



DIVISION OF HUMAN RESOURCES, DIVERSITY AND MULTICULTURAL AFFAIRS

Inclusive Excellence Action Plan

General Information

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 - a. Office of the Vice President of HRDMA (OVP)
 - b. Diversity, Engagement and Professional Development
 - i. Center for Cultural Pluralism (CCP)
 - ii. Interfaith Center
 - iii. Mosaic Center for Students of Color (MCSC)
 - iv. Prism Center
 - v. Professional Development and Training (PD&T)
 - vi. Women’s Center
 - c. Human Resource Services (HRS)
 - i. Affirmative Action & Equal Opportunity (AAEO)
 - ii. Benefits, Compensation, and Human Resource Information Systems
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Action Plan for the Four Pillars of Inclusive Excellence

Pillar 1: Academics

Central to the mission and strategic goals of the University of Vermont is excellence in the academic experience to help prepare members of our community to be globally responsible and engaged citizens, advance knowledge, and build critical thinking and problem-solving skills.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

Promoting the Academic Success and Engagement of UVM's Students

HRDMA's variety of initiatives and services contribute to inclusive excellence at the University and contribute significantly towards students' academic success and engagement. For example, the programming and services provided by our Division's identity centers assist students throughout their time at the University academically, socially, and emotionally. In addition, several members of our Division have academic appointments and teach academic courses related to inclusive excellence. Staff members from across the Division are often invited to facilitate classroom presentations, which deepen our students' knowledge of inclusive excellence and build critical thinking skills in diversity, equity, and inclusion.

Supporting the Multicultural Competency Development, Engagement, and Success of UVM's Faculty

HRDMA sponsors and coordinates multiple faculty development events (e.g. conferences, symposia, other learning events) bringing nationally recognized experts on diversity-related topics to UVM. These learning events promote the multicultural competency development of our faculty to assist them in bringing new perspectives into their teaching, research and scholarship. Additionally, these events provide a valuable forum for faculty to share their scholarship and research with peers and others across the institution.

HRDMA offers multiple awards and recognition for faculty (as well as others) who demonstrate a deep commitment to social justice, supporting communities of color, women's issues, and LBGTQA+ issues.

HRDMA actively provides support to faculty from underrepresented and diverse backgrounds through programmatic efforts such as the Henderson Fellowship Program and identity-based forums (e.g. faculty of color forum with the President and Vice President of HRDMA, forum for women faculty co-sponsored with multiple campus partners). These



efforts provide avenues for faculty from marginalized identities to have their experiences, ideas, and concerns heard and responded to by senior leaders.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

Blackboard Jungle Symposium

The annual Blackboard Jungle Symposium (BBJ) is the largest university-wide faculty and staff-focused diversity and inclusion learning event on campus. Having celebrated its decennial anniversary in 2016, this symposium is known for bringing speakers of national acclaim to UVM and creating the space for faculty and staff to have meaningful conversations on current diversity and inclusion issues.

In addition to a full day of sessions and workshops, BBJ features an opening keynote, which is open and free to the public. Also, of note is HRDMA's partnership with the Offices of the President and Provost to establish a pre-conference diversity and inclusion training for the President and Provost's Senior Leadership team prior to the start of the symposium.

Faculty Development Day

The introduction of UVM's Faculty Development Day was initiated when HRDMA and other University partners sponsored the "Maximizing Multicultural Learning in the Classroom: Diversity, Pedagogy, and Curriculum" event in fall 2016. Coordinated by HRDMA and supported by a committee of faculty across the University, this conference became a springboard for the initiation of the annual fall semester Faculty Development Day. Integrated into this learning day are speakers and workshops devoted to issues of inclusive excellence in the classroom and in academia at large.

Ongoing Professional Development for Faculty

Beyond specific events, faculty development opportunities are further supported and cultivated by programming delivered or hosted by HRDMA. For example, the Center for Cultural Pluralism coordinates workshops throughout the year on topics such as intercultural classroom dynamics, and regularly provides consultation and coaching services for curriculum transformation and the infusion of multicultural practice/perspectives in pedagogical practice. In partnership with the Global Gateway Program, the Center for Cultural Pluralism provided a trainer/consultant for faculty to support the goal of increasing international students.



3. What goals does your college/division want to achieve within the next year? Within the next three years?

New Employees

We want to build on HRDMA's recent efforts with the annual New Faculty Orientation. In the past year, HRDMA's Vice President facilitated a session on The History of Diversity at UVM for new faculty. The Diversity, Engagement and Professional Development units have likewise facilitated sessions for faculty on the issues and resources available for historically underrepresented and marginalized students and faculty provided through our offices.

For new members of UVM, the Human Resource Services and Affirmative Action Office will offer a new on-line sexual harassment awareness and prevention program for all incoming employees including faculty.

In addition to our work with faculty, our Division also intends to redesign our new employee orientation process and develop a robust, year-long onboarding process for all new employees that prioritizes acculturation to UVM and infuses the values found in Our Common Ground statement into an employee's experience. This onboarding process would include a "Welcome" letter from the HRDMA Vice President upon a new employees activation of their NetID, introduction to the culture of the community through two, dynamic onboarding videos, a series of Lunch & Learns specifically for new employees, as well as personal invitations to UVM's signature events like Blackboard Jungle Symposium for all new employees.

Additional Professional Development Offerings

To advance the practice of the preferred name option in Banner system (that began in 2009), the Prism Center will propose a training for faculty on the use of preferred names and pronouns with accompanying resources.

The Interfaith Center will develop a resource list for faculty and staff focused on religious literacy and climate issues and disseminate this resource across the University community.

Identity-Based Faculty Forums and Tracking

HRDMA intends to expand the identity-based faculty forums (e.g., faculty of color, women faculty) and continue to help bridge the concerns of these faculty with our senior leaders.

We want to work with the Office of Institutional Research to track the hiring and retention of faculty based on membership in identified communities, which will allow us to be more effective in our outreach and work with colleges to support their hiring and retention efforts in their departments.



Proposing a New Award

In an effort to continue to increase the visibility of culture and social justice in research and teaching we will develop a proposal for a new award to recognize outstanding diversity initiatives.

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?

Maintain and Build on Relationships

Relationship building is critical to sustaining organizational transformation toward diversity and inclusion. We will continue to actively cultivate relationships with entities on- and off-campus that support UVM's and our Division's diversity and inclusion goals.

Continue Developing Our Knowledge and Expertise to Share with Others

In our work, we have found that many people still equate diversity only with race. The complexities of intersectionality and emerging topics must continue to be explored, supported, and engaged. We will continue to build our knowledge and expertise on the complexities of "diversity" so that we can enhance our programming to address intersectionality and emerging topics.

Time: Our Most Precious Resource

The most valuable resource needed to forge and cultivate relationships with individuals and units, and to deepen our learning and knowledge in pursuit of inclusive excellence is time. We will continue to carve out time to engage in this important work and create organizational efficiencies to support this engagement.

Resources for the Interfaith Center and Professional Development Program

Additional monetary resources are needed to operate a fully functional Interfaith Center (e.g. audio/visual equipment). Funding and resources for our professional development programming (e.g. intercultural, diversity, and social justice pedagogy and curriculum) and to support the institution's commitment to internationalization through classroom consultation is another area of need.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Satisfaction and learning outcomes data (e.g. surveys) of education/learning events through the Professional Development and Training registration system.



- b. Longitudinal retention data of new employees who have experienced the Division's improved onboarding process.
- c. Feedback from faculty and staff on the efficacy of the Division's efforts.



Pillar 2: Community

The University of Vermont aspires to be a community that affirms and demonstrates the value of the diverse identities and backgrounds of its members, promotes multicultural competence, and builds positive and productive connections throughout the community.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

Climate of Inclusiveness at UVM

The impact and benefit of the existence and programming of the identity centers and multiple HRDMA initiatives help to create and sustain a climate of inclusiveness throughout the University. These efforts also promote the success of UVM's historically underrepresented and marginalized students, staff and faculty by supporting their safety, access, equity, engagement, and success at UVM.

Of national note, due to the leadership of the Prism Center (in collaboration with other partners), UVM earned five out of five stars on the LGBT-Friendly Campus Climate Index. The University also ranked among the Top Ten Trans Friendly Colleges & Universities with The Advocate and Campus Pride.

UVM is also a multiple year recipient of the Higher Education Excellence in Diversity Award given by Insight into Diversity Magazine.

Enhanced/Increased Recruitment of Employees

Our involvement in recruitment and search processes across the institution extends from compliance related activities through the Affirmative Action and Equal Opportunity Office to training, education and advising offered through our Human Resource Services Recruitment and Advising program. These efforts, which involve providing resources to enhance the diversity of candidate pools and build awareness, knowledge, and skills for less bias in search processes, have increased the institution's compositional diversity.

Enhanced/Increased Recruitment of Students

HRDMA's partnership with the Division of Enrollment Management, through efforts such as assisting with calls to admitted students of color to share experiences and answer questions about UVM and life in Vermont have facilitated bringing greater domestic and international diversity to UVM:

- Assisting with admitted student visit days by Prism and MCSC Centers;



- Identity centers and CCP serve as consultants to the offices of Enrollment Management and the colleges regarding recruitment and retention;
- Formal training for Advocats involves the entire DEPD unit.

Greater Multicultural Competency at UVM

Our multicultural competency development efforts, which range from major conferences on campus (e.g. Blackboard Jungle Symposium) to workshops and classes increase individual and collective awareness, knowledge, and skills with specific programs recognizing the unique needs of students, staff, and faculty.

The visibility garnered from the annual Blackboard Jungle Symposium, Women's Summit, Dismantling Rape Culture Conference, Translating Identity Conference, and many other programs sends a message that UVM values diversity and inclusion and is actively trying to build the collective multicultural competency in its community members.

Extending our Impact Through Partnerships

Many of HRDMA's educational and programmatic efforts engage on- and off-campus partners thus expanding our reach and impact. HRDMA's signature events (e.g., Blackboard Jungle, annual Dr. Martin Luther King, Jr. Celebration) bring members from the local community to the UVM campus. Partnerships, such as with the Flynn Center provide greater access to premier diverse cultural performances for students, faculty, and staff.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

An Integrated Approach to Inclusion and Equity Work

Through HRDMA's leadership, expertise, and efforts, we routinely provide critical and timely coordination to help advance strategic inclusion goals and resolve emerging diversity issues. To carry out this work, we often work closely with individuals and unit-level stakeholders, leaders, and champions across campus. Our collaborative approach is intended to build a deep-seated investment in and capacity for inclusive excellence across the institution (not just through a few diversity-focused offices on campus).

Many of our practices and initiatives stem from the premise that collaborating with key University stakeholders, raising awareness across many levels in the institution, advocating, and being a courageous voice for diversity, equity, and inclusion is key to our success as an institution. We have also centralized diversity educational programming for staff and faculty through the Diversity, Engagement and Professional Development unit. As such, HRDMA and the broader institution have benefitted from the integration of our human resource



functions with our diversity functions to capitalize on the synergy and opportunities that exist among the policies, programs, and practices that inform both areas.

One recent example is the partnership between the Center for Cultural Pluralism and the Global Gateway Program to address the University's growing international student population and advise on academic integration. This partnership funded both the Interfaith Coordinator and Cross-Culture/International Training Coordinator positions.

Support of LGBT Students and Community Members

The Prism Center has partnered with the Career Center to support LGBTQA students with identity-related career concerns as they navigate the career search process (e.g. identifying inclusive workplaces, interview dress for gender non-conforming people, understanding challenges within specific career fields, and the representation of LGBTQA leadership on resumes).

Additionally, the Prism Center collaborated with campus partners on the Gender Inclusive Restroom Taskforce (GIRT). GIRT evaluated options for multi-stall, non-gender segregated bathrooms in order to increase bathroom access across campus, and actively engaged in conversations regarding evolving concepts of gender identity and inclusion. This initiative resulted in the development of an interactive online campus map featuring gender inclusive restrooms across campus.

Support for Underrepresented and Undocumented Students

The Mosaic Center for Students of Color (MCSC) sponsors the Summer Bridge program to help acclimate students to the campus and begin to build community in support of their retention. During the first weeks of class, the MCSC and other identity centers in HRDMA host "Welcome Home" events. All members of the UVM community are invited to these events, but there is a special focus on new and returning students. Throughout the year, HRDMA's identity centers offer a wide range of support services, tutoring and programming to assist in students acclimating to University life and furthering their personal and academic development.

Recognizing the invisibility of undocumented students and our commitment to serving this community, the MCSC is creating a DREAM Zone within the Center stocked with resources designed to support students who identify as undocumented or have family members who identify as undocumented. To complement this effort, the MCSC and colleagues from UVM Extension convened a work group to provide information and resources intended to aid undocumented students with the successful completion of their degree program. The work group consisted of faculty and staff from the College of Education and Social Services, the Division of Enrollment Management, the Division of Student Affairs, and HRDMA.



Dismantling Rape Culture Conference

The Women's Center sponsors the annual "Dismantling Rape Culture Conference" in collaboration with UVM students. This conference is a prominent example of how the identity centers provide opportunities to develop leadership and organizing skills through a rich educational experience for the UVM community and beyond.

Building a Better Activist Conference

All four identity centers have collaborated to host the annual Building a Better Activist Conference specifically aimed at providing students and young professionals an opportunity to share their work and to learn from other aspiring or active activists. This conference is yet another example of HRDMA's efforts to raise awareness of inclusive excellence across a wide spectrum of University partners.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - Continue to increase our internal capacity as a division through implementing a diversity curriculum within our divisional meetings; require that HRDMA staff attend at least one cultural competency program annually; have dedicated funds for our staff to engage in professional development for diversity and inclusion.
 - Increase our (particularly AAEO's) visibility across campus, especially in residence halls to ensure students are familiar with available resources for reporting and addressing incidents of discrimination, harassment, and/ or sexual misconduct, and can access them.
 - Engage in the implementation planning process following the completion of the Universal Design assessment.
 - Complete the assessment project the identity centers have worked on in collaboration with the Office of Institutional Research to gather data on student race, ethnicity, LGBTQA identity, and faith against metrics such as retention and graduation rates, and post-graduate outcomes
 - Expand the class offerings of diversity and inclusion classes to include a "new supervisor" training with diversity components infused throughout the curriculum, and to initiate the awareness and training program in accordance with the new GIRT initiative. **COMPLETED**
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?



- Funding for facilitators to enable us to expand our current diversity inclusion offerings through Professional Development and Training. **COMPLETED**
 - Improved (climate controlled) space for staff and faculty training in the Professional Development and Training classrooms. **COMPLETED**
 - A contact management system to systematically track employee and labor relation cases enhancing customer service and the ability to track patterns and provide analytics. This would enable us to easily identify patterns that suggest climate issues in particular business units. **COMPLETED**
 - Funding for graduate assistants in HRDMA (particularly the identity centers) to help develop and analyze metrics regarding graduation rates and post-graduate outcomes.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- AAEO collects and maintains data on all complaints of discrimination and harassment including sexual misconduct. AAEO staff submit information to the Clery Act Coordinator and assist in an annual security report as appropriate. This data will be analyzed to gauge progress with our diversity and inclusive excellence goals.
 - Workshops and trainings for staff development have migrated to the Professional Development and Training registration system allowing for more systematic data gathering and analysis and online evaluation system to grade the effectiveness of classes (e.g. participant feedback/evaluations for Blackboard Jungle and other educational events).
 - Prism Center's audit of 557 separate points of service to UVM during the 2015-2016 academic year.
 - Tracking of faculty recruitment and retention with comparative institutional data (in collaboration with the Office of Institutional Research).



Pillar 3: Environment

The University of Vermont strives to create physical, virtual, and educational living, learning and work environments that are inclusive and accessible to all in our community.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

Inclusive Spaces

In the 2016-2017 academic year, the Mosaic Center for Students of Color (formally the ALANA Student Center) relocated to the Living-Learning Center placing it near the center of campus and its name more accurately reflects the population it serves. This new location and enhanced facilities allow for better provision of services and outreach to students of color.

During this same period, the Interfaith Center (with an inaugural interfaith coordinator) became a functioning center, with dedicated programming and educational space on campus.

In general, the identity centers provide culturally inclusive spaces for gathering, learning and support. Individual units throughout our Division have made efforts to display culturally inclusive art and signage welcoming and celebrating a diverse population. We are continuing our efforts to create culturally inclusive spaces beyond the identity centers.

Access and Accessibility

The AAEO Office houses the Americans with Disabilities Act (ADA) Coordinator position. This position works to insure compliance with all federal regulations for physical and electronic accessibility for employees, takes the lead in educating and advocating for employees with access concerns; works with units across campus to find funding (and sometimes provide funding) to enhance accessibility; and helps individuals and the institution navigate conflicts in this area. The ADA Coordinator is also the arbiter for the Student Accessibility Office when there are disagreements between faculty and student about accommodations. The ADA Coordinator is also actively involved with campus-wide assessment of physical and electronic accessibility and laying the groundwork for a corrective plan.

HRDMA's AAEO office also provides or coordinates translation services during an investigation process on an as needed basis.



2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

Many of the HRDMA spaces, particularly the identity centers, model inclusivity with the activities that take place within these areas, their décor, signage, and other artifacts. For example, the Women's Center maintains a food shelf year-round for community members to have access to as well as a private restroom with a shower for people to access should they feel uncomfortable accessing a restroom in a residence hall or in their off-campus housing unit.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - Advance campus accessibility through collaboration with University leadership to develop an institutional policy and protocols that lead to the integration of Universal Design principles throughout the University.
 - Work with University leadership and appropriate offices to develop a campus map detailing accessibility features for each building on campus. This map will also include gender inclusive restroom locations. **COMPLETED**
 - We intend to review our HRDMA web pages to insure auditory, visual, and mechanical accessibility, and we intend to update them, as needed, to insure universal accessibility. **COMPLETED**
 - We intend to increase the availability of web and printed materials in multiple languages.
 - Audit and enhance all HRDMA office and conference room spaces to be more culturally inclusive through artwork and signage.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - Collaboration with the Office of Campus Planning to fund, create and publish a campus accessibility map.
 - Funding for UDL initiatives.
 - Catalog HRDMA offices/conference rooms for inclusiveness and identify spaces for enhancement (e.g. artifacts/signage/decorative items).



5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- Percentage of HRDMA websites that are determined to be universally accessible by University Communications
 - Creation of a campus accessibility map, which includes locations of gender inclusive restrooms
 - Completed office and conference room audit with actions listed/explained



Pillar 4: Operations

Business operations and organizational processes (e.g., policy development, fiscal and capital planning, human resource functions, and organizational practices and procedures) are critical to the daily functioning and long-term health of the University of Vermont.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

Our new online performance management system and training for conducting effective performance reviews will allow managers and supervisors to monitor staff performance regarding cultural competency. In addition, an updated Performance Competency Tool will ask employees and supervisors to explicitly consider “Civility & Cultural Competency” in an employee’s annual performance review.

HRDMA’s recruitment and advising services support the University’s efforts towards diversifying the faculty and staff. This is mirrored on the student side by our Division’s partnership with Enrollment Management and Admissions for increasing the yield and retention of historically underrepresented students.

Recently, HRDMA collaborated with key campus stakeholders, including Staff Council, to develop an exit interview tool and process. Collection of exit interview data for employees who voluntarily leave the University began in January 2017. Data from exit interviews and from tools such as a campus climate survey will provide data on climate issues.

We believe our collaboration with the UVM Foundation to increase connections between the Identity Centers and current students will improve our ability to support students with increased funding, mentorship, and career counseling.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

HRDMA’s Recruitment and Retention Advisor facilitates trainings across the University for search committees that assist search committees with practicing affirmative recruiting and interview processes. Recently, a collaboration with RSENR resulted in a training focusing on implicit bias and hiring practices in academia.

3. What goals does your college/division want to achieve within the next year? Within the next three years?



2018-2021

- Operationally there are several organizational processes we have initiated or will be initiating to support inclusive excellence. Having introduced two new systems (e.g. online performance management and exit interview process), we will be monitoring and evaluating the implementation of these new processes and making adjustments for improvement. These systems will support more consistent feedback for our campus. **COMPLETED**
 - In 2017-2018, we intend to administer a campus climate survey. **COMPLETED**
 - In 2017-2018, we intend on implementing a mandatory on-line sexual harassment training for all employees. **COMPLETED**
 - To enhance our ability to further assess climate issues and improve efficiency, we want to develop and implement a database system for Labor and Employee Relations and employee customer service (e.g. case management, contact management). **COMPLETED**
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
- Internal expertise and potential use of an outside consultant to support the planning and implementation of a campus climate study; collaboration with the Office of Institutional Research to administer a campus climate study
 - Funds to purchase a contact management system and training opportunities for employees
 - Funding for an additional recruitment and retention advisor to support affirmative recruitment practices across the University
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- Statistical reporting of performance management reviews
 - Data from exit interview surveys
 - Completion rates of on-line sexual harassment training
 - Campus climate study data