The Nationwide Conversation

- 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
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

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

A Concrete Example: UVU’s Inclusion Plan Development
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

2. Establish Guiding Principles

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.
2. Establish Guiding Principles

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

Inclusion Advisory Council
20
Executive Committee
14

4. Vet Research & 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
5. Communication & Engagement

Campus-wide Conversations

- Faculty Senate
- PACE - Staff Association
- Student Council
- Other groups: WSCC, Dept. Chairs, CGlE
- Inclusion Advisory Council
- Executive Committee
- 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, WSOC
- 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>
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<tbody>
<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>
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### 7. Develop Framework: Goals

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### 5. Communication & Engagement

![Image](image1.png)

### 7. Develop Framework: Action Steps

**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>#</th>
<th>Student Access Need</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information &amp; Financial Aid</td>
<td>Create an explicit presence of inclusionary initiatives and resources on the UVU website.</td>
<td>VP - Student Affairs, AAP - Marketing</td>
<td>Marketing, Web development, RV, AAP - Recruitment &amp; Outreach, AAP - Student Success</td>
<td>August 2014</td>
</tr>
<tr>
<td>2</td>
<td>Increase connectivity 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>Refine the strategic marketing plan to reach 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, AAP - Marketing, Director of Multicultural Student Services</td>
<td>AAP - Recruitment &amp; Outreach, Financial Aid, Director of C. Programs</td>
<td>December 2014</td>
</tr>
<tr>
<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>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>VP - Student Affairs, AAP - Marketing</td>
<td>AAP - Recruitment &amp; Outreach, Financial Aid, Director of C. Programs</td>
<td>December 2014</td>
</tr>
<tr>
<td>4</td>
<td>Conduct scholarship campaign to secure $50,000 endowed scholarships [with a significant percentage dedicated to first-generation college bound students].</td>
<td>Conduct scholarship campaign to secure $50,000 endowed scholarships [with a significant percentage dedicated to first-generation college bound students].</td>
<td>VP - Development</td>
<td>VP - Development, Financial Aid</td>
<td>September 2017</td>
</tr>
<tr>
<td>5</td>
<td>Establish an access and outreach coordinating council composed of key outreach faculty and staff. This group will map K-12 and community outreach efforts and develop a clear plan for various engagement opportunities.</td>
<td>Establish an access and outreach coordinating council composed of key outreach faculty and staff. This group will map K-12 and community outreach efforts and develop a clear plan for various engagement opportunities.</td>
<td>VP - Academic Affairs, VP - Student Affairs</td>
<td>VP - Development, Financial Aid</td>
<td>December 2014</td>
</tr>
<tr>
<td>6</td>
<td>Establish access and inclusion focused initiatives within UVU's K-12 Alliance</td>
<td>Establish access and inclusion focused initiatives within UVU's K-12 Alliance</td>
<td>President, EYSPPA &amp; EYSPPA Alliance</td>
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<td>August 2014</td>
</tr>
<tr>
<td>7</td>
<td>Establish goals for recruitment and representation of underrepresented students in all colleges and schools.</td>
<td>Establish goals for recruitment and representation of underrepresented students in all colleges and schools.</td>
<td>Deans, Prospective Student Services</td>
<td>Deans, Prospective Student Services</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
7. Develop Framework: Action Steps

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 Goal</th>
<th>Action Steps</th>
<th>Primary Sponsor(s)</th>
<th>Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCULTURAL COURSES</td>
<td>1. Implement the Global Intercultural (GIC) curriculum plan with attention to criteria for GIC designated courses, including breadth of courses, structure, and delivery, and GIC course development opportunities.</td>
<td>ASP - Engaged Learning</td>
<td>Dept. Chairs, CE &amp; SE committees</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>2. Enhance on-campus student interactions and intergroup dialogues that bridge cultural differences. Increase the volume, range, and marketing of lectures, symposiums, conferences, dialogues, and other intercultural experiences.</td>
<td>ASP - Engaged Learning</td>
<td>UGSRC, Department Chairs</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>3. Increase off-campus student engagement with and immersion in a variety of intercultural communities. Expand definitions of, and outreach to, off-campus sites. Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc.</td>
<td>ASP - Engaged Learning</td>
<td>DEAS, Department Chairs</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

7. Develop Framework: Action Steps

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 belonging, inclusion, and personal safety.

<table>
<thead>
<tr>
<th>Need</th>
<th>Action Steps</th>
<th>Primary Sponsor(s)</th>
<th>Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a series of community resource guides with attention to new students and employees from underserved backgrounds. Design materials for new students, faculty, and staff.</td>
<td>ASP - Engaged Learning</td>
<td>ASP - HIS, AEAP - Marketing</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>2. Improve marketing of affinity groups/programs (in person and online) to students and employees.</td>
<td>ASP - HIS, AEAP - Marketing</td>
<td>ASP - HIS, AEAP - Marketing</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>3. Identify and promote existing student and employee feedback channels and address areas for improvement.</td>
<td>ASP - HIS, AEAP - Marketing</td>
<td>ASP - HIS, AEAP - Marketing</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>4. Develop a plan to help students and faculty reduce barriers to education, including success in and through education delivery, that lead the UVU students.</td>
<td>ASP - HIS, President’s Office</td>
<td>ASP - HIS, President’s Office</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>5. Develop a robust set of adjunct faculty support services and opportunities for engagement.</td>
<td>ASP - HIS, Student Success, Facilities</td>
<td>ASP - HIS, Student Success, Facilities</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>6. Program new buildings, and retrofit existing buildings, to contain family- and student-rooms as well as lecture rooms.</td>
<td>ASP - Facilities</td>
<td>ASP - Facilities</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>7. Develop a Veterans Center.</td>
<td>ASP - Facilities</td>
<td>ASP - Facilities</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>8. Develop a Center for Global and Intercultural Engagement spaces to enhance a more open, inviting, and safe environment.</td>
<td>ASP - Facilities</td>
<td>ASP - Facilities</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>9. Enhance a robust international engagement initiative including the Global Student Center, OIS.</td>
<td>ASP - Facilities</td>
<td>ASP - Facilities</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>10. Conduct evaluation of all campus spaces for student and employee safety (bright alleys, satellite campuses, dispatch representatives, ADA compliant, safety phones, lighting, security cameras).</td>
<td>ASP - Facilities</td>
<td>ASP - Facilities</td>
<td>Ongoing</td>
<td></td>
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</tbody>
</table>

8. Measurable Indicators

INSTITUTIONAL INDICATORS

Inclusive: Objective One
UVU provides accessible and equitable educational opportunities and resources for all students.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator A: Demographic representation.</td>
<td>[Graphs and data]</td>
</tr>
<tr>
<td>Indicator B: Student characteristics.</td>
<td>[Graphs and data]</td>
</tr>
</tbody>
</table>

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

[Diagram showing the planning, budget, and assessment cycle]

http://www.uvu.edu/pba/
10. Market Successes & Failures

www.uvu.edu/inclusion

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

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 with funding for underrepresented students (1.1.2)
- Funded PBA request to establish more robust Spanish translation service for entire campus (1.1.3)
- Allocated $400,000 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 (GI) faculty training (2.1.1)
- Conducted GI evaluation including: surveys, syllabus analyses, rewriting of GI objectives, etc. (2.1.1)
- Funded new training position in HR who will help coordinate three new inclusion trainings (2.2.1)
- Remodeled and movement of Center for Global and Intercultural Engagement (CGIE) will be underway this summer (3.1.3)
- 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)
Enrollment Dashboards

Champions of Inclusion Awards

Native American Initiative

MLK Commemoration
Outcomes

- Since 2009, UVU has increased the percentage of students of color by 108%.
- During that same time, UVU has increased the percentage and number of faculty of color by 110% (41 to 84).
- Latina/o student enrollment has increased from 1,066 in 2009 to 3,760 in 2016 (Fall headcount).
- Native American/American Indian student enrollment has increased from 280 in 2009 to 550 in 2016 (Fall headcount).
- Active K-16 Alliance (UVU leadership, seven superintendents, and Applied Technology College leadership) meets every two months.

Moving Forward
Moving Forward

Developing Campus-wide Inclusion and Diversity Certification program

Questions

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Dr. Kyle A. Reyes | kyle.reyes@uvu.edu
Dr. David Connelly | dconnelly@uvu.edu

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)