



UVU Strategic Inclusion Plan
2014-2018

August 20, 2014

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www.uvu.edu/inclusion

UVU Strategic Inclusion Plan 2014 - 2018

INTRODUCTION

As a public, teaching university, focused on student success, Utah Valley University values *Inclusion* not only as an ethical necessity but as an imperative for university rigor, student success and lifelong learning. Inclusion is a vital part of UVU's Unique Educational Mission, which simultaneously provides a first-rate university as well as an accessible, second-chance institution. UVU has long-held a commitment to educational access and opportunity moving from a trades and technical institute to a community college, a state college, and finally an open admissions, teaching university. UVU continues to offer an array of academic degrees and programs including 21 certificates, 63 associate's degrees, 68 bachelor's degrees, and 3 master's degrees. This commitment to academic inclusion is focused on meeting diverse student interests as well as regional educational and economic needs.

UVU's commitment to inclusion, however, extends beyond academic offerings. Upon arriving to UVU in June of 2009, President Matthew Holland introduced *Inclusive* as one of four core themes that would guide his administration. On campus and off campus President Holland often shared his vision that "UVU needs to remain a place for students from all backgrounds and walks of life." In the summer of 2013, President Holland called for the development of a Strategic Inclusion Plan for UVU.

RATIONALE

Utah Valley University has taken significant strides to create a more inclusive learning and working environment. The UVU team has made great progress in demonstrating its commitment to underrepresented multicultural populations (Latino and Native American Initiatives), women in education (Women's Success Center and expanded Wee Care Center), access (Structured Enrollment and increased scholarship pool), and interreligious understanding (Reflection Center), to name a few. This progress may cause some to wonder, "Why the need for a Strategic Inclusion Plan?"

The majority of inclusion and diversity initiatives at UVU have been somewhat piecemeal. Throughout higher education, issues of inclusion are often addressed on the margins and only when resources allow. With the development of a plan for Inclusion, leaders at Utah Valley University sought to engage a campus-wide, comprehensive dialogue about the need for and value of inclusivity as well as actions to create a more inclusive learning and working environment.

Utah Valley University recognizes the value of inclusivity through three lenses: (1) university rigor and student learning, (2) community stewardship, and (3) economic growth and vitality.

University Rigor and Student Learning

National discussions of High Impact Practices (HIPs) suggest that classroom and curricular diversity as well as inclusive and supportive learning environments enhance the learning experiences of all students (AAC&U LEAP 2012; Kuh, 2008). There is also compelling evidence showing that students who interact with peers from different ethnic and racial backgrounds develop more positive academic and social self-concepts, graduate at higher rates, achieve superior leadership skills, have higher levels of civic involvement, and importantly, exhibit lower levels of prejudice after graduation (Bowman, 2011; Engberg & Hurtado, 2011; Espenshade & Radford, 2009; Hurtado & Deangelo, 2012). Studies from multiple industries also find that diversity enhances student learning and academic rigor (Fine & Handelsman, 2010; Hawley, 2007). Finally, inclusion and excellence (or diversity and rigor) are complimentary. A three-part report from the American Council on Education outlines the benefits of Inclusive efforts and pedagogy on student learning including

critical thinking, problem solving, teamwork, independent analysis, writing, and debate (*ACE Inclusive Excellence Reports*, 2005).

Community Stewardship

According to Dr. Pam Perlich (2009, 2011, 2013), Utah's population has already seen important demographic shifts over the past 10 years and will see even more significant changes in the next twenty. A number of K-12 schools in UVU's service region have already exceeded a Latino/Hispanic population of over 33% with some closer to 40%. We have also seen an increase in adult learners enrolling at UVU over the past 10 years. Now, one out of every seven students at UVU is over the age of 30. If UVU is to fulfill its mission in serving the students of our region, it is necessary to acknowledge that our community and region have changed and will continue to change.

Economic Growth and Vitality

Scores of studies have found that the more diverse teams are, the greater the levels of productivity, innovation, and collaboration (Page, 2007). In a recent *Forbes Magazine* article (2013), Mike Myatt argues that diversity brings about positive change to businesses in significant ways including: reflecting the diversity of the real world and clientele; more perspectives lead to more informed decision making; and ability to anticipate, adapt, and respond to internal and external forces. Businesses and organizations throughout Utah and in UVU's service region have called for graduates who not only have content area expertise but who bring diverse backgrounds, perspectives, ideas, approaches, and solutions. By developing a more inclusive approach to student and employee differences, UVU can foster a learning environment where students can develop these vital skills and be prepared for workforce demands.

DEVELOPMENT & SCOPE OF UVU'S INCLUSION PLAN

From September 2013 to July 2014, UVU's Strategic Inclusion planning committee engaged the campus in various conversations including:

- Five Presidential Cabinet meeting discussions;
- Two campus-wide conversations with over 220 in attendance at the first (120 at the 2nd);
- Over 20 committee meetings discussing every phase of the plan framework;
- Dialogues with 10 departments across campus; and
- Dialogues with 11 committees including faculty senate, PACE (staff association), student government, President's Executive Leadership Council, and the University Planning Advisory Council.

Over 40 diversity and inclusion action plans from across the nation were reviewed for a period of four months with special attention to other models, frameworks, structures, goals, objectives, action steps, committees, budgets, timeframes, institutional profiles, and leadership. Many institutions focused on two areas primarily: (1) diverse faculty and student representation, and (2) diversity in the curriculum. While these were deemed important, the UVU Inclusion committee felt the need to be a bit more comprehensive with its approach. Therefore, the scope of the plan includes efforts related to outreach and access, student support, diversity within the curriculum, employee dialogues and training, social and physical safety, diverse faculty and student representation, academic inclusivity, and regional stewardship.

This document contains action steps that are targeted for completion within the next four years (Fall of 2018). This is consistent with the Presidential charge to produce a four-year rolling strategic plan. This also suggests the need for an annual review of this plan to adjust action steps, timeframes, and budgets.

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UVU MISSION STATEMENT

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community.

CORE THEME: INCLUSIVE

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

INCLUSION VISION & VALUES STATEMENT

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

OBJECTIVES

OBJECTIVES for Inclusive Core Theme			
Objective #1	Objective #2	Objective #3	Objective #4
UVU provides accessible and equitable educational opportunities and resources for all students.	UVU provides opportunities to improve intercultural competence for an increasingly complex, diverse, and globalized society.	UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.	UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.
Access, Equity, & Opportunity	Curriculum & Learning for Intercultural Competence	Supportive Campus Environment	Academic Inclusivity & Regional Stewardship

UVU INCLUSION PLAN FRAMEWORK

<p>OBJECTIVE #1 Access, Equity, & Opportunity</p> <p>UVU provides accessible and equitable educational opportunities and resources for all students.</p>	<p>OBJECTIVE #2 Curriculum & Learning for Intercultural Competence</p> <p>UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.</p>	<p>OBJECTIVE #3 Supportive Campus Environment</p> <p>UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.</p>	<p>OBJECTIVE #4 Academic Inclusivity & Regional Stewardship</p> <p>UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.</p>
<p>GOAL #1</p> <p>Increase and improve access to UVU for underrepresented students and students with varying levels of academic preparation.</p>	<p>GOAL #1</p> <p>Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</p>	<p>GOAL #1</p> <p>Improve students' and employees' sense of validation, belonging, and personal safety.</p>	<p>GOAL #1</p> <p>Maintain and continue development of a robust set of academic courses, programs, and offerings that reflect students' interests and the region's educational needs.</p>
<p>GOAL #2</p> <p>Increase academic success of and support for underrepresented UVU students and UVU students with varying levels of academic preparation.</p>	<p>GOAL #2</p> <p>Increase the intercultural competencies of faculty and staff through intercultural engagement opportunities.</p>	<p>GOAL #2</p> <p>Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</p>	<p>GOAL #2</p> <p>Maintain and strategically build out a robust set of course delivery times, sites, and methods responsive to students' needs.</p>

ADMINISTRATIVE IMPERATIVES

Assessment & Accountability	Budget and Fundraising
<p>Improve assessments and accountability for inclusivity at every level of the university.</p>	<p>Create and sustain an institutional financial infrastructure that effectively supports inclusivity.</p>

OBJECTIVE # 1 – ACCESS, EQUITY, & OPPORTUNITY

UVU provides accessible and equitable educational opportunities and resources for all students.

GOAL #1 – Increase and improve access to UVU for underrepresented students and students with varying levels of academic preparation.

Student Access Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
INFORMATION & FINANCIAL AID	1	1.1.1 – Create an explicit presence of Inclusion resources, initiatives, and information on the UVU website.	CIDO	Marketing, Web development, IRI*, AVP – Recruitment & Outreach, AVP – Student Success	August 2014
	2	1.1.2 – Refine the strategic marketing plan to target underrepresented students and students with varying levels of academic preparation by increasing K-12 and community exposure to and understanding of UVU’s broad educational programs and resources.	AVP - Recruitment & Outreach, AVP - Marketing	Financial Aid, Sr. Director of C.C. Programs, Multicultural Center, P.S.S.	July 2015
	3	1.1.3 – Establish and market processes and resources for translation of key marketing materials into Spanish (print and online). Explore other critical language/translation needs.	AVP – Marketing, Director of Multicultural Student Services	Marketing, Prospective Student Services, Web Development, ESL, Dept. Chair Languages	July 2015
	4	1.1.4 – Conduct scholarship campaign to secure seventy-five \$50,000 endowed scholarships (with a significant percentage dedicated to first-generation college-bound students).	VP - Development	Financial Aid	September 2017
OUTREACH SERVICES	5	1.1.5 – Establish access and inclusion focused initiative within UVU’s K-16 Alliance	President	SVPAA & K-16 Alliance members	February 2015
	6	1.1.6 – Establish goals for recruitment and representation of underrepresented students in all colleges and schools.	Deans	Prospective Student Services, Multicultural Student Services	November 2014

Additional Action Steps for Consideration

- Establish an access and outreach coordinating council comprised of key outreach faculty and staff. This group will map all K-12 and community outreach efforts and develop a clearinghouse of partnership resources.

OBJECTIVE # 1 – ACCESS, EQUITY, & OPPORTUNITY

UVU provides accessible and equitable educational opportunities and resources all students.

GOAL #2 – Increase academic success of and support for underrepresented UVU students and UVU students with varying levels of academic preparation.

Student Persistence Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
MENTORING & ADVISING	1	1.2.1 – Review makeup of cohort programs, learning communities, and affinity programs for underrepresented students and students with varying levels of academic preparation. Market such programs, and identify gaps for program growth or development.	VP - Student Affairs, SVPAA	Academic Affairs Council, CGIE* Co-directors, Women's Success Center, UVUSA, AVP SS&R	September 2015
	2	1.2.2 – Develop and require participation in inclusion training modules for students in leadership and mentoring programs.	Dean of Students	Director of UV Mentors, AVP - R&O, Director of FYE	April 2015
ACADEMIC SUPPORT	3	1.2.3 – Increase full-time faculty participation from current levels of 20% to 50% in <i>Early Alert</i> program and develop targeted interventions for students who are likely to drop/stop out.	AVP - Student Success	I.T., Director of FYE, IRI, University College	May 2017
	4	1.2.4 – Develop a plan to target advising, mentoring, and tutoring resources to reach out to and support failing students in most failed general education courses.	AVP - Student Success, Dean -University College	IRI, Scheduling, Advisor Training, Director of FYE, AVPAA - Academic Programs	May 2015
AWARENESS OF OPPORTUNITIES & RESOURCES	5	1.2.5 – Increase participation of underrepresented students in leadership programs to at least match university demographic representation (e.g. Honors Program, Center for the Advancement of Leadership - CAL, UVUSA).	Dean of Students	Honors, CAL, UVUSA, CIDO, AVP – R&O	August 2015

Additional Action Steps for Consideration

- Refine and market a resource/guide for faculty and staff to help students access support services.
- Review and refine plan to ensure that students on Structured Pathway have targeted success plan through Wolverine Track.

OBJECTIVE # 2 –

CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.

GOAL #1 – Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.

Student Learning Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
INTERCULTURAL COURSES	1	2.1.1 – Implement the Global Intercultural (G/I) curricular plan with attention to: criteria for G/I-designated courses, G/I graduation distinction, breadth of courses, structure and delivery, and G/I course development opportunities.	AVP – Engaged Learning, AVP – Academic Programming	Dept. Chairs, GI committee	August 2016
INTERCULTURAL CO-CURRICULAR EXPOSURE	2	2.1.2 – Review, evaluate, and enhance on-campus student interactions and intergroup dialogues that bridge cultural differences. Increase the range and marketing of lectures, symposia, conferences, dialogues, and other intercultural experiences.	AVP – Engaged Learning	UVUSA Department Chairs, CGIE Co-chairs	Ongoing
	3	2.1.3 – Increase off-campus student engagement with and immersion in a variety of intercultural communities. Expand definitions of, and outreach to, new off-campus sites. Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc.	Deans, Department Chairs	CGIE* Co-Directors, Student Affairs divisions	Ongoing

**OBJECTIVE # 2 –
CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE**

UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.

GOAL #2 – Increase the intercultural competencies and capacities of faculty and staff through intercultural engagement opportunities.

Employee Learning Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
INTERCULTURAL EXPOSURE	1	2.2.1 – Establish robust set of trainings and dialogues for full-time and part-time faculty and staff to improve intercultural awareness, understanding, and skills. Develop training modules that can be accessed through departments.	AVP - HR, CGIE* Co-Directors	AVP – Administration, Dept. Chairs	August 2015
	2	2.2.2 – Develop and implement an inclusivity module to the current SCOT (Student Consultants On Teaching) program, where students can provide feedback in classes regarding inclusive pedagogy and culturally relevant teaching.	AVP - Scholarship	Director of FCTE, Multicultural Studies Director	July 2015

OBJECTIVE # 3 – SUPPORTIVE CAMPUS ENVIRONMENT

UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.

GOAL #1 – Improve students’ and employees’ sense of validation, belonging, and personal safety.

Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
SENSE OF BELONGING	1	3.1.1 – Identify and promote existing student and employee feedback channels and address areas for improvement.	AVP – HR, CIDO	PELC, IRI	August 2015
	2	3.1.2 – Establish a list of essential services for students who attend satellite campuses, evening and weekend classes, and through distance education delivery.	SVPA	Deans, UVUSA, AVP – Student Success, Facilities, AVP – E-learning & Outreach	July 2015
SENSE OF PLACE AND SAFETY	3	3.1.3 – Program all new buildings, and retrofit existing buildings, to contain family and unisex bathrooms as well as mother’s lounges.	AVP - Facilities	UVUSA	Ongoing
	4	3.1.4 – Identify space for and develop a dedicated Veteran’s Center	VP - Student Affairs	Veteran’s Office, AVP Facilities, Sr. Director of Enroll. Mngmt.	May 2015
	5	3.1.5 – Remodel Center for Global and Intercultural Engagement space to enhance a more open, inviting, culturally rich environment.	VP - Student Affairs, SVPA	VP - Finance & Administration	May 2015
	6	3.1.6 – Develop and support activities within a robust interreligious engagement initiative including the ribbon cutting of a new ecumenical reflection center.	Director of Center for the Study of Ethics	President’s Cabinet, ISC, Religious Studies Comm., Student Life	April 2014
	7	3.1.7 – Conduct evaluation of all campus spaces for student and employee safety (night classes, satellite campuses, dispatch companions, lighting, security cameras).	Police Chief	Facilities, Risk Management, Accessibility Services	December 2014

Additional Action Steps for Consideration

- Develop a plan to address needs of adjunct faculty considering new federal guidelines (Patient Protection and Affordable Care Act).
- As part of the university website, develop a series of community resource guides with attention to new students and employees from underrepresented backgrounds (recruitment and orientation materials for new students/employees). – AVP of HR and AVP of Marketing

OBJECTIVE # 3 – SUPPORTIVE CAMPUS ENVIRONMENT

UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.

GOAL #2 – Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models for diverse students.

Employee Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
RECRUITMENT & RETENTION	1	3.2.1 – Revise current hiring guidelines and develop a robust set of strategies and practices to reflect a commitment to inclusivity (including recruitment pipeline partnerships).	AVP – HR, AVPAA Administration, CIDO	Marketing	August 2014
	2	3.2.2 – Promote strategies to retain underrepresented employees including cultural transition component as part of onboard mentoring program for new employees.	CIDO, AVP - HR	AVPAA Admin., AVP - HR	Summer 2016
OPPORTUNITIES FOR ADVANCEMENT	3	3.2.3 – Develop plans in colleges and schools to improve number and percentage of underrepresented faculty in tenure track positions.	AVPAA – Administration, Deans	Dept. Chairs, IRI	July 2015

Additional Action Steps for Consideration

- Explore opportunities for advanced degree attainment among underrepresented faculty and staff.
- Create and market leadership development opportunities for underrepresented professionals.

OBJECTIVE # 4 – ACADEMIC INCLUSIVITY & REGIONAL STEWARDSHIP

UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.

GOAL #1 – Maintain and continue development of a robust set of academic courses, programs and offerings that reflect students' interests and the region's educational needs.

Student Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
PROGRAM DIVERSITY	1	4.1.1 – Continue developing Academic four-year strategic plan with constant consideration of diverse programmatic needs (certificates, associate's, bachelor's, master's).	SVPAA	Deans	Ongoing
REGIONAL NEEDS	2	4.1.2 – Conduct frequent community surveys regarding: degree needs and expectations, student interest, industry demands and assess region's workforce needs through use of data.	VP-University Relations	Academic Affairs	Ongoing

OBJECTIVE # 4 – ACADEMIC INCLUSIVITY & REGIONAL STEWARDSHIP

UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs.

GOAL #2 – Maintain and strategically develop a robust set of course delivery times, sites, and methods responsive to students’ needs.

Course Flexibility Need	#	Action Steps	Primary Steward(s)	Partners	Completion Target
TIME FLEXIBILITY	1	4.2.1 – Finish the development of a summer strategic plan including attention to underrepresented students and students with varying levels of academic preparation.	AVPAA - Academic Programs, Director Summer	Inst. Effectiveness & Planning, Deans, AVPAA – Academic Programming, AVP – SS&R	December 2014
TECHNOLOGY-ENHANCED FLEXIBILITY	2	4.2.2 – Increase volume of lower and upper-division courses and programs offered through technology-enhanced delivery (online, hybrid, distance education) according to academic master plan.	SVPAA	Deans, Dept. Chairs	July 2016
LOCATION FLEXIBILITY	3	4.2.3 – Develop a strategic satellite campus plan to improve access and opportunity for underrepresented students.	SVPAA, VP – Student Affairs	Campus	July 2016

Additional Action Steps for Consideration

- Develop a targeted number of pre-set freshman tracks (akin to Freshmen Academies where students enroll in their entire year of classes up front)
- Increase volume of lower and upper-division courses and programs offered in the evening and weekend timeframes according to student need.
- Implement a better assessment of student learning needs and expand technology-based instruction where appropriate. Implement a robust assessment to determine students’ propensity to complete online courses.

ADMINISTRATIVE IMPERATIVE #1 – ASSESSMENT & ACCOUNTABILITY

Improve assessment and accountability for inclusivity at every level of the university.

#	Action Steps	Primary Steward(s)	Partners	Completion Target
1	AI1.1 – Conduct annual campus assessments on issues of inclusion and diversity.	CIDO	IRI, AVPAA Administration, AVP – HR, VP - Student Affairs	Annually in the summer
2	AI1.2 – Identify policies and practices that currently hinder access and inclusivity for underrepresented students and employees and make changes to address such policies and practices.	CIDO	AVP – HR, VP Student Affairs, Policy Office, AVPAA Administration	Ongoing
3	AI1.3 – Develop a set of intercultural competency measures for faculty to use to assess courses.	Department Chairs, Faculty Senate	Faculty	August 2016

Additional Action Steps for Consideration

- Implement an *INCLUSIVE* accountability component to the PBA and Strategic Planning processes.

ADMINISTRATIVE IMPERATIVE #2 – FINANCIAL COMMITMENT

Create and sustain an institutional financial infrastructure that effectively supports inclusivity.

#	Action Steps	Primary Steward(s)	Partners	Completion Target
1	AI2.1 – Develop and prioritize a set of fundraising case statements to garner donations for key inclusive initiatives.	CIDO & VP of Development	Development Officers	December 2014
2	AI2.2 – Develop incentivized funding program to provide seed money for inclusion pilot programs.	Cabinet	CIDO	August 2014

Additional Action Steps for Consideration

- Improve opportunities for grants related to inclusivity.
- Financially enhance existing successful inclusive initiatives proportional to need, relevance, and quality.
- Develop fund to recruit and retain underrepresented employees.

ACRONYMS

AVPAA – Associate Vice President of Academic Affairs
AVP – HR – Associate Vice President of Human Resources
AVP – R&O – Assistant Vice President of Recruitment and Outreach
AVP – SS&R – Assistant Vice President of Student Success and Retention
CIDO – Chief Inclusion and Diversity Officer (aka Special Assistant to the President for Inclusion)
CGIE – Center for Global and Intercultural Engagement
IRI – Institutional Research and Information
ISC – International Student Council
IT – Information Technology
PACE – Professional Association of Campus Employees (Staff association)
PELC – President’s Executive Leadership Council
PSS – Prospective Student Services
SSRI – Student Success and Retention Initiative
SVPAA – Senior Vice President of Academic Affairs
UVUSA – Utah Valley University Student Association

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 this document.

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 for 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.

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.

2013-2014 INCLUSION COMMITTEE MEMBERS

Executive Committee

Kyle Reyes (Chair), Special Assistant to the President

Michelle Taylor, Vice President of Student Affairs

K.D. Taylor, Dean of University College

Brian Birch, Associate Vice President of Academic Affairs – Engaged Learning

Kathren Brown, Associate Vice President of Academic Affairs – Administration

Mark Wiesenberg, Associate Vice President of Human Resources

David Connelly, Faculty Senate President, Dept. Chair of History & Political Science

Cheryl Hanewicz, Associate Professor and Department Chair of Technology Management

Baldomero Lago, Associate Professor of Languages and Sr. Director of International/Multicultural Studies

Janet Colvin, Associate Professor and Chair of Communication (GI Chair)

Bryan Waite, Associate Professor of Secondary Education & Director of Multicultural Studies

Anne Wairepo, Senior Director for Women's Success

Brett Breton, Director of the Multicultural Center

J.C. Graham, Program Coordinator of Suicide Prevention

Jono Andrews, Student Body President 2013-2014

Tyler Brklacich, Student Body President 2014-2015

Elizabeth Jarema, Student Body Vice President of UVUSA

Advisory Board

Parker Fawson, Dean of the School of Education

Danny Horns, Assistant Dean of College of Science and Health

Maureen Andrade, Associate Vice President for Academic Affairs*

Michelle Kearns, Assistant Vice President for Students Success and Retention

Richard Tafalla, Assistant Vice President for Scholarship and Faculty Development

Marinda Ashman, Assistant Professor, Assistant Director UV Mentors

Maritza Sotomayor, Assistant Professor of Finance & Economics

Deb Marrott, Professor & Department Chair of Basic Composition

Debora Ferreira, Associate Professor of Languages

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Laura Snelson, Senior Research Analyst

Yudi Lewis, Program Director for Latino Initiative

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Susan Thackeray, Director of Career and Technical Education

Lisa Williamson, Director of the Equity Center

Jesler Molina, International Student Council President

Liz Miller, Presidential Intern and Aviation student