

INCLUSION PLAN 2020-2024



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



To every first-year student, and every parent, and all of the students and others in our community today, I hope that you come to UVU feeling that this is your home.

—President Astrid S. Tuminez



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	Scott Cooksey	Cameron Martin	Kyle Reyes
Clark Collings	Linda Makin	Val Peterson	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	J. Teresa Davis	Jim Murphy	Tim Stanley
Jody Birch	Alan Drage	Denise Richards	Trevor Warburton
Kris Coles	Megan Kennedy	Lluvia Santiago	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 strategies that will leverage our strengths of inclusion with exceptional care, accountability, and results in mind:

Alaa Alsarhan	Laura Carlson	Daniel Horns	Thomas Mgonja	Craig Thulin
DaSheek Akwenye	Victoria Castanon	Jeffrey Johnson	Lincoln Op’t Hof	Summer Valente
Maria Blevins	Debjani Chakravarty	Andrea Juarez	Jackie Nunez	Bryan Waite
Amanda Bordelon	Janet Colvin	Lydia Kerr	Aicha Rochdi	LaShawn Williams
Benton Brown	David Connelly	Jeremy Knee	Adam Sanft	Adrienne Winans
Kathren Brown	Jessica Gilmore	Ashley Larsen	Phil Schwartz	
Barbara Burr	Jim Godfrey	Kumen Louis	Darah Snow	
Amanda Burton	Cheryl Hanewicz	Deborah Marrott	Jeremy Sortore	
Jane Carlson	Pilar Hays	Hazel McKenna	Samantha Thee	

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	David Connelly	Michelle Kearns	Jefferson Moss	Stephen Whyte
Jacob Atkin	Scott Cooksey	Linda Makin	Barney Nye	Forrest Williams
Anne Arendt	Nathan Gerber	Cameron Martin	Alexis Palmer	Norm Wright
Trisha Baker	Cheryl Hanewicz	David McEntire	Val Peterson	Frank Young Sr.
Taylor Bell	Jerry Henley	Brett McKeachnie	Stephen Pullen	Katie Zabriskie
Kathren Brown	Daniel Horns	Marilyn Meyer	Kyle Reyes	
Steven Clark	Vessela Ilieva	Saeed Moaveni	Jared Sumsion	
Clark Collings	Justin Jones	Henry Molina	Wayne Vaught	

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

Duff Thompson	Jill Taylor	Taylor Bell	Dru Huffaker	Scott Smith
James Clarke	Karen Acerson	Elaine Dalton	Rick Nielsen	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.

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, carefully construct key performance indicators with each strategic action, and monitor the effectiveness and progress of our practices, processes, and outcomes.
- (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 to support student success and a healthier campus climate.



OBJECTIVE

1

Expand 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

Enhance 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 co-curricular learning opportunities.
- GOAL #2** Assist colleges and departments in incorporating inclusive, equitable, and diverse 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

Support a Campus Environment for an 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 underrepresented faculty, staff, and executives/administrators at all levels of the university to enrich university life.

OBJECTIVE

4

Sustain Assessment, Accountability, 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,

A handwritten signature in black ink that reads "Astrid S. Tuminez". The signature is fluid and cursive.

Astrid S. Tuminez, Ph.D.
President

MESSAGE FROM THE CHIEF INCLUSION AND DIVERSITY OFFICER



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? What were some of the complexities and dynamics involved with anchoring inclusive excellence more deliberately? How did these efforts influence students' lived realities and impact their social and material conditions? These questions led me to critically reexamine the complexities and possibilities that can emerge with courage, hope, and a deep sense of responsibility and expression of love for our humanity as relational and interdependent 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 meaningful relationships that nurture intentional action commitments imperative to inclusion, diversity, and equity; reciprocal relationships that foster shared responsibility and affirm the principles of community and belonging; and collaborative relationships that inspire a collective solidarity to advance student success. 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 do this, 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 engrained into everything we stand for at UVU. 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
Jane Carlson
Steven Clark
Clark Collings
David Connelly

Scott Cooksey
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Vessela Ilieva
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Linda Makin
Cameron Martin

David McEntire
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, DIVERSITY, AND EQUITY

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, “In 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 — over 42,000 students, 3,700 staff members, and 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.



OBJECTIVE

1.1

Expand 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 2021

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 2021
1.1.4 Develop clearer instructions for admissions application using more 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	January 2021

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 weekends/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, Academic Committee for Equity, Inclusion, and Diversity (ACEID)	2020–2024



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 including waivers as part of efforts to attract and retain underrepresented students.	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 historically underserved 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 the Veteran Student Success Center, 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



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 25% 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, Academic Committee for Equity, Inclusion, and Diversity (ACEID), 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 historically underserved race/ethnicities and economically challenged students 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 1.2

Expand 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)	Academic Committee for Equity, Inclusion, and Diversity (ACEID)	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

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
2.1

Enhance 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 co-curricular learning opportunities.

Strengthen co-curricular and curricular learning opportunities

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
<p>2.1.1 (Co-curricular) Benchmark and co-sponsor events, educational workshops, and activities to raise awareness on issues including (but not limited to) inclusion, diversity, equity, biases, and microaggressions.</p>	<p>VP of Student Affairs</p>	<p>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 the Veteran Student Success Center</p>	<p>July 2021, ongoing</p>
<p>2.1.2 Integrate gender identity and expression, LGBTQ+, and intersectional identity-related discussion into student programs, trainings, and workshops.</p>	<p>Co-Chairs of LGBTQ+ Task Force</p>	<p>Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, Dean of Students, President of UVUSA</p>	<p>April 2021</p>
<p>2.1.3 (Curricular) Increase the diversity of student participation in high-impact educational practices by 10%.</p>	<p>Associate Provost of Engaged Learning</p>	<p>Director of Education Abroad, Director of Global/Intercultural Academic Programming, Academic Director of the Center for Social Impact</p>	<p>2021</p>



OBJECTIVE 2.2

Enhance 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 inclusive, equitable, and diverse 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, equity, 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, Academic Committee for Equity, Inclusion, and Diversity (ACEID)	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 Global/ Intercultural Academic Programming	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 Increase the total number of faculty who have completed the global and intercultural (GI) workshop series by 15% each year.	Director of Global/ Intercultural Academic Programming	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 Academic Committee for Equity, Inclusion, and Diversity (ACEID) with the university's strategic action plan for inclusion.	Chief Inclusion & Diversity Officer (CIDO), Academic Deans and Department Chairs	Provost of Academic Affairs, Academic Committee for Equity, Inclusion, and Diversity (ACEID)	July 2020



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

STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
<p>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.</p>	<p>Chief Inclusion & Diversity Officer (CIDO), Chairs of each workshop for the Foundations of Inclusion</p>	<p>Academic Deans, Academic Committee for Equity, Inclusion, and Diversity (ACEID)</p>	<p>2020-2024</p>
<p>2.2.7 Integrate gender identity and expression, LGBTQ+, and intersectional identity-related education into faculty programs, trainings, and workshops.</p>	<p>Co-Chairs of LGBTQ+ Task Force</p>	<p>President of Faculty Senate, Senior Director of the Office of Teaching and Learning (OTL), Director of Human Resources, Academic Committee for Equity, Inclusion, and Diversity (ACEID), Academic Deans</p>	<p>April 2021</p>
<p>2.2.8 Acquire library resources (digital and print material) and curate course content and resources that highlight diverse perspectives, research, practices, methodologies, and critical scholarship by various cultures, individuals, and identities by 20%.</p>	<p>Director of Fulton Library</p>	<p>Senior Director of the Office of Teaching and Learning (OTL)</p>	<p>2024</p>
<p>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%.</p>	<p>Director of Fulton Library</p>		<p>2024</p>

OBJECTIVE 2.3

Enhance 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, equity, and diversity goals into strategic plans and annual performance reviews across departments and divisions.	Associate VP of Human Resources (HR), Academic Committee for Equity, Inclusion, and Diversity (ACEID)	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, Academic Committee for Equity, Inclusion, and Diversity (ACEID)	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
2.4

Enhance 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, equity, and diversity goals at the executive level.	Chief Inclusion & Diversity Officer (CIDO)	UVU President's Council	September 2021
2.4.2 Assemble a Diversity, Equity, and Inclusion Subcommittee on the Faculty Senate Committee to review and/or revise relevant faculty policies and procedures (e.g., annual reviews, SRIs1 and RTP2, hiring, etc.) toward promoting equity and reducing 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





OBJECTIVE 3.1

Support a Campus Environment for an 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

<p>3.1.5 Launch an annual campaign focused on safety, including available resources, apps, and reporting structures.</p>	<p>Associate Dean of Students, Director of Equal Opportunity and Affirmative Action/Title IX Coordinator</p>	<p>UVU Chief of Police, Director of Student Health Services, Chair of the CARE Task Force, Associate VP of Marketing and Communications</p>	<p>December 2020</p>
<p>3.1.6 Develop a campus safety training curriculum for students to increase safety awareness and support requirements for SB134.¹</p>	<p>Associate Dean of Students</p>	<p>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</p>	<p>July 2020</p>
<p>3.1.7 Develop a user-friendly, centralized portal to provide a clearer and more visible means for reporting acts of intolerance.</p>	<p>Chief Inclusion and Diversity Officer (CIDO), Dean of Students, Director of MSS, President of Faculty Senate</p>	<p>Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, President of UVUSA, President of Spectrum, VP of Digital Transformation</p>	<p>October 2020</p>
<p>3.1.8 Create annual reports 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.</p>	<p>Associate VP of Human Resources (HR), Associate General Counsel, Director of Equal Opportunity and Affirmative Action/Title IX Coordinator, Associate Dean of Students</p>	<p>Ombudsman, Associate Provost of Academic Administration, Chief Inclusion & Diversity Officer (CIDO), Senior Associate Athletic Director/Compliance, Director of Internal Audit</p>	<p>Spring 2022</p>



¹ 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 employees 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 student-athletes to give feedback to senior administrators.	Director of Athletics	UVU Inclusion Committee	2022
3.1.14 Hire full-time personnel to work with the CIDO and build capacity toward positively 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 adjunct faculty to understand their experience of the campus climate.	Associate Provost of Academic 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.	Associate VP of University Relations, Associate VP of Human Resources (HR)	UVU Inclusion Committee	October 2020

OBJECTIVE
3.2

Support a Campus Environment for an 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 underrepresented 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, Academic Committee for Equity, Inclusion, and Diversity (ACEID), 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 and improve retention.	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

4.1

Sustain Assessment, Accountability, 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

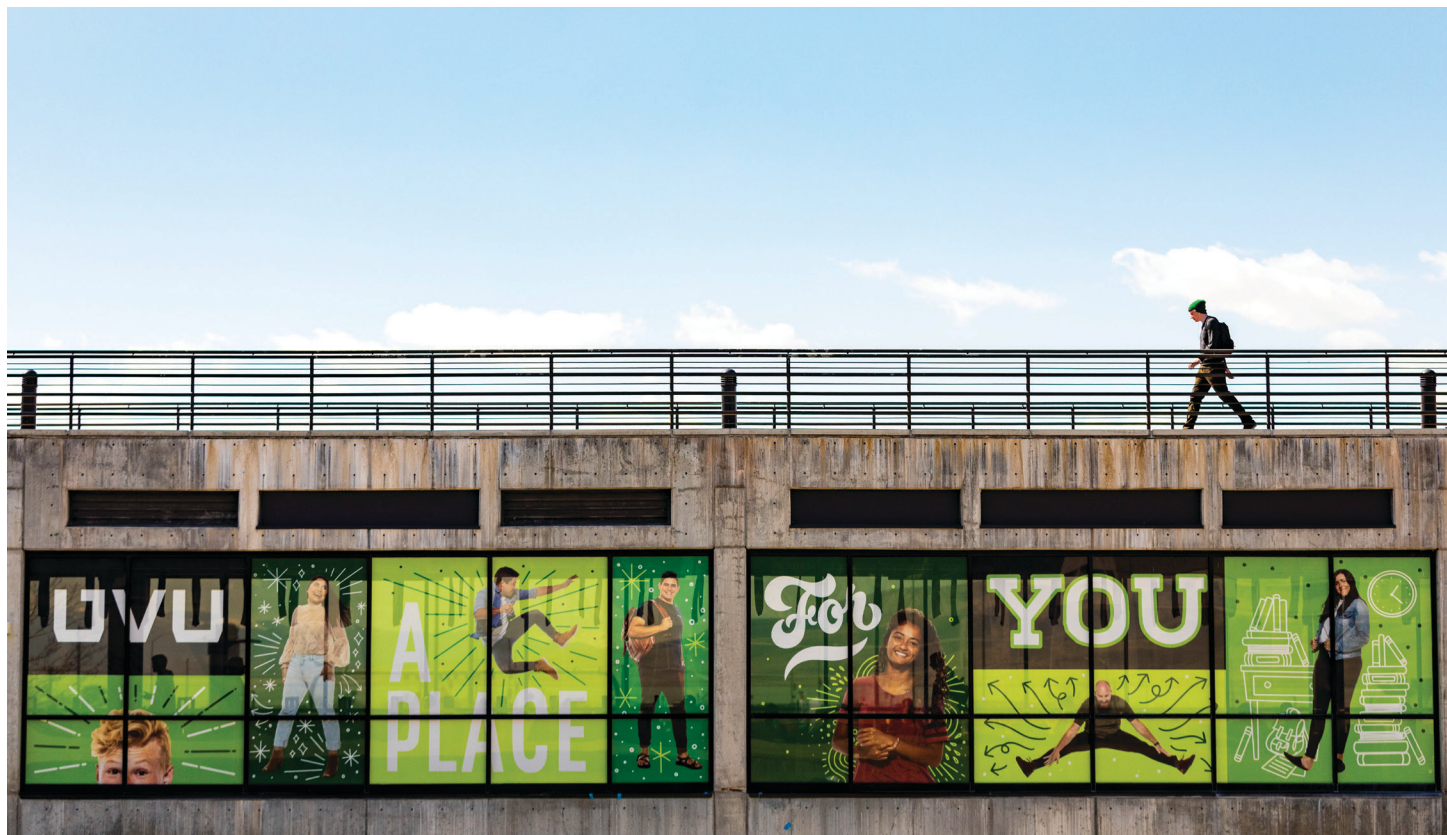
STRATEGIC ACTIONS	PRIMARY STEWARD(S)	PROPOSED PARTNER(S)	ANTICIPATED COMPLETION
4.1.1 Create a transparent and integrated dashboard for deans and department chairs to inform decision-making processes on inclusion, diversity, and equity-related assessments and timeframes.	Director of Institutional Research (IR)	Academic Committee for Equity, Inclusion, and Diversity (ACEID)	June 2020
4.1.2 Develop an individualized action plan on inclusion, equity, and diversity with each dean's administrative team to address specific campus climate priorities in their academic units.	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 campus climate through a series of qualitative and quantitative data to better understand and shape a healthier environment and conditions 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 remove barriers for historically underserved 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 historically underserved 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
4.2

Sustain Assessment, Accountability, 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 advanced and supported.	Chief Inclusion & Diversity Officer (CIDO)	UVU Cabinet Members	September 2024



ACCESS A student's opportunities to participate in all of the education-related offerings provided by an educational institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved 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, part-time enrollment, financial independence, full-time employment as a student, status as a parent or guardian of dependents, military connection, and students without a traditional form of a high school diploma. (NCES, 2015 - <https://nces.ed.gov/pubs/web/97578e.asp>, Anticol, 2019; Ellis, 2019; 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 "true 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).

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

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

PATHWAYS A pathway is a grouping of programs that share a common set of lower division courses. Pathways are created by organizing existing programs according to their discipline and curricular similarities. The focus is primarily on aligning the first 30 credits (first year) of programs within a pathway which increases the ability for students to change major without loss of momentum towards graduation. Additionally, pathways provide transparency and clarity to students as they plan their academic path through clearly designed course maps allowing for the achievement of certificates and/or associate’s degrees along the way to a bachelor’s degrees.

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

SEARCH ADVOCATE A search advocate serves as a resource to hiring managers, search committee chairs, and search committee members to facilitate employee recruitment. Search advocates are trained to assist leaders and committees in UVU’s efforts to minimize implicit bias and advocate for diversity, equity, and inclusion in our searches. At the discretion of the search committee chair, a search advocate may participate as a member of a search committee involved in assessing candidates or may participate in an advisory role for the search committee.

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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