

**TASK FORCE
ON DIVERSITY IMPLEMENTATION**

REPORT

17 MARCH 2006

CHARGE FROM PROVOST DOUG BAKER

Make recommendations toward the goal of recruiting, retaining, and transitioning to the work place or graduate school a more diverse student body at the University of Idaho.

Specifically:

1) Clearly articulate the current university structure as it impacts recruitment, retention, and transition of a diverse student body.

2) Suggest how the university should be structured to achieve better results in recruitment, retention, and transition of a diverse student body, in light of goals established in the Comprehensive Plan on Diversity and Human Rights (April 2004) and the Strategic Plan 2004-2009.

3) Suggest how to implement proposed new structures, including a timeline, estimated costs, and evaluative mechanisms/learning outcomes.

The Task Force defined the phrase “diverse student body” in the broadest possible manner to include Hispanic/Latino-American, Asian-Pacific Islander-American, African-American, Native-American, women, sexual orientation, student-athletes, non-traditional age, disability, first-generation, and international students. It embraced the premise that a diverse student body has substantial impact on the transformative educational experience of all University of Idaho students.

TASK FORCE MEMBERSHIP

Gary Williams (Chair, standing in for Rodney Frey)

Jane Baillargeon	John Mihelich
Suzi Billington	Andy Neukranz-Butler
Yolanda Bisbee	Bruce Pitman
Alton Campbell	Francisco Salinas
Jeanne Christiansen	Nick Sanyal
Dan Davenport	Lloyd Scott
Juan DeLeon	Ann Smart
Rodney Frey	Debbie Storrs
Ed Galindo	Maureen Taylor
Meredyth Goodwin	Simba Tirima
Michael Griffel	Vicki Trier
Jeannie Harvey	Margrit von Braun
Patty Houle	Mike Whiteman
	Pingchao Zhu

PROCESS

The Task Force, meeting first on December 8, 2005, agreed to distribute the analysis of current university structures to five subcommittees working simultaneously:

Pre-College Experiences, Recruitment, and Admissions

Chair: Ed Galindo. Members: Ann Smart, Jeanne Christiansen, Simba Tirima, Dan Davenport

Retention: Targeted Student Support Programs

Chair: Bruce Pitman. Members: Vicki Trier, Yolanda Bisbee, Maureen Taylor, Jane Baillargeon, Meredyth Goodwin, Lloyd Scott

Retention: Infrastructure Support

Chair: Juan De León Jr. Members: Jeannie Harvey, Michael Griffel, Andy Neukranz-Butler, Humberto Cerillo, Mike Whiteman, Greg Tatham

Retention: Faculty and Curriculum

Chair: Debbie Storrs. Members: Pingchao Zhu, Nick Sanyal, Ed Galindo, Juan De León Jr., John Mihelich

Transition to World of Work/Graduate School

Chair: Suzi Billington. Members: Francisco Salinas, Yolanda Bisbee, Vicki Trier, Margrit von Braun

Each subcommittee met several times in January and February 2006, the Task Force chair facilitating communication among the groups. Before the second full Task Force meeting on February 24, 2006, each subcommittee developed a ranked list of actions and policies to pursue. These recommendations formed the basis for discussion at the February 24 meeting, at which the Task Force developed the collective proposals advanced in this report. Further discussion occurred over e-mail during the week between March 3 and 10, based on an earlier draft of the report. The full range of discussion in each subcommittee is reflected in the individual reports that constitute the appendices of this document. These documents, along with the Comprehensive Plan, should become a guide for further action after a new administrative structure is in place.

GENERAL OBSERVATIONS

The Task Force recognized early in the process that much of the descriptive data called for in the first part of the charge had been collected three years ago for the Comprehensive Plan for Action and Accountability for Diversity and Human Rights. This document makes a compelling and still entirely relevant case for the importance to the University of Idaho of fostering a diverse community. Diversity is “an essential source of excellence.” The plan sets forth in great detail the actions UI must take to “prepare its students to face the challenges of an increasingly diverse, interconnected, and interdependent world.” It was intended to provide, and does provide, a “framework for development of specific unit implementation plans, with accountability measures.”

The group that prepared that plan recognized that their document would appear at one of the worst moments of financial stress in the university's history. Nevertheless, they argued that diversity goals "must take their place among the highest goals of the University" and that "moral commitment requires financial commitment." They urged most strenuously, in boldface and italics, that their report was "***not a document to be shelved and forgotten.***"

The current Task Force is heartened by the fact that Provost Baker has embraced the job of implementing elements of this plan as one of his earliest priorities. We very much share his and the earlier group's sense of urgency about the need for immediate and clarifying action. We have concluded that we can most effectively further this desire to move forward by putting our collective support behind a relatively small number of proposals that, we believe, will create an administrative structure and momentum for continuing activity. Of the eight goals set forth in the earlier plan, we have focused mainly on three:

Administrative Structure, Systems and Processes
Student Recruitment and Retention
Curriculum Diversification

In addition, noting that the earlier document says little about support for diverse populations as they near graduation and plan to enter either graduate school or the world of work, we have proposed actions that will address this need.

RECOMMENDATIONS

I. Create an Office for Diversity Initiatives to be headed by a cabinet-level coordinator.

Such an office and position have been tentatively described in a draft report from 2005 titled "Proposed Reorganization of Diversity Functions at the University of Idaho." In this document, the position is designated either "Vice Provost and Director for Diversity Initiatives" or "Executive Director for Diversity Initiatives." The proposed position is a direct report to the Provost. One draft organizational chart shows the director to be charged with overseeing the Office of Multicultural Affairs (renamed the Center for Multicultural Student Services), the Women's Center, disability programs, and gay/lesbian/bisexual/transgendered programs, but there are other potential models for organizing reporting lines, and the Task Force wishes to leave that level of detail for future discussions, rather than recommending a single one at this time.

The Task Force strongly supports the concept of a coordinating director who has demonstrated experience and expertise in diversity-related curriculum development and teaching as well as demonstrated ability to collaborate across

student services and academics. We expect that the office will coordinate all diversity-related activity on campus (e.g., recruiting and retaining diverse populations; training of faculty to teach diversity concepts and issues; fostering academic programs such as American Indian Studies, Latin-American Studies, African-American Studies, Asian and Pacific Rim Studies, Disability Studies, and Women's Studies; helping colleges implement diversity plans; supporting diverse populations as they enter graduate school or the world of work, etc.). The primary charge is to foster institutional change in every area of campus life.

The Task Force is divided on the question of whether the person in the position should be a faculty member or not. We initially determined that the position would be held by a member of the UI faculty in order to send a clear message that the work of this office is a responsibility shared by the academic faculty, not a top-down fiat or the job only of student support services. Some members believe that a faculty appointee is more likely to be successful in engaging other faculty to embrace diversity-related work (and less likely to be perceived as simply another administrator in a top-heavy structure). Experience with the challenges of teaching diversity-related materials is also considered an important qualification. But some members find this to be an exclusionary stand and feel that the expertise and achievements of those currently in non-faculty positions on campus would qualify them equally well to perform the director's duties.

There is, however, unanimity on the recommendation that an office and a director are essential components to moving forward on diversity initiatives.

Cost:

Two additional months of salary to make a ulty position full time or to augment a current salary, plus an administrative increment. **\$25,000.**

Full-time replacement position in the coordinator's home department or office (salary and fringe). **\$65,000.**

Administrative support (full time office person). **\$35,000.**

Operating budget. **\$25,000.**

Timetable:

Highest priority. Office could be operational by fall 2006.

II. Create a board composed of faculty, staff, and students to advise the director and to assist in implementing diversity proposals and assessing progress.

A group such as this is proposed in the Comprehensive Diversity Plan as the 12th objective under the first goal and in the Proposed Reorganization draft plan. Its

composition should include faculty and students from across the university as well as key staff members with primary responsibility for recruitment and retention of diversity populations. It would serve in an advisory capacity to the director (as outlined below), but would also function as an autonomous body reporting to the Provost. Its responsibilities would include:

- * meeting regularly with the director to advise about priorities and strategies in implementing diversity initiatives;
- * assisting the director in helping colleges to develop and implement diversity plans;
- * assisting the director in developing assessment and accountability measures;
- * annually reviewing college-based diversity efforts in order to provide the Provost with an “on-the-ground” perspective for use in administrative evaluations;
- * working with the director and the Core coordinator to enrich diversity content in Core Discovery classes, to develop effective training programs and incentives for faculty teaching in the core, and to assist in evaluating diversity-related outcomes in those classes.

The Task Force wishes to put special emphasis on this last responsibility of the advisory board. We note that Core Discovery classes were developed to be the university’s chief and most universal medium for offering diversity education. Every entering student is required to take two semesters of Core Discovery. Among the top-priority objectives of these courses is this one: “Create awareness of and sensitivity to the diversity of humankind by developing an understanding of diverse values, attitudes and interpretations; learning how values are shaped by culture; and critically examining personal values and attitudes.” Yet we observe that this intention is not universally implemented in current Core Discovery courses and that faculty in many cases are insufficiently prepared to do such work. This group would exert a powerful influence toward helping faculty generally become more aware of diversity issues, and would perhaps serve as mentors in training sessions. More detailed analysis of this need is to be found in Appendix 4.

The Task Force suggests that the advisory board’s members serve three years, with a third of the group replaced each year. We further recommend that the board meet annually for a sustained period, perhaps as much as a week each summer, in order to give appropriate weight and attention to review of diversity-related efforts. Some Task Force members feel that Board members should receive a stipend for this commitment of time; others oppose this concept, believing that payment for services should not be an incentive to be on the Board.

Cost:

Nothing, or stipends.

Timetable:

Highest priority; intended to work in tandem with director of diversity initiatives. Board formed in fall 2006; meets for extended time in summer 2007.

III. Appropriate funds for need-based access grants.

Lack of funds for a college education is the most serious deterrent for many low-income and underrepresented student populations (including gay/lesbian students who risk losing parental financial support if their sexuality were to become known). The Task Force recommends establishing need-based grants to be awarded to undergraduate students with high need, similar to the recently-established “Founders Opportunity Award” program at the University of Minnesota (*Chronicle of Higher Education*, 24 February 2006). It is important that these funds be outright grants, not loans.

Cost:

\$90,000 in the first year, increasing thereafter.

Timetable:

Funds appropriated immediately could be awarded to students entering school in fall 2006.

IV. Allocate and finish currently unused space in the Teaching-Learning Center to establish a temporary Student Diversity Center.

The Task Force recognizes that the Office of Multicultural Affairs, working with UNITY, is developing a proposal for a permanent freestanding facility that will provide needed space for multicultural students and students from other diverse backgrounds to congregate, converse, recreate, study, and strategize. In the meantime, however, the current area dedicated to OMA in the Teaching Learning Center is designed as staff office space, with a small meeting/study room adjoining. This meeting room is too small for the kind of facility envisioned, even on a temporary basis. Diversity groups now meet in varying locations such as the Women’s Center and the Native American Student Center. The Women’s Center offers a small lounge for meetings, but cannot accommodate larger groups. A Diversity Center would allow for more options for student groups. The Gay Straight Alliance’s recent rebuff from residents of the Living Learning Center when it scheduled a meeting there underlines the importance of university-designated space.

The Task Force solicited information from Ray Pankopf, Architectural and Engineering Services Director, about plans for the unfinished space in the TLC. One such area, a room on the middle floor, library side, in the middle of the building, was originally designed to support a small retail café. It has the advantages of being centrally located, easy to find, and not far from the OMA offices. According to

Pankopf, it is currently slated to become a classroom, but funding to finish it has not been secured. We recommend that this space be completed and be temporarily devoted to housing meetings and other activities associated with diversity populations.

Cost:

The room is approximately 650 square feet. Pankopf roughly estimates a construction cost of \$50/sf. **\$32,500.**
Furniture: **\$5000.**

Timetable:

Design and construction could begin as soon as funds are appropriated; could possibly be operational by fall 2006.

V. Add staff positions in New Student Services and Career and Professional Planning.

A position in New Student Services would work closely with the Office of Multicultural Affairs and Women's Center to improve efforts to recruit and retain multicultural students. The Task Force developed several innovative proposals for enhancing recruitment and retention of traditionally underrepresented populations (see appendices), but for these tactics to be successful, the work cannot simply be added to the responsibilities of the current staff.

A position in Career and Professional Planning would be devoted to developing programs/services that specifically target diverse students and the unique issues they face during their transition to employment and/or graduate school. Feedback from student leaders within UNITY indicate that multicultural students lack understanding of the employment process and job market, as well as the application process for graduate school. In addition, gay, lesbian, bisexual, and transgender (GLBT) students and students with disabilities face additional challenges and roadblocks when entering the work force or graduate school. Because UI is not educating students on how to overcome these cultural and social barriers, we are not fully preparing these diverse students for their future careers. Current programming efforts in CAPP and the College of Graduate Studies are necessarily focused for mainstream audiences. An effort to identify students midway through their undergraduate careers and offer culture-specific assistance toward meeting the challenge of transition (for example, assistance with overcoming discrimination due to sexual orientation, assistance with workplace accommodation issues for students with disabilities, and, for graduate students, expanding programs such as the Women's Dissertation Support Group) would be the appropriate complement to recruitment and retention efforts. The duties of this position are more fully described in Appendix 5.

Cost:

Two positions at \$40,000 (salary and fringe). **\$80,000.**

Operating expenses. **\$10,000.**

Timetable:

Begin search processes summer 2006; persons begin work fall 2006.

CONCLUDING THOUGHTS

The total projected expense of implementing all five of these recommendations is roughly **\$367,500**. The Task Force is mindful of the Provost's description of the university budget as 90% committed to salaries and currently carrying an \$18 million deficit. Yet the amount proposed is just slightly over 1% of the university's \$300 million budget. In light of the fact that diversity goals are explicitly declared throughout the University of Idaho's Strategic Plan 2004-2009 (and are implied in many places beyond the explicit references), and recognizing that creating an atmosphere that celebrates diversity is, in the words of the earlier planning group, "*an essential source of excellence*" (italics added), we strongly urge the reallocation of money necessary to carry this developmental process to the next, more efficient level.

Appendix 1
Subcommittee on Pre-College Experiences, Recruitment & Admissions (#1)
Ed Galindo (Chair), Ann Smart, Alton Campbell, Jeanne Christiansen, Simba Tirima, Dan Davenport, Lori Manzanares

References:

- 1) Draft, University of Idaho Strategic Plan 2005-2010, Vision, Values, and Directions (10-16-05),
- 2) University of Idaho Strategic Plan (2004-2009)
- 3) Diversity and Human Rights, Comprehensive Plan for Action and Accountability, Final Draft (April 20, 2004)

References will be referred to as a numerical sequence with section identified within the reference as an addendum.

Recruitment:

- a) **Mobile Admissions Process:** Provide a recruitment bus where UI students serve as mentors who dispense information and act as role models with minority students, in their communities, who are not ready or who are uncertain about how to apply college. All major reservations and Hispanic communities would be visited annually to present information and to help with the admission process. This high visibility event would be widely publicized throughout the region. It would be built on models in grant funded programs to capture practices that work.

Primary responsibility: Associate Deans and Associate Vice Provost for Enrollment Management. New Student Services would lead and include folks from student affairs, financial aid, associate deans, NA students/mentors, etc.

Cost: Travel/van/bus \$15,000;

Implementation dates: Fall 2006, Spring 2007

- b) **Program for Parents:** Parents and family members are key players to encourage their sons and daughters to take their high school years seriously and to realize their potential. The recruitment bus could extend the admissions tour to include meetings with younger students and their parents. There would be a presentation for parents to understand the options for financing a student's education. Local schools and alumni would help promote these events. Parent meetings should include developing knowledge about the admission and enrollment processes and an orientation to the university experience.

Primary responsibility: Advisory Committees

Cost: The diversity initiative will have financial and staffing support of the President's Office. \$15,000 per school year

Implementation dates: Fall 2006, Spring 2007

- c) **Ongoing Campus Activities:** Follow up inquiries from every minority student with a phone call. This should include hiring and training multicultural telecounselors, especially those who are both bilingual and bilcultural. Lead each student and parent through the admissions, financial aid, and housing processes; invite them to campus for a one on one experience. Work with educational and community leaders to get a list of potential students. Actively recruit minority students attending summer camps on campus. Actively recruit and articulate courses at Indian colleges for potential transfer students into our specific programs.

Primary responsibility : NSS and colleges/departments

Cost: Depends on how it is structured

Implementation dates: Fall 2006

- d) **Access Grants for Low-income Students:** Grants will be established to promote the enrollment of low-income minority students. These grants will be awarded in conjunction with other federal, state, and institutional funds to assure the student is able to attend. Students who are from the lowest financial income groups will be assured all of their financial need will be covered by some type of financial aid without assuming a large amount of student loan debt.

Primary responsibility: Student Financial Aid

Cost: Estimated at \$90,000 first year and increasing each year after.

Implementation dates: Fall 2006

e) **Multicultural Scholarships and Full and Partial Out of State Tuition Waivers:**

Increase the amount of scholarship and full and partial out of state tuition waivers available to multicultural students. Offer scholarship money for multicultural senior class/student body leaders, and high achieving multicultural students from Idaho and out of state. Upfront multicultural scholarships should be used to entice students to apply and enroll at UI.

Primary Responsibility: Office of Multicultural Affairs, Office of Student Financial Aid and Scholarships

Cost:

Implementation: Summer 2006

Retention:

a) **A Strong Mentoring Program:** Make diversity populations aware month-to-month of the many good things going on at campus.

Primary responsibility: Associate Vice Provost for Enrollment and Dean of Students.

Cost-none

Implementation: Now

b) **Internships and Summer Jobs**

Primary Responsibility: college, department, CAPP

Cost: None

Implementation: Immediately

c) **Native American Center:** Enhance with art and a more distinctive exterior

Implementation: Summer 2006

Final recommendation: Appoint a task force who reports to the President and Provost (perhaps Faculty Senate?) with a recommendation that each college report on how it is doing. Have each college “publish” its diversity plan and then have accountability by the Provost at each Dean’s annual evaluation.

Appendix 2
Subcommittee on Retention: Targeted Student Support (#2)
Bruce Pitman (Chair), Vicki Trier, Yolanda Bisbee, Maureen Taylor, Jane Baillargeon,
Meredyth Goodwin

RECOMMENDATION:

Establish position to lead the implementation of the UI Diversity Plan. This person should report to the Provost.

Implementation Timeline:

Summer 2006	Begin search process
Winter 2006	Begin implementation of UI Diversity Plan

Estimated Cost:

\$60,000	Salary plus fringe benefits for coordinator.
\$10,000	Operating expenses.

RECOMMENDATION:

Expand academic retention responsibilities of the Office of Multicultural Affairs. Hire a staff person to address retention issues of multicultural students.

Implementation Timeline:

Spring 2007	Begin search process
Fall 2007	Staff begin work

Estimated Cost:

\$35,000	Salary plus benefits
\$ 5,000	Operating expenses

RECOMMENDATION:

Establish a support program for Native American Freshman that operates similarly to the College Assistance Migrant Program (CAMP). This program would target 15 Native American freshmen the first year and increase to 20 students the following year. Recipients would receive a freshman year scholarship along with a monthly stipend. There would be extensive student support in academic activities such as daily study tables, monthly grade checks, academic advising, and culturally relevant academic programming.

Implementation Timeline:

Summer 2006	Person hired on a temporary basis (1-2 yrs to coordinate and recruit initial implementation)
Fall 2006	First Class of 15 Native American Scholars begin the program
Mid-Term 2006	Report to Diversity Committee and VP for Academic Affairs progress of students
Spring 2007	Document retention of students in program
Fall 2007	Second class of 20 Native American Scholars begin program

Estimated Cost:

Year 1	
\$ 62,000	Salary & Fringe for Temporary Coordinator/recruiter and Program Advisor
\$ 8,000	Operating expenses
\$ 46,125	\$3,000 scholarship and \$75 a month stipend for 15 Native Scholars (scholarship to be dispersed quarterly)
\$116,125	Total estimated cost for Year 1

Year 2	
\$ 62,000	Salary and Fringe for Temporary Coordinator/recruiter and Program Advisor
\$ 8,000	Operating Expenses
\$ 61,500	\$3,000 scholarship and \$75 a month stipend for 20 Native Scholars (Scholarship to be dispersed quarterly)
\$131,500	Total estimated cost for Year 2

Recommendation:

Increase multicultural student scholarship support through funding-raising and development activities.

Appendix 3
Subcommittee on Retention: Infrastructure (#3)
Juan De León, Jr. (Chair), Andreen Neukranz-Butler, Humberto Cerillo, Michael Griffel,
Jeannie Harvey, Mike Whiteman, Greg Tatham

References:

1. Draft, University of Idaho Strategic Plan 2005-2010, Vision, Values, Directions (10-16-05)
2. University of Idaho Strategic Plan (2004-2009)
3. Diversity and Human Rights, Comprehensive Plan for Action and Accountability, Final Draft (April 20, 2004).
4. Payroll information provided by Dr. Archie A. George, University of Idaho Institutional Research and Assessment.

General Infrastructure Recommendations:

- Re-establish a center where students can come together on campus and access support (i.e. academic, social and moral) as they pursue their academic endeavors. *Primary Responsibility: Dean of Students, Deans and Associate Vice Provost for Enrollment Management, Office of Multicultural Affairs (OMA); Cost: \$150,000; Implementation dates: Spring 2007.*
- Establish required training for UI staff/faculty to maximize their ability to deliver services and valuable information about their respective programs to students and parents of diverse and underrepresented populations as parents are a vital stake holder in encouraging their children to continue their higher education goals. This process will also allow for parents of this cohort of students to become integrated and informed about the process involved with admission, financial aid, housing and other key areas of student life on the UI campus. *Primary Responsibility: Human Rights Compliance, Human Resources, Office of Multicultural Affairs, New Student Services, colleges and departments; Cost: Will depend on overall final structure of program; Implementation dates: Spring 2007(after training criteria has been finalized and approved).*
- Establish a clear mechanism with an exact accountability process for units/departments to follow in their efforts to achieve the goals of Diversity implementation. Units must be united and working in tandem to achieve goals based on one minimum standard by which those goals will be achieved. *Primary Responsibility: New Student Services, colleges and departments; Cost: Will depend on overall final structure of program; Implementation dates: Fall 2006, Spring 2007.*
- Establish more opportunities and venues for members of units across campus to become familiar with one another. More familiarity with other members of the "Vandal Team" will lend itself to greater and clearer communication between departments. We are all units of a larger team and we must begin to communicate more effectively and openly with one another. *Primary Responsibility: Colleges and Departments; Cost: Will depend if travel, food and overnight lodging are required for such activities; Implementation dates: Fall 2006, Spring 2007.*
- Work with and support student run recruitment and retention programs in the recruitment of diverse student populations. Programs such as the OELA's Vandal Challenge program that was recently held at UI Feb. 9-12. Efforts in this area should be geared at reinforcing an openness and willingness to host members of underrepresented populations. The rationale is to break down barriers that keep students apart by allowing them to socialize in guided positive interactions *Primary Responsibility: OELA, NSS, OMA; Cost: \$9,000 for a total of 25 participants(costs include room/board and transportation to and from the event, as well as supplies and advertising; Implementation dates: Spring 2007.*

ASUI Recommendations:

- Become more accessible to undergraduate students. A component of this goal is to enable the Director of Diversity Affairs to work on all aspects of diversity instead of assuming a focused approach *Primary Responsibility: ASUI; Cost: Will depend if travel, food and overnight lodging are required for such activities; Implementation dates: Fall 2006, Spring 2007.*
- Recruit from all parts of campus students to fill leadership positions within the ASUI to allow for a more diverse and representative leadership body. *Primary Responsibility: ASUI; Cost: None; Implementation dates: Fall 2006, Spring 2007.*
- Provide more resources for all students clubs and organizations. An addition to this recommendation is that some funding be allocated to support students who are willing to undertake such a commitment. *Primary Responsibility: ASUI; Cost: Up to \$5.00 per student each semester per student. The costs include a \$1.50 fee component to secure funding for a Cross-Cultural Center that is of great importance to ASUI, UNITY, OMA and an important topic for students that arose out of the Vision 2010 discussions held last year; Implementation dates: Fall 2006, Spring 2007.*

Student Recreation Recommendations:

- Increase the opportunity to obtain input from students through the reestablishment of the Campus Recreation Board. *Primary Responsibility: Campus Recreation; Cost: None; Implementation dates: Fall 2006, Spring 2007.*
- Continue and broaden programming for a diverse student body geared to provide students a diverse number of options that best fit their life style and needs. Programming such as Women's climbing Night, and gear for sports such as Badminton and Cricket that are played by a diverse student population. *Primary Responsibility: Campus Recreation; Cost: None; Implementation dates: Fall 2006, Spring 2007.*
- Optimize the quality, size and diversity of staff. *Primary Responsibility: Campus Recreation; Cost: None; Implementation dates: Fall 2006, Spring 2007.*
- Continue and increase level of collaboration with programs serving students from underrepresented groups. *Primary Responsibility: Campus Recreation; Cost: None; Implementation dates: Fall 2006, Spring 2007.*

Student Financial Aid Services Aid Recommendations:

- Increase "need based" access grants specifically intended to reach low income students and unrepresented populations, non-traditional and single parents. *Primary Responsibility: Student Financial Aid Services; Cost: \$90,000 for 1st year, to increase there after; Implementation dates: Fall 2006, Spring 2007.*
- Set aside a portion of annual unrestricted contributions made to the University of Idaho for the purpose of development of need based aid for low income, first generation students, and underrepresented students. *Primary Responsibility: Student Financial Aid Services; Cost: to be determined; Implementation dates: Fall 2006, Spring 2007.*
- Encourage departments to fund 1-2 students via a "mentor to work" program. The rationale for such an initiative is to strengthen the tie to students and parents alike by directly assisting the student to prepare in their chosen career field, and make meaningful progress towards completion of their degree in said career field, not to mention that such assistance is directly and meaningfully aimed at retaining the students at the University of Idaho to ensure their success as they matriculate onto graduate work and/or the workforce *Primary Responsibility: Colleges and Departments, Student Financial Aid Services (in monitoring awards made); Cost: \$2000 per student per year; Implementation dates: Fall 2006, Spring 2007.*

Women's Center Recommendations:

- Offer mentoring more widely, to both men and women who are interested in having a mentor. The women's Center currently offers the Women's Mentoring program, but this model can be used to facilitate mentoring more widely to students from diverse backgrounds. This mentoring model would be used to provide training, seminars and workshops to students who wish to become mentors in various academic areas, as well as to develop a strong junior faculty mentoring program. *Primary Responsibility: Women's Center as well as other Colleges Departments; Cost: 100-200 per student per year of service; Implementation dates: Fall 2006, Spring 2007.*
- Provide supportive services such as a "Dissertation Support Group," "Doctoral Seminar/Workshops" etc. to aid students navigate the process leading to and during graduate school. *Primary Responsibility: Women's Center, Graduate Studies Programs, as well as Colleges Departments; Cost: To be determined based on final structure of program; Implementation dates: Fall 2006, Spring 2007.*

University Residences Recommendations:

- Recruitment and Retention of more diverse Professional Staff, as well as a diverse student staff. A more diverse staff will allow a more meaningful experience for students while at UI, needs and concerns can be addressed with strength of "insider" dynamic. *Primary Responsibility: University Residences as well as other colleges and departments; Cost: None if current positions are filled with qualified staff that can meet these goals; Implementation dates: Fall 2006, Spring 2007.*
- Explore a collaborative approach with departments on a "Faculty in Residence" program. Perhaps this program can be an incentive for faculty recruitment and is a portion that is discussed in the Human Rights recommendation of the Senior Scholar's Program. *Primary Responsibility: University Residences as well as other colleges and departments; Cost: Advertising costs-to be determined. Additionally, if current positions are filled with qualified staff that can meet these goals; Implementation dates: Fall 2006, Spring 2007.*
- Have Art, Icons, Artifacts, Architecture that demonstrates and conveys respect and appreciation for diversity within the housing community, residence halls and living centers. *Primary Responsibility: University Residences; Cost: Will vary from donations to as much as ~\$2000 initially; Implementation dates: Fall 2007, Spring 2008, and beyond.*
- Exploration of Diverse Affinity learning communities. *Primary Responsibility University Residences; Cost: If remodeling of facilities is taken costs can be ~100,000; Implementation dates: Fall 2007, Spring 2008.*

Human Rights Recommendations:

- Continue to work on the hiring opportunities that are currently available to the University of Idaho to improve its diverse faculty in particular. *Primary Responsibility: Human Rights Compliance Office, Human Resources, as well as other colleges and departments; Implementation dates: Present Fall 2006, Spring 2008 and beyond.*
- Establish the Senior Scholars Program. Such action would create a more diversity faculty in the short-term and the long-term by providing an incentive for visiting faculty to select the University of Idaho as their college of choice. *Primary Responsibility: University Residences as well as other colleges and departments; Cost: Advertising costs-to be determined. \$445,200 per year for 5 years; Implementation dates: Fall 2006, Spring 2007.*

International Programs Recommendations:

- Maintain current levels of upper administration support for the importance of diversity across campus. Without visible moral support, adequate funding of diversity initiatives, more parochial issues are likely to supersede diversity in levels of perceived importance. *Primary*

Responsibility: Dean's Compliance Office, Human Resources, as well as other colleges and departments; Implementation dates: Present Fall 2006, Spring 2007 and beyond.

- Increased recruitment of international and diverse populations to UI should be an essential element in institutional efforts. Diversity can serve as a means to set ourselves apart from many other institutions and it will be central to providing the quality "UI experience" that we are working to define. *Primary Responsibility: International Programs Office, International Student Recruiter, NSS; Costs: \$40,000 per year Implementation dates: Present Fall 2006, Spring 2007 and beyond.*

Strategic Communication Recommendations:

- Marketing efforts should highlight UI's diversity as a core element of our statewide and regional mission. *Primary Responsibility: UI Strategic Communication, as well as other colleges and departments; Implementation dates: Fall 2006, Spring 2008 and beyond.*
- Information should be disseminated in multiple formats/mediums to assist informing the community/students we intend to serve. Formats include but are not limited to: pamphlets, Pamphlets, Internet, Websites, Emails, Newsletters, etc.. Consider collateral materials *Primary Responsibility: UI Strategic Communication, as well as other colleges and departments; Implementation dates: Fall 2006, Spring 2008 and beyond.*
- Consider using the languages of the populations you are trying to serve, Spanish for example to reach out the Mexican American student population on campus. *Primary Responsibility: UI Strategic Communication, as well as other colleges and departments; Implementation dates: Fall 2006, Spring 2008 and beyond.*
- Reinforce a welcoming environment that encourages and supports family ties to the University of Idaho. *Primary Responsibility: UI Strategic Communication, as well as other colleges and departments; Implementation dates: Fall 2006, Spring 2008 and beyond.*

Appendix 4

Subcommittee on Retention: Faculty and Curriculum (#4)

Debbie Storrs (Chair), Pingchao Zhu, Nick Sanyal, Ed Galindo, John Mihelich, Rodney Frey

The subcommittee on faculty and curriculum has researched and evaluated the current university structure concerning faculty and curriculum as it relates to diverse student recruitment and retention. In this document we first address question one on the current status of faculty/curriculum and provide summary statements concerning the current status based on our review. We then address the second question on recommendations and implementation, referring to the 2004 UI Comprehensive Diversity Plan, which outlines specific goals related to curriculum and faculty.

Question 1. Articulation of the university structure concerning faculty and curriculum as it impacts the recruitment, retention and transition of a diverse student body

Faculty

In terms of faculty, we accessed existing data on the demographic make-up of staff/faculty. A major limitation of existing data is that only the race/gender of faculty/staff were recorded and thus the broader dimensions of diversity that we are interested in are not available. Several patterns are evident:

- **EXECUTIVE ADMINISTRATION:** at the executive level, there is an overrepresentation of white males. 24% of executive level administrators are women and the bulk of these are white women. 76% of executive level administrators are men, 93% of whom are white.
- **FACULTY/SEX:** Females are also underrepresented in faculty ranks. 31% of faculty are women (91% of whom are white) and 69% are men (85% of whom are white). Racial diversity among faculty is very minimal. Among faculty, Asians are the highest minority group represented although it is not clear whether distinctions were made between Asian international faculty and Asian-Americans.
- **TEACHING ASSISTANTS:** TAs are overrepresented by white males. Only 39% of TAs are women and the majority of TA's, both male and female, are white.
- **NON FACULTY EXEMPT:** Among non-faculty exempt, females make up 44% of this group; the majority of non-faculty exempt members are white.
- **CLASSIFIED STAFF:** Classified staff is overrepresented by females; 60% of this category is women, the bulk of whom are white; the largest minority group in this category is Hispanics though they represent only 2.4% of this category of workers.

Curriculum

Departmental Curriculum

The committee reviewed the most recent catalog to discern the availability of diversity curriculum across departments. A chart is attached with specific information about diversity offerings/requirements relative to different diverse groups and overall patterns are listed below:

- There is uneven attention to diversity issues across the university with some colleges and departments providing significant diversity offerings and others few.
- The bulk of diversity-focused courses are found in CLASS.
- There is limited attention to a broad definition of diversity across departments and colleges with more narrow definitions of race, international status, and gender highlighted (very little curricular attention to physical abilities, sexual orientation, and social class diversity).
- Because of the concentration of diversity courses in CLASS, it appears other colleges rely on CORE for diversity curriculum (though only six core classes are entirely focused on a diversity theme).

College Diversity Initiatives

The committee also reviewed diversity initiatives at the college level. Below are summary statements with a more detailed chart attached.

- most colleges do not have a diversity plan, and if they do, have not implemented it
- existing college diversity plans are not very creative in initiatives or outreach
- college's diversity initiatives are narrowly focused on race and gender
- college's do not provide any rewards for faculty diversity efforts/success
- no documentation of diversity success at the college level

College	Diversity Plan	Implementation	Diversity Focus	P & T guidelines that reward faculty diversity efforts	Key Points
Education	No	No	Unclear	No	<ul style="list-style-type: none"> • Uneven curricular integration of diversity

Science	Yes	No	race, gender, nationality, culture, sexual orientation, social class, religion	No	<ul style="list-style-type: none"> • No curricular changes • Individual faculty outreach to Native students • Creative diversity plan initiatives
Business and Econ	Yes	Unclear	Race, gender	No	<ul style="list-style-type: none"> • Minimal, basic diversity plan outreach ideas
Law	Yes – a general statement of diversity with goal of developing full plan	No	Race, Gender	No	<ul style="list-style-type: none"> • Recent success in diversity faculty and staff hiring (African American faculty hire; Hispanic Director of law admissions/student services)
CLASS	Yes	No	Unspecified	No	<ul style="list-style-type: none"> • Home to the interdisciplinary diversity focused programs • Highest % of core faculty participation
Engineering – new dean hired, not contacted					
Ag & Life Sciences –	no response				
Natural Resources	no response				
Graduate Studies	no response				

Diversity Specific Curricular Initiatives

We also reviewed diversity focused minors/programs on issues of authority, funding, and resources. Programs include American Indian Studies, Aging Studies, Women's Studies, American Studies, Religious Studies, Latin American Studies, and the Certificate in Diversity and Stratification. Patterns:

- Programs are supported primarily by existing programs and faculty within CLASS

- A lack of consistent budgetary line for all diversity programs hampers effective coordination and operation and prevents expansion.
- Few courses specific to each program; most programs' curriculum are cobbled together from existing courses.
- Decision making occurs by individual faculty members who report to college level.
- Modest to minimal funding resources both in terms of direct funding, faculty support, etc.

University Level Curricular Initiatives

At the university level we explored the diversity components of the university core curriculum. Patterns:

- Core courses are required to “integrate diversity issues in a meaningful way.”
- Only six core classes focus specifically on diversity in their thematic approach.
- Core classes vary in the degree and depth to which they attend to diversity.
- There is no specific diversity training or diversity curriculum implementation provided to core faculty
- Core student assessments have several questions asking students to assess their ability to “become aware and sensitive to the diversity of humankind” though these assessments have not been regular and existing data has not been tabulated.

Question 2: How should the university be structured in regard to faculty and curriculum to better recruit, retain, and transition a diverse student body?

Question 3: How should the university implement the new structure (cost, timeline, evaluation mechanism, assessment outcomes)?

The 2004 UI Comprehensive Diversity Plan outlines a number of appropriate goals and objectives related to this question. While the subcommittee supports these ideas, a key limitation is that the primary responsibility lies with higher administration, with little input and responsibility at the faculty level. We correct for this through recommending advisory boards and also add the following organization changes to enhance diversity curriculum and faculty for the ultimate purpose of retaining and recruiting diverse students:

1. Diversity Curriculum Coordinator. Establish and develop a full-time position filled by an experienced UI faculty member devoted to coordinating and advancing diversity curriculum, including programs, across colleges with a staff, budget, and advisory board to assist efforts. A rotating advisory board of faculty involved in diversity curriculum will advise the diversity coordinator. The diversity curriculum coordinator will be housed under the direction of the Provost.

Cost: \$212,000 (coordinator, staff and OE)

Timeline: Start of FY 07-08

Evaluation mechanism: advisory board monitoring, on-going targeted evaluation and campus climate survey.

Assessment Outcome: change in curriculum offerings, enrollments, availability of training opportunities, changes in campus climate survey results.

2. Core Discovery Initiatives. Core Discovery courses are an important point of contact for all incoming first-year students. The diversity component of Core Discovery courses should be mandated, assessed, and supported. Support, maintain, and evaluate Core Discovery diversity opportunities through creating an advisory board of faculty members, providing faculty training for diversity curriculum integration, and implementing regular evaluations of diversity learning outcomes. Distribution of Core Discovery teaching responsibilities should be based on instructors' capacity and enthusiasm for integrating a diverse curriculum, and the responsibility for supporting Core Discovery courses should be distributed evenly across colleges—either with the college providing qualified and experienced faculty or through redirecting funding from colleges that are not

represented in the core to colleges whose faculty provide Core Discovery instruction. These reports should be made available to all faculty for use in P&T documentation.

Cost: \$10,000/year for diversity curriculum integration training.

Timeline: FY 07-08

Evaluation mechanism: On-going core discovery evaluations, retention/exit interviews of core faculty, surveys of faculty trainings, core advisory board.

Assessment Outcomes: Change in diversity learning outcomes, levels of training offered, positive assessments of surveys.

3. Diversity Assessment Group. Form a diversity assessment group composed of 5-7 faculty (three year assignments) who would assess and evaluate the recommendations from the Task Force on Diversity Implementation, college diversity plans, and college and university diversity goals and outcomes as related to the UI Comprehensive Diversity Plan. An open and transparent assessment process and evaluation will allow the UI community to identify areas of diversity strength, and areas in need of improvement. The assessment group could also make ongoing recommendations for rewarding successful implementation areas and units. Unit representatives should submit evidence of successful implementation to the committee annually, and the committee should be compensated with stipends or release time to conduct a full annual review of units and key personnel. These reports should be made available to all faculty for use in P&T documentation.

Cost: Summer stipend of \$3500/person for first year of advisory role duties, plus OE.

Timeline: Operational by July 1, 2006.

Evaluation mechanism: Surveys, interviews, review of diversity plan and implementation practices.

Assessment Outcome: Degree of progress on implementing diversity initiatives.

4. Promotion and Tenure Recognition. Reward diversity initiatives and successes of faculty, chairs, and deans through systematic recognition of this work in the promotion and tenure process and yearly evaluation process. This includes the recognition of teaching Core Discovery courses, following the precedent set at the outset of the Core Discovery program, as research in teaching equivalent to refereed publications.

Cost: None.

Timeline: July 1, 2006.

Evaluation mechanism: Review by #3, above, of each years candidates for P&T.

Assessment Outcome: Increased role/awareness of diversity issues and characteristics in P&T (faculty retention and reward)

5. Diversity-centered hiring. Develop diversity among the faculty and administration in two ways. First, hire members of broadly-conceived underrepresented diverse groups through target of opportunity positions. Second, hire faculty who can and have contributed to diversity curriculum and initiatives, regardless of their diversity group membership. Such faculty could be identified based on their previous teaching, research and service. Include diversity curricular ability, research, experience, and interest as a required qualification for future faculty positions and integrate such curricular activities into future job descriptions.

Cost: \$50,000 (or more depending on market) plus fringe per faculty/administrator hire

Timeline: FY 07-08

Evaluation mechanism: Continual monitoring of demographic data and diversity course offerings.

Assessment outcome: Change in composition of faculty/staff. Change in effectiveness of diversity initiatives.

6: Directive to the Provost. The provost should address college deans on the progress and content of their diversity plans and mandate such plans concur with the UI Comprehensive Diversity Plan and the recommendations of the Task Force on Diversity Implementation. The provost should also explicitly state the support of diversity activities, including teaching Core Discovery courses with a

diversity component, in promotion and tenure guidelines as research in teaching as equivalent to other research activities resulting in refereed publications.

Cost: none.

Timeline: FY 07-08

Evaluation mechanism: diversity assessment group.

Assessment outcome: progress and implementation of diversity plans.

7. Center for Asia & Pacific Rim Studies (CAPRS). Develop a Center for Asia & Pacific Rim Studies (CAPRS) to help embrace a global vision to promote teaching, research, and outreach activities related to Asian and Pacific Rim regions. The CAPRS is designed to be an interdisciplinary program (major and minor) which incorporates programs and curricula related to Asia and Pacific Rim studies cross campus. The CAPRS strives to work with faculty members of Asian studies to promote UI diversity curricula development and expand teaching and learning experience. By developing our own curricula and establishing minor and major in Asia and Pacific Rim Studies, the CAPRS will be able to maximize the impact of Asia and Pacific Rim Studies in teaching, research, and outreach. Our goals are to expand campus wide awareness and increase students' interest in diversity by promoting Asian and Pacific Rim culture and tradition. Our program will be a significant addition to the grand design of the university diversity initiatives and implementation in terms of curricula development and students retention effort. Housed under the Vice Provost for Academic Affairs under the directorship of a faculty member with expertise in this area (a fuller proposal is being developed for consideration by appropriate curriculum committees).

Cost: \$34,639

Timeline: Fall 2006

Evaluation mechanism: Diversity assessment group to monitor implementation and functioning.

Assessment Outcome: Increased coordination of Asia and Pacific Rim Studies curriculum and research and grant activity, number of majors and minors, contributions to core curriculum.

Appendix 5
Subcommittee on Transition to World of Work & Graduate School (#5)
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In reviewing the Diversity and Human Rights plan developed in 2004, we noted that there was considerable focus on recruitment and retention of students, curricular issues, and diversification of UI personnel. This plan did not address issues related to the transition of a diverse student body to the workforce and graduate school.

Rather than develop an addendum to this plan to include transitional goals/objectives, we decided to focus our efforts on identifying recommendations and priorities that addressed these issues. It will be important for those responsible for implementation of the Diversity and Human Rights plan, to be mindful of how we prepare students for life in a multicultural society and workforce, and included this in their implementation and assessment.

To prepare this report, members of this subcommittee met with the UNITY group, a group of student leaders representing 18-22 multicultural student organizations. This group provided valuable insight and recommendations. This report outlines the task of this subcommittee and our recommendations for the Provost.

Our Task:

Address three guiding questions:

1. Clearly articulate the **current university structure** as in impacts the transition of a diverse student body to the world of work and graduate school.
2. **How should the university be structured** to better transition a diverse student body?
3. **How do we implement** the new structure?

To answer the first question, subcommittee members researched and identified current programs and activities that address transitional needs of diverse students. The attached table lists all of the current activities, services, courses, programs, and events that transition students to the workforce and graduate school. In addition, this table also lists areas of “missed opportunities” that we identified. There are many programs and activities that address transitional issues for the typical student. However, there are few transitional programs that specifically address the cultural and social issues that multicultural, international, non-traditional, GLBT, and students with disabilities face. In addition, making students and the UI community aware of the existing programs is a constant challenge.

In our discussion of the second question, we felt that the existing structure at the UI was not an issue in implementing the diversity plan. What was more of an issue was the whether there would be the financial support needed to implement such a plan and whether the administration would feel diversity is important enough to hold deans and department heads accountable for diversity initiatives.

Because we did not feel a change in structure was necessary, we focused on the following recommendations that we felt would best address the needs of a diverse student body in transitioning to the workforce or to graduate school.

Recommendation #1:

Our first recommendation is to establish an office/person to coordinate the implementation of the goals and objectives listed in the Diversity and Human Rights Plan. This office will be a resource to assist college and department administrators with establishing diversity plans for their area. This office/person will also provide administrative support to the Provost, who will ultimately be

responsible for holding colleges and departments accountable for diversity plan compliance during annual performance evaluations.

1. Responsibilities of this office/person:

- a) Establish and chair a Diversity Implementation Committee to provide the Provost with guidance, feedback, and support on diversity issues.
- b) Provide training and resources to help administrators better understand the process and considerations involved in establishing a department/college diversity plan (perhaps within the University Matters series).
- c) Collect diversity plans and get Provost to instruct non-complying departments and colleges to submit their plans.
- d) Ensures the Provost has the individual diversity plans of his direct reports so that he can discuss progress in this area at annual performance evaluations.

2. Important considerations:

- a) This person/office should report directly to the Provost and although s/he will be responsible for coordinating the implementation on a university-wide basis, the ultimate voice/authority for implementation must come from the Provost.
- b) This person/office could be temporarily created during the initial implementation phase. Once training and implementation has been accomplished, the Diversity Implementation Committee could take over this role.
- c) Monetary incentives are recommended for all who sit on the Diversity Implementation Committee (stipends, travel funds, course release, etc.)
- d) This person/office should assess the transition of diverse students to the workforce and graduate school

Implementation Timeline:

Fall 2006	Person hired on a temporary basis (1-2 yrs to coordinate initial implementation)
	Establish the Diversity Implementation Committee
Fall 2008	Diversity Implementation Committee assumes responsibility for diversity initiatives

Estimated Cost:

Year 1 & 2

\$60,000	Salary & Fringe for Temporary Coordinator
\$ 2,000	Operating expenses
<u>\$32,000</u>	\$4,000 course release, travel funds, stipend per committee member (8 members)
\$94,000	Total estimated cost for each year

Year 3 on

\$ 2,000	Operating expenses
<u>\$36,000</u>	\$4,500 course release, travel funds, stipend per committee member (8 members)
\$38,000	Total estimated cost for each year

Recommendation #2:

Based on feedback from UNITY, a concern of diverse students is their lack of understanding of the job/internship search process, as well as their lack of understanding of employer expectations. Although the Career and Professional Planning (CAPP) office offers programs on these topics, programs do not address the cultural and communication barriers that multicultural and international students will experience, nor do they address the social issues that our gay, lesbian, bisexual, and transgender (GLBT) students, disabled students, and non-traditional students will face.

Our second recommendation would be to hire a Diversity Career Advisor within CAPP to provide services and programs that specifically target multicultural, international, GLBT, disabled students, non-traditional students, and under-represented populations and educate them on successfully overcoming the unique employment barriers they face.

1. Responsibilities of this new Career Advisor:
 - a) Develop workshops, programs, and events to help multicultural and international students better understand the employment process, expectations of employers, and how to overcome cultural/communication barriers.
 - b) Reinstigate the Career Development course for students with disabilities.
 - c) Develop workshops, programs, and events to help GLBT and non-traditional students address and overcome discrimination they may face in the workforce and how to identify employers who would be a better fit for them.
 - d) Outreach to programs such as CAMP, McNair Scholars, International Programs Office, Disability Support Services, and student organizations under the Office of Multicultural Affairs and the Women's Center. Provide regular workshops, programs, and events for these students.
 - e) Outreach to GLBT students, non-traditional students, and women in under-represented fields. Provide regular workshops, programs, and events for these students.
2. Important considerations:
 - a) This person must have a strong background in career counseling of diverse students.
 - b) They must be able to work closely with many offices and student groups in order to best assess and meet the needs of the different student populations.

Implementation Timeline:

Fall 2006	Career Advisor hired Meet with diverse student groups & multicultural programs to identify needs Develop and implement programs, events, services to address these needs
Spr 2007	Identify numbers of students served & establish methods to assess program success

Estimated Cost:

\$60,000 Salary & Fringe for Multicultural Student Career Advisor
 \$ 5,000 Operating & program/event expenses
 \$65,000 Total estimated cost for each year

Recommendation #3:

Through our discussions with UNITY, students feel that a Multicultural Student Center would create an environment and location to conveniently administer transitional programs to diverse student populations. For our third recommendation, we would like to support the recommendation of the development of a multicultural student center to enhance/increase space available for use by multicultural student groups under the supervision and coordination of the currently existing Office of Multicultural Affairs. This recommendation is meant to support that being proposed by the student group UNITY which is an umbrella organization including representation from a host of multicultural student organizations (18-21 member multicultural clubs and organizations). Ideally, this Center will include a large meeting room(s), a large common lounge area, and computer lab.

Such a space would enhance possibility for progress on transitional issues by creating a high traffic dedicated space on campus with a regular population of multicultural students. This Center could be used to offer transitional and academic support programs to multicultural populations. It could also be the location where employers/recruiters seeking to hire multicultural students can visit with student groups.

Implementation Timeline:

If this recommendation is funded, time will be needed to identify the location of this Multicultural Student Center and make the necessary remodels. Depending on the extend of the facility renovations, this Center could be operational as early as the 2006-07 school year.

Fall 2006 Temporary operation (possibly in Alumni Center or other suitable location)
Fall 2011 Operating in permanent location

Estimated Cost:

Cost will vary greatly depending on the location, square footage, and the amount of renovation needed to make this space functional for this Center. According to Brian Johnson, AVP for Facilities, renovations could be as low as \$25/sf, or about \$25,000 for a 1000 sf location, if limited renovations and wall relocation were needed. However, if a new structure or a more permanent major renovation within an existing facility were needed, a new space of 6,000 sf would in the \$125-200/sf range, (a \$750K - \$1.2M project).