

INCLUSION – KEY TERMS & DEFINITIONS

There may be many definitions of the words or phrases below, but the definitions provided indicate how the Strategic Inclusion Committee has defined them for the purposes of the Strategic Inclusion Plan.

Academic Success – The demonstration of student achievement in higher education through a series of indicators including, but not limited to: grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

Access(ible) – Refers to a student's opportunities to participate in all of the education-related offerings provided by an educational institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved or underrepresented students.

Affinity Groups – Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first year students and students from underrepresented backgrounds.

Campus Climate – The cumulative and continuing perception of the context in which the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential are felt.

Co-curricular Learning – Learning that takes place outside of a traditional classroom model (or curriculum) that directly relates to, or enhances one's understanding of, the targeted content area. Examples of co-curricular programs include: study abroad, internships, symposia, conferences, and lectures.

Culturally Relevant/Responsible – Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

Culture – Denotes the way of life of a group of people, encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

Diversity – The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Domestic/local multicultural experiences – Off-campus engagement opportunities with diverse communities (racially, culturally, socioeconomically, religiously, etc.) within the state of Utah or within the United States. This distinction was made in response to traditional immersion activities outside of the United States or what is more commonly referred to as study abroad.

Early Alert – A system in which faculty can log student behaviors that have been deemed strong indicators for dropping out or stopping out from college. Such systems have become more popular in higher education as institutions seek to improve their abilities to identify high-risk behavior.

Equity/Equitable – The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. An example is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure their equitable access to education.

Ethnicity – The shared sense of a common heritage, ancestry, or historical past among an ethnic group (see Ethnic Group). Ethnicity is a distinct concept from race, as illustrated by the fact that Hispanics, designated an ethnic group in the U.S., may nevertheless be of any race. In accordance with the Office of Management and Budget definition of ethnicity, the U.S. Census Bureau defines ethnicity or origin as “the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States.”

First Generation Student – A student whose parent(s)/legal guardian(s) have not completed a bachelor's degree at a four-year college or university.

Global – Activities, events, programs, and other learning experiences that are directly connected to international communities, cultures, and contexts.

Inclusion – Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits. Expanding upon efforts that promote diversity on the basis of demographic differences.

(Inter)Cultural Competence – An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four components: (1) awareness of one's own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.

Intercultural Engagement – Refers to educational opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater cultural competence.

Intergroup Dialogue – A facilitated, face-to-face discussion with the objective of creating new levels of understanding, relating, action between two or more social identity groups.

Interreligious Engagement – Refers to events, projects, and curriculum designed to support activities related to the study and practice of religion in comparative and cross-cultural contexts.

Learning Communities – A group of people actively engaged in learning together, from each other, and by habituation.

At UVU, Learning Communities consist of two courses linked together to explore common themes and encourage partnerships with professors and peers.

Multicultural – Refers to a collective variety of cultures that can be defined along racial, gender, class, sexual orientation, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation.

Personal Safety – A person's sense of safety as it relates to social, intellectual, physical, and cultural interactions and spaces.

Safe Spaces – Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

Sexual Assault – Waiting for official definition

Underrepresented – Any individuals who are historically underrepresented in American higher education as well as Utah higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/philosophy.