

VIP/WFD/Diversity: Vision and Explanation

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Vision

Provide the scaffolding (structural and social) in order to increase the number, diversity, and inclusivity of researchers (at all levels – from undergraduate through faculty) engaged in GEM₃ science research and practice

Methods

- Develop and teach lab modules that inspire, engage, and educate entry level students
- Utilize the VIP (Vertically Integrated Projects) framework to align faculty's research, teaching, and mentoring; while engaging undergraduate students in authentic GEM₃ research
- Work on the structures, practices, and policies needed to increase the diversity and inclusivity of our STEM faculty across the state; with special attention to the goal of involving members of the tribal communities as faculty.
- Grow the activities and impact of the Idaho Diversity Network

Explanations: Lab Modules

- Lab modules are developed and tested at the universities
- Graduate students receive professional development around course design and inquiry lab facilitation
- Graduate students teach the lab modules at their own sites and at partner PUI sites
- 2-year and 4-year campus liaisons are engaged from the start to ensure alignment with their curricula and faculty workloads

Explanations: VIP

- ACCESS: Little to no barrier to participate
- AUTHENTIC: students make meaningful contributions
- ASSESSMENT: students are held accountable to current and future team members

Explanations: VIP

- Experiential learning that transcends semesters
- Interdisciplinary teams that address complex challenges
- Authentic project work that is tied to the faculty lead's scholarship
- Students have meaningful contributions with accountability to current and future team members
- Regularly scheduled meetings: mentorship and supervision
- Students develop professional and technical skills over time

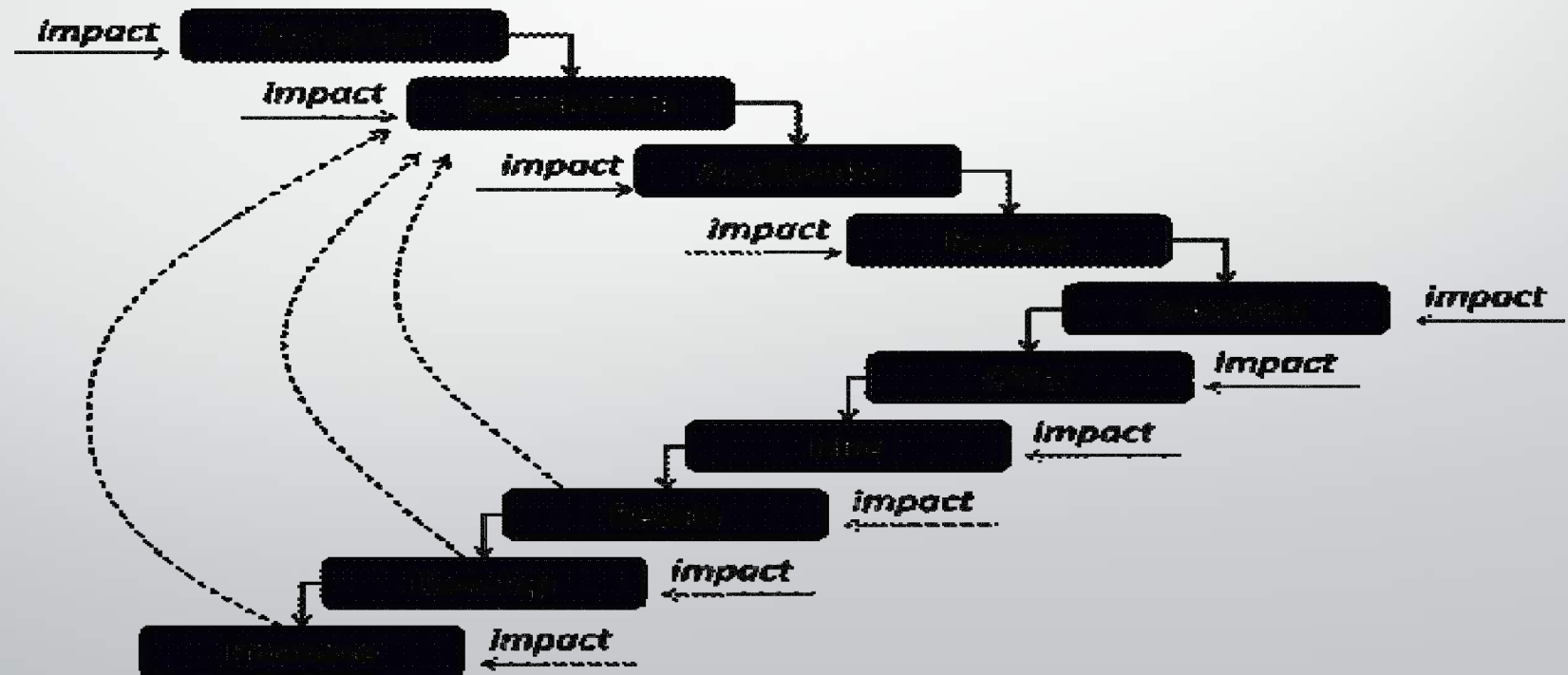


Explanations: Student Diversity

- The lab modules and VIP framework will be utilized to diversify the student population on our campus who are engaged in GEM3 science and research
- These programs will be heavily marketed to our students from under-served and minoritized populations

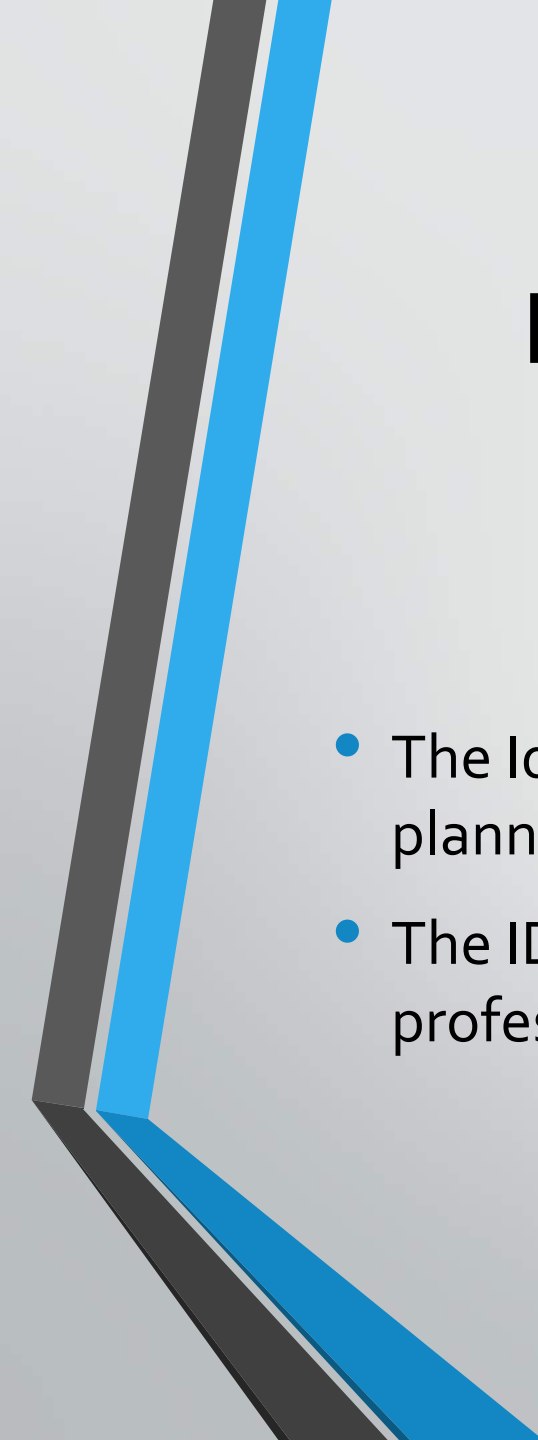
Explanations: Faculty Diversity and Inclusion: IDAHO START: System To Attract and Retain Talent

Idaho System To Attract and Retain Talent (START)




Explanations: Faculty Diversity and Inclusion

- Premise: there is plenty of literature about effective practices and policies that help to increase faculty diversity and inclusivity.
- What is needed is action:
 - Investigate to learn where the gaps are between current practice and known effective practices
 - Enact changes to close those gaps
 - Measure impact
 - Work at the academic unit level and then spread across campus
 - Simultaneously, work with state government and university administrators to develop innovative and cooperative structures and agreements in order to increase the number of members of the tribal communities on our faculties



Explanations: Idaho Diversity Network

- The Idaho Diversity Network now has a leadership team to facilitate the planning and implementation of programming across the state
- The IDN will help design and carry out the diversity related GEM₃ professional development



Questions?
Input?