Table of Contents
INTRODUCTION........................................................................................................................................3
PRESIDENT’S DIVERSITY/INCLUSION COUNCIL .................................................................................3
RATIONALE...........................................................................................................................................4
DEVELOPMENT & SCOPE OF (INSTITUTION) INCLUSION PLAN .........................................................4
INSTITUTIONAL MISSION STATEMENT .................................................................................................4
CORE THEME .........................................................................................................................................5
INCLUSIVE VISION & VALUES STATEMENT .........................................................................................5
Budget ..................................................................................................................................................5
ASSESSMENT AND COMMUNICATION ...............................................................................................6
OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY ........................................................................6
  GOAL #1: Reduce and Eliminate the Achievement/Opportunity Gap ...........................................6
  GOAL #2: Increase the Diversity in the Student Body .................................................................7
  GOAL #3: Curriculum & Learning for Intercultural Competence .............................................8
OBJECTIVE #2 – EMPLOYEE DIVERSITY & INCLUSION .................................................................9
  GOAL #1: Increase and retain diversity in faculty and staff ......................................................9
OBJECTIVE #3 – COMMUNITY ENGAGEMENT & INCLUSION .......................................................10
  GOAL #1: Build Partnerships with diverse communities ........................................................10
OBJECTIVE #4 – SUPPORTIVE CAMPUS ENVIRONMENT ...............................................................11
  GOAL #1: Ensure a welcoming & supportive campus environment .....................................11
OBJECTIVE #5 – Community Engagement .....................................................................................12
  GOAL #1: Build a sustainable initiative to increase diversity in our vendors and suppliers ....12
ACRONYMS ........................................................................................................................................13
KEY TERMS & DEFINITIONS ...............................................................................................................13
INTRODUCTION

RCTC is an Open Access institution dedicated to student learning. RCTC values inclusion not only as an ethical necessity but as an imperative for educational rigor, student success and lifelong learning. Inclusion is a vital part of RCTC’S mission, which provides accessible, affordable, quality learning opportunities to serve a diverse and growing community. This commitment to academic inclusion is focused on meeting diverse student interests as well as regional educational and economic needs.

PRESIDENT’S DIVERSITY/INCLUSION COUNCIL

Charge

The Diversity Council is charged by the President to advance policies, diversity strategies and programs related to increasing academic success for underrepresented students, creating and maintaining a welcoming climate, building a diverse workforce and student body, and incorporating diversity within the curriculum. The Diversity Council, in collaboration with internal and external partners, will hold RCTC as an institution accountable for making continued progress towards a culture supportive of diversity and inclusion.

Membership

The Council shall consist of, at minimum, the following members nominated by their union, the Student Senate, or the President respectively. The current Council must approve those nominated by a simple majority vote:

- Four (4) Faculty Members, one from each academic dean’s area
- Four (4) Staff Members
- Two (2) Students
- Two (2) Managers
- Two (2) Administrators

The Council shall be chaired the college’s Chief Diversity Officer. The Council may elect other officers as needed by a simple majority vote.

The College President and Vice President of Student Affairs and Enrollment Management shall be ex-officio non-voting members of the Council.

Terms of Service

Members serve two-year terms on the Diversity Council, beginning August 1 of each academic year. When possible, membership will be staggered to ensure continuity of service. Members may resign their position at any time. Vacancies will be filled using the same process outlined above in “Membership.”

Expectations

At minimum, members of the Diversity Council are expected to:
• Support the Council’s charge, strategic inclusion plan, and activities;
• Attend regularly scheduled meetings of the Council;
• Attend trainings and educational sessions coordinated or hosted by the Council;
• Communicate decisions and activities of the Council regularly with their respective constituencies;
• Represent the Council to local and external audiences when necessary.

Members who fail to uphold these expectations may be removed from the Council by a 2/3 vote of the Council members.

Voting

Approval for official decisions or actions of the Council must be documented. The Council needs a quorum of at least seven (7) members prior to approval of any formal decisions or actions.

While the Council makes decisions by consensus on most matters, when there is division, the Chair may call for a vote after establishing a quorum is present. A simple majority vote of those present and voting is sufficient unless noted otherwise in this document.

The Chair shall not vote except in the case of a tie.

2016 – 2017 Members

• Janell Holter, CDO – Chair
• Renee Engelmeyer (Administrator)
• Kyle Aure (Staff)
• Veronica Delcourt (Administrator)
• Lisa Mohr (Administrator)
• Sofia Alston (Student)
• Chao Mwatela (Staff)
• Don Baldus (Faculty)
• Michelle Cochran (Faculty)
• Alicia Zeone (Staff)

RATIONALE

Rochester Community and Technical College is committed to creating a more inclusive community for our students, faculty, staff and community, to create educational and work environments that are safe and respectful.

DEVELOPMENT & SCOPE OF (INSTITUTION) INCLUSION PLAN

The President of RCTC called together a Diversity Council in the fall of 2015, due to personnel issues at RCTC the team did not meet again to address the plan until February 2016. With limited time and resources, the committee completed an assessment inventory and then developed a plan to move us forward. This committee recognizes the need for more research and in-depth conversations with the college community and external stakeholders.

INSTITUTIONAL MISSION STATEMENT

Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.
CORE THEME
Inclusive excellence is a framework designed to help campuses integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core institutional functioning to realize the education benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into the institutions recruiting, admissions and hiring process; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational enterprise and are not isolated initiatives. The Inclusive Excellence framework provides specific definitions for the terms diversity and inclusion. These definitions are stated as the following:

Diversity – The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political religious and other affiliations) that can be engaged in the service of learning and working together.

Inclusion – The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (http://www.aacu.org/inclusive_excellence/index.cfm

INCLUSIVE VISION & VALUES STATEMENT
• Learner-Centered: Be approachable and attentive to students' and others' needs
• Excellence: Anticipate, create and recognize engaging experiences
• Respect: Demonstrate understanding and sensitivity when serving
• Teamwork: Collaborate and engage each other to better serve
• Innovation: Explore, empower and implement creative ideas to better serve
• Fun: Foster a pleasant, personable and enjoyable environment

Budget
The Diversity Council’s budget at the time of this plan is $9,550, and is allocated each year during the budget planning process. The budget is under the control of the Diversity Council, within the administrative purview of the Vice President of Student Affairs and Enrollment Management. The Council also partners with other college departments to fund the goals of this plan.
ASSESSMENT AND COMMUNICATION

During the first semester of the plan’s implementation, it will be shared broadly with the campus community. At the end of each academic year, an annual report will be published and shared with the college community that shares the team’s accomplishments, results of any assessments completed, and a preview for the coming academic year. Assessment for each of the objectives is listed in the grid below. Data collected throughout the year will be shared within the Diversity Council SharePoint site, viewable by all members of the college community.

OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #1: Reduce and Eliminate the Achievement/Opportunity Gap

<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>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the capacity of professional staff to better serve the diverse needs of students</td>
<td>1</td>
<td>Advising staff will receive training on cultural competence using NACADA training resources</td>
<td>CDO, Dean of Student Success</td>
<td>Advising and Counseling staff</td>
<td>June 2017</td>
<td># of staff members who successfully complete the training. Satisfaction and learning outcome assessment of the session.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Admissions and Welcome center will receive training on cultural competence</td>
<td>CDO, VPSA, Director of Admissions and Records</td>
<td>Admissions and Records</td>
<td>May 2018</td>
<td># of staff members who successfully complete the training. Satisfaction and learning outcome assessment of the session.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Support the implementation of institutional faculty and staff cultural competency training at least once per academic year.</td>
<td>CDO</td>
<td>SEMC, Dean of Student Success areas</td>
<td>May 2019</td>
<td># of staff members who successfully complete the training. Satisfaction and learning outcome</td>
</tr>
</tbody>
</table>
Develop strategies to improve retention among males, students of color, first year students, adult learners and developmental learners.

<table>
<thead>
<tr>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conduct climate survey and needs assessment with target populations</td>
<td>Diversity Council, Institutional Research</td>
<td>SEMC</td>
<td>June 30, 2017</td>
<td>SSI Survey Data benchmarked against previous year surveys and peer institutions; Focus group data from small group surveys.</td>
</tr>
<tr>
<td>2</td>
<td>Audit existing retention programs and initiatives to identify gaps and areas of improvement.</td>
<td>SEMC</td>
<td>Academic Affairs, Student Affairs</td>
<td>On-going</td>
<td>List of existing program and initiatives.</td>
</tr>
</tbody>
</table>

Additional Action Steps for Consideration:

- Will continue to reach out to other constituents on campus for cultural competency training opportunities.
- Will continue to review data and assess services so we can make necessary changes to better serve students.

GOAL #2: Increase the Diversity in the Student Body

<table>
<thead>
<tr>
<th>Student Persistence Need</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively recruit and enroll older, non-traditional students</td>
<td>Establish annual recruitment plan for non-traditional students</td>
<td>Director of Admissions and Records</td>
<td>Academic Affairs, Student Affairs, Community Partners</td>
<td>12/31/2016 for fall 2017 enrollment; 10/1/2017 for fall 2018 enrollment; 10/1/2018 for fall 2019 enrollment</td>
<td>Enrollment #’s for target population of older, non-traditional students.</td>
</tr>
<tr>
<td>#</td>
<td>Action Steps</td>
<td>Primary Stewards</td>
<td>Proposed Partners</td>
<td>Completion Target</td>
<td>Assessment Measures</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Create and hire new position to recruit and connect non-traditional students</td>
<td>Director of Admissions and Records, VPSA</td>
<td>HR, Business Office, Academic Affairs</td>
<td>7/1/2018 for hire date</td>
<td>Hire of new recruiter</td>
</tr>
</tbody>
</table>

**Target, recruit, and enroll Hispanic populations**

<table>
<thead>
<tr>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Establish recruitment strategies for Hispanic students and families</td>
<td>Director of Admissions and Records</td>
<td>Admissions and Records Staff, Student Success Areas, Community Partners</td>
<td>3/1/2017 for fall 2017 enrollment; review and improve on yearly basis</td>
<td># of outreach activities for the target population; # of students enrolled in target population.</td>
</tr>
<tr>
<td>4</td>
<td>Develop targeted brochures in Spanish for Hispanic students and families</td>
<td>Director of Admissions and Records, Marketing and Public Relations</td>
<td>Community partners</td>
<td>3/31/2017 for fall 2017 enrollment</td>
<td>Development and distribution of materials and # of individual and organizational recipients; # of electronic impressions for materials.</td>
</tr>
</tbody>
</table>

**GOAL #3: Curriculum & Learning for Intercultural Competence**

**Student Persistence Need**

<table>
<thead>
<tr>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a report or spreadsheet that identifies institutional credit bearing courses that satisfy MnTC Goal 8 (Global Perspectives).</td>
<td>Diversity Council</td>
<td>Academic Affairs</td>
<td>October 2016</td>
<td>List of credit bearing courses that satisfy MnTC Goal 8.</td>
</tr>
<tr>
<td>2</td>
<td>Identify at least three disciplines that need to develop curriculum with</td>
<td>CDO, Diversity Council, Deans, PLDCs</td>
<td>Program or discipline specific faculty</td>
<td>June 2017</td>
<td>Identified list of disciplines that need to develop appropriate courses.</td>
</tr>
</tbody>
</table>
an intercultural competency outcome.

<table>
<thead>
<tr>
<th>Variety of course delivery methods</th>
<th>3</th>
<th>Conduct inventory on delivery methods for existing courses w/intercultural competency outcomes</th>
<th>Diversity Council</th>
<th>Academic Affairs, PLDCs, Ed Tech, general education, and program faculty</th>
<th>December 2017</th>
<th>Inventory of existing course delivery methods.</th>
</tr>
</thead>
</table>

| 4 | Council to identify target percentages for instructional delivery for courses with intercultural competency outcomes (hybrid, weekend, evening, f2f, online, etc.). | Diversity Council | PLDCs, Academic Affairs | December 2017 | List of target percentages; percentages will be used as baseline to identify outcomes for growth. |

Additional Action for Consideration:
- Consider having each department develop an action plan every other year and identify what their area or department is going to be working on to promote diversity.

OBJECTIVE #2 – EMPLOYEE DIVERSITY & INCLUSION

GOAL #1: Increase and retain diversity in faculty and staff

<table>
<thead>
<tr>
<th>Student Learning Need</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCTC’s Affirmative Action Plan - hiring goals</td>
<td>1</td>
<td>Continue to research sources for advertising</td>
<td>CDO, CHRO</td>
<td>Human Resources</td>
<td>Ongoing through 2019</td>
<td>List of diversity sources provided to</td>
</tr>
</tbody>
</table>
will be utilized as part of this need and outreach activities to ensure diverse applicant pools. Network with associations supporting diverse applicants.

Develop a training plan for ongoing staff and faculty development on inclusion and diversity.

<table>
<thead>
<tr>
<th>Objective</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Offer understanding unconscious bias in the search process to search teams.</td>
<td>CDO, CHRO</td>
<td>Diversity Council Members</td>
<td>Ongoing through 2019</td>
<td># of diverse hires; increases on bi-annual PACE survey related to diversity outcomes.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Develop additional training based on results of institutional cultural competency assessment</td>
<td>CDO, Diversity Council, CHRO</td>
<td>President’s Management Team</td>
<td>Ongoing through 2019</td>
<td>Development of menu of diversity training for employees; Increases on bi-annual PACE survey results related to diversity outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Action Steps for Consideration:

- As percentages of current diversity within our workforce are identified, use these percentages to set goals to increase diversity in faculty and staff hires.

**OBJECTIVE #3 – COMMUNITY ENGAGEMENT & INCLUSION**

**GOAL #1: Build Partnerships with diverse communities**

<table>
<thead>
<tr>
<th>Employee Learning Need</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build relationships with diverse communities</td>
<td>Develop inventory of existing partnerships</td>
<td>CDO, Diversity Council</td>
<td>President’s Cabinet</td>
<td>March 2017</td>
<td>Creation of a list that is saved within Diversity</td>
</tr>
</tbody>
</table>
with diverse communities | CDO, Diversity Council | Faculty and Staff | June 2017 | Proposed list of new community partners to close gaps.
--- | --- | --- | --- | ---
Identify gaps in partnerships with diverse communities | CDO, Diversity Council | Faculty and Staff | June 2017 | Proposed list of new community partners to close gaps.
Develop a minimum of 3 new partnerships with diverse communities | CDO and Diversity Council | Faculty Staff Community | December 2017 | # of new partnerships developed

**Additional Action Steps for Consideration:**

- Look at ways to strengthen relationships with community agencies to better meet students changing needs. Work with College Transition Advisors to offer presentation in schools to English Languages Learners.

**OBJECTIVE #4 – SUPPORTIVE CAMPUS ENVIRONMENT**

**GOAL #1: Ensure a welcoming & supportive campus environment**

<table>
<thead>
<tr>
<th>NEED</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an Inclusion and Diversity Office on campus.</td>
<td>1</td>
<td>Conduct needs analysis of such an office.</td>
<td>Diversity Council</td>
<td>Student Senate, Institutional Research, Academic Affairs, Student Affairs</td>
<td>December 2017</td>
<td>Survey and focus group data of student leaders.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Identify funding, staffing, and space allocation.</td>
<td>Diversity Council, VPSA</td>
<td>Business Office, President’s Office, Student Life, Student Senate</td>
<td>May 2018</td>
<td>List of funding sources.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Implement development of Inclusion</td>
<td>CDO, VPSA</td>
<td>Student Affairs</td>
<td>July 2018</td>
<td>Opening of Inclusion and Diversity Office</td>
</tr>
</tbody>
</table>
### Additional Action Steps for Consideration:

- Continue to identify ways to make the campus welcoming and accessible to all students.
- Consider developing a Multicultural Center, or spaces where students from diverse backgrounds feel safe and are mentored to see greater success.

## OBJECTIVE #5 – Community Engagement

**GOAL #1: Build a sustainable initiative to increase diversity in our vendors and suppliers**

<table>
<thead>
<tr>
<th>EMPLOYEE NEED</th>
<th>#</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Partners</th>
<th>Completion Target</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create awareness of underrepresented vendors available</td>
<td>1</td>
<td>Develop an awareness campaign to let employees understand the importance of working with underrepresented vendors.</td>
<td>CDO</td>
<td>Business Office, Marketing and PR</td>
<td>January 2018</td>
<td>Completion of awareness campaign, employee survey of knowledge of campaign.</td>
</tr>
</tbody>
</table>

### Additional Action Steps for Consideration:

- Continue to work with Minnesota State as they look to address the needs in this area to utilize more diverse vendors.
ACRONYMS
CDO – Chief Diversity Officer
HR – Human Resources
PLDC – Program Leaders/Division Chairs
RCTC – Rochester Community and Technical Programs
SEMC – Strategic Enrollment Management Council
VP – Vice President

KEY TERMS & DEFINITIONS

Academic Success – The demonstration of student achievement in higher education through a series of indicators including, but not limited to, grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

Access(ible) – Refers to a student’s opportunities to participate in all of the education-related offerings provided by an educational institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved or underrepresented students.

Affinity Groups – Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first year students and students from underrepresented backgrounds.

Campus Climate – The cumulative and continuing perception of the context in which the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential are felt.

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

Culturally Relevant/Responsible – Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

Culture – Denotes the way of life of a group of people, encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

Diversity – The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic
status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Domestic/local multicultural experiences – Off-campus engagement opportunities with diverse communities (racially, culturally, socioeconomically, religiously, etc.) within the state of Utah or within the United States. This distinction was made in response to traditional immersion activities outside of the United States or what is more commonly referred to as study abroad.

**Early Alert** – A system in which faculty can log student behaviors that have been deemed strong indicators for dropping out or stopping out from college. Such systems have become more popular in higher education as institutions seek to improve their abilities to identify high-risk behavior.

**Equity/Equitable** – The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. An example is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure their equitable access to education.

**Ethnicity** – The shared sense of a common heritage, ancestry, or historical past among an ethnic group (see Ethnic Group). Ethnicity is a distinct concept from race, as illustrated by the fact that Hispanics, designated an ethnic group in the U.S., may nevertheless be of any race. In accordance with the Office of Management and Budget definition of strategic inclusion plan, ethnicity, the U.S. Census Bureau defines ethnicity or origin as “the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States.”

**First Generation Student** – A student whose parent(s)/legal guardian(s) have not completed a bachelor’s degree at a four-year college or university.

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

**Inclusion** – Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits. Expanding upon efforts that promote diversity on the basis of demographic differences.

**(Inter)Cultural Competence** – An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises for components: (1) awareness of one’s own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.
**Intercultural Engagement** – Refers to educational opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater cultural competence.

**Intergroup Dialogue** – A facilitated, face-to-face discussion with the objective of creating new levels of understanding, relating, action between two or more social identity groups.

**Interreligious Engagement** – Refers to events, projects, and curriculum designed to support activities related to the study and practice of religion in comparative and cross-cultural contexts.

**Learning Communities** – A group of people actively engaged in learning together, from each other, and by habituation. At UVU, Learning Communities consist of two courses linked together to explore common themes and encourage partnerships with professors and peers.

**Multicultural** – Refers to a collective variety of cultures that can be defined along racial, gender, class, sexual orientation, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation.

**Personal Safety** – A person’s sense of safety as it relates to social, intellectual, physical, and cultural interactions and spaces.

**Safe Spaces** – Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

**Underrepresented** – Any individuals who are historically underrepresented in American higher education as well as Utah higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, age, or spirituality/religiosity/philosophy.