Developing a Strategic Inclusion & Diversity Action Plan:
Lessons Learned from Research & Practice

Kyle A. Reyes, Ph.D.
Introduction & Objectives
Facilitator Introduction

Kyle A. Reyes, Ph.D. | Utah Valley University
Special Assistant to the President for Inclusion
Assistant Professor of Education

Background

- From Los Angeles
- Hawaiian, Filipino, Japanese, Spaniard
- 25 year Graffiti artist / street writer
- Advisor to Hip Hop and Graffiti Art clubs

13 years at UVU:
- Counselor for Upward Bound, Talent Search, and GEAR UP (4 yrs)
- Director of the Latin@ Initiative (2 yrs)
- Director of Student Success and Retention (Title III Grant) (5 months)
- Chief of Staff to the President (5 yrs)
- Current joint role (2 yrs)

Board Service

- Asian Pacific Americans in Higher Education
- American Indian Services
- Utah Governor’s Multicultural Commission
- Co-Chair of the College Access Network of Utah 2012-2014
Kyle A. Reyes, Ph.D.
Special Assistant to the President for Inclusion
Assistant Professor of Education

Teaching Experience:
- (Sec. & Elem. Education 3 yrs) Multicultural Understanding, Family and Community Partnerships (Master’s), Introduction to Education, Intercultural Immersive Teaching
- (Educational Leadership 1 yr) Student Retention Theory, Social Justice Leadership (Master’s & Ph.D.)
- (Communication 3 yrs) Introduction to Public Speaking, Interpersonal Communication, Intercultural Communication

Research Agenda
- Leadership for Social Justice in P-20 settings
- Conditions for P-20 student success among historically marginalized communities
- Borderland/bordered identities
- Inclusion and Diversity planning
Webinar Objectives & Outline

Objectives

1. Outline strategies, structures, and processes to develop a strategic Inclusion and Diversity Action Plan that is unique to your organization or institution.

2. Share lessons learned from a concrete example of plan development, implementation, and assessment.

Assumption

› I don’t need to convince anyone on this webinar of the importance of inclusion & diversity in educational spaces

Outline

› Inclusion & Diversity Planning Steps
› Contexts of and Research on Inclusion and Diversity Planning
› A Concrete Example: UVU’s Inclusion Plan Development
› A Concrete Example: UVU’s Inclusion Plan Implementation
› Lessons Learned
› Questions
10 Steps in the I & D Planning Process

1. Identify **purpose** of the Inclusion & Diversity planning process
2. Establish guiding **principles** (how will you approach the process?)
3. Build a process **structure** (leadership & committees)
4. Vet **framework** models (literature review, institutional examples)
5. Develop a **communication** and **engagement** strategy
6. Develop a **timeline** and manage expectations (backwards design)
7. Establish **objectives, goals, action steps, primary stewards**, and **checkpoint targets**
8. Identify measurable **indicators** for each goal
9. Establish a campus **buy-in** strategy and **accountability** mechanism
10. **Market** your successes and your failures
Contexts of Inclusion & Diversity Planning
Most campuses have some combination of the following words (or variations of the words) in their mission, vision, values, or goal statements: Diversity, multiculturalism, global, access, inclusive, equity, opportunity, outreach, difference, and tolerance.

But few have articulated and implemented a strategy or structure to support such aspirations.

Since 2005, higher education groups (ACE, AAC&U, College Board) have focused on the term “Inclusive.”
  ‣ It is proactive
  ‣ Not as polarizing in nature
  ‣ It is additive and bridge building in nature
Proactive vs. Reactive

STRATEGIC DIVERSITY LEADERSHIP

Activating Change and Transformation in Higher Education

DAMON A. WILLIAMS

Foreword by William G. Tierney
Research in 2013

- University of Alabama
- Auburn University
- U.C. Berkeley
- Bloomsburg University of PA
- Boston University
- College at Brockport (SUNY)
- Brooklyn College
- Central Lakes College
- College of Charleston
- UNC - Charlotte
- Cornell University
- Deakin University
- Duke University
- Emerson College
- East Stroudsburg University
- Frederick College
- Fresno State
- Guilford College
- Indiana University of Pennsylvania
- Johns Hopkins University
- Joliet Junior College
- Kansas State University
- Kent State
- University of Kentucky
- College of the Mainland
- University of Maryland
- University of Minnesota
- Northern Illinois University
- Northwestern
- Onondaga Community College
- SUNY College at Oneonta
- Penn State University
- University of Puget Sound
- Purdue University
- Sinclair Community College
- Saint Francis Medical Ctr. College of Nursing
- Southwest Tennessee Community College
- Texas A&M University
- University of Vermont
- Virginia Tech
- Wartburg College
- West Virginia University
- University of Wisconsin - Madison
Findings (sample of 42 diversity plans)

- 32 of the plans focused on only two areas for improvement:
  - Racial composition of students
  - Racial composition of faculty
- 28 of the plans had little to no concrete action steps
- Shortest plan was 2 pages (more like a flyer)
- Longest plan was 180 pages (single-spaced, 10 point font)
- 23 of the plans had no time frame to get things done
- Longer (wordy) plans were chaired by faculty
- More robust plans had Cabinet members on the committee
- Seven plans had not been updated for at least five years
- About half followed/developed a framework
Value of Frameworks

- Helps to coordinate or organize action
- Conveys to others how it all fits together, provides a roadmap
  - Strategic Plans / priorities
  - Campus inventory
    - Specifies the units that will be accountable
- Draws people back to a common understanding of goals
- Creates opportunities for integration and collaboration
- Improves likelihood of sustainability
- Shows potential to realize long term change at various levels: organization, programmatic, individual
Frameworks & Approaches

Elements Influencing the Climate for Diversity on Campus

Source: Milem, Chang, & Antonio, 2005
Frameworks & Approaches

Diversity Scorecard

ACCESS
- Undergraduate enrollment by race/ethnicity and gender, 1997 vs. 2001 cohorts
- Transfer students by race/ethnicity, 1999 vs. 2001 cohorts
- Student migration from entering major to degree major by school and by race/ethnicity

RETENTION
- Year by year retention rate for first year cohorts by race/ethnicity, fall 1997 vs. fall 2001
- Graduation in 4, 5, 6, and 7+ years by race/ethnicity, 1997 vs. 2001 cohorts
- Undergraduate degrees conferred by college and by race/ethnicity, 1997 vs. 2001 cohorts

EXCELLENCE
- Student representation in GPA intervals by race/ethnicity, 1995–2000
- Students on the Dean’s list by race/ethnicity, 1996, 1998, and 2001

INSTITUTIONAL RECEPTIVITY
- Gender and race/ethnicity of faculty, 2001–2003
- Student-faculty ration by race/ethnicity, 2001
- Faculty and administrative staff by rank, gender, and race/ethnicity, 2000
- Board of trustees composition vs. student composition by race/ethnicity, 2001

Equity in Educational Outcomes

Source: Bauman et al., 2005
Frameworks & Approaches

Inclusive Excellence Scorecard

Source: Williams, Berger, & McClendon, 2005
University of Minnesota Institutional Transformation Framework

Source: University of Minnesota, 2010
Multi-contextual Model for Diverse Learning Environments

Source: Hurtado et al., 2011
A Concrete Example: UVU’s Inclusion Plan Development
Institutional Profile & Snapshot

Utah Valley University | Orem, Utah (40 miles south of SLC)

- Headcount: 33,211 / FTE 22,952
- Regional teaching university
- 60 Associate’s degrees / 72 Bachelor’s degrees / 3 Master’s degrees
- 2016 - 5,200 graduates
- Eight colleges and schools
- Carnegie Classified “Community Engaged University”
- Open Admissions / Structured Enrollment
- Division I Athletics (Western Athletic Conference)
Demographic Data

- 35% are First-Generation students (IPEDS defined)
- 71% are white / 18% students of color / 11% not reported
- 45% are female
- 31% are age 25 or older
- 48% are part-time
- Students from all 50 states and 72 countries
- 800 international students
- 880 registered veteran students
1. Identify Purpose

Why a Strategic Inclusion and Diversity Action Plan?

- Proactive or Reactive?
- Who’s calling for it and why?
- Brand new or is it a revision of something else?

At UVU, we decided:

- We need a more explicit, integrated, strategic, university-wide approach to our inclusion and diversity efforts
  - Develops a common language and focus
  - Develops a culture of accountability on issues of inclusion
  - Invites individual and collective responsibility for inclusion
President’s Charge

1. Develop a rolling four-year strategic plan for the University that reinforces UVU’s commitment to the core theme of Inclusive;

2. Discuss frameworks, strategies, initiatives, programs, and actions UVU could proactively implement that address issues of inclusion, access, diversity, multiculturalism, and global and intercultural engagement;

3. Create avenues for broad, campus-wide input, feedback, and dialogue on the development of the plan; and

4. Remain attuned to national trends, local and community dynamics, uncertain budgetary forecasts, broad assessment measures, and reasonable timelines for implementation.
The Committee must balance between:

- An ambitious, comprehensive, collaborative, integrated, long-term strategic plan rooted in research, national trends, and broad university input.

- A practical, feasible, dynamic plan that considers the nuance of the UVU demographics, community, constituents, and timeframe.
### 3. Process Structure

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle Reyes (Chair)</td>
<td>Special Assistant to the President</td>
</tr>
<tr>
<td>Michelle Taylor</td>
<td>VP of Student Affairs</td>
</tr>
<tr>
<td>KD Taylor</td>
<td>Dean - University College</td>
</tr>
<tr>
<td>Brian Birch</td>
<td>Associate VP Engaged Learning</td>
</tr>
<tr>
<td>Mark Wiesenberg</td>
<td>Associate VP Human Resources</td>
</tr>
<tr>
<td>Kat Brown</td>
<td>Assistant VP Administration</td>
</tr>
<tr>
<td>David Connelly</td>
<td>Faculty Senate Pres.</td>
</tr>
<tr>
<td>Cheryl Hanewicz</td>
<td>Dept. Chair - Technology &amp; Computing</td>
</tr>
<tr>
<td>Baldomero Lago</td>
<td>Director of Center for Global &amp; Intercultural Engagement</td>
</tr>
<tr>
<td>Anne Wairepo</td>
<td>Director of Women’s Success</td>
</tr>
<tr>
<td>Brett Breton</td>
<td>Director of Multicultural Center</td>
</tr>
<tr>
<td>JC Graham</td>
<td>Program Coordinator - Suicide Prevention</td>
</tr>
<tr>
<td>Jono Andrews</td>
<td>Student Body President</td>
</tr>
<tr>
<td>Elizabeth Jarema</td>
<td>Student Body VP of UVSSA</td>
</tr>
</tbody>
</table>
3. Process Structure

Inclusion Advisory Council
20

Executive Committee
14
4. Vet Research & Frameworks

Inclusive Excellence Scorecard

Source: Williams, Berger, & McClendon, 2005

Multi-contextual Model for Diverse Learning Environments


Source: Hurtado et al., 2011

Multi-contextual Model for Diverse Learning Environments

University of Minnesota Institutional Transformation Framework

Source: University of Minnesota, 2010

27
5. Communication & Engagement

Campus-wide Conversations

- Faculty Senate
- PACE - Staff Association
- Student Council
- Other groups: WSCC, Dept. Chairs CGIE
- Inclusion Advisory Council
  * 20 members
- Executive Committee
  * 14 members
- University Planning Advisory Council
- Presidents Exec Leadership Council
- Academic Affairs Council
- Board of Trustees
6. Develop a Timeline

- August 2013: Announced at convocations, sent out letters to committees
- September: 4-hour Exec. Comm. mtg.
- Begin weekly meetings (Mondays 3-5pm)
- October 28: Mtg. with 34 person council/committee
- November: Engage Academic Affairs Council, UPAC, Faculty Senate, PACE, Student Council, WSCC
- November 18: Campus-wide conversation about 1st draft of inclusion plan
- January: Continue monthly mtgs. with 34 person council/committee
- Jan-Mar: Engage campus committees on 2nd draft of inclusion plan
- March 26: Campus-wide conversation about 2nd draft of inclusion plan
- May: Share plan with Board of Trustees
- Throughout summer: Regular meetings with committees
- August 2014: Faculty and Staff Convocation (present plan)
7. Develop Framework: Core Themes
INCLUSION VISION AND VALUES STATEMENT

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

Underrepresented Students – The term “underrepresented” is used throughout this document to indicate a student population that is historically underrepresented in American higher education as well as Utah higher education. The term refers to any students who are historically underrepresented in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/worldview.
7. Develop Framework: Objectives

<table>
<thead>
<tr>
<th>Objective #1</th>
<th>Objective #2</th>
<th>Objective #3</th>
<th>Objective #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVU provides accessible and equitable educational opportunities and resources for all students.</td>
<td>UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.</td>
<td>UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives</td>
<td>UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs</td>
</tr>
<tr>
<td>Access, Equity, &amp; Opportunity</td>
<td>Curriculum &amp; Learning for Intercultural Competence</td>
<td>Supportive Campus Environment</td>
<td>Academic Inclusivity &amp; Regional Stewardship</td>
</tr>
</tbody>
</table>
5. Communication & Engagement

Objective 1
Access, Equity, and Opportunity
## 7. Develop Framework: Goals

<table>
<thead>
<tr>
<th>Objective #1</th>
<th>Objective #2</th>
<th>Objective #3</th>
<th>Objective #4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #1</strong></td>
<td><strong>Goal #1</strong></td>
<td><strong>Goal #1</strong></td>
<td><strong>Goal #1</strong></td>
</tr>
<tr>
<td>Increase and improve access to UVU for underrepresented students and students with varying levels of academic preparation.</td>
<td>Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</td>
<td>Improve students’ and employees sense of validation, belonging, and personal safety.</td>
<td>Maintain and continue development of academic courses, programs, and offerings that reflect students’ interests and the region’s educational needs.</td>
</tr>
<tr>
<td><strong>Goal #2</strong></td>
<td><strong>Goal #2</strong></td>
<td><strong>Goal #2</strong></td>
<td><strong>Goal #2</strong></td>
</tr>
<tr>
<td>Increase academic success of and support for underrepresented students and students with varying levels of academic preparation.</td>
<td>Increase the intercultural competencies and capacities of faculty and staff through intercultural engagement opportunities.</td>
<td>Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</td>
<td>Maintain and strategically develop a robust set of course delivery times, sites, and methods responsive to students’ needs.</td>
</tr>
</tbody>
</table>

### Assessment & Accountability

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

### Budget & Fundraising

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

http://www.uvu.edu/inclusion/
## OBJECTIVE #1 – ACCESS, EQUITY, & OPPORTUNITY

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

### GOAL #1 – Increase and improve access to UVU for underrepresented and underprepared students.

<table>
<thead>
<tr>
<th>Student Access Need</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION &amp; FINANCIAL AID</td>
<td>1</td>
<td>Create an explicit presence of Inclusion resources, initiatives, and information on the UVU website.</td>
<td>Special Assistant to the President</td>
<td>Marketing, Web development, IRI*, AVP – Recruitment &amp; Outreach, AVP – Student Success</td>
<td>August 2014</td>
</tr>
<tr>
<td>INFORMATION &amp; FINANCIAL AID</td>
<td>2</td>
<td>Refine the strategic marketing plan to target underrepresented and underprepared students by increasing K-12 and community exposure to and understanding of UVU’s broad educational programs and resources.</td>
<td>VP - Student Affairs, AVP - Marketing</td>
<td>AVP - Recruitment &amp; Outreach, Financial Aid, Director of C.C. Programs</td>
<td>December 2014</td>
</tr>
<tr>
<td>INFORMATION &amp; FINANCIAL AID</td>
<td>3</td>
<td>Establish and market processes and resources for translation of key marketing materials into Spanish (print and online). Explore other critical language/translation needs.</td>
<td>AVP – Marketing, Director of Multicultural Student Services</td>
<td>Deans, Marketing, Prospective Student Services, Web Development, ESL, Dept. Chair Languages, School of Education</td>
<td>December 2014</td>
</tr>
<tr>
<td>INFORMATION &amp; FINANCIAL AID</td>
<td>4</td>
<td>Conduct scholarship campaign to secure seventy-five $50,000 endowed scholarships (with a significant percentage dedicated to first-generation* college-bound students).</td>
<td>VP - Development</td>
<td>Financial Aid</td>
<td>September 2017</td>
</tr>
<tr>
<td>OUTREACH SERVICES</td>
<td>5</td>
<td>Establish an access and outreach coordinating council comprised of key outreach faculty and staff. This group will map all K-12 and community outreach efforts and develop a clearinghouse of partnership resources.</td>
<td>SVP - Academic Affairs, VP - Student Affairs</td>
<td>AVPs of Academic Affairs and Student Affairs, VP University Relations, AVP Marketing, VP Development</td>
<td>December 2014</td>
</tr>
<tr>
<td>OUTREACH SERVICES</td>
<td>6</td>
<td>Establish access and inclusion focused initiative within UVU’s K-16 Alliance.</td>
<td>President</td>
<td>SVPAA &amp; K-16 Alliance members</td>
<td>August 2014</td>
</tr>
<tr>
<td>OUTREACH SERVICES</td>
<td>7</td>
<td>Establish goals for recruitment and representation of underrepresented students in all colleges and schools.</td>
<td>Deans</td>
<td>Prospective Student Services</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
OBJECTIVE # 1 – ACCESS, EQUITY, & OPPORTUNITY
UVU provides accessible and equitable educational opportunities and resources for all students.

GOAL #2 – Increase academic success of and support for underrepresented and underprepared UVU students.

<table>
<thead>
<tr>
<th>Student Persistence Need</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Steward[s]</th>
<th>Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Review current cohort, learning community, and affinity* programs for underprepared and underrepresented students, market such programs, and identify gaps for program growth or development.</td>
<td>VP - Student Affairs, Deans</td>
<td>CGIE* Co-directors, Women’s Success Center, UVUSA</td>
<td>August 2015</td>
</tr>
<tr>
<td>MENTORING &amp; ADVISING</td>
<td>2</td>
<td>Review and refine plan to ensure that students on Structured Pathway have targeted success plan through Wolverine Tracks.</td>
<td>AVP - Student Success</td>
<td>Deans, advisors, Graduation/transfer office</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Develop and require participation in inclusion training modules for students in leadership and mentoring programs.</td>
<td>Director of UV Mentors, AVP - Recruitment &amp; Outreach</td>
<td>Student Life, AVP Student Success &amp; Retention</td>
<td>April 2015</td>
</tr>
<tr>
<td>ACADEMIC SUPPORT</td>
<td>4</td>
<td>Increase full-time faculty participation current levels of 25% to 50% in Stoplight program and develop targeted interventions for students who are found “at-risk” of dropping/stopping out.</td>
<td>AVP - Student Success</td>
<td>I.T., Student Success &amp; Retention, IRI, University College</td>
<td>May 2016</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Develop a plan to target advising, mentoring, and tutoring resources to reach out to and support failing students in most failed general education courses.</td>
<td>AVP - Student Success, Dean -University College</td>
<td>IRI, Scheduling, Advisor Training, Student Success &amp; Retention, AVPAA - Academic Programs</td>
<td>May 2015</td>
</tr>
<tr>
<td>AWARENESS OF OPPORTUNITIES &amp; RESOURCES</td>
<td>6</td>
<td>Increase participation of underrepresented students in leadership programs to at least match university demographic representation (e.g. Honors Program, Center for the Advancement of Leadership - CAL, UVUSA).</td>
<td>Honors, CAL, UVUSA</td>
<td>CIDO</td>
<td>August 2015</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Implement a one-stop resource for faculty and staff to help students access support services.</td>
<td>AVP - Student Success &amp; Retention</td>
<td>AVP - Marketing</td>
<td>December 2014</td>
</tr>
</tbody>
</table>
OBJECTIVE # 2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

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

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

<table>
<thead>
<tr>
<th>Student Learning Need</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Steward[s]</th>
<th>Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCULTURAL COURSES</td>
<td>1</td>
<td>Implement the Global Intercultural [G/I] curricular plan with attention to: criteria for G/I-designated courses, G/I graduation distinction, breadth of courses, structure and delivery, and G/I course development opportunities.</td>
<td>AVP – Engaged Learning</td>
<td>Dept. Chairs, GI &amp; GE committees</td>
<td>Ongoing</td>
</tr>
<tr>
<td>INTERCULTURAL CO-CURRICULAR EXPOSURE</td>
<td>2</td>
<td>Enhance on-campus student interactions and intergroup dialogues that bridge cultural differences. Increase the volume, range, and marketing of lectures, symposia, conferences, dialogues, and other intercultural experiences.</td>
<td>AVP – Engaged Learning</td>
<td>UVUSA Department Chairs</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Increase off-campus student engagement with and immersion in a variety of intercultural communities. Expand definitions of, and outreach to, new off-campus sites. Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc.</td>
<td>Deans, Department Chairs</td>
<td>CGIE* Co-Directors,</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
### OBJECTIVE # 3 – SUPPORTIVE CAMPUS ENVIRONMENT
UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.

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

<table>
<thead>
<tr>
<th>Need</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Steward(s)</th>
<th>Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Develop a series of community resource guides with attention to new students and employees from underrepresented backgrounds. This can be a part of recruitment and orientation materials for new students, faculty, and staff.</td>
<td>AVP – HR, AVP – Marketing</td>
<td>AVP – Admin.</td>
<td>August 2015</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Improve marketing of affinity groups/programs (in-person and online) to students and employees.</td>
<td>AVP – HR, AVP – Marketing</td>
<td>Various Student Support services &amp; UVUSA</td>
<td>August 2015</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Identify and promote existing student and employee feedback channels and address areas for improvement.</td>
<td>AVP – HR, President’s Office</td>
<td>PELC, IRI</td>
<td>August 2015</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Develop a plan to help students who attend satellite campuses, evening and weekend classes, and through distance education delivery, feel like UVU students.</td>
<td>AVP – E-learning &amp; Outreach</td>
<td>Deans, UVUSA, AVP – Student Success, Facilities</td>
<td>Summer 2015</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Develop a robust set of adjunct faculty support services and opportunities for engagement.</td>
<td>SVPAA</td>
<td>Deans, Dept. Chairs</td>
<td>Summer 2017</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Program all new buildings, and retrofit existing buildings, to contain family and unisex bathrooms as well as lactation rooms.</td>
<td>AVP – Facilities</td>
<td>UVUSA</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Develop a Veteran’s Center.</td>
<td>VP - Student Affairs, Veteran’s Office</td>
<td>VP - Finance &amp; Administration</td>
<td>May 2015</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Remodel Center for Global and Intercultural Engagement space to enhance a more open, inviting, culturally rich environment.</td>
<td>VP - Student Affairs, SVPA</td>
<td>VP - Finance &amp; Administration</td>
<td>May 2015</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Announce a robust interreligious engagement initiative including the ribbon cutting of a new ecumenical reflection center.</td>
<td>AVP – Engaged Learning</td>
<td>President’s Cabinet, ISC</td>
<td>April 2014</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Conduct evaluation of all campus spaces for student and employee safety [night classes, satellite campuses, dispatch companions, ADA compliant, safety phones, lighting, security cameras].</td>
<td>VP - Finance &amp; Admin. Police Chief</td>
<td>Facilities, Risk Management, Accessibility Services</td>
<td>December 2014</td>
</tr>
</tbody>
</table>
## Inclusive: Objective One

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator A:</strong> Demographic representation.</td>
<td><img src="chart1.png" alt="Chart A" /></td>
</tr>
<tr>
<td><strong>Indicator B:</strong> Student characteristics.</td>
<td><img src="chart2.png" alt="Chart B" /></td>
</tr>
</tbody>
</table>

---

Institutional Effectiveness and Planning  |  insteffect@uvu.edu  |  801.863.8259  |  ROOM BA-203
9. Campus Buy-in & Accountability

Build into funding and budgeting structures

- UVU established core themes and administrative imperatives

- Funding is requested for positions, programs, and projects that map to core themes and administrative imperatives

- Last two years:
  - $1.2 Million in Inclusive allocations (2015)
  - $900,000 in Inclusive allocations (2016)

2016-17 Planning, Budget & Assessment (PBA) Cycle

http://www.uvu.edu/pba/
10 Steps in the I & D Planning Process

1. Identify **purpose** of the Inclusion & Diversity planning process
2. Establish guiding **principles** (Presidential charge)
3. Build a process **structure** (leadership & committees)
4. Vet **framework** models (literature review, institutional examples)
5. Develop a **communication** and **engagement** strategy
6. Develop a **timeline** and manage expectations (backwards design)
7. Establish **objectives, goals, action steps, primary stewards**, and **checkpoint targets**
8. Identify measurable **indicators** for each goal
9. Establish a campus **buy-in** strategy and **accountability** mechanism
10. **Market** your successes and your failures
A Concrete Example:
UVU’s Inclusion Plan Implementation
Progress Made in the Past Two Years

- Launched Inclusion and Diversity website www.uvu.edu/inclusion (1.1.1)
- Improved Closed Captioning of online videos and major events (1.1.2)
- Established 40k by 2020 committee w/attn. to underrepresented students (1.1.2)
- Funded PBA request to establish more robust Spanish translation service for entire campus (1.1.3)
- Allocated $400,000 funding for scholarships for low-income students (1.1.4)
- Launched mentoring program for “traditional-age” female students (1.2.1)
- Provided all deans and department chairs with 7-year student representation data report (1.1.6)
- Funded Global/Intercultural (G/I) faculty training (2.1.1)
- Conducted G/I evaluation including: surveys, syllabus analyses, rewriting of G/I objectives, etc. (2.1.1)
- Funded new training position in HR who will help coordinate three new inclusion trainings (2.2.1)
- Remodel and movement of Center for Global and Intercultural Engagement (CGIE) will be underway this summer (3.1.5)
- Developed 2-page handout and training for department chairs and hiring agents to increase pool diversity (3.2.1)
- Resources allocated to increase diversity of applicants pool (3.2.1)
- Funded and Hired Development officer for Student Affairs & Inclusion
- Piloted and expanded successful embedded mentor program
- Developing Inclusion training modules for all student leaders, mentors, and ambassadors (1.2.2)
Champions of Inclusion Awards
Native American Initiative
Women in Leadership Initiatives
People of the Pacific Initiative

STUDENT LEADERSHIP CONFERENCE
2015 PRESENTERS

Opening Keynote
Judge Vernice Trease
Graduated with a Bachelor of Arts degree in International Relations from Lewis and Clark College and the University of Utah College of Law in 1988. Judge Trease was appointed to the Third District Court in November 2006 by Gov. Huntsman. Judge Trease also served as a senior trial attorney, capital qualified attorney, and assistant director with the Salt Lake Legal Defender Assoc.

Lunch Keynote
Mark Atuaia
A former BYU running back, Mr. Atuaia received his bachelor’s degree from BYU-Hawaii in 2003. In 2011 he completed his doctor of jurisprudence form BYU’s J. Reuben Clark Law School as well as a maser of public administration. He has served as the assistant to the athletics director for student services and currently serves as the BYU running backs coach.

Breakout Presentation
Robert Anae
A 25-year veteran coach, with experience at Ricks College, Boise State, UNLV, Arizona, Texas Tech, & BYU. He completed his undergraduate studies from BYU in 1986 and went on to earn a master’s in Sociology in 1990, and his doctorate in sociology in 1999. He served as the assistant director of the BYU student-athlete center and is currently the offensive coordinator and assistant head coach of the BYU football team.

Breakout Presentation
Victor Narsimulu
Mr. Narsimulu is the Program Director for UVU’s Cultural Envoys. He completed his undergraduate studies at BYU Hawaii, a master’s degree in Education from BYU, Provo, and a second master’s of Education from the U of U. He is currently a PhD candidate in the Anthropology program at the U of U. Mr. Narsimulu has taught courses at the U of U, UVU, & BYU.
Expanded Wee Care Center
Family / Gender Neutral Bathrooms & Mother’s Rooms
STEM PREP Program (7th-9th grades)
Cut Ribbon on New Veteran’s Center
Title IX Sexual Misconduct

GENDER INEQUALITY/GENDER DISCRIMINATION/SEXUAL HARASSMENT/SEXUAL VIOLENCE

NOTICE OF NON-DISCRIMINATION

The University is committed to maintaining an educational, working, and environment free from discrimination and harassment, including maintaining an environment in which no student, faculty or staff member is excluded from participation in or denied the benefits of its programs and activities as a result of one’s gender. The university has an obligation to take immediate and effective steps to eliminate gender discrimination, including sexual harassment and sexual violence.

Students and Employees at Utah Valley University have the right to work and learn in an academic environment that is free from all forms of sexual harassment or violence and misconduct. At UVU, we aim to reduce the occurrence of sexual assault on campus by creating a community intolerant of sexual violence.

UVU’s sexual harassment policy applies to students, staff, faculty, and other academic personnel.

For complete information about UVU’s sexual harassment policy, visit www.uvu.edu/policies.

UVU’s sexual harassment and sexual misconduct policies help to facilitate an academic environment that is free of sexual violence and harassment while complying with the provisions outlined in the Title IX of the Education Amendments of 1972. Sexual harassment is a form of sex discrimination prohibited by Title IX. For more information on Title IX and UVU’s sexual misconduct policy, visit www.uvu.edu/studentconduct.

What is sexual assault and sexual harassment?
- Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature, including rape, sexual assault, sexual battery and sexual coercion
- A violation of a person’s physical & emotional well-being
- A crime prosecutable under Utah law
- An act of power and control
- Sexual assault is not an expression of love, passion, or sexual desire

Resources
- What to do if you have been Sexually Assaulted
- Sexual Assault Brochure
- Assistance for Survivors
- Contacts
- Roles
- Confidentiality
- Process
- Know your rights
- Notice of Non-Discrimination
- Sexual Harassment and Consensual Relationships & Grievance Policy
- Student Rights and Responsibilities Code
Ecumenical Reflection Center

Eboo Patel
First-Generation Initiative

Closing the Gap

First-Generation
Hosted First National Student Leadership Diversity Convention in Utah.
Student-led Diversity Dialogues & Lecture Series

**DIVERSITY LECTURE SERIES**

**CIVIL RIGHTS: THE AMERICAN FIGHT FOR EQUALITY**

DECEMBER 10, 2015
3:00 PM | SC 206-AB
FREE, ALL WELCOME

JANUARY 19, 2016
3:00 PM | CENTRE STAGE
Utah Valley University Changing Landscape with Latino Initiative

May 23, 2016 | 

by Lydia Lum
UVU recognized as one of the “Role Models of Diversity” from Minority Access Incorporated for 2015.

UVU received top 50 Leadership Award for Diversity. One of five higher education institutions nationally.
Lessons Learned
Lessons Learned

- Trust the process - How people become engaged with the I&D planning efforts is just as important as the substance of the plan itself.
- Be Inclusive in the process
- Recognize that changing culture will take time
- Do what you can to not shut down the conversation
- Reframe, reframe, reframe
- Be a part of the solution
- Incentivize, recognize, and validate initiative
- Be Bold but beware of “Mandatory” (advice from other CDOs)
Questions
I have consulted with and presented to colleges/universities, companies, organizations, and communities in six states and Canada on:

- Strategic diversity and inclusion planning;
- Cultural awareness, sensitivity, and competence;
- Community building with diverse employees, constituents, and individuals;
- The development of diversity and inclusion workshops, dialogues, and trainings;
- K-16 Educational planning for inclusion and access;
- Arts-based connection to identity and community; and
- Culture-based leadership development.

I have given more than 400 presentations over the past 13 years on the topics above as well as related topics.