

Utah Valley University Board of Trustees Meeting
February 26, 2020
8:00am SC 213c

Tab	Agenda	Notes
<p><u>A.</u></p> <p><u>B.</u></p> <p><u>C.</u></p>	<p><u>I. Action</u></p> <p>1. Policies</p> <p style="padding-left: 20px;">a. Policy 114 Individual Conflict of Interest and Commitment, <i>Clark Collings, Interim General Counsel</i></p> <p style="padding-left: 20px;">b. Policy 304 Employment of Relatives “Nepotism,” <i>Linda Makin, VP for PBHR</i></p> <p><u>II. Executive Session</u> <i>(To strategically discuss character, professional competence, or physical or mental health of an individual and litigation which is pending or reasonably imminent.)</i></p> <p><u>I. Action (Continued)</u></p> <p>2. Awards of Excellence, <i>Cameron Martin, VP for University Relations</i></p> <p>3. Sabbaticals, <i>Wayne Vaught, Provost and VP for Academic Affairs</i></p> <p>4. Executive Tenure, <i>Wayne Vaught, Provost and VP for Academic Affairs</i></p> <p><u>III. Consent Calendar</u></p> <p>1. Minutes of January 23, 2020</p> <p>2. December 2019 Investment Reports</p> <p>3. 2019 HR Report</p> <p><u>IV. Information</u></p> <p>1. UVU Inclusion Plan 2020-2024, <i>Belinda ‘Otukolo Saltiban, CIDO</i></p> <p>2. University Update, <i>Astrid S. Tuminez, President</i></p>	



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	February 23, 2020
TITLE:	UVU Policy 114 <i>Individual Conflict of Interest and Commitment</i>
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Clark Collings
SUBJECT:	UVU Policy 114 <i>Individual Conflict of Interest and Commitment</i>
BACKGROUND:	Disclosure and management of employee conflicts of interest are mandated by federal and state law. Conflicts of commitment disrupt the work of the University. This updated policy now includes conflict of commitment, and provides updated guidance and procedures for disclosure and management of conflicts of interest and/or commitment.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve UVU Policy 114 <i>Individual Conflict of Interest and Commitment</i> for entrance into the UVU Policy Manual.” • Amend and approve, “I move to approve, as amended, UVU Policy 114 <i>Individual Conflict of Interest and Commitment</i> for entrance into the UVU Policy Manual.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 114



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Proposed Policy Number and Title: 114 Individual Conflict of Interest and Commitment		
Existing Policy Number and Title: 114 Conflict of Interest		
Approval Process*		
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>January 21, 2020, Stage 4, Board of Trustees</u>		
President's Council Sponsor: <u>Val Peterson</u>	Ext.	<u>8424</u>
Policy Steward: <u>Jeremy Knee</u>	Ext.	<u>8156</u>

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>01/13/2016</u></p> <p>University Entities Review Entrance Date: <u>6/28/2018</u> Close Feedback: <u>10/19/2018</u></p> <p>University Community Review Entrance Date: <u>11/21/2019</u> Open Feedback: <u>11/21/2019</u> Close Feedback: <u>1/6/2020</u></p> <p>Board of Trustees Review Entrance Date: <u>2/13/2020</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual</p> <p>Name: _____</p> <p>Date posted and verified: _____</p>



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POLICY TITLE	Individual Conflict of Interest and Commitment	Policy Number	114
Section	Governance, Organization, and General Information	Approval Date	
Subsection	Governance and Organization	Effective Date	
Responsible Office	Office of General Counsel		

1.0 PURPOSE

1.1 This policy affirms Utah Valley University’s commitment to integrity. It promotes confidence and trustworthiness in the University’s administration, teaching, scholarship, and stewardship of public resources by establishing standards and procedures for actual, potential, and apparent conflicts between employees’ personal interests and their responsibilities to the University.

1.2 This policy preserves for employees the same opportunities available to all other citizens of the state to acquire private economic or other interests provided that such opportunities do not interfere with the full and faithful discharge of employees’ University duties or otherwise disadvantage the University.

2.0 REFERENCES

- 2.1** *General Definition of Institution of Higher Education*, 20 U.S.C. § 1001(a) (1998)
- 2.2** *Promoting Objectivity in Research*, 42 C.F.R. § 50, Subpart F (2011)
- 2.3** *Responsible Prospective Contractors*, 45 C.F.R. § 94 (2011)
- 2.4** *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, 2 C.F.R. § 200 (2013)
- 2.5** *Prohibiting Employment of Relatives*, Utah Code Ann. § 52-3-1 (2018)
- 2.6** *Government Records Access and Management Act (GRAMA)*, Utah Code Ann. § 63G-2-101 (2008)
- 2.7** *Utah Public Officers’ and Employees’ Ethics Act*, Utah Code Ann. § 67-16-5 (2014)
- 2.8** *Utah Protection of Public Employees Act*, Utah Code Ann. § 67-21-3 (2018)
- 2.9** *Utah Procurement Code*, Utah Code Ann. § 63G-6a-24 (2014)



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- 2.10 Utah State Board of Regents Policy R925 *Conflicts of Interest*
- 2.11 Utah State Board of Regents Policy R122 *Board Conflict of Interest Policy*
- 2.12 UVU Policy 136 *Intellectual Property*
- 2.13 UVU Policy 138 *Institutional Review Board*
- 2.14 UVU Policy 222 *Bookstore*
- 2.15 UVU Policy 323 *Guidelines for Consulting*
- 2.16 UVU Policy 325 *FLSA Compliance: Exempt/Nonexempt Classifications, Wages, and Work Hours*
- 2.17 UVU Policy 332 *Work-at-Home*
- 2.18 UVU Policy 606 *Adoption of Course Materials and Textbooks*
- 2.19 UVU Policy 635 *Faculty Rights and Professional Responsibilities*
- 2.20 UVU Policy 641 *Salaried Faculty Workload—Academic Year*

3.0 DEFINITIONS

- 3.1 Agency:** Any department, division, agency, commission, board, council, committee, authority, or any other institution of the state of Utah or any of its political subdivisions.
- 3.2 Area specialist:** An employee of the University whose official job duties identify that employee as the “most responsible person” for the development, implementation, management, and/or oversight of a critical university function related to an applicable conflict of interest.
- 3.3 Compensation:** Anything of economic value, including ownership interest, however designated, that is paid, loaned, granted, given, donated, or transferred to any person or business entity for or in consideration of personal services, materials, property, or any other thing whatsoever.
- 3.4 Compliance Officer:** The attorney in the Office of General Counsel with primary responsibility for coordinating university divisions’, units’, departments’, and employees’ efforts to comply with state and federal laws, regulations, and statutes, as well as Regents and university policy.
- 3.5 Conflict of interest:** A conflict of interest exists when a university employee’s professional judgment or performance is biased or compromised by the employee’s non-university activities



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or interests. Conflicts may arise, for example, from competing time commitments, financial interests, or positions in outside organizations that could cause unsatisfactory performance or bias in the employee's university responsibilities.

3.5.1 Actual conflict of interest: A situation where a conflict of interest is currently manifested.

3.5.2 Apparent conflict of interest: A situation that may appear to a reasonable observer as a conflict of interest, whether or not a conflict of interest actually exists.

3.5.3 Potential conflict of interest: A situation that may foreseeably develop into an actual conflict of interest.

3.5.4 Conflict of commitment: A situation where an employee's non-university activities, paid or unpaid, interfere with the performance of the employee's university obligations. Employees are expected to perform their obligations to the University with adequate competence, diligence, and reliability.

3.6 Conflict of Interest Disclosure Form: The university form used to disclose actual, apparent, or potential conflicts of interest.

3.7 Conflict of interest management plan (or "management plan"): A written plan of action by which an employee's conflict or potential conflict can be managed (i.e., reliably and verifiably prevented) or eliminated.

3.8 Conflict of Interest Review Committee: A committee comprising the Director of Internal Audit, the Associate Vice President of Academic Affairs, the Director of Procurement, an area specialist, and General Counsel. Other persons with useful expertise or knowledge may be invited to participate on the Conflict of Interest Review Committee as needed.

3.9 Employee: Any person who is employed full- or part-time by the University, including student employees, staff, administrators, faculty, and adjunct faculty, or who otherwise owes contractual duties to the University. For purposes of this policy, this also includes investigators and sub-recipients of sponsored programs as defined by federal regulations.

3.10 Family member: For the purposes of this policy, family includes the individual, parents, spouse, domestic partner, children, dependents, and siblings, and each of their respective spouses or domestic partners.

3.11 Financial conflict of interest: A significant financial interest that could directly and significantly affect the design, conduct, or reporting of Public Health Service (PHS)-funded research. This term applies only to PHS-funded research, as described in section 4.9.

3.12 Gift: A transfer of money, property, or service to another without compensation. Gifts include excessive compensation, loans with interest rates below commercial rates, and other



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economic benefits tantamount to a gift. For the purposes of this policy, a gift does not include the occasional transfer of a nonpecuniary item or service with insignificant monetary value (less than \$50) or an award publicly presented in recognition of public services.

3.13 Household member: A person who resides in the same residence as an employee.

3.14 Intellectual property: Works created through intellectual and/or discovery efforts of a creator that are generally protectable under patent (U.S. Code), trademark (as recognized by federal and state laws), copyright (as defined in U.S. Code), trade secret (as defined by the *Uniform Trade Secrets Act*), or other state and/or federal law. Intellectual property includes inventions, discoveries, trade secrets, trade and service marks, writings, art works, musical compositions and performances, copyrightable software, data and mask works, literary works, and architecture. Works through intellectual and/or discovery efforts of a creator in other areas, including multimedia works and various other forms of electronic communications, are also considered intellectual property.

3.15 Investigator: The principal investigator or project director and all faculty, staff, postdoctoral appointees, consultants, or students who are responsible for the design, conduct, or reporting of research or scholarly activities that are funded or proposed for funding and are conducted, in whole or in part, through the University.

3.16 Key personnel: Any member of the university community named as the principal investigator, project director, or otherwise identified as senior/key personnel by the University in a grant application, progress report, or any other report submitted to the Public Health Service PHS by the University. This term applies only to PHS-funded research, as described in section 4.9.

3.17 Relative: A parent, spouse, child, sibling, spouse's parent, spouse's sibling, child's spouse, sibling's child, grandparent, grandchild, uncle, aunt, first cousin, and step or foster relative.

3.18 Retaliation: Intimidation, threats of reprisal, harassment, or other materially adverse actions or threats against anyone who in good faith reports a violation of this policy, honestly participates or assists in a university-related investigation or other proceeding relating to this policy, or otherwise asserts rights protected by law. Any action designed to prevent or discourage someone from reporting a conflict of interest concern may also be considered retaliation.

3.19 Significant financial or other interest: Acting as a part or complete owner, officer, director, manager, agent, or employee of a business entity that appears to be related to an employee's university responsibilities. It further refers to any of the following interests of the employee or investigator (and those of the employee's or investigator's family members, as defined in this policy) that reasonably appear to be related to the employee's or investigator's responsibilities to the University:



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3.19.1 With regard to any publicly traded entity, a significant financial interest exists if the value of any remuneration received by the individual from the entity in the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds \$5,000. For purposes of this definition, remuneration includes salary, and any payment for services not otherwise identified as salary, received from the publicly traded entity (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest as determined through reference to public prices or other reasonable measures of fair market value;

3.19.2 With regard to any non-publicly traded entity, a significant financial interest exists if the value of any remuneration received by the individual from the entity in the twelve months preceding the disclosure, when aggregated, exceeds \$5,000, or when the individual holds any equity interest (e.g., stock, stock option, or other ownership interest). For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary, received from the non-publicly traded entity (e.g., consulting fees, honoraria, paid authorship); or

3.19.3 Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests.

However, significant financial or other interest does NOT include:

3.19.4 Employee salary, travel reimbursements, or other non-royalty remuneration from the University;

3.19.5 Income from seminars, lectures, or teaching engagements sponsored by a federal, state, or local government agency, an institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education;

3.19.6 Income from service on advisory committees or review panels for a federal, state, or local government agency, an institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education; or

3.19.7 Income from investment vehicles, such as mutual funds and retirement accounts, as long as the employee or investigator does not directly control the investment decisions made in these vehicles.

4.0 POLICY

4.1 Scope of Policy



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4.1.1 This policy applies to all employees, as defined in section 3.9, and to all relationships, financial positions, business endeavors, or other conduct that may create actual, potential, or apparent conflicts of interest between the University and the employee. University employees serve the public trust and must fulfill their responsibilities with care and loyalty in both actuality and appearance.

4.1.2 Employees are subject to the *Utah Public Officer's and Employees' Ethics Act*, Utah Code Ann. § 67-16-1 *et seq.* (the *Ethics Act*), which requires, among other things, that the University disclose certain employee conflicts of interest to other entities, including the Utah Attorney General's Office.

4.1.3 Employees must disclose all actual, potential, and apparent conflicts of interest or commitment and manage or eliminate such conflicts as provided in this policy. Failure to adhere to this policy could lead to appropriate disciplinary action, up to and including termination.

4.2 Misuse of University Authority

4.2.1 Employees may not use their university authority, position, students, subordinates, projects, resources, or facilities to (1) further substantially their non-university business or economic interests, or (2) secure special (i.e., not generally available to university employees) non-university privileges or exemptions for themselves or others.

4.2.2 Faculty members must adhere to Policy 222 *Bookstore* and Policy 606 *Adoption of Course Materials and Textbooks* regarding the selection and sale of course materials from which they may derive royalties or other personal gain.

4.2.3 Employees may not disclose confidential information acquired through their university position or use this confidential information for their or another's gain or benefit without first obtaining all authorizations and consents required by law and university policy.

4.2.4 University employees who evaluate students or employees may not base these evaluations, in whole or in part, on participation (or refusal to participate) in non-university activities involving business entities or organizations in which the evaluating employees or their family members have a significant financial or other interest. Supervising employees may not require participation of employees or students in non-university activities involving these types of businesses or organizations.

4.3 Activities Related to Family Members

4.3.1 Employees may not directly supervise relatives, family members, or household members. Employees shall disclose any indirect (second-level or greater) supervision of relatives, family members, or household members at UVU and shall complete a written management plan in accordance with section 5.4. Employees may not participate in or seek to influence employment decisions directly affecting relatives, family members, or household members, including



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decisions about appointment, hire, retention, tenure, promotion, compensation, benefits, leaves of absence, discipline, and termination.

4.3.2 Employees may not participate in academic decisions directly affecting family members, including decisions about admissions, financial aid, grades, and academic advancement.

4.3.3 Employees may teach students who are family members in their courses. In the case of credit-bearing courses, the department chair, or the next-level authority in a course taught by a chair or dean, will designate another appropriate employee (who is not a family member of the student) such as a faculty member or teaching assistant to grade the student's academic coursework (including papers, exams, projects, portfolios, and demonstrations) and assign a final grade for the course.

4.3.4 Employees may not assign their students, interns, or other trainees to university projects sponsored by or benefiting any business or organization in which employees or their family members have a significant financial or other interest.

4.4 Outside Employment and Commitments

4.4.1 Employees may engage in non-university professional and personal commitments, including externships; however, they must continue to fulfill their obligations to the University with competence, diligence, and reliability. Employees must ensure their non-university activities do not interfere with their performance of university obligations or their ability to work the hours required for their positions at the appropriate UVU location(s). (See Policy 332 *Work-at-Home* for staff offsite working arrangements.) Faculty members must ensure that their non-university activities do not require extensive time or absence that causes them to neglect course obligations, become unavailable to students or colleagues, or otherwise violate Policy 635 *Faculty Rights and Responsibilities*.

4.4.2 Employees must work the number of hours required by their department or college and university policy. See UVU Policy 325 *FLSA Compliance: Exempt/Nonexempt Classifications, Wages, and Work Hours* or UVU Policy 641 *Salaried Faculty Workload—Academic Year*.

4.4.2.1 For full-time employees, holding additional full-time employment at another organization while maintaining full-time duties at UVU (such as during the academic year for faculty) creates a presumptively unmanageable conflict of commitment, and is therefore not allowed.

4.4.2.2 For full-time employees, holding additional part-time employment at other organizations may create a conflict of commitment and must therefore be disclosed in accordance with section 5.2.

4.4.3 Full-time employees may perform or accept employment for non-UVU academic teaching, instructional, or research services subject to the following conditions:



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4.4.3.1 Full-time faculty must obtain prior written approval from their dean when such engagements coincide with semesters in which they are teaching for UVU.

4.4.3.2 Full-time staff must obtain prior written approval from their vice president.

4.4.3.3 When considering a request under 4.4.3, the appropriate dean or vice president may consider any relevant factor, including UVU's scheduling needs; the similarity of the proposed non-UVU course with UVU course offerings; the quantity, flexibility, foreseeability, and consistency of the proposed time commitment; delivery method (e.g., online vs. in person); the employee's UVU performance history; class and meeting attendance record; timeliness with grading and other projects; and UVU workload.

4.4.3.4 Compensated or uncompensated participation in an occasional short-term conference, seminar, or symposium or the delivery of a scholarly paper or public address at a professional meeting or academic gathering does not violate this section.

4.4.4 Employees who wish to provide consulting services for persons, companies, universities, or agencies outside of the University must disclose their consulting arrangements in accordance with section 5.2 and comply with the requirements of Policy 323 *Guidelines for Consulting*. In particular, employees who wish to provide such consulting services during regular working hours must obtain the written approvals required by Policy 323 and any applicable guidelines.

4.5 Gifts or Other Inducements

4.5.1 Employees may not demand from any person, as a condition of granting any application or request for a contract, approval, or other authorization, that the person donate property, money, or services to any employee or agency, including the University.

4.5.2 Employees may not donate or offer to donate property, money, or services to any employee or agency on the condition that the University or any other agency approve an application or request for a contract, approval, or other authorization.

4.5.3 Employees may not knowingly receive, accept, take, seek, or solicit, directly or indirectly, any gift or loan for themselves or a family member (1) if it would tend to improperly influence a reasonable person in the discharge of university duties or responsibilities, or (2) if an employee recently has been, currently is, or in the near future may be involved in any university action or decision directly affecting the donor or lender.

4.5.4 Faculty members may not accept gifts, as defined in section 3.12 from students if the faculty member has been, currently is, or may be involved in assigning a grade to such students.

4.6 Intellectual Property



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4.6.1 Employees may not negotiate any transfer of intellectual property rights or royalties on behalf of the University with organizations or business entities in which employees or their family members have a significant financial or other interest, and must otherwise comply with Policy 136 *Intellectual Property*.

4.6.2 Disclosure is required when an employee has a significant financial or other interest in a business entity related to or using intellectual property owned by the University.

4.7 Procurement and Business Relationships

4.7.1 Employees may not receive or agree to receive compensation from a non-university source for assisting any person or business entity in any transaction involving the University.

4.7.2 In their university capacity, employees may not negotiate, review, approve, oversee, or otherwise participate in any transaction between the University and any business entity in which the employees or their family members have a significant financial or other interest.

4.7.3 Disclosure is required when employees or their family members hold a significant financial or other interest in a business entity providing goods or services that are the same or similar to university-provided goods and services and the employee is in a position to direct potential purchasers of the goods or services away from the University and to the business entity.

4.8 Research and Scholarly Activity

4.8.1 Without prior (1) disclosure, (2) completion of a written management plan in accordance with section 5.0 of this policy, and (3) written approval of the management plan by the university research officer, employees may not review, approve, or administratively control a contract, grant, clinical trial, or other research collaboration if:

4.8.1.1 It pertains to a research project involving the University and a business or intellectual property in which the employee or employee's family member has a significant financial or other interest; or

4.8.1.2 The employee or employee's family member is an employee of the business and directly involved with activities pertaining to the research project.

4.8.2 Except with advance disclosure and Institutional Review Board authorization, employees may not participate in research involving human subjects if they have a significant financial or other interest in the sponsor of the research or any technology that could be affected by the outcome of the research. No conflicted research involving human subjects may receive final approval from the Institutional Review Board under Policy 138 *Institutional Review Board* until the conflict of interest is managed or eliminated in accordance with section 5.0 of this policy.



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4.8.3 Employees may not participate in the selection, award, or administration of a contract for property or services needed to carry out a project or program supported by a federal award if they have an actual, potential, or apparent conflict of interest.

4.9 PHS-Funded Research

4.9.1 Investigators involved in research and projects sponsored by the National Science Foundation (NSF) or the Public Health Service (PHS) must follow additional procedures and requirements related specifically to conflicts of interest. PHS conflict-of-interest regulations are outlined in 42 C.F.R. § 50 and 45 C.F.R. § 94.

4.9.2 When submitting a proposal for PHS funding to the University, each investigator participating in the design, conduct, or reporting of the research in the proposal must submit an electronic *Conflict of Interest Disclosure Form* disclosing any significant financial interests to the Compliance Officer and provide a copy to the University's Office of Sponsored Programs. Each investigator must also provide documentation showing that they have completed the University's conflict-of-interest training within three years prior to submitting the proposal. Investigators must provide updated disclosures at least annually and within 30 days of the creation or discovery of a new significant financial interest. Disclosures will be reviewed in accordance with section 5.3.

4.9.3 PHS-funded investigators must disclose any travel related to their institutional responsibilities that was reimbursed or sponsored by an entity other than a government entity, institution of higher education or affiliated research institute, academic teaching hospital, or medical center. This disclosure must include the purpose of the trip, identity of the sponsor, the destination, and the duration. Further, investigators must disclose any new significant financial or other interests within 30 days discovery or acquisition (for example, through purchase, marriage, or inheritance).

4.9.4 Before the expenditure of any funds from a PHS grant for which a financial conflict of interest exists, the University will either eliminate the conflict or report the financial conflict of interest to the relevant PHS-awarding agency. The report will include required information about the University's management plan for the financial conflict of interest. If a financial conflict of interest in the research subsequently develops or is discovered, the University will submit its management plan to the awarding agency within 60 days of identifying the new financial conflict of interest.

4.9.5 In situations where the University conducts PHS-funded research with or through other entities, such as sub-grantees, subcontractors, or collaborators (collectively "subrecipients"), the University will take reasonable steps to ensure that investigators working for subrecipients comply with PHS conflict-of-interest regulations. Subrecipients that are funded by PHS shall be required to report financial conflicts of interest to the University in accordance with PHS conflict-of-interest regulations. In turn, the University will report to PHS the existence of any financial conflicts of interest disclosed to the University by any subrecipients and obtain



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necessary information for the report as well as assurances that the University has managed the conflict of interest before the expenditure of funds and within 60 days of any subsequently identified conflict of interest.

4.9.6 If an investigator fails to comply with this policy or an applicable management plan, the University will, within 120 days of its determination of noncompliance, complete a retrospective review of the investigator's activities and the PHS-funded research project to determine whether any portion of the PHS-funded research was biased in the design, conduct, or reporting of the research. The University will promptly notify the PHS-awarding agency of the corrective action taken or to be taken, including the submission of a mitigation report. On an annual basis the University will also submit to the PHS-awarding agency the required reports regarding the status of all financial conflicts of interest in research related to PHS funding and any changes to the management plan for the duration of the related PHS-funded research.

4.9.7 Within five business days of a request, the University will disclose to any requestor all financial conflicts of interest related to PHS-funded research if they are held by key personnel. The University will ensure that all members of the University community who require training under PHS research regulations complete training upon employment and every four years thereafter.

4.9.8 If the US Department of Health and Human Services determines that a PHS-funded clinical research project intended to evaluate the safety or effectiveness of a drug, medical device, or treatment has been designed, conducted, or reported by an investigator with a financial conflict of interest that was not managed or reported by the University as required by PHS regulations, the investigator involved must disclose the financial conflict of interest in each public presentation of the results of the research and request an addendum to previously published presentations.

5.0 PROCEDURES

5.1 The University's Compliance Officer will facilitate the implementation of this policy. Employees are encouraged to contact the Compliance Officer with any questions or concerns regarding this policy or any conflict of interest or commitment.

5.2 Disclosure of Conflicts of Interest and Commitment

5.2.1 Disclosure of conflicts of interest and commitment enables the University and its employees to jointly manage or eliminate conflicts, which in turn empowers employees to engage in their work with complete confidence and trustworthiness.

5.2.2 Employees shall disclose all actual, potential, and apparent conflicts of interest and commitment by submitting an electronic *Conflict of Interest Disclosure Form* (1) at the time of hire, (2) annually, and (3) immediately when a conflict of interest first arises.



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5.2.3 Disclosure consists of completing and submitting an electronic *Conflict of Interest Disclosure Form* that includes all the information required by this section.

5.2.4 Immediate supervisors are responsible for monitoring and ensuring the timely completion of *Conflict of Interest Disclosure Forms* by employees under their supervision.

5.2.5 Any person may report their good-faith belief that an employee has a conflict of interest. Such reports should be delivered to the employee's supervisor or the Compliance Officer at compliance@uvu.edu or anonymously through EthicsPoint at (877) 228-5401 or <https://secure.ethicspoint.com/domain/media/en/gui/23421/index.html>. Employees may not retaliate against any person for making a good-faith report under this policy.

5.3 Conflict of Interest Review

5.3.1 Immediate supervisors are responsible for reviewing their employees' disclosures and broaching any conflict of interest or commitment concerns with the employee and Compliance Officer. If, for example, the supervisor has reason to believe that any employee disclosure forms are false, misleading, or incomplete, they should raise these concerns with the employee and Compliance Officer. The Compliance Officer may independently review disclosures to ensure adequate monitoring.

5.3.2 The Compliance Officer may select an area specialist and/or convene the Conflict of Interest Review Committee to help assess conflicts of interest or commitment and possible management strategies. The Compliance Officer will disclose the identities of the area specialist and the Conflict of Interest Review Committee to the employee and their immediate supervisor. No person with a conflict of interest in the review may assist with the review.

5.3.3 If the Compliance Officer determines no conflict exists, then no further action will be required.

5.3.4 If the Compliance Officer determines that a conflict does exist, the Compliance Officer will determine whether the conflict is manageable (i.e., reliably and verifiably preventable) or includes an activity or interest that must instead be prohibited, thereby eliminating the conflict. If the activity is prohibited, the Compliance Officer shall inform the employee that failure to eliminate the conflict will constitute a violation of this policy and subject the employee to section 5.7. If the conflict of interest or commitment is manageable, the Compliance Officer will notify the employee and supervisor that a management plan is necessary.

5.3.5 For employees participating in sponsored research, the Compliance Officer will work with the Office of Sponsored Programs to report in writing any actual or potential conflicts of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

5.4 Conflict of Interest Management Plan Requirements



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5.4.1 5.4.1 Within 10 business days after notification by the Compliance Officer that a management plan is needed, the employee shall, in consultation with the employee's supervisor, complete and submit a proposed conflict-of-interest management plan to the Compliance Office. The Compliance Officer may consult with the employee, the employee's supervisor, the area specialist, and/or the Conflict of Interest Review Committee, to determine any necessary changes to the proposed management plan. The employee may not engage in the activity or interest that is the subject of the proposed management plan until the plan is signed by the Compliance Officer.

5.4.2 Once the Compliance Officer signs a management plan, the Compliance Officer will distribute it to the employee and the employee's immediate supervisor. The employee is then responsible for compliance with the management plan and the employee's immediate supervisor is responsible for monitoring its effectiveness.

5.4.3 The employee and immediate supervisor must jointly review the management plan at least annually to determine its ongoing relevance and any potential for improvement. The employee must communicate the results of this review to the Compliance Officer. The Compliance Officer may consult with the employee, the employee's supervisor, the area specialist, and/or the Conflict of Interest Review Committee to determine any necessary changes to the management plan.

5.5 Appeals

5.5.1 The employee may appeal any determination made by the Compliance Officer concerning the existence of a conflict of interest or a proposed management plan to the Conflict of Interest Review Committee within 10 business days of the employee's receipt of the written determination. All appeals must be in writing and should include all pertinent information and documents. The Conflict of Interest Review Committee may ask clarifying questions of the employee, area specialist(s), the Compliance Officer, the Office of General Counsel, and others as needed. The Committee shall submit a recommended decision on the appeal as soon as practicable to the vice president overseeing the employee.

5.5.2 The vice president, in consultation with the Office of General Counsel, may adopt the Committee's recommended decision or issue a modified decision on the conflict of interest determination and/or management plan. The vice president's decision shall be final. If a vice president or the President is the subject of the conflict of interest, then the next-level authority will decide the appeal.

5.6 Recordkeeping and Confidentiality

5.6.1 The Compliance Officer will maintain records of all disclosures and actions taken by the University with respect to each conflict of interest, including reports to external agencies or sponsors, for at least three years from the date of the investigator's final expenditure report submission (for PHS-funded research) or termination of employment, or as otherwise required by law.



UTAH VALLEY UNIVERSITY Policies and Procedures

5.6.2 Unless otherwise required by applicable law, all records and information provided by an employee for the purpose of disclosure and management of a conflict shall be considered private and/or protected records under GRAMA shall be used only as necessary to administer university policy, and may not be used for any other purpose unless required by law.

5.6.3 The Compliance Officer, with assistance from Academic IT, will maintain an electronic repository for employees' *Conflict of Interest Disclosure Forms* and conflict of interest management plans.

5.7 Violations

5.7.1 In the event of any confirmed violation of this policy or a Compliance Officer-signed management plan, the vice president overseeing the employee (or the next-level authority for vice president or President violations) may impose appropriate corrective actions, including the following:

5.7.1.1 Employee discipline, including warnings, probation, suspension, termination, and the freezing of sponsored-program funds pursuant to applicable disciplinary policies and procedures;

5.7.1.2 Withholding payment owed under a procurement contract relating to the conflict;

5.7.1.3 Legal action to rescind university contracts that violate this policy or state law; and

5.7.1.4 Other appropriate actions as required by state and federal law, including the filing of criminal complaints pursuant to the *Ethics Act* and reporting conflict of interest violations to external agencies or sponsors.

POLICY HISTORY		
	Revised policy approved.	UVU Board of Trustees
August 13, 2009	Approved for entrance to Policy Manual.	UVU Board of Trustees



POLICY TITLE	Conflict of Interest	Policy Number	114
Section	Governance, Organization, and General Information	Approval Date	August 13, 2009
Subsection	Governance and Organization	Effective Date	August 13, 2009
Responsible Office	Office of the Vice President of Finance and Administration		

1.0 PURPOSE

1.1 This policy is intended to promote the public interest and strengthen public confidence in the integrity of the University by establishing standards and procedures for employees to follow when there are actual or potential conflicts of interest between their duties/responsibilities to the University and their private interests.

1.2 This policy does not intend to deny any employee opportunities available to all other citizens of the state to acquire private economic or other interests so long as this does not interfere with the full and faithful discharge of their university duties or disadvantage the University in any manner.

2.0 REFERENCES

2.1 *IRS, FAQs for Government Entities Regarding De Minimis Fringe Benefits*

2.2 *42 CFR Part 50, Subpart F (Responsibility of Applicants for Promoting Objectivity in Research)*

2.3 *Utah Code §63-2 (2) (1992) Government Records Access and Management Act (GRAMA)*

2.4 *Utah Code §67-16-5 (3) (a) Utah Public Officers' and Employees' Ethics Act*

2.5 *Utah State Board of Regents' Policy R925 Conflict of Interest*

3.0 DEFINITIONS

3.1 *Area specialist:* An employee of the University whose official job duties identify them as the "most responsible person" for the development, implementation, management, and/or oversight of a critical university function.



3.2 ~~Business entity:~~ A sole proprietorship, partnership, association, joint venture, corporation, firm, trust, foundation, or other organization or entity that carries on a trade or business, including parent organizations of such entities or any other arrangement in which an entity operates through a subsidiary.

3.3 ~~Compensation:~~ Anything of economic value, however designated, which is paid, loaned, granted, given, donated, or transferred to any person or business entity for or in consideration of personal services, materials, property, or the like.

3.4 ~~Compliance Officer:~~ A university employee assigned to assist the University's divisions, units, departments, administrators and employees in complying with applicable state and federal laws, regulations, and statutes, as well as Regents' and university policy.

3.5 ~~Conflict of Interest:~~ A conflict of interest exists when a university employee owes a professional obligation to the University, which is or can be compromised by the pursuit of outside interests.

3.6 ~~Conflict of Interest Disclosure Form (Disclosure Form):~~ The University form to be used to disclose actual or potential conflicts of interest.

3.7 ~~Employee:~~ Any person who is employed by the University, whether full or part time. It also includes investigators as defined by federal policies and individuals who are not paid on a project (i.e., volunteers).

3.8 ~~Gift:~~ Includes money, non-pecuniary gifts, excessive compensation or non-commercial loans. For the purposes of this policy, a gift does not apply to occasional non-pecuniary gifts that have an insignificant monetary value, as defined by the *Utah Public Officers' and Employees' Ethics Act*, that would not tend to improperly influence an employee in the discharge of his/her duties.

3.9 ~~Family:~~ For the purposes of this policy, family includes the individual, their spouse, minor children, or any dependent.

3.10 ~~Intellectual property:~~ Any ideas, inventions, technology, creative expression, and embodiments thereof, in which a proprietary interest may be claimed, including but not limited to patents, copyrights, trademarks, know-how, and biological materials.

3.11 ~~Investigator:~~ The principal investigator and all faculty, staff, postdoctoral appointees, residents or students, whether paid by the University or not, who are responsible for the design, conduct or reporting of research or scholarly activities conducted in whole or in part at the University.



3.12 Management plan: A written plan of action developed between the University and an employee by which a conflict or potential conflict can be managed, mitigated, or eliminated. A management plan typically requires the oversight of the employee's immediate supervisor.

3.13 Significant financial or other interest: Anything of significant monetary value, including but not limited to salary or other payments for services; equity interest (e.g., stocks, stock options, or other ownership interest); intellectual property rights (e.g., patents, copyrights, and royalties from such rights). "Significant financial or other interest" also means the holding of a position as an officer, director, agent, or employee of a business entity. "Significant financial and other interest" includes such interest held by the employee or by the employee's family members. However, significant financial or other interest does not include salary, royalties, or other compensation received by the employee from the University; income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities; or income from service on advisory committees or review boards/panels for public or nonprofit entities

3.14 Substantial interest: The ownership, either legally or equitably, by an individual, their spouse, or minor children, of at least ten percent (10%) of the outstanding capital stock of a corporation or ten (10%) interest in any other business entity.

4.0 POLICY

4.1 All employees shall comply with the *Utah Public Officer's and Employees' Ethics Act*, Utah Code Annotated § 67-16-1 et seq. (the Ethics Act) which requires, among other things, disclosure of certain conflicts of interest to other entities including the state Attorney General's Office.

4.2 It is the duty of all employees to disclose in writing to their respective supervisor, all actual and potential conflicts of interest between the employee's duties/responsibilities to the University and their private interests and activities.

4.3 Upon receipt of an employee's disclosure of a conflict of interest or upon the University's own identification of a conflict of interest, the University shall evaluate and, if necessary, appropriately manage the conflict, all in accordance with a conflict management plan.

5.0 PROCEDURES

5.1 The University's Compliance Officer, or the President's designee, will facilitate the implementation of this policy.

5.2 Disclosure of Actual and Potential Conflicts of Interest



~~5.2.1 While all conflicts of interest shall be disclosed to an employee's immediate supervisor at the time of hire and annually thereafter, every employee shall also immediately disclose each actual and potential conflict of interest when such conflict of interest first arises. Disclosure is the key mechanism to bring actual and potential conflicts of interest to light for evaluation and possible oversight.~~

~~5.2.1.1 Disclosure consists of completing and submitting to an immediate supervisor a *Conflict of Interest Disclosure Form* prior to engaging in any potentially prohibited activities.~~

~~5.2.1.2 A *Conflict of Interest Disclosure Form* must be filed any time a new conflict of interest arises or at the first recognition that a potential conflict of interest may exist or has existed.~~

~~5.2.1.3 When making a conflict of interest disclosure, an employee may include a proposed conflict of interest management plan.~~

~~5.2.1.4 Within three business days of receiving a disclosure form from an employee, the supervisor will forward the form to the compliance officer, who will forward the disclosure to the appropriate area specialist.~~

~~5.2.1.5 Employees are encouraged to contact the compliance officer with any questions or concerns regarding this policy or any conflict of interest.~~

5.3 Conflicts of Allegiance, Commitment, or Financial Conflicts

~~5.3.1 University employees shall not:~~

- ~~1) Participate in their official capacity with respect to any transaction between the University and a business entity in which the employee has a substantial interest;~~
- ~~2) Receive compensation (in addition to regularly budgeted salary or wages for services to the university) as a result of, or in connection with, any transaction between the University and a business entity in which the employee has a substantial interest;~~
- ~~3) Accept employment or engage in any business or professional activity which the employee may be required or induced to disclose confidential information acquired by reason of the employee's university position;~~
- ~~4) Disclose confidential information acquired by reason of the employee's university position, or to use such information for the employee's or another's gain or benefit;~~
- ~~5) Accept other employment which might impair the employee's independence of judgment in the performance of the employee's university duties and responsibilities;~~



~~6) Knowingly receive, accept, take, seek, or solicit directly or indirectly, any gift or loan for themselves or another if it tends to influence the discharge of the employee's university duties or responsibilities, or if the employee has recently been, now is, or in the near future may be involved in any action or decision directly affecting the donor or lender; or~~

~~7) Have personal investments in any business entity which will create a substantial conflict between their private interests and their university duties.~~

5.4 Additional Activities that Require Disclosure

5.4.1 Research and Scholarly Activity

~~5.4.1.1 Disclosure is required when a principal investigator or project director has a significant financial or other interest that could affect the approval, design, conduct, or reporting of funded research.~~

~~5.4.1.2 Disclosure is also required when all of the following apply:~~

~~1) An employee or family member has a significant financial or other interest in a sponsor of research;~~

~~2) The employee has responsibility for designing, conducting, or reporting the research;~~

~~3) The research will involve subordinates; and~~

~~4) The employee will provide an academic or employment evaluation of the subordinate based in part upon the subordinate's work on the research project, or restrictions will be placed on the publication rights of the subordinate.~~

~~5.4.1.3 Disclosure is required when an investigator has significant financial or other interest in any clinical research.~~

5.4.2 Intellectual Property Activity

~~5.4.2.1 Disclosure is required when an employee is a named inventor of intellectual property owned by the University and the employee has a significant financial or other interest in a business entity related to the intellectual property.~~

5.4.3 Procurement Activity

~~5.4.3.1 Disclosure is required when a university employee, officer, or a member of their family has a significant financial or other interest in a business entity proposing to enter into a~~



~~transaction with the University, and that university employee, officer, or family member is in a position to influence the outcome of the university's decision on that transaction.~~

~~5.4.3.2 Disclosure is required when an employee or family member has a significant or other interest in a business entity that provides goods or services, the University provides the same or similar goods and services, and the employee is in a position to direct potential purchasers of the goods and services away from the university and to the business entity. This provision does not cover consulting faculty or staff.~~

~~5.5.1 Upon receipt of a *Conflict of Interest Disclosure Form*, or upon the University's own identification of a conflict of interest, the Compliance Officer will determine the area specialist who should address the actual or potential conflict and then forward all information regarding the actual or potential conflict of interest to the area specialist for assessment and handling. The employee and their immediate supervisor will be notified of the area specialist assessing and handling the matter.~~

~~5.5.2 The area specialist will determine if a conflict of interest exists. If no conflict of interest exists, then the appropriate parties shall be immediately notified and no further action will be required. However, if a conflict does exist, the area specialist must then determine if the proposed or engaged in activity can perhaps be managed or shall instead be summarily prohibited. In the event the conflict of interest is such that the proposed or engaged in activity is prohibited, the area specialist shall inform the appropriate parties immediately upon making such a decision, and the employee shall cease and/or not engage in such activity. In the event the conflict of interest can perhaps be managed, a management plan shall be required.~~

5.6 Conflict of Interest Management Plan Requirements

~~5.6.1 Whether a proposed management plan is submitted by the employee in conjunction with the disclosure of the conflict of interest, or whether a management plan needs to be developed, the employee, the employee's immediate supervisor, the Compliance Officer and the area specialist, shall work together to develop an acceptable management plan. The employee may not engage in any of the activities where a conflict of interest exists until the parties develop a management plan, acceptable to the area specialist, to manage the conflict of interest.~~

~~5.6.2 Once a management plan is accepted, it will be distributed by the Compliance Officer to the employee, the employee's immediate supervisor, the area specialist, and the appropriate vice president. The employee is responsible for compliance with the management plan and the employee's immediate supervisor is responsible for oversight of the management plan.~~

5.7 Confidentiality

~~5.7.1 Subject to GRAMA and all other applicable state and federal laws, all records and information provided by an employee for the purpose of disclosure and management of a conflict~~



~~shall be considered a private and/or protected record under GRAMA and shall be used solely for the purpose of administering this policy, and may not be used for any other purpose unless required by law.~~

~~5.7.2 The Compliance Officer, or the President's designee, shall maintain a centralized confidential file of conflict of interest disclosures and management plans.~~

~~5.7.3 Improper disclosure of any such information by an employee shall be deemed to be unethical behavior and may subject the employee to discipline, in compliance with applicable university policy, up to and including termination.~~

5.8 Appeals

~~5.8.1 An appeal of any decision of an area specialist concerning the existence of a conflict of interest or acceptability (or non-acceptability) of a proposed management plan may be made to the respective vice president within 10 business days of the employee's receipt of such a decision. In the event the area specialist is a vice president, then the appeal shall be to the President or their designee.~~

~~5.8.2 All appeals must be in writing and should include all pertinent information and any related documents.~~

~~5.8.3 A decision on the appeal shall be made within 10 business days and such decision shall be final and binding.~~

5.9 Violations

~~5.9.1 In the event of any confirmed violation of this policy or of any management plan, the respective vice president may impose appropriate disciplinary actions, including but not limited to the following:~~

~~1) Employee discipline proceeding (including but not restricted to: reprimands, fines, probation, suspension, dismissal, the freezing of sponsored program funds, etc.) pursuant to applicable disciplinary policies and procedures;~~

~~2) Withholding payment owed under a procurement contract relating to the conflict;~~

~~3) Legal action to rescind university contracts entered into in violation of this policy or state law; and~~

~~4) Other appropriate actions as required by state and federal law, such as but not limited to the filing of criminal complaints pursuant to the *Ethics Act*, and reporting conflict of interest violations to external agencies or sponsors.~~



POLICY HISTORY		
<i>Date of Last Action</i>	<i>Action Taken</i>	<i>Authorizing Entity</i>



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	February 24, 2020
TITLE:	UVU Policy 304 <i>Employment of Relatives</i> “<i>Nepotism</i>”
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Linda Makin
SUBJECT:	UVU Policy 304 <i>Employment of Relatives</i> “<i>Nepotism</i>”
BACKGROUND:	The subject of this policy is now addressed in Policy 114, which the Board of Trustees is reviewing and approving for entrance to the Policy Manual. Therefore, this policy will be deleted.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve UVU Policy 304 <i>Employment of Relative ‘Nepotism’</i> for deletion from the UVU Policy Manual.” • Amend and approve, “I move to approve, as amended, UVU Policy 304 <i>Employment of Relatives ‘Nepotism’</i> for deletion from the UVU Policy Manual.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 304



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Proposed Policy Number and Title: 304 Employment of Relatives (“Nepotism”)		
Existing Policy Number and Title: 304 Employment of Relatives (“Nepotism”)		
Approval Process*		
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input type="checkbox"/> Revision	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input checked="" type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
NOTE: Bundled with Policy 114.	Anticipated Expiration Date:	
*See UVU Policy 101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: <u>Deletion, Stage 4</u>
President’s Council Sponsor: <u>Linda Makin</u> Ext. _____
Policy Steward: <u>Marilyn Meyer</u> Ext. _____

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: <u>06/23/2014</u></p> <p>University Entities Review Entrance Date: <u>06/28/2018</u> Close Feedback: <u>10/19/2018</u></p> <p>University Community Review Entrance Date: <u>11/21/2019</u> Open Feedback: <u>11/21/2019</u> Close Feedback: <u>1/6/2020</u></p> <p>Board of Trustees Review Entrance Date: <u>2/13/2020</u> Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY Policies and Procedures

POLICY TITLE	304 Employment of Relatives (“Nepotism”)	Policy Number	304
Section	Human Resources	Approval Date	June 15, 2006
Subsection	Hiring Practices	Effective Date	June 15, 2006
Responsible Office	Office of the Vice President of Planning, Budget, and Human Resources		

1.0 PURPOSE

~~1.1 To outline the University’s policy toward employment of relatives and to minimize the negative impact on productivity and job satisfaction created by nepotism or the perception of nepotism and to strengthen public confidence in the integrity of the University.~~

2.0 REFERENCES

- ~~2.1 Academic Procedures for Faculty Employment Application and Packet~~
- ~~2.2 Staff Hiring Packet, Human Resources procedure~~
- ~~2.3 Utah Code Annotated §52-3-1 to 4, as amended, Prohibiting Employment of Relatives~~
- ~~2.4 UVU Policy 301 *Equal Employment, Educational Opportunities, and Affirmative Action*~~
- ~~2.5 UVU Policy 302 *Hiring of Salaried and Hourly Positions*~~
- ~~2.6 UVU Policy 303 *Hiring of Hourly and Contract Positions, Career Promotions, and Employee Reassignment*~~
- ~~2.7 UVU Policy 305 *Non-Faculty Positions: Posting and Waiver of Posting*~~
- ~~2.8 UVU Policy 306 *Faculty Positions: Posting and Waiver of Posting*~~
- ~~2.9 UVU Policy 307 *Criteria for In-house Applicants*~~
- ~~2.10 UVU Policy 309 *Executive Employees: Recruitment, Compensation, and Termination*~~
- ~~2.11 UVU Policy 321 *Employment Classifications and Work Limits*~~
- ~~2.12 UVU Policy 322 *Employment Responsibilities and Standards*~~



UTAH VALLEY UNIVERSITY Policies and Procedures

~~2.13 UVU Policy 352 Compensation for Non-Faculty Employees~~

3.0 DEFINITIONS

3.1 Relative: For the purpose of this policy, a relative is defined as father, mother, husband, wife, grandparent, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandchild, and step or foster relative.

4.0 POLICY

4.1 No person holding any position, the compensation for which is paid out of university funds, is to employ, appoint, or vote for the appointment of a relative or any person for whom he or she is liable for furnishing financial support; and no employee shall supervise a relative as defined above at any level of supervision within the employee's job responsibility and/or administration.

4.2 Utah Valley University complies with applicable Utah State Statutes (Utah Code Annotated §52-3-1 to 4, as amended, Prohibiting Employment of Relatives) regarding nepotism in state employment.

5.0 PROCEDURES

5.1 All hiring of relatives must be consistent with Utah Code Annotated §52-3-1 to 4, as amended, Prohibiting Employment of Relatives as amended. No such appointee may accept or retain such employment when his or her initial appointment thereto was made in violation of Utah Code Annotated §52-3-1 to 4, as amended, Prohibiting Employment of Relatives.

5.2 All hiring should be consistent with UVU policies and procedures, including but not limited to;

5.2.1 UVU Policy 301 *Equal Employment, Educational Opportunities, and Affirmative Action*

5.2.2 UVU Policy 302 *Hiring of Salaried and Hourly Positions*

5.2.3 UVU Policy 303 *Hiring of Hourly and Contract Positions, Career Promotions, and Employee Reassignment*

5.2.4 UVU Policy 305 *Non-Faculty Positions: Posting and Waiver of Posting*

5.2.5 UVU Policy 306 *Faculty Positions: Posting and Waiver of Posting*

5.2.6 UVU Policy 307 *Criteria for In-house Applicants*



UTAH VALLEY UNIVERSITY

Policies and Procedures

~~5.2.7 UUVU Policy 309 Executive Employees: Recruitment, Compensation, and Termination~~

~~5.2.8 UUVU Policy 321 Employment Classifications and Work Limits~~

~~5.2.9 UUVU Policy 322 Employment Responsibilities and Standards~~

~~5.2.10 UUVU Policy 352 Compensation for Non-Faculty Employees~~

~~5.3 The procedures as defined in the Staff Hiring Packet and the Academic Procedures for Faculty Employment Application and Packet must be followed and the required documentation/forms must be submitted to Human Resources.~~

~~5.4 On or after the effective date of this policy, no appointee may accept new employment or move to a new position or title in violation of the provisions of this policy.~~

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	February 26, 2020
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Clark Collings, Interim Secretary to the Board
SUBJECT:	Consent Calendar
BACKGROUND:	<p>The Board of Trustees is being asked to approve the Consent Calendar which contains the following:</p> <ul style="list-style-type: none"> a. Minutes of January 23, 2020 b. December 2019 Investment Reports c. HR Report
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the consent calendar as presented.” • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	<ul style="list-style-type: none"> a. Minutes of January 23, 2020 b. December 2019 Investment Reports c. HR Report

UVU BOARD OF TRUSTEES

January 23, 2020

4 p.m. – SC 213c

Board of Trustee Members Present

James Clark, First Vice Chair
Karen Acerson
Taylor Bell
Elaine Dalton
Dru Huffaker
Rick Nielsen
Scott Smith
Paul Thompson
Jill Taylor, Second Vice Chair

UVU Attendees

Astrid S. Tuminez, President
Anne Arendt, Faculty Senate President
Clark Collings, Interim General Counsel
Scott Cooksey, Vice President, Development and Alumni
Cameron Gunter, UVU Foundation Board Chair
Linda Makin, Vice President, Planning, Budgets, and HR
Cam Martin, Vice President, Marketing & Communication
Val Peterson, Vice President, Finance and Administration
Kyle Reyes, Vice President, Student Affairs
Wayne Vaught, Provost & Vice President, Academic Affairs
Katie Zabriskie, Executive Communication Officer

First Vice Chair James Clarke welcomed those in attendance to the January 2020 Board of Trustees meeting and addressed absences and those joining by phone. He introduced Cameron Gunter as the UVU Foundation Board Chair. The Trustees then affirmed an in memoriam resolution of appreciation for Aileen Clyde, an advocate and friend of UVU who served on the UVCC Board of Trustees and on the USHE Board of Regents.

I. ACTION

1. Academic Programs

The Board of Trustees were presented with a request to approve several additions and a deletion to academic programs. Little conversation occurred around each of the programs as it was noted that the Academic Affairs Committee had discussed each program in depth with good conversation and felt confident in advancing them to the full Board. A question was asked about the qualitative v. quantitative nature of research in the Anthropology degree. The collective addition of the programs was noted as a sign of the university's growing academic strength and responsiveness to community need. Trustee Paul Thompson motioned to approve the addition of the AA/AS in Humanities and Social Science; the addition of the BA/BS/Minor in Anthropology; the addition of the BS/BA/Minor in Sociology; and the deletion of the BA/BS of Behavioral Science. Trustee Scott Smith seconded. The motion carried without opposition.

2. Policy

The Board of Trustees were presented with several policies to review. The Trustees were first asked to approve Policy 152 Accommodations for Individuals with Disabilities. It was noted that this policy was updated to enhance processes of support for all those with disabilities and ensure federal compliance. Trustee Jill Taylor motioned to approve revisions to Policy 152. Trustee Karen Acerson seconded. The motion carried without opposition. The Trustees were then asked to approve deletion of Policy 153 Americans with Disabilities Grievance Act. The policy had been incorporated into the Policy 152 revision. Trustee Acerson motioned to approve deletion of Policy 153. Trustee Rick Nielsen seconded. The motion carried without opposition.

Finally, the Trustees were asked to approve revisions to Policy 160 Animals on Campus. Modifications to this policy ensure UVU is in compliance with federal regulations and national best practices. It delineates differences between services animals and emotional support animals and explains the accommodations process with respect thereto. After discussion about the specifics of emotional support animals, Trustee Taylor Bell motioned to approve the revisions to Policy 160. Trustee Dru Huffaker seconded. The motion carried without opposition.

3. Health Professions Building Expansion

The Board of Trustees were asked to approve the addition of specialized teaching space (an annex) in the Health Professions building on west campus to support the Physician's Assistant program. It was noted that the viability and success of the program, including accreditation, requires new space to support student cohort size and

equipment needs. It was further noted that a gift of \$1.5 million would be used to build this approximately 3,450 sq.ft. annex on the HP building. Trustee P. Thompson motioned to approve the expenditure of gifted funds for the construction of the teaching lab addition to the Health Professions building. Trustee Nielsen seconded. The motion carried without opposition.

II. EXECUTIVE SESSION

Trustee Taylor Bell motioned to enter Executive Session to strategically discuss character, professional competence, or physical or mental health of an individual, and litigation that is pending or reasonably imminent. Trustee P. Thompson seconded. The motion carried without opposition.

I. ACTION (Continued)

3. Honorary Degrees

Trustee Acerson motioned to approve the commencement speaker and honorary degree recipients agreed to by the Board of Trustees in executive session with the intention to reveal those names at the State of the University. Trustee Taylor seconded. The motion carried without opposition.

III. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar, which consisted of the minutes of December 5, 2019; the October and November 2019 Investment Reports; and the Institutional Discretionary Funds 2019-20 Budget Revision II. Trustee Smith motioned to approve the Consent Calendar. Trustee Huffaker seconded. The motion carried without opposition.

IV. INFORMATION

1. Committee Reports

The Board of Trustees was provided with an update on the most recent meeting of the Academic Affairs Committee by Committee Chair P. Thompson. It was noted that the meeting focused on the academic program approvals voted on in the meeting. The Trustees were also provided with an update on the meeting of the Audit Committee by Committee Chair Clarke during which UVU was given the results of the State institutional audit which found UVU to be in good fiscal health and compliant. The Trustees were apprised of beneficial changes to accounting practices, the new legal status of the UVU Foundation, and the impact these changes will have on accountability and auditing going forward.

2. UVU Advocacy

The Trustees were presented with three slide decks that serve to answer questions about and provide support for UVU's approach to and plans for enhancing completion, managing growth, and providing affordable, accessible education. The Trustees engaged in conversation about UVU's 45% completion goal and the ability to successfully achieve it as well as a discussion about affordability, the true cost of a UVU education, and the conversations happening about UVU's affordability in the legislature, USHE, and press.

3. University Update

President Astrid S. Tuminez presented the Trustees with an update on the university since the December 2019 Board meeting. Topics included reminders about upcoming arts performances and institutional events; updates on construction; highlights of student successes, faculty honors, program recognitions, monetary gifts and awards; and, athletic successes on the court and in the classroom. An update was then given on digital transformation and online learning. President Tuminez closed with a discussion of UVU's legislative budget priorities and institutional asks.

Chair Clarke adjourned the meeting.



**CASH AND INVESTMENT
REPORT
December 2019**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

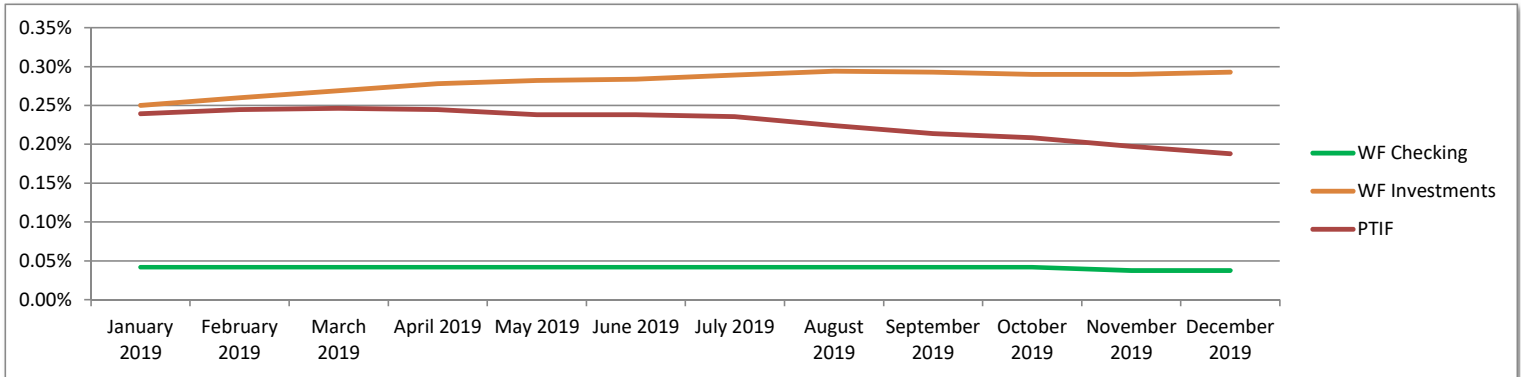
December 2019



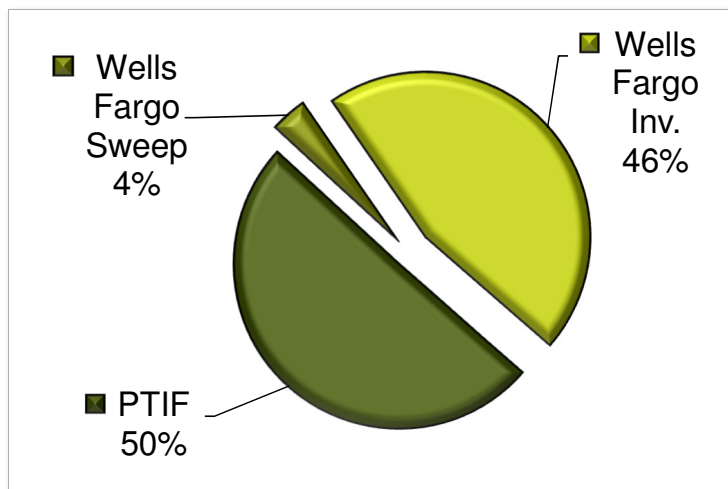
Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 11,322,763	\$ 87,757,900	\$ 89,720,986	\$ 188,801,649	\$ 162,389,483
Interest/Earnings Credit	5,064	265,352	186,272	456,688	5,624,908
Acquisitions/Credits	-	-	13,121,792	13,121,792	228,710,580
Dispositions/Debits	(4,509,119)	-	(7,000,000)	(11,509,119)	(198,541,923)
Unrecognized Gain/Loss	-	(64,619)	-	(64,619)	411,618
Fees	(5,064)	-	-	(5,064)	(70,620)
Transfers *	-	(265,352)	76,273	(189,079)	(7,911,799)
Ending Balance	\$ 6,813,644	\$ 87,693,281	\$ 96,105,323	\$ 190,612,248	\$ 190,612,248

* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

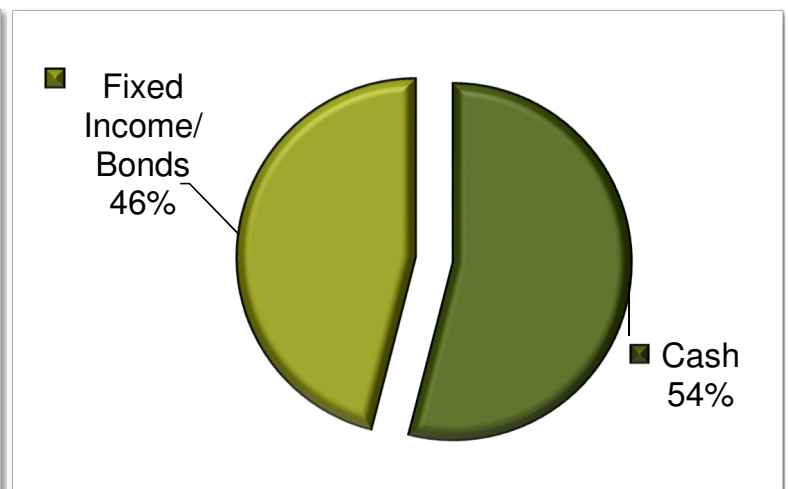
Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
January 2019	0.04%	0.25%	0.24%
February 2019	0.04%	0.26%	0.24%
March 2019	0.04%	0.27%	0.25%
April 2019	0.04%	0.28%	0.24%
May 2019	0.04%	0.28%	0.24%
June 2019	0.04%	0.28%	0.24%
July 2019	0.04%	0.29%	0.24%
August 2019	0.04%	0.29%	0.22%
September 2019	0.04%	0.29%	0.21%
October 2019	0.04%	0.29%	0.21%
November 2019	0.04%	0.29%	0.20%
December 2019	0.04%	0.29%	0.19%
Monthly Average	0.04%	0.28%	0.23%
12 Month Return	0.49%	3.37%	2.72%



UVU Cash and Investments as a Percent of Total



UVU Cash and Investments Investments by Type



Monthly Composite Performance Review
UVU Foundation
December 2019



Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 3,182,080	\$ 47,539,428	\$ 32,880,327	\$ 83,601,835	\$ 73,111,354	Beginning Balance \$ 7,319,458
Interest	2,740	79,857	10,166	92,763	1,143,665	Additional Notes -
Acquisitions	203,168	7,708	107,194	318,070	14,449,115	Principal Received (339,170)
Dispositions	(201,892)	-	(114,902)	(316,794)	(14,752,370)	Ending Balance \$ 6,980,287
Gain/Loss Rec & Unrec	(1,276)	282,988	784,205	1,065,917	5,987,214	Interest Received \$ 203,904
Fees	-	119	(244)	(125)	(44,068)	Rate 5.5%
Transfers *	(101,148)	793,932	(769,057)	(76,273)	4,790,483	^ Fiscal Year Activity
Ending Market Value	\$ 3,083,672	\$ 48,704,032	\$ 32,897,689	\$ 84,685,393	\$ 84,685,393	

* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

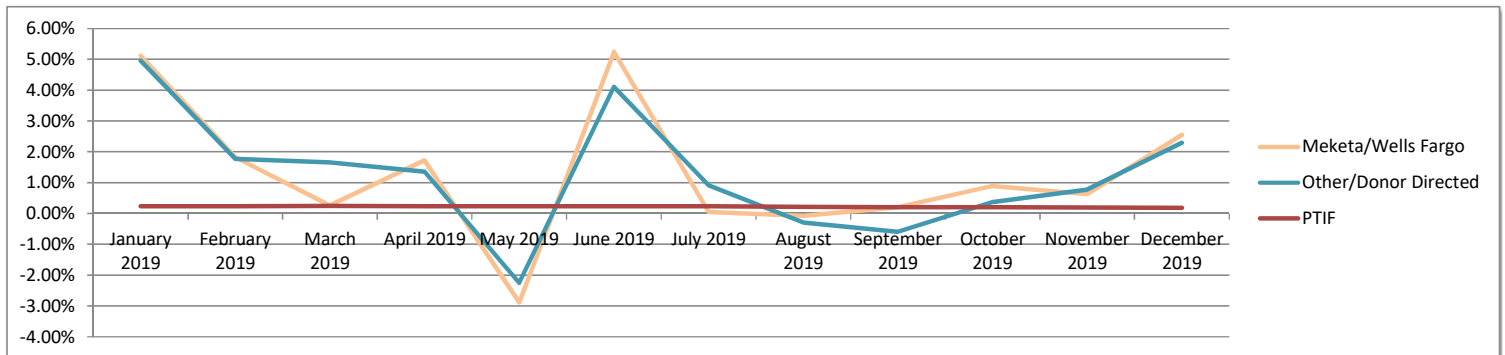
Performance Returns

	Meketa/ Wells Fargo	Other - Donor Directed	PTIF
January 2019	5.12%	4.96%	0.24%
February 2019	1.82%	1.77%	0.24%
March 2019	0.26%	1.67%	0.25%
April 2019	1.72%	1.36%	0.24%
May 2019	-2.88%	-2.25%	0.24%
June 2019	5.25%	4.11%	0.24%
July 2019	0.05%	0.91%	0.24%
August 2019	-0.07%	-0.29%	0.22%
September 2019	0.21%	-0.59%	0.21%
October 2019	0.90%	0.38%	0.21%
November 2019	0.63%	0.79%	0.20%
December 2019	2.56%	2.29%	0.19%
Monthly Average	1.30%	1.26%	0.23%
12 Month Return	15.53%	15.09%	2.72%

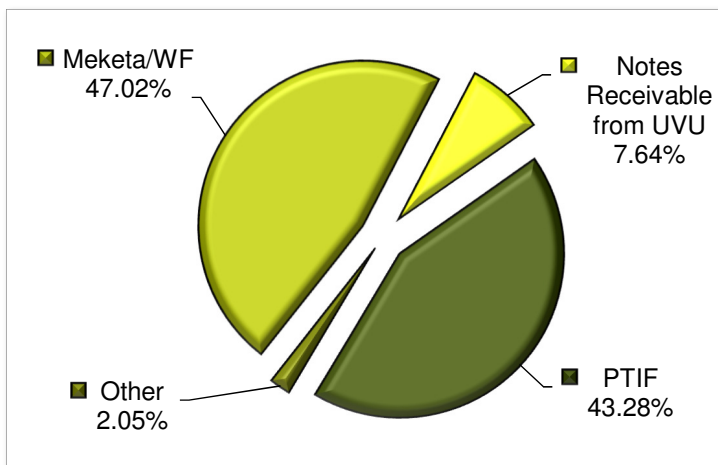
Fund Performance

	1-Year	3-Year	5-Year
UVU	7.63%	7.80%	9.29%
Benchmark	7.70%	6.00%	7.00%

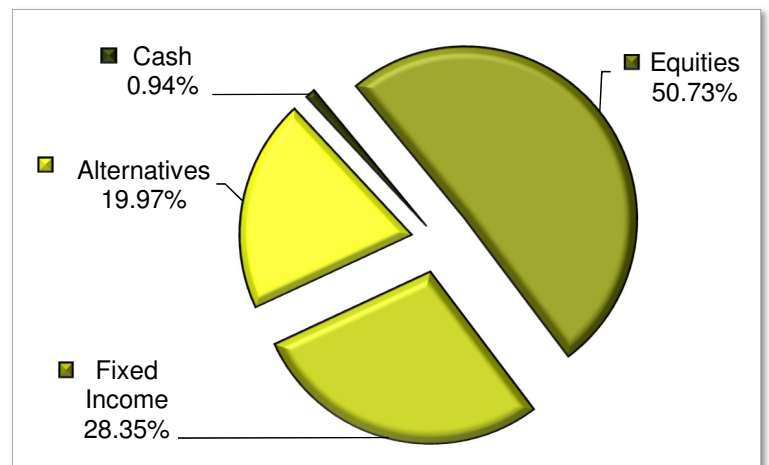
2018 data. Benchmark per NACUBO



UVU Foundation
All Funds as a Percent of Total



UVU Foundation
Investments by Type/Long-Term Investment Fund



Utah Valley University

Investments and Investment Earnings

From 7/1/19 to 12/31/19


Description	Coupon	Settlement Date	Maturity Date	Principal	Premium (Discount)	Accrued Interest	Net Amount	Par	Total Interest Received To Date	Less Accrued Interest	Interest Earnings
BK of Communications/HK	3.40%	5/15/2017	8/16/2019	3,017,220.00	17,220.00	14,023.75	3,031,243.75	3,000,000.00	26,062.83	-	26,062.83
China Development Bank	2.44%	7/28/2017	3/6/2020	1,000,662.47	662.47	2,560.28	1,003,222.75	1,000,000.00	14,458.88	-	14,458.88
Goldman Sachs Group Inc SRNT	3.09%	2/23/2018	4/23/2020	5,783,361.78	100,361.78	14,213.59	5,797,575.37	5,683,000.00	103,552.07	-	103,552.07
UBS AG Stamford CT	2.76%	9/29/2017	6/1/2020	3,038,334.36	38,334.36	5,054.26	3,043,388.62	3,000,000.00	48,245.82	-	48,245.82
Morgan Stanley	2.87%	6/16/2017	6/16/2020	3,544,030.00	44,030.00	-	3,544,030.00	3,500,000.00	57,407.42	-	57,407.42
National Bank of Canada	2.45%	8/24/2017	6/12/2020	4,024,000.00	24,000.00	14,503.56	4,038,503.56	4,000,000.00	57,838.60	-	57,838.60
National Bank of Canada	2.45%	8/24/2017	6/12/2020	1,006,000.00	6,000.00	3,625.89	1,009,625.89	1,000,000.00	14,459.65	-	14,459.65
Bank of Montreal	2.33%	1/9/2018	6/15/2020	1,507,200.00	7,200.00	2,113.01	1,509,313.01	1,500,000.00	20,508.18	-	20,508.18
Wells Fargo	2.83%	8/21/2017	7/22/2020	5,083,300.00	83,300.00	8,526.39	5,091,826.39	5,000,000.00	83,741.25	-	83,741.25
Canadian Imperial Bank	2.35%	3/9/2018	10/5/2020	2,507,925.00	7,925.00	8,775.94	2,516,700.94	2,500,000.00	35,337.80	-	35,337.80
JPMorgan Chase & Co.	3.13%	1/16/2018	10/29/2020	3,076,110.00	76,110.00	16,789.24	3,092,899.24	3,000,000.00	55,253.39	-	55,253.39
American Express Co	2.27%	1/24/2018	10/30/2020	3,001,500.00	1,500.00	12,240.38	3,013,740.38	3,000,000.00	41,989.11	-	41,989.11
Canadian Imperial Bank	2.22%	2/12/2018	2/2/2021	3,006,600.00	6,600.00	12,240.38	3,018,840.38	3,000,000.00	42,376.44	-	42,376.44
Wells Fargo	3.24%	5/2/2018	3/4/2021	3,590,463.24	90,463.24	18,972.44	3,609,435.68	3,500,000.00	65,093.22	-	65,093.22
HSBC HOLDINGS PLC	4.13%	3/16/2018	3/8/2021	8,547,201.00	447,201.00	7,717.10	8,554,918.10	8,100,000.00	184,994.28	-	184,994.28
Toronto Dominion Bank	3.04%	4/10/2018	4/7/2021	3,067,953.00	67,953.00	277.55	3,068,230.55	3,000,000.00	52,258.73	-	52,258.73
Bank of Nova Scotia	2.41%	4/30/2018	4/20/2021	5,015,250.00	15,250.00	3,887.03	5,019,137.03	5,000,000.00	72,662.61	-	72,662.61
Morgan Stanley	3.37%	4/30/2018	4/21/2021	5,143,600.00	143,600.00	3,657.07	5,147,257.07	5,000,000.00	96,929.29	-	96,929.29
Santander UK PLC	2.53%	6/6/2018	6/1/2021	1,502,280.00	2,280.00	608.40	1,502,888.40	1,500,000.00	22,378.73	-	22,378.73
Mitsubishi UFJ FIN GRP	2.59%	8/10/2018	7/26/2021	1,803,030.04	10,030.04	2,229.95	1,805,259.99	1,793,000.00	28,323.11	-	28,323.11
Citigroup Inc	3.09%	8/8/2018	8/2/2021	8,670,000.00	170,000.00	5,012.96	8,675,012.96	8,500,000.00	158,493.64	-	158,493.64
Goldman Sachs Group Inc SRNT	3.08%	11/29/2018	11/15/2021	2,020,000.00	20,000.00	2,944.77	2,022,944.77	2,000,000.00	35,860.22	-	35,860.22
Santander UK PLC	2.57%	1/9/2019	11/15/2021	2,488,307.50	(11,692.50)	12,513.00	2,500,820.50	2,500,000.00	38,308.61	-	38,308.61
MIZUHO Financial Group	2.85%	2/28/2019	2/28/2022	2,016,000.00	16,000.00	-	2,016,000.00	2,000,000.00	33,623.62	-	33,623.62
Barclays Bank	2.58%	6/21/2019	6/21/2022	5,000,000.00	-	-	5,000,000.00	5,000,000.00	73,062.63	-	73,062.63
FHLB	1.75%	8/30/2017	8/23/2022	3,000,000.00	-	-	3,000,000.00	3,000,000.00	26,250.00	-	26,250.00
				91,460,328.39			91,632,815.33	90,076,000.00	1,489,470.13	-	1,489,470.13
			Matured/Sold	(3,017,220.00)			(3,031,243.75)	(3,000,000.00)			
			Total	88,443,108.39			88,601,571.58	87,076,000.00			



HUMAN
RESOURCES
REPORT FOR
2019



PREPARED FOR UVU
BOARD OF TRUSTEES



FEBRUARY 21, 2020

MISSION STATEMENT

Through collaborative partnerships, Human Resources designs, develops, and delivers comprehensive, creative, people-focused solutions that align with the University's mission.

Objectives

1. Provide an environment of inclusive learning, collaboration, personal and professional development, appreciation, and recognition, enabling employees to achieve their highest potential to positively impact student success.
2. Promote productivity and employee success by protecting the health, wealth, and well-being of UVU employees and their families.
3. Enhance HR service delivery capabilities and alignment by adapting, standardizing, and streamlining essential processes, procedures, and communication while maintaining customer service through human interaction.
4. Attract and maintain a highly skilled workforce by creating people-focused solutions through search advocacy, meaningful recognition and rewards programs, sound policies, procedures, and practices that balance the needs of employees with the resources of the University while ensuring compliance with federal, state, and local laws.

Department Profile

Benefits + Compensation + Talent + Employee Relations + Employee Learning and Development + HR Information Systems + Records + Employee Service Center

- Full-time staff: 22
- Part-time staff: 8
- Student Interns: 1

EXECUTIVE SUMMARY

This report is prepared annually for the Utah Valley University (UVU) Board of Trustees and provides key summary data regarding UVU's workforce and workforce activity (for example, total number of employees, turnover rates, average salaries, and demographic composition). This summary provides an overall snapshot of UVU's workforce and key metrics for trend analysis.

While the information and graphs presented on the following pages are primarily for the full-time benefits-eligible workforce at UVU, summary data for UVU's part-time and student employees is also included.

Summary highlights:

- UVU continues to be among Utah's largest employers.
 - UVU is Orem's largest employer, the third-largest employer in Utah County, and the 14th-largest employer in the state of Utah.
 - As of November 2019, the University's total employee headcount was 5,523, employing:
 - 752 full-time faculty
 - 1,041 adjunct/part-time faculty
 - 1,352 full-time staff
 - 798 part-time staff
 - 35 executives
 - 1,527 student employees
 - 18 early retirees
- The full-time employee headcount of 2,139 is an increase of 4.1 percent over 2018.
 - Full-time faculty increased by 3.9 percent.
 - Full-time staff increased by 3.9 percent.
 - Executives increased by 20.7 percent.
 - In 2019, the University's overall turnover rate was 10.7 percent, a slight increase from 2018. In comparison, according to the Bureau of Labor Statistics, the state and local education turnover rate for 2018 was 18.5 percent (www.bls.gov).
- Salaries in all employee categories continued to rise in 2019.

EMPLOYEE LEARNING

Human Resources understands that UVU's greatest asset is its employees. To enhance workforce effectiveness at all levels of the University, we developed the UVU Learn program. This system is designed to provide professional development and learning online. Departments and divisions work with Employee Learning & Development to create individualized trainings for their employees. Through UVU Learn, HR supports employees to improve and develop key performance competencies expected of all UVU staff.

In 2019, HR developed People Management Excellence Training (PMET). PMET was established to give people managers an opportunity to learn and refresh their people skills. PMET courses were delivered via online with some face-to-face trainings from experts in the field.

In partnership with Student Affairs, HR acquired LinkedIn Learning licenses for all employees. LinkedIn Learning is an educational platform with over 10,000 courses in business, technology, and creative skills taught by experts.

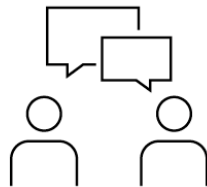
During the year, HR partnered with departments to create training and professional development opportunities for employees. Some of those partnerships resulted in the deployment of University-wide compliance courses, Foundations of Inclusion workshops, and other department specific courses.



27,945 Hours
spent on online
learning



3,956 Employees
completed at least
one course in UVULEARN



20 Hours of
People Management
Excellence Training
were available

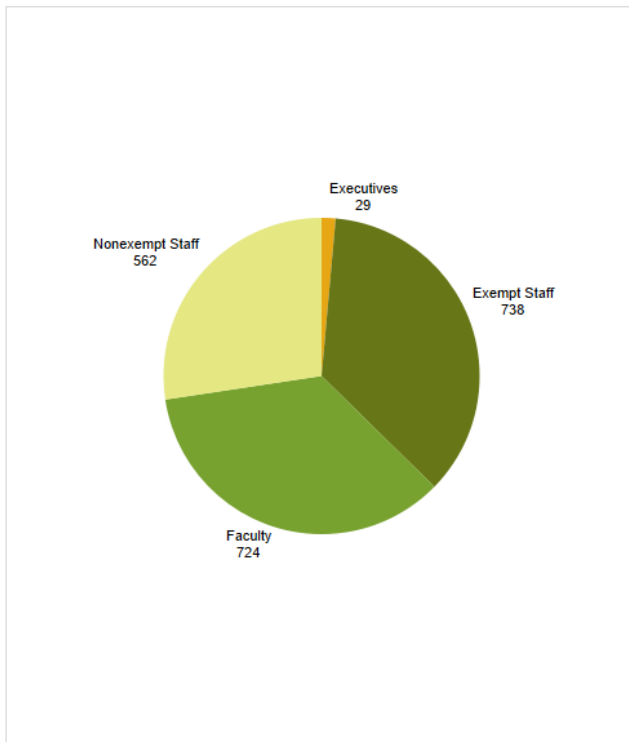


1,472 Employees
had completed at least
one course in
LinkedIn Learning

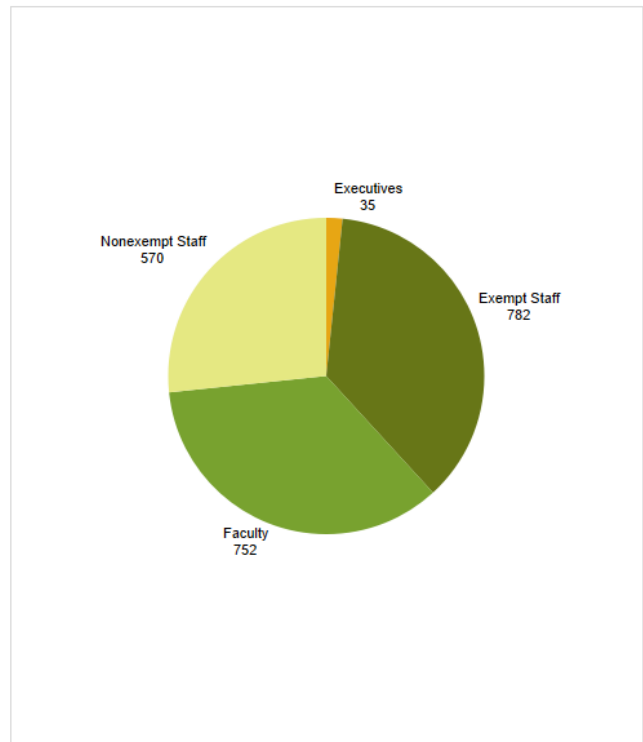
FULL-TIME EMPLOYEE HEADCOUNT

In 2019, the overall employee headcount decreased by 2.3 percent when compared to 2018 numbers. This was due to a slight decrease in adjunct/part-time faculty and student employees. All other employee classifications experienced an increase over 2018 numbers. Since 2008, UVU's overall employee headcount has increased by 16.6 percent. Over that same period, faculty had the largest percent increase (56.3 percent), followed by exempt staff (53.3 percent) and nonexempt staff (38.7 percent). Part-time staff saw an overall decrease (4.6 percent) along with adjunct faculty (8.4 percent). Executive headcount increased slightly (6.1 Percent) as did student employees (16.1 percent). For comparison, UVU's student FTE increased 53.7 percent in this same period.

2018 Full-Time Employee Headcount (2018 IPEDS Data)

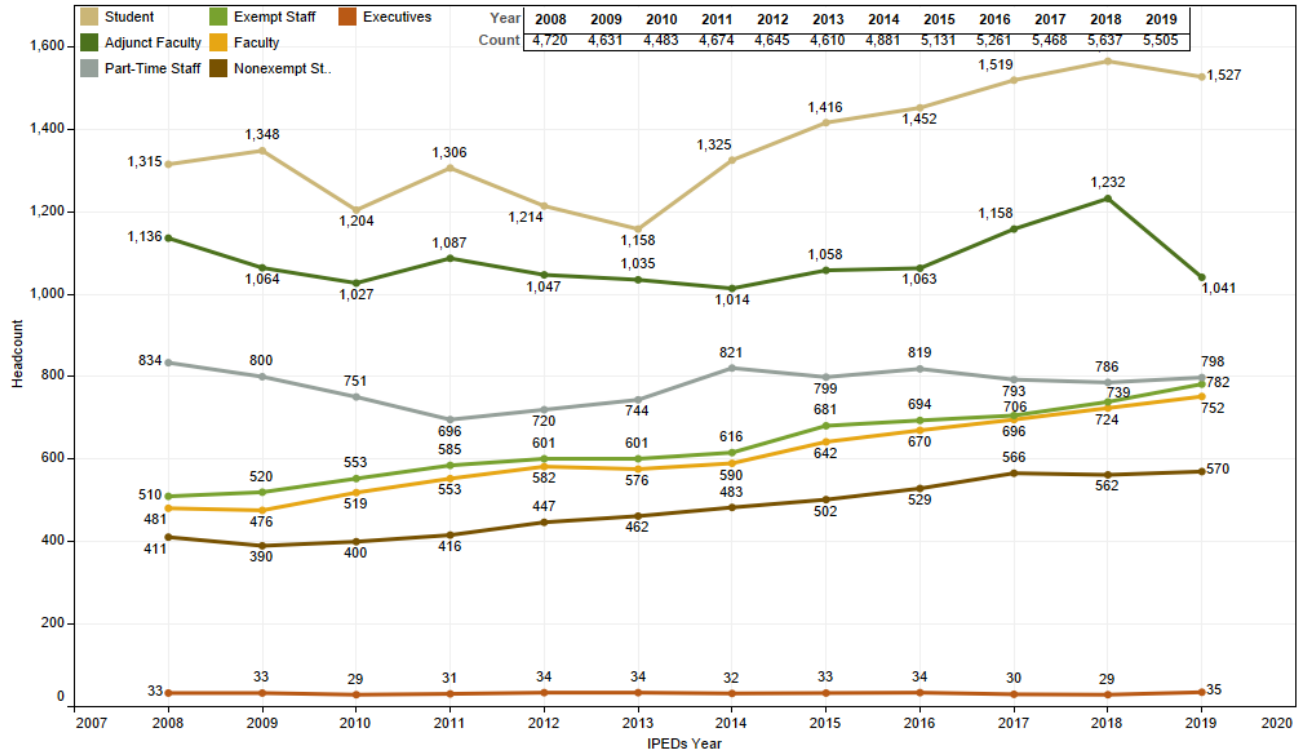


2019 Full-Time Employee Headcount (2019 IPEDS Data)



Headcount By Employee Classification (IPEDS Data)

Headcount Totals

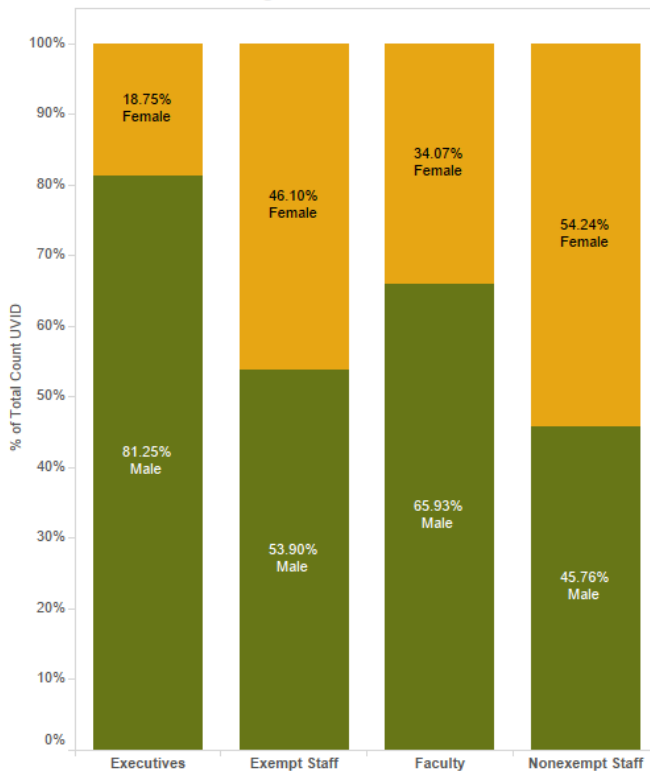


EMPLOYEE DEMOGRAPHICS

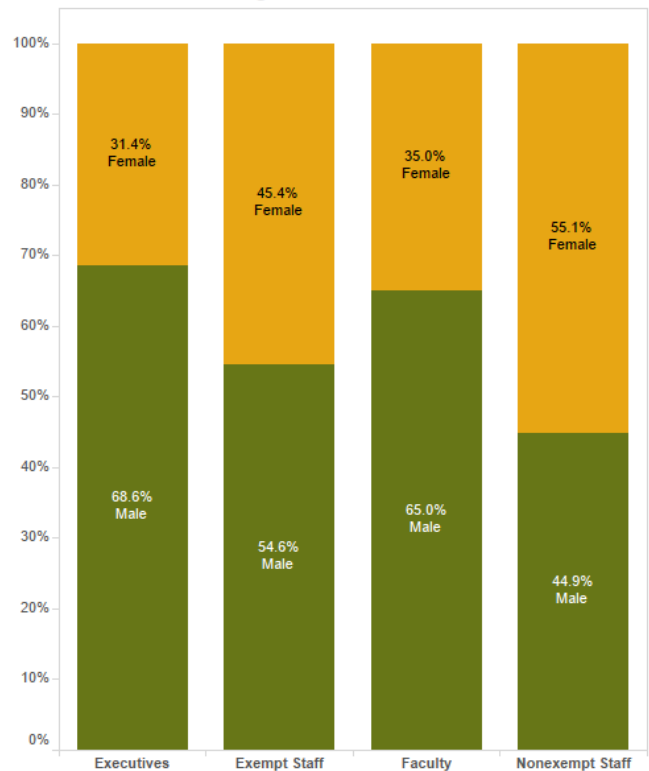
Though little change occurred in the demographic breakdown of its workforce in 2019, the University continues to work toward improvement of women and under-represented groups, with plans to address improvement in recruitment, selection, and compensation in 2020. Specific opportunities exist for better representation of women in the executive, faculty, exempt staff, and adjunct faculty classifications. Opportunities also exist for better representation of under-represented groups in all employee classifications.

The median age of UVU's faculty is 49.75 years, executives is 52.92 years, exempt staff is 42.83 years, and nonexempt staff is 41.50 years.

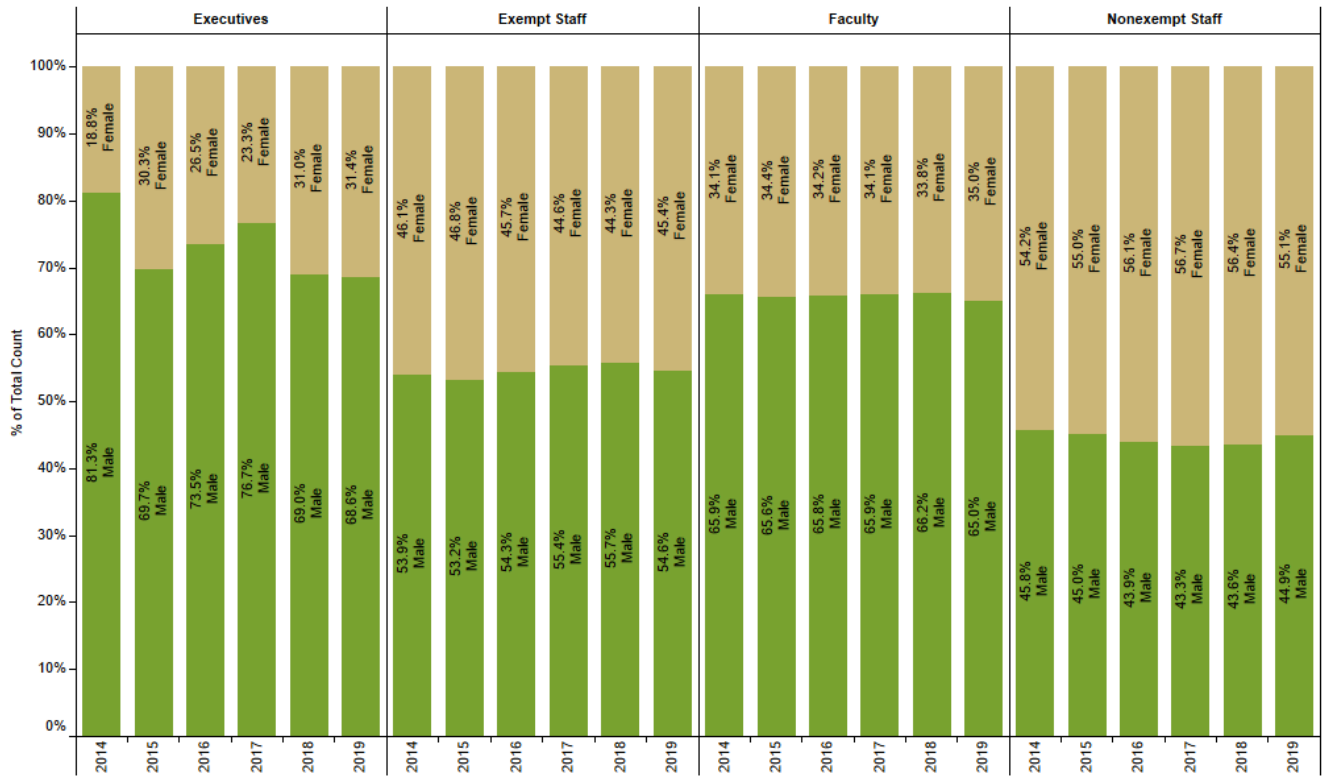
2014 Full-Time Benefit Eligible Gender % (2014 IPEDS Data)



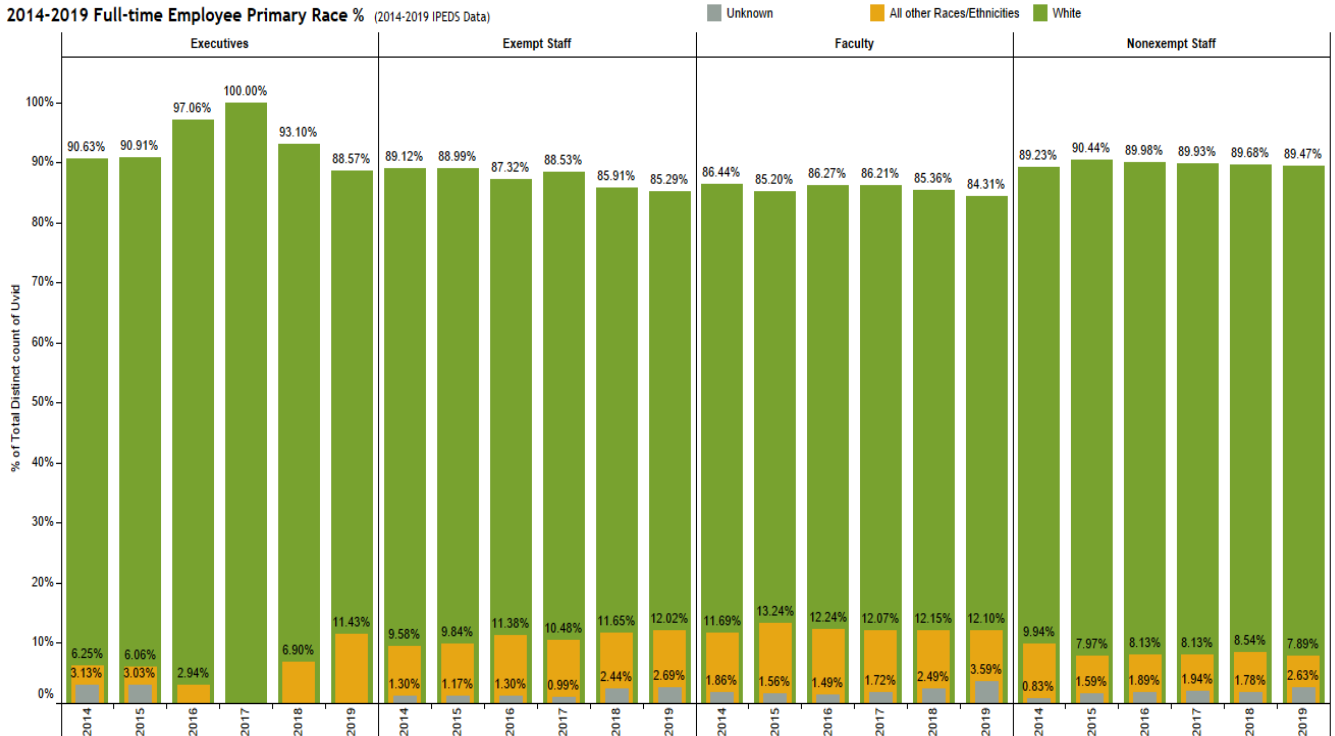
2019 Full-Time Benefit Eligible Gender % (2019 IPEDS Data)



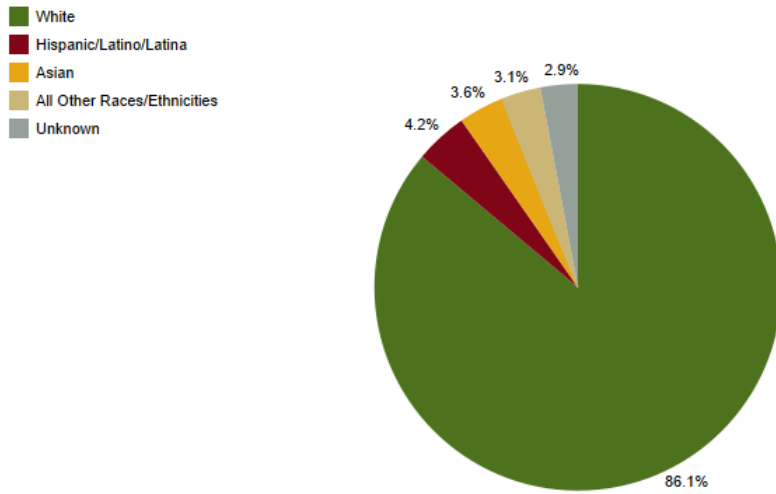
2014-2019 Full-Time Employee Gender % (IPEDS Data)



2014-2019 Full-time Employee Primary Race % (2014-2019 IPEDS Data)

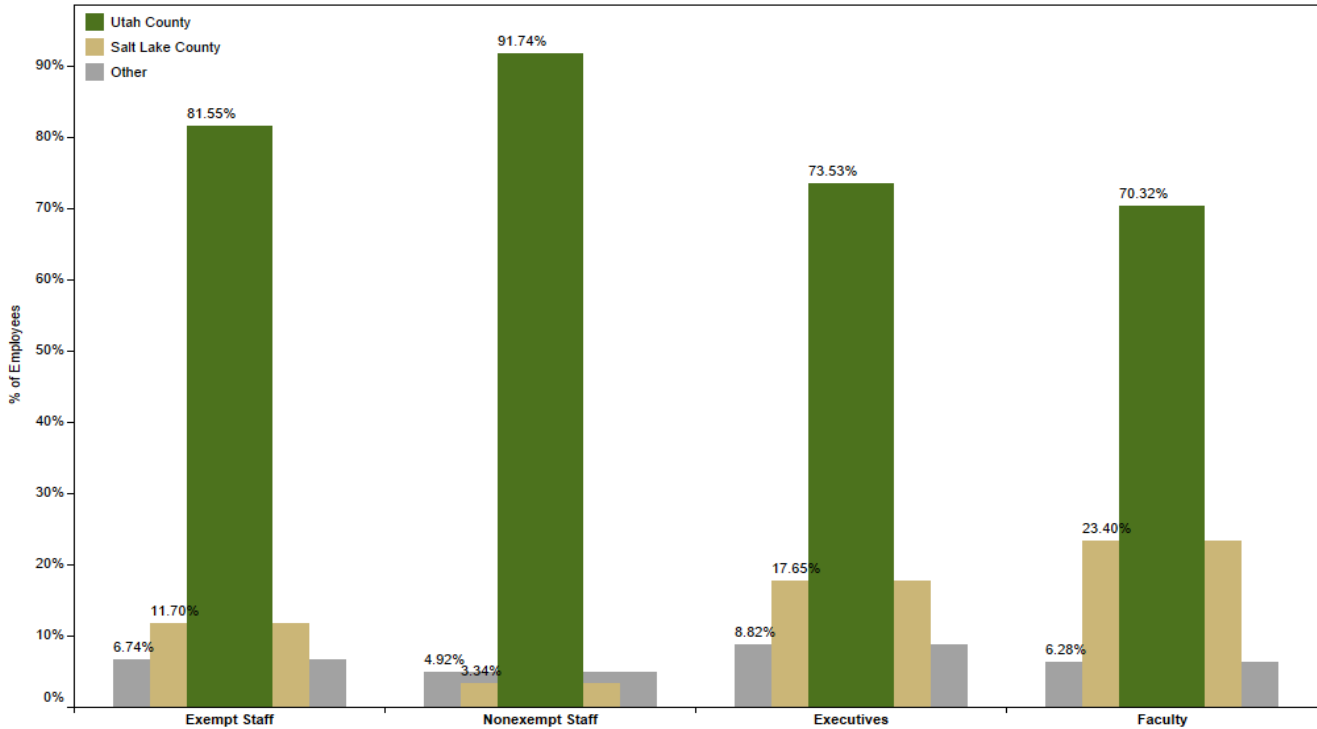


2019 Full-Time Benefit Eligible Primary Race (2019 IPEDS Data)



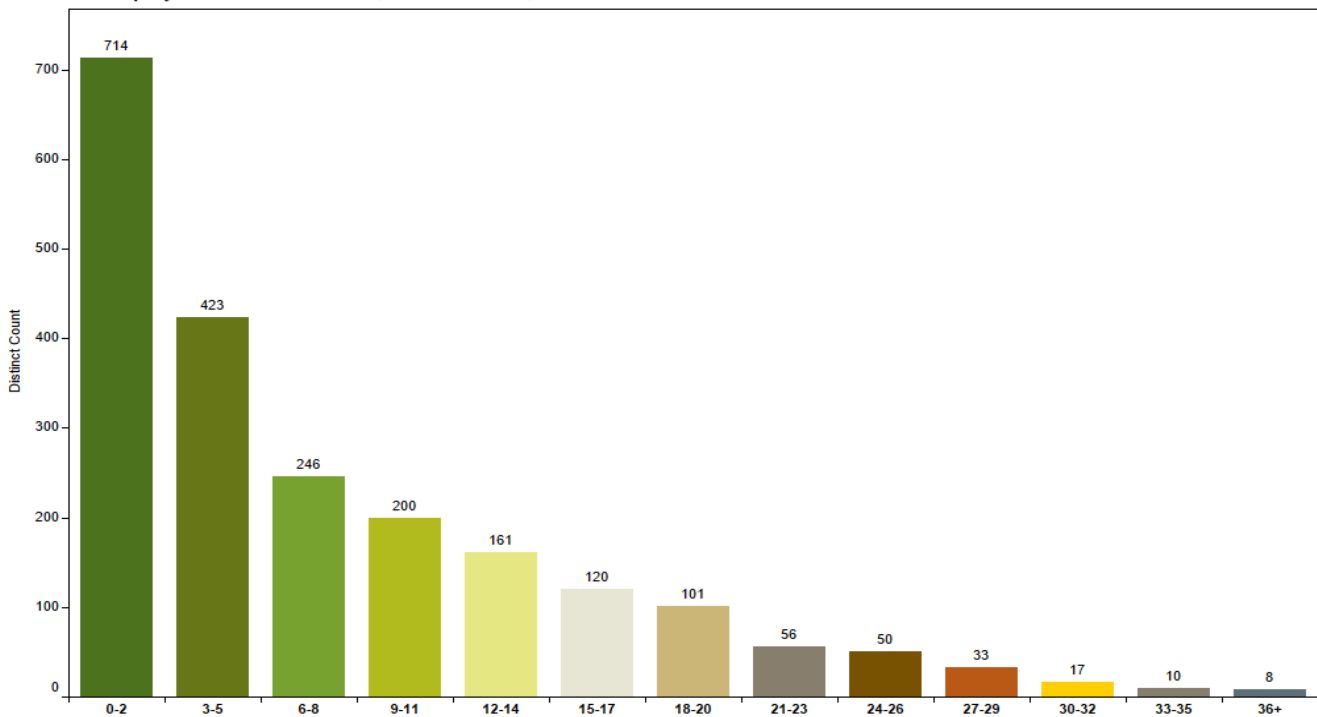
FULL-TIME EMPLOYEE GEOGRAPHIC DISTRIBUTION

Full-Time Employee Geographic Distribution (Data as of 02/01/2020)



FULL-TIME EMPLOYEE AVERAGE YEARS OF SERVICE

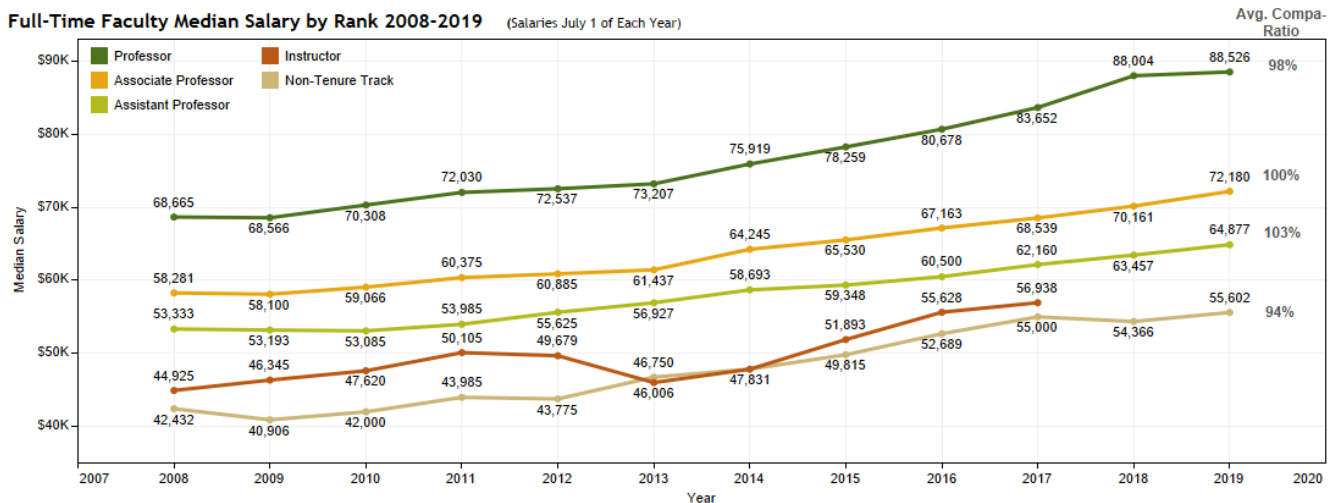
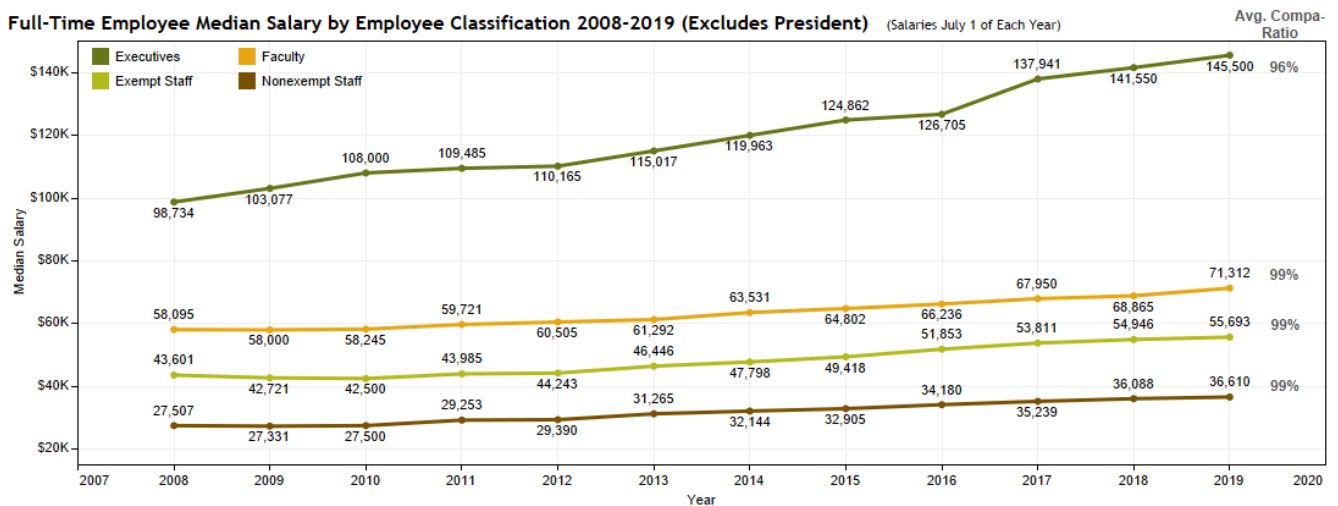
Full-Time Employee Years of Service (Data as of 11/01/2019)



EMPLOYEE COMPENSATION

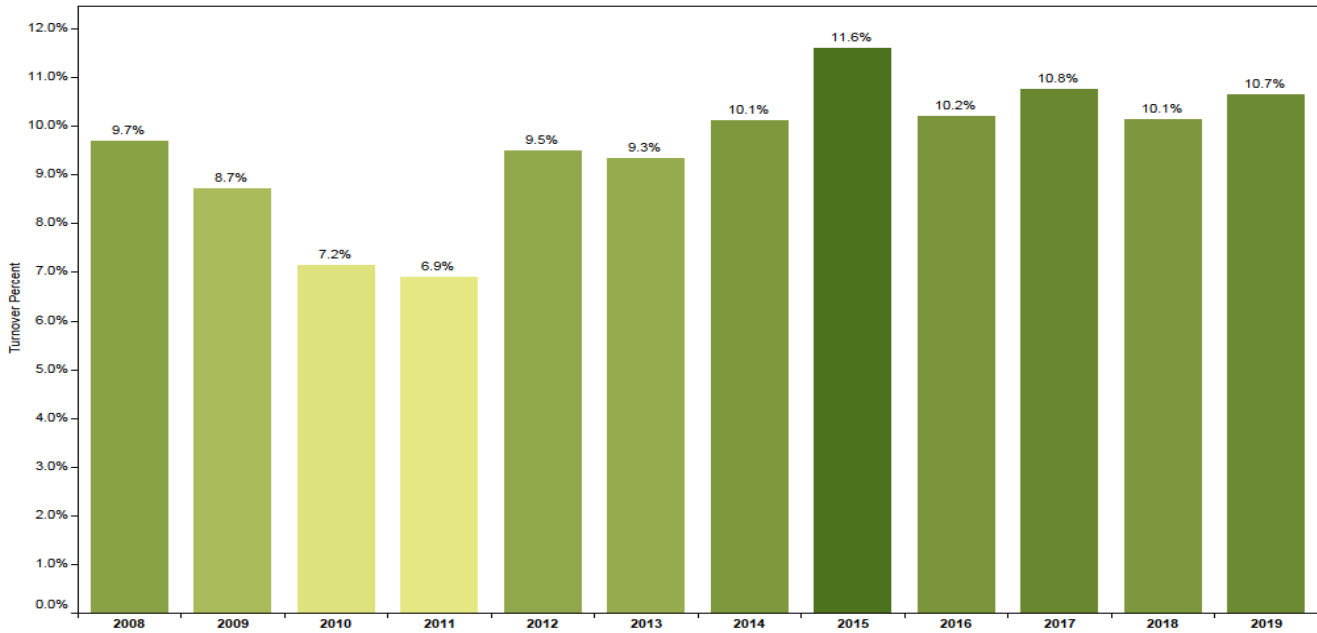
In order to fulfill its mission, UVU strives to attract, develop, retain, and reward a highly qualified and diverse workforce. Within the boundaries of financial feasibility and sustainability, UVU's compensation strategies help the University: 1) Provide wages, salaries, and benefits which are competitive within our appropriate labor markets, 2) Promote internal equity across diverse university functions, and 3) Ensure consistency in meeting compliance requirements while remaining flexible in responding to internal and external workforce changes. The University continually monitors relevant labor markets and implements compensation strategies to address compensation challenges.

In 2019, compensation continued to be at the top of the University's priority list with a firm commitment to improving salaries for University employees. The University implemented pay equity plans for both full-time faculty and staff while also providing across-the-board salary adjustments and merit pay programs within available resources. Part-time staff and adjunct faculty also saw wage increases in 2019.

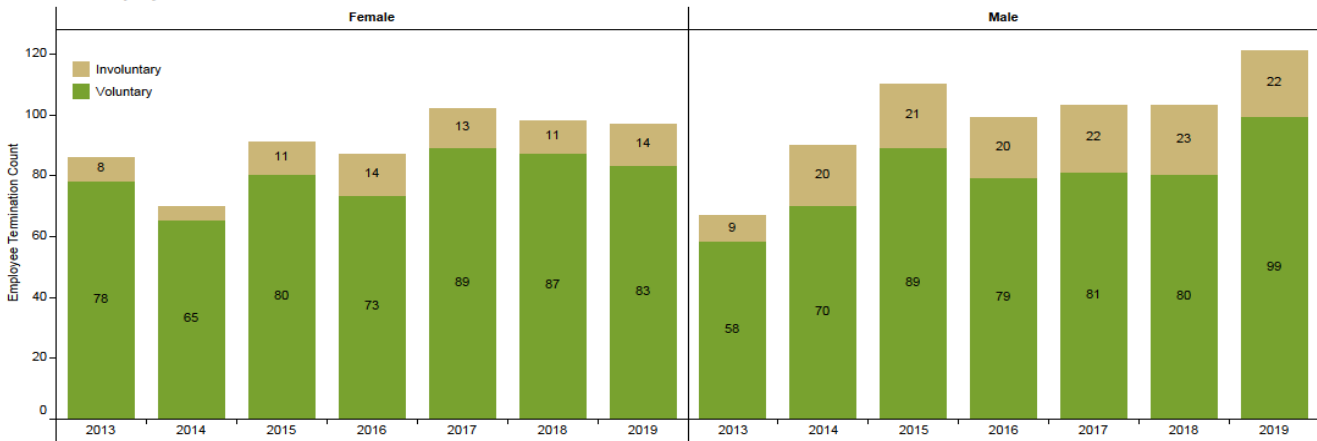


FULL-TIME EMPLOYEE TURNOVER

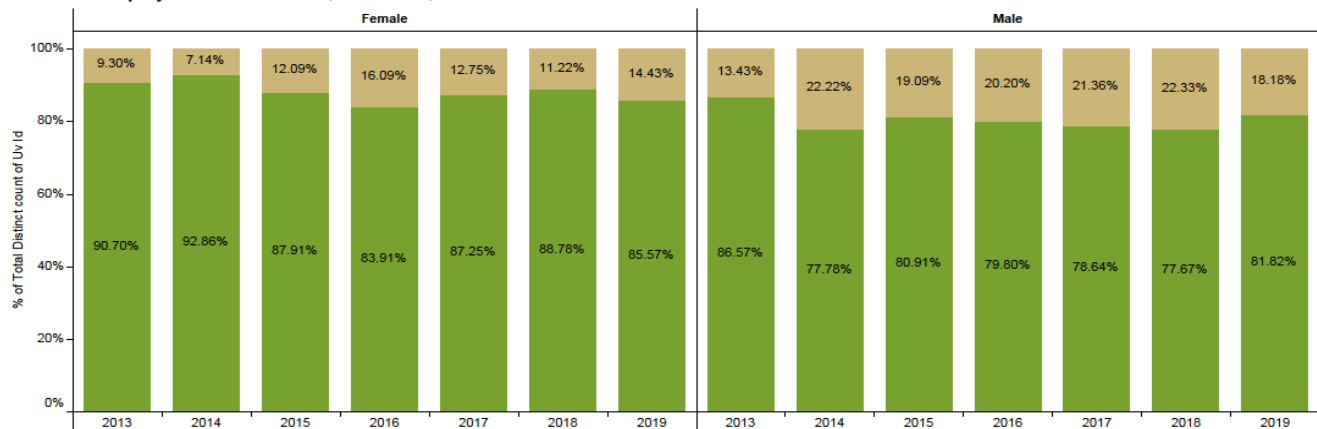
Full-Time Turnover Ratio by Fiscal Year



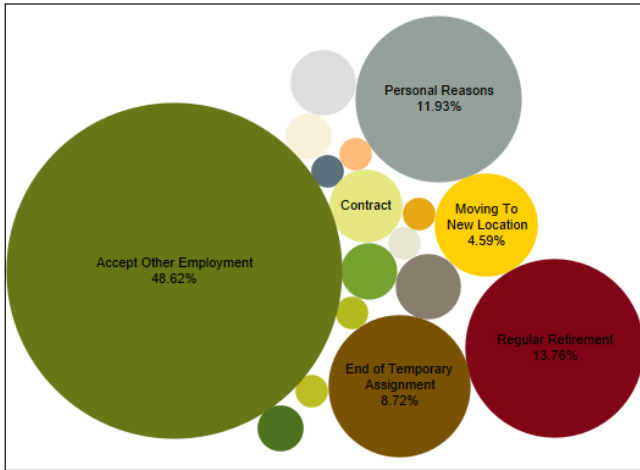
Full-Time Employee Terminations (Fiscal Year Data)



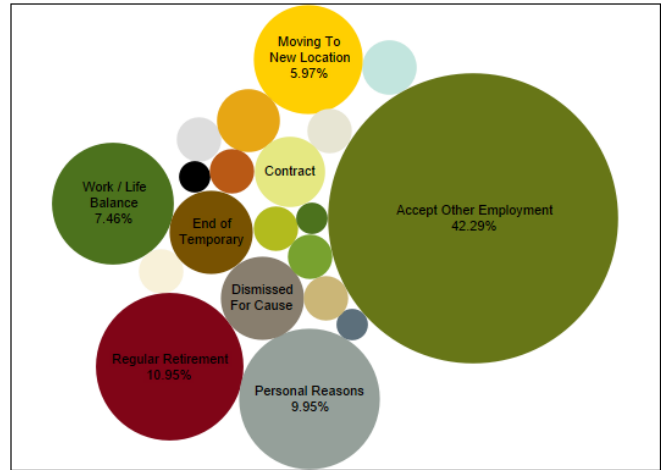
Full-Time Employee Terminations (Fiscal Year Data)



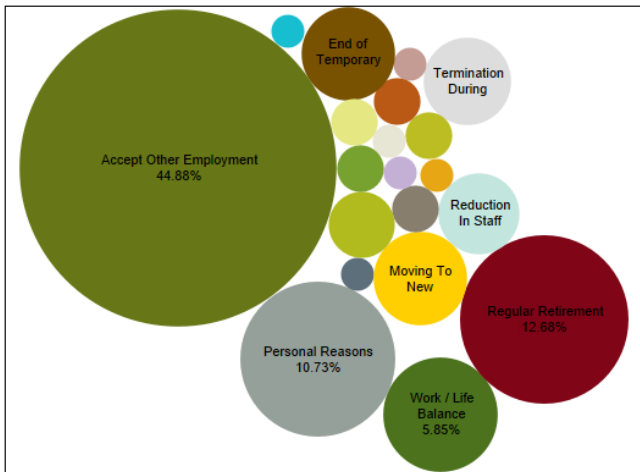
Full-Time Employee Terminations (Fiscal Year 2019)



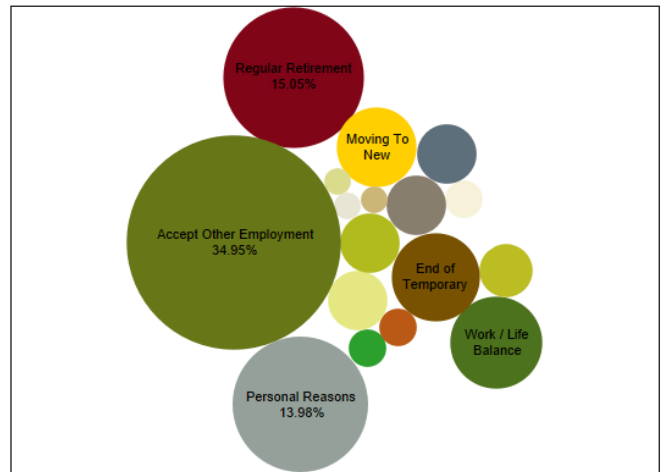
Full-Time Employee Terminations (Fiscal Year 2018)



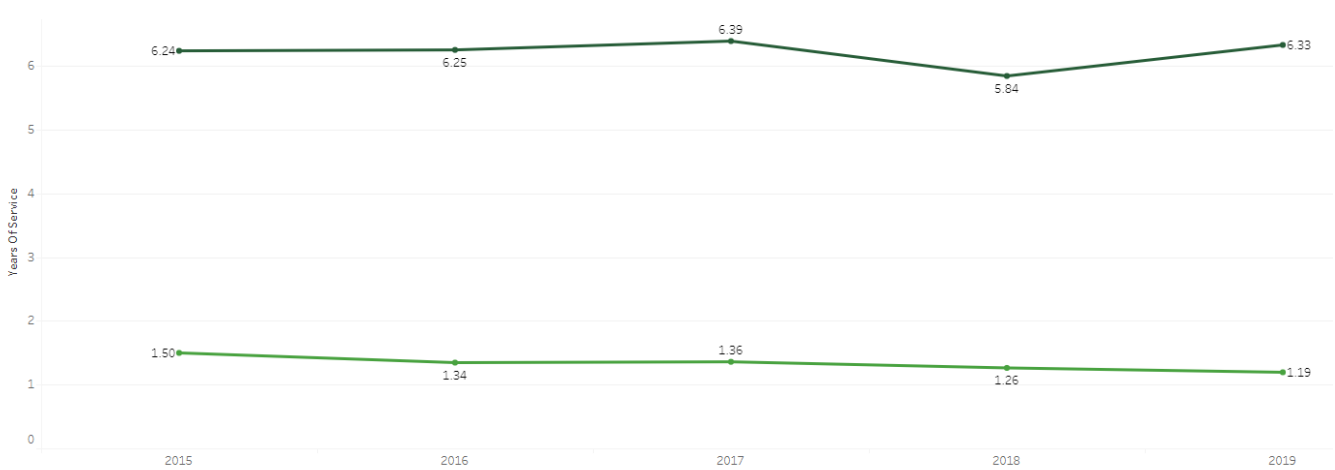
Full-Time Employee Terminations (Fiscal Year 2017)



Full-Time Employee Terminations (Fiscal Year 2016)



Average Years of Service (Terminations)



■ Full-Time
■ Part-Time



UTAH VALLEY UNIVERSITY
INCLUSION PLAN
2020-2024

**Stepping Into 2020 With 20/20 Vision:
Renewing Our Focus on Inclusion, Diversity, and Equity**

Include. Engage. Achieve.

**Utah Valley University is an integrated university and
community college that educates every student for
success in work and life through excellence in engaged
teaching, services, and scholarship.**

ACKNOWLEDGEMENTS

This Strategic Action Plan for Inclusion 2020-2024 was a collective effort by members of the UVU community and its stakeholders who mutually shaped a comprehensive plan for inclusion, diversity, and equity. They include the following:

The unwavering support of President Astrid S. Tuminez and members of her cabinet who are dedicated to building an affirming environment where the values of Include, Engage, and Achieve are more than words:

Astrid S. Tuminez
Clark Collings
Scott Cooksey

Linda Makin
Cameron Martin
Val Peterson

Kyle Reyes
Wayne Vaught

The Inclusion Committee's Executive Team, whose personal and professional pursuit of equity, inclusivity, and diversity compelled them to lead, coordinate, and work tirelessly to organize and structure this plan through multiple iterations:

Bryan Aguayo-Meza
Jody Birch
Kris Coles
J. Teresa Davis

Alan Drage
Megan Kennedy
Jim Murphy
Denise Richards

Lluvia Santiago
Tim Stanley
Trevor Warburton
Cynthia Wong

The Inclusion Committee, whose sense of shared responsibility for this work drove them to selflessly invest their expertise and time to inform dynamic and impactful strategies that will leverage our strengths of inclusion with exceptional care, accountability, and results in mind:

Bryan Aguayo-Meza
Alaa Alsarhan
DaSheek Akwenye
Jody Birch
Kathren Brown
Barbara Burr
Amanda Burton
Kris Coles
Janet Colvin
J. Teresa Davis
Alan Drage

Daniel Horns
Jeffrey Johnson
Andrea Juarez
Megan Kennedy
Jeremy Knee
Ashley Larsen
Deborah Marrott
Thomas Mgonja
Jim Murphy
Lincoln Op't Hof
Jackie Nunez

Denise Richards
Adam Sanft
Darah Snow
Tim Stanley
Craig Thulin
Summer Valente
Bryan Waite
Trevor Warburton
Adrienne Winans
Cynthia Wong

The entire University Executive Council (UEC), who renewed their commitments as primary stewards and partners to actively engage, enact, and empower the strategic actions in our plan to impact the progress we intend to make in the next four years:

Astrid S. Tuminez
Jacob Atkin
Anne Arendt
Trisha Baker
Taylor Bell
Kathren Brown
Steven Clark
Clark Collings
David Connelly
Scott Cooksey
Nathan Gerber
Cheryl Hanewicz
Jerry Henley

Daniel Horns
Vessela Ilieva
Justin Jones
Michelle Kearns
Linda Makin
Cameron Martin
David McEntire
Brett McKeachnie
Marilyn Meyer
Saeed Moaveni
Henry Molina
Jefferson Moss
Barney Nye

Alexis Palmer
Val Peterson
Scott Pullen
Kyle Reyes
Jared Sumsion
Wayne Vaught
Stephen Whyte
Forrest Williams
Norm Wright
Frank Young Sr.
Katie Zabriskie

The esteemed Board of Trustees at UVU, who generously advocates, consults, and supports our efforts of diversity, equity, and inclusion:

Duff Thompson
James Clarke
Jill Taylor
Karen Acerson

Taylor Bell
Elaine Dalton
Dru Huffaker
Rick Nielsen

Scott Smith
Paul Thompson

Finally – and perhaps most importantly – the students of UVU. THANK YOU for allowing us to be a part of your educational journey. At UVU, students are encouraged to “come as [you] are,” and you demand nothing less than a welcoming and affirming environment where you belong and feel like you matter. Thank you for pushing us to think out of the box, and ultimately do better and be better.

EXECUTIVE SUMMARY

The development of UVU's Inclusion Plan 2020-2024 was completed in multiple phases. The plan received tremendous support from UVU leadership to create, organize, and implement strategic actions into an institutional plan for the next four years. That plan unfolded as follows:

- (a) **Reorganizing the Inclusion Committee** with representation from each division of the university (including Academic Affairs, Finance & Administration, Human Resources, Student Affairs, University Relations, Institutional Advancement, Office of General Counsel, and the UVU Student Association).
- (b) **Convening numerous forums and conversations** to engage students, faculty, staff, and administrators about their experiences, desires, and hopes for a healthier campus climate at UVU.
- (c) **Realigning UVU's institutional mission and values with the benefits of inclusion**, establishing objectives, goals, and framework through planning and vision setting.
- (d) **Implementing accountability measures** with a goal of transparency, identifying primary stewards and partners who have committed to drive and support 75 strategic actions.
- (e) **Establishing metrics and indicators of progress** to reinforce accountability and carefully construct key performance indicators (KPIs) with each strategic action and monitoring the effectiveness of our practices, processes, and outcomes (also resulting in the development of a database).
- (f) **Coordinating focused conversation** to follow up with primary stewards and partners concerning the detailed processes of our collaborative engagements and responsibilities for Inclusion Plan 2020-2024.
- (g) **Achieving approval** from the Board of Trustees and preparations for implementation.

In summary, there are four objectives, 10 goals, and 75 strategic actions to implement over the next four years. All objectives, goals, and actions are focused on maintaining exceptional accountability and align with UVU's institutional objectives.

OBJECTIVE #1

Expanded Pathways and Educational Pipelines for Access and Student Success

UVU integrates educational opportunities appropriate to both community colleges and universities.

- GOAL #1** Increase the academic success of and support for historically underserved students and students with varying levels of academic preparation toward the successful completion of a certificate/degree.
- GOAL #2** Expand professional development opportunities among faculty and staff to enhance their knowledge, skill, and capacity relating to inclusion, diversity, and equity.

OBJECTIVE #2

Academic Engagement and Intercultural Development

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

- GOAL #1** Strengthen student intercultural competencies through curricular and cocurricular learning opportunities.
- GOAL #2** Assist colleges and departments in incorporating inclusion and diversity practices by providing them with strategies, resources, and education.
- GOAL #3** Increase the staff's intercultural competencies through enhanced programming and learning opportunities.
- GOAL #4** Support administrators and deans in demonstrating their personal and institutional commitment to inclusion, diversity, and equity.

OBJECTIVE #3

Supportive Campus Environment for Increased Sense of Belonging

UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

- GOAL #1** Improve students' and employees' sense of belonging, visibility, personal safety, and our shared commitment to contribute to a supportive environment.
- GOAL #2** Strategically recruit, retain, develop and advance minoritized faculty, staff, and executives/administrators at all levels of the university to enrich university life.

OBJECTIVE #4

Assessment, Accountability, Governance, and Institutional Commitments

UVU commits to creating and maintaining a supportive infrastructure for inclusion.

- GOAL #1** Enhance a culture of assessment and accountability for inclusivity at every level of the university.
- GOAL #2** Sustain institutional resources to support scholarship and practices to transform the landscape of inclusion, diversity, equity, and belonging at UVU.

MESSAGE FROM THE PRESIDENT

Over the course of my life, I have come to understand intimately the power of inclusion, particularly inclusive education. As a child of poverty in the slums of the Philippines, my life was transformed by the welcoming ethos of the Catholic Daughters of Charity who enrolled me in their school and provided me with an education that nurtured my mind and gave me the confidence to dream. Without their inclusive spirit, my life would have been characterized by want and need, a pale shadow of the rich and full life I have been able to lead as a result of the educational and experiential opportunities I received. Without the principle of inclusion, I would not have come to understand that I have value, that I have dignity, and that I have a voice – a voice that can be used to elevate and lift others.



Central to the mission of Utah Valley University is the commitment to include, to embrace the person that stands before us as whole, imbued with inherent dignity, and worthy of respect. To each and every person that comes to our institution, we say boldly, “Come as you are. UVU has a place for you.” We embrace and celebrate that which makes us unique, the traditions and cultures that enrich our history, and the beliefs, mores, and values which inform our interactions with each other and the world. At UVU, every individual has the opportunity to thrive and gain the educational certification and experiential learning that will help ensure the possibility of a lifetime of success.

UVU has invested deeply in fostering this inclusive environment in which diversity is championed. It is an environment characterized by exceptional care and exceptional accountability, one that gives individuals the freedom to be authentically themselves while ensuring respectful interactions and equity of experience. The university’s 2014–2018 strategic plan for inclusion, diversity, and equity has been instrumental in the process of building an inclusive community. In building upon its foundation, the second-generation strategic plan goes further to increase support for engaged learning, teaching, and research related to inclusive excellence and shaping policies of exceptional care that protect, promote, and enrich inclusion, diversity, and equity. Through it, UVU details its commitment to providing the financial, social, and institutional support needed by the diverse, often underrepresented, underserved populations of students, faculty, and staff that call UVU home. It is a document that speaks not only to the history of UVU in Utah Valley but to our future as an institution that provides first, second, third, and fourth chances to all those seeking to improve the quality of their lives.

I am proud of the work of the Inclusion Committee and grateful for their leadership on this front. Inclusion is not an initiative that we are working to complete, it is an ethos that we strive daily to uphold. It is at the core of who we are as an institution and a guiding force in the strategic delivery of our mission. At UVU, there is a welcoming, inclusive place for you.

Warmest regards,

Astrid S. Tuminez, Ph.D.
President

MESSAGE FROM THE CIDO

Utah Valley University's signature Inclusion Plan, launched in 2014, was bold, intentional, and encouraging. The change agents at UVU had meaningfully woven together inclusion, diversity, and equity into its educational landscape, even in the face of challenging tensions emerging from external pressures. When the Inclusion Plan caught my attention, it raised some questions for me: How did an educational institution in Utah County find itself at the forefront of leading inclusion, diversity, and equity efforts in the state? What were some of the complexities and dynamics involved with anchoring inclusive excellence more deliberately? How did these efforts influence students' everyday lives and impact their social and material conditions to effect student success? These questions led me to critically (re)imagine the complexities and possibilities that can emerge with courage, hope, and a deep sense and expression of love for our humanity as relational beings.



Relationships are foundational to navigating complex educational pathways and experiences, and they are a key ingredient that is intimately tied to student success. When I arrived at UVU, I quickly learned that the espoused values of Include, Engage, and Achieve were articulated through a combination of action commitments, shared labor, and collective solidarity to participate in advancing student success for all students. I have personally witnessed how these values have become underlying assurances structured into renewing, re-envisioning, and re-imagining education for the public good, partially through the co-creation of institutional conditions to ensure access and facilitate success. For this reason, I titled the plan "Stepping Into 2020 With 20/20 Vision: Renewing Our Focus on Inclusion, Diversity and Equity." I find it appropriately relevant and fitting. UVU's willingness to continue driving institutional commitments via its Strategic Action Plan for Inclusion 2020-2024 radically undermines elements of complacency as we recognize that neutrality does not precipitate success. It is also a great reminder that this plan is a 'living' document that will evolve into deeper reflections and many more discussions, even difficult dialogues.

It is a great time to be at Utah Valley University. I am persuaded by the substantive engagement of our community to sustain the work that lies ahead, and I am encouraged by our unique role in the state of Utah as an open-access institution with a dual mission. I am proud that the endeavors laid out in this plan will be an integral part of UVU's legacy, and I am deeply honored and humbled to work with colleagues, students, and members of this community. Our plan could not have been completed successfully without each of you, and I look forward to rolling up my sleeves and doing the work alongside you.

Let's go, Wolverines!

Belinda 'Otukolo Saltiban, Ph.D.
Chief Inclusion and Diversity Officer

MESSAGE FROM UNIVERSITY EXECUTIVE COUNCIL

To All Members of the Utah Valley University Community,

In an open-admission institution – where students are welcome to come as they are – our mission to facilitate student success is grounded in an understanding that academic excellence is undergirded by inclusion, diversity, and equity. It is integral in our dedication to **exceptional care** and **exceptional accountability** toward the **exceptional results** we endeavor to achieve.

We seek to operationalize these values in the Inclusion Plan 2020-2024 through identified goals and objectives, strategic actions, and primary stewards and partners. Our plan includes multiple approaches with a demonstration of our commitment and persistence to elevate UVU to the highest aspirations of higher education.

Moreover, given our unique mission as both a community college and university, our community's determination to serve our students and honor human differences, needs, and potential will always be a significant part of our institutional narrative. We would not be at this point without visionary leaders, phenomenal students, and the promise of the benefits of inclusive excellence in education.

While we are enthusiastic about the work that will inevitably unfold from the strategic actions in the Inclusion Plan 2020-2024, we understand that this is only one of many important steps in our journey. During the next four years, we will continually review and assess our progress, test and articulate new ideas, and have candid conversations along the way. We will listen, learn, and lean on each other in our movements forward – together. This plan includes many voices from multiple positionalities representing the impact we want to make in the next four years.

Collectively, we thank each of you for engaging in this vital work, and we thank you for your dedication to making Utah Valley University a better place for all.

Astrid S. Tuminez
Jacob Atkin
Anne Arendt
Trish Baker
Taylor Bell
Kathren Brown
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Brett McKeachnie
Marilyn Meyer
Saeed Moaveni
Henry Molina
Jefferson Moss
Barney Nye

Alexis Palmer
Val Peterson
Stephen Pullen
Kyle Reyes
Jared Sumsion
Wayne Vaught
Stephen Whyte
Forrest Williams
Norm Wright
Frank Young Sr.
Katie Zabriskie

VISION AND VALUES STATEMENT ON INCLUSION

UVU is deeply committed to fostering educational environments that nurture intellectual curiosity around global citizenship and intercultural responsibilities. As an open-enrollment institution, we recognize and acknowledge the potential of each individual by actively constructing campus-wide learning conditions characterized by respect, diversity, inclusion, and equity. We endeavor to cultivate healthier campus climates by intentionally shaping communities of care, advancing diverse systems of knowledge, and engaging innovative educational practices to promote critical worldviews toward transformative excellence.

BENEFITS OF INCLUSION

In 2009, Utah Valley University made an explicit commitment to inclusion and diversity, affirming the reality that a diverse campus that facilitates a climate of belonging is foundational to our institutional mission. We believe, as Maya Angelou reminds us, “[I]n diversity there is beauty and there is strength.” At UVU we welcome the beauty and strength that are generated from diversity.

Ten years later, UVU is stronger as a result of our diversity, and we celebrate our progress on the goals we established in our first strategic Inclusion Plan. We also recognize that there is more work to do to expand the vision of inclusion that began in 2009. As we work to build on this momentum and include *every* student, staff, faculty member, administrator, and stakeholder that engages with UVU, our community will continue to develop and strengthen.

We invite each member of our campus community – 41,000 students, 3,700 staff members, and over 2,000 faculty – to join with us as we strive to create conditions of acceptance and belonging for people of all identities and backgrounds. Our students and employees represent individuals of every race, ethnicity, and color; every linguistic identity; gender and sexual identity and expression; every faith, religion, and worldview; indigeneity, national origin, immigration, and citizenship status; (dis)ability; socioeconomic class; age; and civil service and veteran status.

Together, as we do the necessary and sometimes difficult work to include, we can all reach our highest potential and achieve the compelling educational benefits of inclusive excellence for our campus community. These benefits include

- (a) expanding the experience of belonging, citizenship, and democracy;
- (b) nurturing complex and nuanced understandings of difference that encourage divergent perspectives;
- (c) fostering innovation, creativity, possibilities, and healthier learning and working environments;
- (d) developing critical thinking and (re)affirming who are the producers and holders of knowledge;
- (e) preparing students with critical consciousness for meaningful professional pursuits and negotiations in their lives.

To achieve these benefits, we commit to

- (a) increasing support for engaged learning, teaching, and research related to inclusive excellence;
- (b) shaping policies of exceptional care that protect, promote, and enrich inclusion, diversity, and equity;
- (c) implementing educational initiatives that advance equity on campus and in our communities;
- (d) articulating exceptional accountability through action commitments to increase the diversity of our campus community;
- (e) providing institutional support to historically underserved students, faculty, and staff to achieve exceptional results.

In our collective endeavor to attain the beauty and strength that comes from diversity, we renew our commitments to inclusion and equity, and we remain steadfast in our belief that its benefits will empower our community and allow us to carry out our institutional mission.

STRATEGIC PLAN FOR INCLUSION

OBJECTIVE #1

Expanded Pathways and Educational Pipelines for Access and Student Success

UVU integrates educational opportunities appropriate to both community colleges and universities.

GOAL #1 Increase the academic success of and support for historically underserved students and students with varying levels of academic preparation toward the successful completion of a certificate/degree.

Remove any language and communication ambiguities

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.1.1 Perform a needs assessment of the language services required to translate and increase access to meaningful information – online, in person, and in print – that will impact access and success.	Associate Director of Prospective Student Services (PSS), Director of Institutional Research (IR)	Director of First-Year Advising Center (FAC)	July 2020
1.1.2 Create and support an accessibility website for UVU employees to empower their work with students.	Co-Chairs of the University Accessibility Committee	Chief Information Officer	September 2019
1.1.3 Conduct student orientations for parents in Spanish to improve access.	Director of First-Year Experience (FYE)	Director of Multicultural Student Services (MSS)	July 2020
1.1.4 Develop clearer instructions for admissions application using inclusive language and prompts to assist students in filling out their application.	Director of Admissions, Associate Director of Prospective Student Services (PSS)	Director of Multicultural Student Services (MSS), Associate General Counsel, Director of Accessibility Services	July 2020

Expand flexible delivery course offerings

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.1.5 Support infrastructure changes – such as the utilization of course scheduling, compressed delivery, off-peak plans, and extended hours of academic support – to expand flexible educational offerings to 30% online and 10% hybrid toward completion.	Co-Chairs of the Scheduling Committee of Faculty Senate, Senior Director of the Office of Teaching and Learning (OTL)	Flexible Learning Councils, AVP of Student Success & Retention, Associate Provost of Academic Programs	July 2021
1.1.6 Set a target of 100% for faculty job descriptions to maintain established expectations of flexible delivery course options including week-ends/evenings/online teaching.	Associate Provost of Academic Administration	Academic Departments, Associate VP of Human Resources (HR), Flexible Learning Councils	December 2020

1.1.7 Develop a plan to increase flexible delivery course options (including traditional, hybrid, and online) in each school/college.	Associate Provost of Academic Administration, Academic Deans	Senior Director of the Office of Teaching and Learning (OTL), President of Faculty Senate, College Inclusion Committees	2020-2024
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Minimize financial barriers

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.1.8 Fundraise \$15 million for first-generation students to support scholarships, programming, and initiatives.	VP of Institutional Advancement, VP of Student Affairs	Office of the President, Associate Dean of University College (UC)	July 2024
1.1.9 Increase the number and percentage of students who apply for federal financial aid (FAFSA) by 1% each year.	Director of Financial Aid & Scholarships	Associate VP of Enrollment Management	2020-2024
1.1.10 Increase student employment by 1% each year in appropriate jobs and work-study positions at UVU.	Associate VP of Human Resources (HR)	Director of Financial Aid & Scholarships	July 2020
1.1.11 Inform and market to secondary education partners about the availability of application fee waivers to Utah Valley University while simultaneously using fee waivers for recruitment initiatives.	Director of Admissions, Associate VP of Human Resources (HR)	AVP of Enrollment Management	October 2020

Increase transparency and student-centered information

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.1.12 Assess potential opportunities for first-generation or minoritized students to better inform explicit pathways, expand cohort enrollments, and increase a targeted number of pre-set first-year student tracks.	Associate Provost for Academic Programs, Academic Deans	Director of First-Year Experience Student Retention (FYESR), Director of First-Year Advising Center (FAC), Director of Prospective Student Services (PSS), Director of the Women's Success Center (WSC), Director of Admissions, Director of Veteran Status, Co-Chairs of the Student Success & Completion (SSC) Committee	July 2021
1.1.13 Create a segment in new student orientation on the importance of inclusion and diversity at UVU.	Director of First-Year Experience & Student Retention (FYESR)	Inclusion Committee, Director of LGBT Student Services	July 2021
1.1.14 Create live and/or online training to enhance transparency for incoming first-generation students on how to navigate different degree pathways.	Director of First-Year Advising Center (FAC)	Director of FYESR, College Advising Managers	2022

1.1.15 Conduct targeted presentations to first-generation students about career paths and opportunities, specific to each college or school.	Director of the Career Development Center (CDC)	Director of FYESR, First-Year Advising Center (FAC), Director of Internship Services	July 2021
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Enhance student participation and engagement

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.1.16 Increase the participation of diverse students in UVU's student leadership and engagement by 50% each year through targeted recruitment, campaigns, and application support.	Dean of Students, President of the Utah Valley University Student Association (UVUSA)	The Student Leadership Advisor Group, Director of the Writing Center (WC)	December 2020
1.1.17 Increase the representation of our student diversity in internships to better reflect the changing demographics.	Director of Internship Services	Director of the Career Development Center (CDC), Associate Provost of Engaged Learning, College Inclusion Committees, Academic Deans	December 2020
1.1.18 Expand the Adult Learner Initiative.	VP of Student Affairs, Associate Dean of University College (UC), AVP of Enrollment Management	Director of First-Year Experience & Student Retention (FYESR)	July 2020
1.1.19 Expand UVU's engagement strategy with specific and relevant onboarding and student peer mentor programming for international students with indicators for success.	Director of International Student Services (ISS)	Director of English Language Learning (ELL)	July 2021
1.1.20 Identify any gap(s) in participation rates for students from minoritized race/ethnicities and economically challenged brackets for Concurrent Enrollment (CE), and develop strategies to facilitate the ability to complete the general education certification while in high school.	Director of Concurrent Enrollment	Associate Provost of Outreach and Economic & Community Development, Academic Departments	July 2021

OBJECTIVE #1

Expanded Pathways and Educational Pipelines for Access and Student Success

UVU integrates educational opportunities appropriate to both community colleges and universities.

GOAL #2 Expand professional development opportunities among faculty and staff to enhance their knowledge, skill, and capacity relating to inclusion, diversity, and equity.

Support professional development opportunities

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.2.1 Increase staff participation by 20% in professional development opportunities that are focused on advancing inclusion, diversity, and equity.	President of the Professional Association of Campus Employees (PACE)	College Inclusion Committees	July 2024

1.2.2 Market available local conferences that focus on employee development based on inclusion, diversity, and equity.	President of the Professional Association of Campus Employees (PACE), President of Faculty Senate	VP of University Relations, Chief Information Officer (CIO)	May 2021
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Build capacity for stronger communities and networks

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
1.2.3 Create affinity groups and supportive communities for historically underserved faculty and staff to support the mission of the university and its institutional value of Include .	Senior Director of the Office of Teaching and Learning (OTL), UVU Utah Women in Higher Education (UWHEN)	Associate Provost of Academic Programs, UVU Inclusion Committee	July 2020
1.2.4 Establish a standing committee to address LGBTQ+ related issues and advise administrators on emerging matters and concerns.	President of Spectrum, President of Faculty Senate, President of the Professional Association of Campus Employees (PACE), Chief Inclusion and Diversity Officer (CIDO)	Director of LGBT Student Services, President of UVUSA, President of the Multicultural Student Council (MSC)	February 2020

OBJECTIVE #2

Academic Engagement and Intercultural Development

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

GOAL #1 (Students) – Strengthen student intercultural competencies through curricular and cocurricular learning opportunities.

Strengthen Cocurricular and Curricular Learning Opportunities

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
2.1.1 (Cocurricular) Benchmark and co-sponsor events, educational workshops, and activities to raise awareness on issues including (but not limited to) diversity, equity, inclusion, biases, and microaggressions.	VP of Student Affairs	President of the Utah Valley University Student Association (UVUSA), Chief International Officer, Director of Education Abroad, Chair of the English Language Department, Director of International Student Services (ISS), Director of Multicultural Student Services (MSS), Director of the Center for Social Impact, Director of the Melisa Nellesen Center for Autism, Chair of Interreligious Engagement, Director of Veteran Student Services	July 2021, ongoing
2.1.2 Integrate gender identity and expression, LGBTQ+, and intersectional identity-related education into student programs, trainings, and workshops.	Co-Chairs of LGBTQ+ Task Force	Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, Dean of Students, President of UVUSA	April 2021
2.1.3 (Curricular) Increase the diversity of student participation in high-impact educational practices by 10%.	Associate Provost of Engaged Learning	Director of Education Abroad, Director of Global/Intercultural Academic Programming, Academic Director of the Center for Social Impact	2021

OBJECTIVE #2

Academic Engagement and Intercultural Development

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

GOAL #2 (Faculty) – Assist colleges and departments in incorporating inclusion and diversity practices by providing them with strategies, resources, and education.

Reinforce inclusion, diversity, and equity in academic units

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
2.2.1 Integrate inclusion and diversity goals into annual faculty reviews across each college and department.	Associate Provost of Academic Administration, Academic Deans and Department Chairs, President of Faculty Senate	Provost of Academic Affairs, College Inclusion Committees	September 2021

2.2.2 Provide faculty with resources and educational workshops to incorporate a wider range of pedagogical strategies and inclusive classroom practices to facilitate the curriculum.	Senior Director of the Office of Teaching and Learning (OTL), Director of Education Abroad	Associate Provost of Engaged Learning, Academic Deans	2020-2024
2.2.3 Incorporate principles of equity into the Student Collaborators on Teaching (SCOT) voluntary observation program focusing on pedagogy.	Senior Director of the Office of Teaching and Learning (OTL)	Associate Provost of Academic Programs, Academic Deans, Student Collaborators on Teaching (SCOT)	July 2021, ongoing
2.2.4 Expand faculty participation in global and intercultural (GI) workshops by 15% each year.	Director of Education Abroad	Senior Director of the Office of Teaching and Learning (OTL), Academic Deans and Department Chairs, Associate Provost of Engaged Learning	2020-2024
2.2.5 Develop an action plan to operationalize and align the College Inclusion committees with the university's strategic action plan for inclusion.	Chief Inclusion & Diversity Officer (CIDO), Academic Deans and Department Chairs	Provost of Academic Affairs, College Inclusion Committees	July 2020

Advance relevant education and resources for inclusion, diversity, and equity

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
2.2.6 Increase the number of faculty with expertise in inclusion, diversity, and equity in the development, delivery, and participation in Foundations of Inclusion (FOI) Workshop Series by 10% each year.	Chief Inclusion & Diversity Officer (CIDO), Chairs of each workshop for the Foundations of Inclusion	Academic Deans, College Inclusion Committees	2020-2024
2.2.7 Integrate gender identity and expression, LGBTQ+, and intersectional identity-related education into faculty programs, trainings, and workshops.	Co-Chairs of LGBTQ+ Task Force	President of Faculty Senate, Senior Director of the Office of Teaching and Learning (OTL), Director of Human Resources, College Inclusion Committees, Academic Deans	April 2021
2.2.8 Acquire library resources (digital and print material) and curate course content and resources that highlight diverse perspectives, research, practices, methodologies, and viewpoints of various cultures, individuals, and identities by 20%.	Director of Fulton Library	Senior Director of the Office of Teaching and Learning (OTL)	2024
2.2.9 Expand the availability, affordability, and accessibility of the library's digital resources (open educational resources, e-books, software, and technology), printed books, and textbook reserves by 25%.	Director of Fulton Library		2024

OBJECTIVE #2

Academic Engagement and Intercultural Development

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

GOAL #3 (Staff) - Increase the staff's intercultural competencies through enhanced programming and learning opportunities.

Promote programming and learning opportunities across our campus community

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
2.3.1 Incorporate inclusion and diversity goals into strategic plans and annual performance reviews across departments and divisions.	Associate VP of Human Resources (HR), College Inclusion Committees	Academic Deans and Department Chairs, Department of Institutional Effectiveness, Planning, and Accreditation (IEPA)	2022
2.3.2 Increase the amount of staff participation in the Foundations of Inclusion (FOI) Workshop Series by 10% each year.	Chief Inclusion & Diversity Officer (CIDO), Chairs of each workshop for the Foundations of Inclusion	Academic Deans, College Inclusion Committees	2020-2024
2.3.3 Integrate gender identity and expression, LGBTQ+, and intersectional identity-related education into staff programs, trainings, and workshops.	Co-Chairs of LGBTQ+ Task Force	President of the Professional Association of Campus Employees (PACE), Director of Human Resources	April 2021

OBJECTIVE #2

Academic Engagement and Intercultural Development

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

GOAL #4 (Executive administration and deans) - Support administrators and deans in demonstrating their personal and institutional commitment to diversity and inclusion.

Support institutional commitments to inclusion, diversity, and equity

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
2.4.1 Integrate inclusion and diversity goals at the executive level.	Chief Inclusion & Diversity Officer (CIDO)	UVU President's Council	September 2021
2.4.2 Assemble a Diversity and Inclusion Subcommittee on the Faculty Senate Committee to review and/or revise relevant faculty policies and procedures (e.g., annual reviews, SRIs ¹ and RTP ² , hiring, etc.) in order to promote equity and reduce bias.	President of Faculty Senate	Senators from Faculty Senate, Provost of Academic Affairs	September 2021
2.4.3 Create an action plan to diversify executive administrative positions (deans or higher) as they become available through search advocacy.	Associate VP of Human Resources (HR), Chair of the Search Advocacy Committee	University President, Provost of Academic Affairs	September 2021

1 Student rating of instruction

2 Retention, tenure, promotion

OBJECTIVE #3

Supportive Campus Environment for Increased Sense of Belonging

UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

GOAL #1 Improve students' and employees' sense of belonging, visibility, personal safety, and our shared commitment to contribute to a supportive environment.

Prioritize personal and physical safety

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
3.1.1 Build a "Go Safe" safety escort program.	UVU Chief of Police	Dean of Students, Student Health Services	September 2019
3.1.2 Create a 24-hour on-call victim advocate position.	UVU Chief of Police	Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, Director of Student Health Services	September 2019
3.1.3 Assess the campus lighting and strategies to improve efficiency, safety, and wayfinding.	Associate VP of Facilities and Planning	Chief of UVU Police Department	Ongoing, semi-annually
3.1.4 Develop a police outreach program.	UVU Chief of Police	Dean of Students, Chair of Behavioral Assessment Team, Director of Equal Opportunity and Affirmative Action/Title IX Coordinator	2020
3.1.5 Launch an annual campaign focused on safety, including available resources, apps, and reporting structures.	Associate Dean of Students, Director of Equal Opportunity and Affirmative Action/Title IX Coordinator	UVU Chief of Police, Director of Student Health Services, Chair of the CARE Task Force	December 2020
3.1.6 Develop a campus safety training curriculum for students to increase safety awareness and support requirements for SB134. ³	Associate Dean of Students	Chair of Behavioral Assessment Team (BAT), Director of Student Leadership & Involvement, Program Director of Intramurals & Sports Club, Director of the Office of Student Conduct, Program Director of the Wellness Program	July 2020
3.1.7 Develop a user-friendly, centralized portal to provide a clearer and more visible means for reporting acts of intolerance.	Chief Inclusion and Diversity Officer (CIDO), Dean of Students, Director of MSS, President of Faculty Senate	Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, President of UVUSA, President of Spectrum, VP of Digital Transformation	October 2020
3.1.8 Create an annual report with aggregated data from eight reporting entities to share campus climate issues and concerns with the campus community and inform critical decisions centered on caring and accountability.	Associate VP of Human Resources (HR), Associate General Counsel, Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, Associate Dean of Students	Ombudsman, Associate Provost of Academic Administration, Chief Inclusion & Diversity Officer (CIDO), Senior Associate Athletic Director/Compliance, Director of Internal Audit	Spring 2020

³ SB134 is a Senate bill in the state of Utah that "enacts provisions related to campus safety plans and training at institutions of higher education" (see more details at <https://le.utah.gov/~2019/bills/static/SB0134.html>).

Amplify a safe and supportive environment

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
3.1.9 Expand and diversify UVU's alumni community by creating diverse alumni chapters.	Senior Director of Alumni Relations in Institutional Advancement		Ongoing
3.1.10 Institute resources and/or initiatives for students and faculty of varying citizenship and immigration statuses.	VP of Student Affairs, Associate Provost of Academic Administration	Director of Multicultural Student Services (MSS), Associate VP of Human Resources (HR), Associate General Counsel	Ongoing
3.1.11 Benchmark current mental health services and a set of subsequent goals for growth to increase awareness of current resources and meet national recommendations of student-to-counselor ratio needs.	Dean of Students	Chair of the Mental Health Task Force	Fall 2020
3.1.12 Implement CARE (Coordinated Access to Resources and Education) Task Force to address the basic needs of insecurity impacting students.	Dean of Students	Chair of CARE Task Force	September 2019
3.1.13 Develop a student-athlete campus connection plan consistent with supporting a safe environment and inclusive onboarding. The plan should include a student-athlete diversity council, increased international student-athlete leadership participation and retention, diversity and inclusion training for coaching staffs, and increasing opportunities for minoritized student-athletes to give feedback to senior administrators.	Director of Athletics	UVU Inclusion Committee	2022
3.1.14 Hire full-time inclusion and diversity personnel for the CIDO to build capacity toward impacting UVU's inclusion efforts.	Chief Inclusion & Diversity Officer (CIDO)	University President, UVU Cabinet Members	July 2020
3.1.15 Explore opportunities for all university food services to provide religious options/other dietary options.	Director of Dining Services	Director of the Reflection Center, Chair of Interreligious Engagement, Associate VP of Finance and Auxiliaries	Ongoing
3.1.16 Conduct a review of the adjunct faculty experience to understand their experience of the campus climate.	Associate Provost of Administration	Director of Institutional Research (IR)	December 2020
3.1.17 Develop a faculty mentoring program to work more effectively with students from diverse backgrounds.	Student Leadership and Success Studies (SLSS) Faculty, Senior Director of the Office of Teaching and Learning (OTL)	President of the Faculty Senate, Associate Provost of Academic Administration, Director of FYESR, Director of MSS	July 2021, ongoing
3.1.18 Create a workshop and awareness campaign on education related to biases and microaggressions, and how they may be recognized and addressed constructively.	University Relations, Associate VP of Human Resources (HR)	UVU Inclusion Committee	October 2020

OBJECTIVE #3

Supportive Campus Environment for Increased Sense of Belonging

UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

GOAL #2 Strategically recruit, retain, develop and advance minoritized faculty, staff, and executives/administrators at all levels of the university to enrich university life.

Implement effective recruitment and retention strategies

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
3.2.1 Design and implement a new campus-wide approach to effective hiring practices and search principles with particular attention to inclusive language in job descriptions, marketing, compositional representation on hiring committees, application evaluations, and other related items distilled in the Search Advocacy Program.	Associate VP of Human Resources (HR), Chair of the Search Advocacy Committee	University President, University Provost, Academic Deans	December 2020
3.2.2 Diversify faculty hiring through a structured plan and process.	Academic Deans and Department Chairs	Associate Provost of Academic Administration, College Inclusion Committees, Associate VP of Human Resources (HR)	March 2021
3.2.3 Develop a plan to evaluate and utilize data from exit interviews and processes to inform strategic decisions related to equity and diversity.	Associate VP of Human Resources (HR)		August 2020
3.2.4 Expand faculty peer-mentorship programs, particularly first-generation faculty, to include topics such as publishing, innovative teaching, inclusive scholarship, difficult conversations, conference presentations, negotiating in academia, and navigating UVU culture and climate.	Academic Deans, Department Chairs, Associate Provost of Academic Administration, President of Faculty Senate	Senior Director of the Office of Teaching and Learning (OTL)	Check-in September 2020

OBJECTIVE #4

Assessment, Accountability, Governance, and Institutional Commitments

UVU commits to creating and maintaining a supportive infrastructure for inclusion.

GOAL #1 Enhance a culture of assessment and accountability for inclusivity at every level of the university.

Promote and expand assessment, accountability, and ownership

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
4.1.1 Create a transparent and integrated dashboard for deans and department chairs to inform decision-making processes on inclusion, diversity, and equity-related assessments and timeframes.	Director of Institutional Research (IR)	College Inclusion Committees	June 2020
4.1.2 Develop an individualized action plan on inclusion, equity, and diversity with each dean's administrative team to address specific academic climate priorities in their academic unit(s).	Academic Deans, Colleges' Inclusion Committees	Associate VP of Student Success & Retention (SSR) Division	July 2020
4.1.3 Administer a campus climate survey and share the results with the campus community and key stakeholders.	Chief Inclusion & Diversity Officer (CIDO), Associate Provost of Engaged Learning	Director of Institutional Research (IR), Director of Equal Opportunity and Affirmative Action/Title IX Coordinator	Spring 2021
4.1.4 Facilitate an extensive self-study on inclusion and campus climate through a series of qualitative focus groups to better understand the experiences of minoritized students, faculty, staff, and administrators at UVU.	Chief Inclusion & Diversity Officer (CIDO), Associate Provost of Engaged Learning	UVU Inclusion Committee, Director of Institutional Research (IR)	Spring 2021

Develop more inclusive policies and practices

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
4.1.5 Review and improve university policies and guidelines to promote access and inclusivity and remove barriers for minoritized students and employees.	Director of Policy Office, Associate General Counsel, Associate Provost of Academic Administration	Policy Coordinator Committee, Associate VPs in Student Affairs, Associate VP of Human Resources (HR)	Spring 2021, ongoing
4.1.6 Develop a process and method to review, assess, and construct policy through an equity framework and lens.	Director of Policy Office, Associate General Counsel, Associate Provost of Academic Administration	Policy Coordinator Committee, Associate VPs in Student Affairs, Associate VP of Human Resources (HR)	Fall 2020

Develop and embed communications on key activities associated with inclusion, diversity, and equity efforts

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
4.1.7 Create a sustained strategic marketing and communication plan for inclusion-related events, efforts, resources, and initiatives.	Associate VP of University Marketing & Communications	Senior Director of the Office of Information Technology, UVU Inclusion Committee	Fall 2020

4.1.8 Establish and publish a comprehensive website presence that includes a diversity calendar of events, educational workshops, holidays, resources, programs, and services.	Associate VP of University Marketing & Communications	Senior Director of the Office of Information Technology, UVU Inclusion Committee	Spring 2020
4.1.9 Enhance new onboarding efforts by creating an Inclusive Onboarding Guide to highlight and acclimate new faculty, staff, and student-employees to our institutional value of Include (e.g., orientation, HR website, etc.).	Associate VP of Human Resources (HR)	Associate VP of University Marketing & Communications	September 2020
4.1.10 Target marketing efforts to increase the participation of minoritized students in high-impact educational practices.	Associate Provost of Engaged Learning	Associate VP of University Marketing & Communications, Senior Director of the Office of Information Technology	Ongoing

OBJECTIVE #4

Assessment, Accountability, Governance, and Institutional Commitments

UVU commits to creating and maintaining a supportive infrastructure for inclusion.

GOAL #2 Sustain institutional resources to support scholarship and practices to transform the landscape of inclusion, diversity, equity, and belonging at UVU.

Sustain organizational resources and support

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
4.2.1 Establish a mechanism by which innovation for inclusion can be supported within each division to advance inclusion and diversity.	Chief Inclusion & Diversity Officer (CIDO)	UVU Cabinet Members	September 2024

KEY PERFORMANCE INDICATORS

Overall assessment of inclusion across the institution

Inclusion is a fundamental priority for UVU. In order to make strategic decisions to improve issues of inclusion, data need to be identified and assessed to inform policy decisions and action plans. As part of their annual process, the Inclusion Committee considers these data, makes a determination of the overall health of inclusion at UVU, and makes specific recommendations for action steps to help further this work.

At the institution level, the following data are gathered to inform these objectives:

OBJECTIVE 1: UVU integrates educational opportunities appropriate to both community colleges and universities.

The University Planning Advisory Committee is scheduled to evaluate the following:

- Dual-mission practices inventory
- Instructional credit hours by faculty type
- Academic programs or graduates by degree level
- FTE in courses by course level
- Faculty degree qualifications

In addition to those data, the Inclusion Committee also examines:

- Specific items on UVU's survey of the community, gathered every three years.
- Results of UVU's in-class engagement instrument
- Delivery of high-impact practices
- Success of graduates finding employment in their field (using the UVU Alumni Survey)

OBJECTIVE 2: UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

The University Planning Advisory Committee is scheduled to evaluate the following:

- Demographic representation of UVU compared to the community (this is a USHE metric as well),
- The "Discussions with Diverse Others" indicator for the National Survey of Student Engagement (NSSE),
- The effectiveness of global intracultural courses,
- Tuition and fees as a share of the state's median income (this is a USHE metric as well), and
- State tax fund support per FTE.

In addition to those data, the Inclusion Committee also examines:

- Enrollment of students (overall, by degree, and within specific programs) by key demographic groups (such as gender, race, age, etc.),
- Financial aid provided to key demographic groups (such as gender, race, age, etc.),
- Niche (and external diversity metric),
- The National Survey of Student Engagement, Diversity Module (updated every other year), and
- Other specific items on UVU's survey of the community, gathered every three years.

OBJECTIVE 3: UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

The University Planning Advisory Committee is scheduled to evaluate the following:

- The "Supportive Campus Environment" indicator of the National Survey of Student Engagement (NSSE).
- Specific items from the Great Colleges to Work For survey regarding employees' perceptions of inclusiveness.
- Completion of underserved students.
- Retention of underserved students.

In addition to those data, the Inclusion Committee also examines:

- Retention of students by key demographic groups (such as gender, race, age, etc.),
- Graduation of students by key demographic groups (such as gender, race, age, etc.),
- Specific items from the UVU Student Opinion Survey,
- Specific items from the UVU Employee Survey (updated every other year),
- Specific items from the National College Health Assessment (NCHA) Survey (updated every other year), and
- Specific items from UVU's Spring Campus Climate Survey (updated every other year).

Finally, the Inclusion Committee considers summaries of findings reported and actions taken of the Title IX and Human Resources offices regarding:

- Representation of staff and faculty by rank by key demographic groups (such as gender, race, age, etc.).
- Attrition of staff and faculty by key demographic groups (such as gender, race, age, etc.).
- Equity of pay and benefits of staff and faculty by key demographic groups (such as gender, race, age, etc.).
- A number of incidents regarding issues of Title IX or other discrimination.
- Findings from exit surveys regarding issues related to discrimination.

Assessment of inclusion within academic schools and colleges

Additionally, the Institutional Inclusion Committee supports inclusion committees located within each school and college at UVU. Part of that support comes through providing similar data at the college level to allow those committees to analyze issues and make recommendations specific to their areas. These data are to be provided in a collection of dashboards and reports hosted online. Where possible, these data will be provided at the department level to allow more detailed analysis.

OBJECTIVE 1: UVU integrates educational opportunities appropriate to both community colleges and universities.

- Instructional credit hours by faculty type
- Academic programs or graduates by degree level
- FTE in courses by course level
- Faculty degree qualifications
- Results of UVU's in-class engagement instrument
- Delivery of high-impact practices
- Success of graduates finding employment in their field

OBJECTIVE 2: UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

- The "Discussions with Diverse Others" indicator for the National Survey of Student Engagement (NSSE)
- The Effectiveness of Global Intracultural Courses
- Enrollment of students (overall, by degree, and within specific programs) by key demographic groups (such as gender, race, age, etc.)
- Financial aid provided to key demographic groups (such as gender, race, age, etc.)

OBJECTIVE 3: UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

- The "Supportive Campus Environment" indicator of the National Survey of Student Engagement (NSSE)
- Specific items from the Great Colleges to Work For survey regarding employees' perceptions of inclusiveness
- Completion of underserved students
- Retention of underserved students
- Retention of students by key demographic groups (such as gender, race, age, etc.)
- Graduation of students by key demographic groups (such as gender, race, age, etc.)
- Specific items from the Student Opinion Survey
- Specific items from the UVU Employee Survey (updated every other year)

KEY TERMS AND DEFINITIONS

ACCESS(IBLE) 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 minoritized students. Access is generally considered a necessary but insufficient step toward equity.

ADULT LEARNERS Students who are generally 25 years of age and older with intersecting factors that shape their experience, including (but not limited to) delayed enrollment into postsecondary education, financial independence, full-time employment as a student, status as a parent (or someone with dependents), military connection, and/or students without a traditional form of a high school diploma (National Center for Education Statistics, 2015; see also Richard Gonzalez, 2019).

AFFINITY GROUPS Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first-year students, as well as to staff and faculty from historically underserved backgrounds.

ALUMNI CHAPTERS An alumni association of graduates or former students from UVU.

ASSESSMENT Actions taken together to gather, synthesize, analyze, and interpret information and evidence to support the effectiveness of institutions, departments, divisions, or agencies. It consists of (1) establishing clear outcomes, (2) ensuring that individuals have sufficient opportunities to achieve these outcomes, (3) systematically gathering, synthesizing, analyzing, and interpreting evidence to determine how well individual learning matches our expectations and outcomes, and (4) using the resulting information to understand and improve as well as to celebrate current successes (adapted from Timm et al., 2013; Leeward Community College).

BASIC NEEDS INSECURITY A student experiences basic needs insecurity when one or more of a student's basic needs (such as those laid out by Maslow's hierarchy of needs, including food, water, clothing, shelter, health, safety, etc.) are missing or tenuous. Basic needs insecurity can significantly impair a student's ability to succeed and complete college (Goldrick-Rab, Richardson, & Hernandez, 2017).

BELONGING A physical, social, and emotional sense that an individual can bring their complete self into a given context, and that they will fully belong in that context. Brené Brown (2017) asserts that "[T]rue belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance" (p. 32). Bettina Love (2019) describes this as mattering and thriving (as opposed to simply surviving). It also entails the "degree to which an individual feels respected, valued, accepted" and included by a defined group in a community (Strayhorn, 2012, p. 87; see also Hausmann et al., 2007; Hurtado & Carter, 1997; Rankin & Reason, 2008).

BIAS Individual bias is a prejudiced attitude (often subconscious) that can consequently lead to discrimination and exclusion of the person/group. Systemic bias exists in institutional policies and procedures that systematically discriminate against some groups to the benefit of others.

CAMPUS CLIMATE Campus climate refers to the conditions of an institution's learning environment, and it impacts the success and retention of its community members. Real or perceived, individuals' perceptions of climate are shaped by (1) the quality of interactions across difference (inclusive of behaviors, attitudes, and standard practices), (2) structures, policies, and history of inclusion or exclusion, and (3) the level of respect and concern for individual and group needs, abilities, safety, and potential of its members (Rankin & Reason, 2008; Hurtado et al., 2012).

COCURRICULAR 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 cocurricular programs include study abroad, internships, symposia, conferences, and lectures. Any programming beyond academic courses that supports learning, but is connected to curriculum (including programming that often takes place in both academic affairs and student affairs).

COMPRESSED DELIVERY Courses that can be completed in less time than the traditional 15 weeks; this includes mini, block, and self-paced formats.

CULTURE A set of shared norms, practices, ideologies, and values from which different individuals or groups draw to make sense of the world (McLaren, 2017, p. 60).

DIVERSITY Diversity consists of group and individual differences. Differences can occur among identities, including race, ethnicity, color, gender identity and expression, sexual orientation, socioeconomic status, age, veteran status, immigration and citizenship status, nationality, abilities, and/or religious beliefs. Diversity includes respect for and between the complex identities of individuals and groups; this includes an understanding that each individual is unique and valued because of (not despite) their individual differences (See AAC&U).

EDUCATIONAL PIPELINES A continuum of educational transitions (generally from elementary to the doctorate, but used in this context from high school to a degree or certificate attainment).

EQUITY/EQUITABLE The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the opportunity gaps in student success and completion (AAC&U). Equity is 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 to ensure their equitable access to education. Other examples include changes to teaching practices, curriculum, and/or university policy in order to adapt to dissimilarities among students.

Within the postsecondary education community, “equity” can be further defined in three ways including (1) *representational equity*, which refers to the proportional participation of historically underserved student populations at all levels of an institution; (2) *resource equity*, which takes into account the educational resources, when unequally distributed, that are directed at closing equity gaps; and (3) *equity mindedness*, which involves institutional leaders and staff demonstrating an awareness and a willingness to address equity issues (Bensimon, Center for Urban Education).

EQUITY PEDAGOGY Equity pedagogy promotes proportionate outcomes across various groups regardless of demographic or other characteristics, including (but not limited to) race, ethnicity, socio-economic status, ability, first language, or immigration status. Equity pedagogy may include providing accommodations and modifications to teaching practices and curriculum in order to achieve equitable outcomes.

FIRST-GENERATION FACULTY First-generation faculty are academic instructors, professors, and leaders who were themselves first-generation college students.

FIRST-GENERATION STUDENT A student whose parent(s) or legal guardian(s) has/have not completed a baccalaureate degree at a four-year college or university.

FLEXIBLE DELIVERY COURSE OFFERINGS Meeting students’ needs by delivering the academic curriculum anytime, anyplace, anyhow, and at any pace.

FOUNDATIONS OF INCLUSION (FOI) WORKSHOP SERIES The Foundations of Inclusion initiative is comprised of a series of workshops focused on inclusion, diversity, and equity. It is meant to advance our knowledge and to support student success by increasing our awareness, deepening our understanding, and articulating these principles into action.

GENERAL EDUCATION CERTIFICATE A UVU initiative to address more direct pathways to student completion. The GE certificate (“Interstate Passport”) would be auto awarded to a student’s transcript, and this would transfer to any WICHE institution. The GE certificate is intended to help students be more focused on their educational planning and the successful completion of their educational goals.

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

HIGH-IMPACT EDUCATIONAL PRACTICES Derived from the American Association of Colleges & Universities (AAC&U) and the Liberal Education and America’s Promise (LEAP), high-impact educational practices (also known as high-impact practices or HIPs) and initiatives are based on research showing promising outcomes that positively impact student success. At UVU, high-impact educational practices are active curricular and cocurricular teaching and learning practices that engage students in meaningful ways beyond the classroom. UVU, in concert with USHE, is committed to more fully implementing many of these practices. High-impact educational practices or HIPs include first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, e-portfolios, service learning, community-based learning, internships, capstone courses, and projects.

HISTORICALLY UNDERSERVED The term *historically or traditionally underserved students* typically refers to low-income students, those who are first in their families to attend college, and students of color; however, that definition has rightly been expanded in recent years to include students characterized by intersections of race and ethnicity, gender identity and expression, sexual orientation, national origin and citizenship, religion, socioeconomic class, veteran status, disabilities, and age.

HYBRID COURSES Courses that are delivered partially in class and partially online.

INCLUSION “The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (AAC&U). They consist of 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 based on demographic differences.

INCLUSIVE EXCELLENCE To intentionally create and institutionalize conditions that make excellence inclusive for all students. Inspired by the framework articulated by the Association of American Colleges & Universities (AAC&U), specifically that “the

opportunity to learn with and from diverse peers is a critical element of educational excellence” and positively affects student success. These primary obligations become transformational to our learning environment when educational institutions integrate inclusive excellence characterized by

- (a) intellectual and social imperatives in which new literacies and knowledge of the world can unfold;
- (b) cultural competencies that give credence to critical and complex worldviews leading toward reflexivity and change;
- (c) institutional resources to support engaged and active scholarship, both within and beyond the classroom setting; and
- (d) a welcoming environment that strongly affirms the ideals of community, diversity, inclusion, relationships, and a sense of belonging.

(INTER)CULTURAL COMPETENCE An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence is comprised of these components: (1) awareness of one’s cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.

MICROAGGRESSIONS Brief and commonplace verbal, behavioral, or environmental indignities—whether intentional or not—that communicate hostile, derogatory, or negative slights and insults against individuals and/or groups from historically marginalized communities. Microaggressions are often automatic and unintentional; they can occur daily and are often linked to stereotypes (see Pierce, 1970; Sue, 2010).

MINORITIZED Minoritized (as opposed to “minority”) is adopted from the scholarship of Shaun Harper (2012) to “signify the social construction of underrepresentation and subordination in U.S. social institutions, including colleges and universities. Persons are not born into a minority status, nor are they minoritized in every social milieu (e.g., their families, racially homogeneous friendship groups, or places of religious worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of whiteness [or dominant identities]” (p. 207).

ONBOARDING A process to more effectively orient and acclimate new employees into UVU.

PATHWAYS Specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward degree attainment or certificate.

PERSONAL SAFETY A person’s sense of safety as it relates to social, intellectual, physical, and cultural interactions and spaces at UVU.

SEARCH ADVOCACY “Search advocates participate throughout the search and selection process, beginning with development of the position description and screening criteria, and continuing through integration of the new hire. At every stage, their role is to advocate for the search process itself and to assist committee efforts to avoid unintentional cognitive and structural biases. They actively promote diversity, justice, and affirmative action principles by sharing information, recommending inclusive/affirmative strategies, supporting full committee and stakeholder participation, and consulting with the Search Advocate Program staff as needed” (Oregon State University Search Advocate Role).

WORK-STUDY PROGRAM “A federal student aid program that provides part-time employment while the student is enrolled in school to help pay his or her education expenses. The student[s] must seek out and apply for work-study jobs at [their] school. The student will be paid directly for the hours he or she works, and the amount he or she earns cannot exceed the total amount awarded by the school for the award year. The availability of work-study jobs varies by school” (see Federal Student Aid for more details).

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