staff or Administrator

Even if you wear many hats at Boise State, we are most interested for the rest of this survey in your perspectives as a member of the staff or administration. Thanks.

29. **To what extent do you feel listened to and heard when you speak up in meetings? ***

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

30. **How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds? ***

Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

31. **Are there particular training opportunities that you would like to access for helping to create an inclusive campus climate? If so, please briefly tell us about them:**

32. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers? ***

Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other employees are
- I don't know
- I prefer not to answer

33. **Are there services that you wish Boise State would offer to staff and/or administrators that do not appear to be currently available? If so, please give a brief description:**

34. **In what year did you begin your first (non-student) position at Boise State University (four digit year please)?**

35. **Have you attended a four year college or university? ***

Mark only one oval.

- No *Skip to question 44.*
- Yes and I was the first in my immediate family to do so *Skip to question 44.*
- Yes and I was not the first in my immediate family to do so *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Skip to question 44.

Primary Role: Faculty

Even if you wear many hats at Boise State, we are most interested for this survey in your perspectives as an instructor. Thanks.

36. **To what extent do you feel listened to and heard when you speak up in meetings? ***

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

37. **How prepared do you feel to understand and engage effectively with students and colleagues from diverse backgrounds? ***

Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

38. **How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class? ***

Mark only one oval.

- Not at all prepared
- Somewhat prepared
- Extremely prepared
- I don't know
- I prefer not to answer

39. **Any comments on the classroom climate?**

40. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers? ***

Mark only one oval.

- No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services
- No - I feel like I receive more attention/better service than some of my peers at some of these types of services
- Yes - I have a sense that I am being treated the same way as other employees are
- I don't know
- I prefer not to answer

41. **Are there services that you wish Boise State would offer to instructors that do not appear to be currently available? If so, please give a brief description:**

42. **In what year did you start in your first faculty position at Boise State University (four digit year please)?**

43. **Were you the first in your immediate family to attend a four year college or university? ***

Mark only one oval.

- Yes *Skip to question 44.*
- No *Skip to question 28.*
- I prefer not to answer *Skip to question 44.*
- Other: _____ *Skip to question 44.*

Closing Section

44. **Are there certain buildings or places on campus that make you feel like you belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

45. **Are there certain buildings or places on campus that make you feel like you don't belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

46. **Are there spaces that don't exist on campus that you wish did exist? If so, please briefly describe:**

47. **To what extent do you feel you belong in the wider Boise community? ***

Mark only one oval.

- Not at all
- Somewhat
- Mostly
- Very much
- I don't know
- I prefer not to answer

48. **Any comments that you want to share about the broader Boise community?**

49. **Any additional comments?**

50. Is your primary location for study and/or work on campus? *

Mark only one oval.

- Yes
- No
- I prefer not to answer
- Other: _____

51. How do you identify? Please check all that apply: *

Check all that apply.

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic of any race
- Native Hawaiian/Other Pacific Islander
- Nonresident Alien
- International student or employee visa-holder (F, J, H1B, etc.)
- Refugee
- White
- I prefer not to answer
- Other: _____

52. How do you identify regarding your gender (man, woman, trans, etc.)? Or write N/A if you prefer not to answer please. *

53. How do you identify regarding your sexual orientation (Heterosexual, LGBTQIA, etc.)? Or write N/A if you prefer not to answer please. *

54. Have you ever received (or are currently receiving) accommodation for (check all that apply): *

Check all that apply.

- Sensory impairment (vision or hearing)
- Mobility impairment
- Learning disability
- A disability or impairment not listed above
- None of the above
- I prefer not to answer

**55. If you identify with a religion (or religions),
please identify it/them here:**

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