The VT UCEDD/Center on Disability and Community Inclusion has a long history of supporting diversity and disability. In 1996 the CDCI, in collaboration with the VT Developmental Disabilities Council, and the VT Protection and Advocacy (now Disability Rights VT) developed the following diversity statement:

“Diversity is not a theoretical construct, but a living reflection of everyone in the human family. Diversity, in its complexity embodies a multitude of characteristics that span all dimensions of individual and societal experiences.

Diversity acknowledges the richness of our differences in a way that unites, as well as celebrates our uniqueness. Diversity requires a commitment to creating a society designed to recognize and value rather than homogenize or diminish our individual or group distinctiveness.”

According to the Association for University Centers on Disabilities (AUCD), of which CDCI is a member,

“Diversity is defined as the visible and invisible qualities and values that shape a person, including this non-exhaustive list of attributes:

<table>
<thead>
<tr>
<th>Ability/Disability</th>
<th>Gender identity</th>
<th>Political affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Geographic area</td>
<td>Race</td>
</tr>
<tr>
<td>Culture</td>
<td>Health</td>
<td>Religion</td>
</tr>
<tr>
<td>Economics</td>
<td>Immigration status</td>
<td>Sexual identity</td>
</tr>
<tr>
<td>Education</td>
<td>Indigeneity</td>
<td>Sexual orientation</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Language</td>
<td>Spirituality</td>
</tr>
<tr>
<td>Experiences</td>
<td>Mental health</td>
<td>Values”</td>
</tr>
<tr>
<td>Family Structure</td>
<td>Neurodiversity</td>
<td></td>
</tr>
</tbody>
</table>

The AUCD Diversity Inclusion Toolkit suggests that an organization committed to diversity must: “Recognize that this is a continuous process that will require constant focus and consistent work infused at all levels and within all activities in order to see progress and to sustain efforts.”

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1 The Cultural and Linguistic Competence Strategic Planning Workgroup consisted of members of the UCEDD Consumer Advisory Council, UCEDD administrative and program staff including: Max Barrows, Rachel Cronin, Deborah Lisi-Baker, Darren McIntyre, Stirling Peebles, Karen Price, Steve Renaud, Karen Topper, Tammy Willey and was facilitated by Susan Yuan. The group developed this plan in Spring 2016 with input from all CDCI staff, faculty and CAC.
CDCI is guided in this process by its mission, by policies of the University of Vermont, and the College of Education and Social Services, by the Association of University Centers on Disability (AUCD) through its Diversity and Inclusion Toolkit, by Self-Assessment Tools from the National Center for Cultural Competence at Georgetown University, and by outreach to stakeholders in the community.

Goals identified for fiscal year 2017 are:

1) Hire and retain a diverse and inclusive workforce of staff and faculty

- Follow recruitment procedures recommended by UVM/CESS, including advertising in publications targeted at diverse communities
- Use the resources of AUCD to identify and recruit potential employees, including the National Information Reporting System (NIRS) database and members of the AUCD Multicultural Council
- Use interviews and informal discussions with people we serve/work with to identify respected organizations to contact and add to our recruitment lists
- Develop a list of potential employees/partners to inform when we are recruiting
- Include diversity in job descriptions

*Indicators:*
- Number of diverse candidates who apply for each open position
- Percentage increase in diverse employees hired at the UCEDD

2) Provide and participate in ongoing training for staff, faculty and affiliates

- Survey staff, faculty, and affiliates annually on training needs so Leadership Team can generate meaningful professional development activities focused on needs for quarterly faculty/staff meetings
- Each staff, faculty, and affiliate employee will set annual goals in his/her performance evaluation to keep this strategic work dynamic and ongoing, using tools for individual self assessment to identify needed areas to address

*Indicators:*
- Annual training survey completed and summarized by Leadership
Team
- Training needs identified from survey
- Number of diversity-related trainings conducted based on survey results
- Annual performance evaluation goals monitored by supervisors
- Percentage of CDCI employees who met their individual goals in the area of cultural/linguistic competence

3) Provide accessible, culturally and linguistically competent services

- Project directors or principal investigators ensure that diversity goals are built into grant applications
- Include diversity goals and activities into the next five year Core Grant application (2018-2023)
- Seek out input from stakeholders and representatives of diverse communities to help inform our prioritization and next steps in grant applications and training and technical assistance needs in the community
- Seek diverse representatives for CDCI’s Community Advisory Council (CAC)
- Conduct the organizational cultural competency assessment at least once in the grant cycle\textsuperscript{xii}

Indicators:
- Cultural/linguistic competency goals and objectives in five year grant proposal
- Number of cultural/linguistic diversity goals or objectives built into new grant applications
- Number of organizational goals achieved; new goals identified
- Number of interviews conducted with representatives of diverse communities for input into grant applications and training and technical assistance needs in the community
- Percentage increase of diverse representatives invited to join the CAC of CDCI

To ensure commitment and progress toward cultural and linguistic competence, the CDCI Leadership Team, in consultation with the CDCI CAC, will review annual progress, documenting achievement of identified goals and objectives, and prioritizing new goals and objectives, each year addressing three goals. The sections of the AUCD Diversity and Inclusion
Toolkit that pertain to University Centers for Excellence in Developmental Disabilities should be used to determine new potential areas for ongoing growth.

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1 *Diversity Policy* (1995). The University Affiliated Program at the University of Vermont, the Vermont Developmental Disabilities Council, & the Vermont Protection and Advocacy Board.


3 [http://www.uvm.edu/~cdci/](http://www.uvm.edu/~cdci/)

4 [http://www.uvm.edu/~diversit/](http://www.uvm.edu/~diversit/)

5 [http://www.uvm.edu/cess/diversity_recruitment_and_retantion_plan](http://www.uvm.edu/cess/diversity_recruitment_and_retantion_plan)

6 Ibid. AUCD

7 Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and Their Families. [http://nccc.georgetown.edu/resources/assessments.html](http://nccc.georgetown.edu/resources/assessments.html)

8 UVM Workforce Diversity Recruitment and Retention Best Practice: [http://uvm.edu/~aaeo/pdf/Final%20Best%20Practice%20Document%20April%202012.pdf](http://uvm.edu/~aaeo/pdf/Final%20Best%20Practice%20Document%20April%202012.pdf)

9 [https://www.aucd.org/projects/nirs](https://www.aucd.org/projects/nirs)

10 [http://www.aucd.org/template/page.cfm?id=3](http://www.aucd.org/template/page.cfm?id=3)

11 Ibid. [http://nccc.georgetown.edu/resources/assessments.html](http://nccc.georgetown.edu/resources/assessments.html)

12 National Center for Cultural Competence Organizational Assessment and Guide: [http://www.gucchdgeorgetown.net/NCCC/CLCADO/](http://www.gucchdgeorgetown.net/NCCC/CLCADO/)