Inclusive Excellence at the University of Vermont:

A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus

2016–2021

Prepared by the

Division of Human Resources, Diversity and Multicultural Affairs

in collaboration with the

President's Commission for Inclusive Excellence

http://www.uvm.edu/~presdent/pcie/

Updated August 8, 2017

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Diversity and inclusion are deeply held values at the University of Vermont (UVM). In support of the preparation of our students for a global world, we must endeavor to provide a culture and environment that is accepting, inclusive, and supportive of diversity and where students, staff, faculty, and leaders of varied backgrounds can interact effectively in a climate of mutual respect. Notably, the first strategic goal for the University of Vermont is to "*build a diverse and globally aware university community sustained by an inclusive, supportive, and just campus climate.*" Our goal is to ensure that diversity and inclusive excellence are an integral part of all aspects of our University.

Our journey toward becoming a more diverse and inclusive community has been led by generations of committed and courageous students, faculty, staff, and institutional leaders who have understood that to be a truly excellent institution, UVM must include and capitalize on the knowledge, skills, and diverse experiences of all of its members. UVM must continue to actively diversify and support our student body and workforce (through recruitment and retention efforts) and continue to develop and enhance educational and other programs to support our institution's values, vision, mission and goals. We have come to realize that diversity and inclusive excellence need to be the work of the whole campus. Building on past and current efforts, UVM is committed to pursuing an institutional plan for inclusive excellence at the University of Vermont. In 2013, a committee was formed by Dr. Wanda Heading-Grant, Vice President for Human Resources, Diversity, and Multicultural Affairs to review UVM's recent Climate Survey and other institutional diversity reports in order to articulate a plan or "framework" to guide inclusive excellence at the University of Vermont.

A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus is the product of intense dialogue, inquiry, campus feedback, and deliberation among many individuals within the UVM community. This document aligns with UVM's Strategic Action Plan and academic excellence goals, and outlines a framework to support strategic diversity planning among all levels, divisions, colleges, and constituent groups within the University of Vermont community. This framework will be reviewed and updated every five years.

The University of Vermont has many unique organizational subcultures within our community. All segments of the University of Vermont (e.g., academic, administrative, and student services) must actively work together if we are to be successful in becoming an institution of inclusive excellence. To support this goal, this framework:

> a) acknowledges and defines the breadth of diversity at the University of Vermont;

> b) provides a context for institutional diversity planning; and

> c) addresses four main areas "Pillars" of the plan, which include academics, community, environment, and operations.

A framework of this scope must take into account many factors. As such, this framework has been developed in accordance with the following:

1. The University of Vermont's vision, mission, and strategic goals;

2. *Our Common Ground* (UVM's statement of values):

3. The University of Vermont's Strategic Action Plan - *Enhancing Quality and Affordability at UVM* (October 25, 2013);

4. The University of Vermont's *Academic Excellence Goals* (October 24, 2013);

5. Input from members and key constituency groups across the University of Vermont community;

6. Successful current initiatives and programs;

7. Findings and recommendations from studies, reports, and institutional data;

8. Tenets and principles of "inclusive excellence" as outlined by the American Association of Colleges and Universities (2005);

9. The potential for collaboration and synergy across the institution (e.g., academic disciplines, communities, and organizational cultures within the University of Vermont);

10. A need for accountability at all levels of the University, including administrative units, academic departments, student support units, as well as individual faculty, staff, students and administrators;

11. Periodic review and updates based on clearly defined outcome measures, utilizing a number of monitoring systems (e.g., climate surveys, institutional data, President's Commission for Inclusive Excellence, studies, and reports); and

12. The reality of evolving demographics at the University of Vermont along many dimensions of diversity (e.g., race, ethnicity, gender identity and expression, sexual orientation, veteran's status, nationality, socio-economic status, cultural and/or geographic background, religious belief, age, disability, among other identities).

In addition to being informed by practices, culture, and structures at the University of Vermont, this framework contains elements from the "Diversity Scorecard" in *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions (AAC&U, 2005)* and the *Self-Assessment Rubric for Institutionalization of Diversity, Equity, and Inclusion in Higher Education* from the New England Resource Center for Higher Education (2013).

This *Framework for Inclusive Excellence* at the University of Vermont is intended to provide areas of focus to aid colleges, schools, divisions, departments, units, centers, and programs in thinking about and developing action plans to help build and support a more diverse and inclusive campus.

Inclusive Excellence at the University of Vermont: A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus is organized according to the following:

I.   **Pillars** - Core areas of focus for institutional diversity efforts (i.e., academics, community, environment, and operations);

- **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.

- **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.

- **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.

- **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.

II.   **Components** – Major areas of systemic engagement and intervention within the pillars (e.g., student support and engagement; multicultural competency development; technology use and accessibility; policies, procedures, and practices);

III.   **Strategic Actions** – Organizational and systemic actions needed to maintain and enhance effective practices, and to address emerging or identified concerns (e.g., students have structured learning opportunities to develop effective interpersonal and intercultural skills);

PILLAR 1 – ACADEMICS

Component 1: Faculty Support and Engagement

Strategic Priorities

1. Faculty receive support to incorporate diversity and inclusive excellence into their teaching, pedagogy, research, and scholarship.

2. Faculty receive support to incorporate Universal Design for Learning principles into their teaching and pedagogy.

3. Faculty receive support to develop the awareness, knowledge, and skills to effectively work with diverse and underrepresented populations.

4. Faculty are encouraged, recognized, and rewarded for their engagement and achievement in incorporating diversity and inclusive excellence into their teaching, pedagogy, research, scholarship, and service.

5. Faculty from underrepresented and diverse backgrounds receive support and resources to support their scholarly engagement and success.

Component 2: Student Support and Engagement

Strategic Priorities

1. Students have opportunities to develop multicultural awareness, knowledge, and skills within their coursework.

2. Students from underrepresented and diverse backgrounds receive support and resources to support their academic engagement and success.

3. Students are encouraged, recognized, and rewarded for engagement and achievement in incorporating diversity and inclusive excellence into their scholarly work.

Component 3: Curriculum, Pedagogy, and Research

Strategic Priorities

1. Diversity and inclusive excellence are infused within the curricula and across the disciplines.

2. Students have structured learning opportunities to develop effective interpersonal and intercultural skills.

3. Diversity and inclusive excellence are incorporated into the review process for academic programs and courses.

4. Collaborations are developed and strengthened across academic units and in partnerships with organizations, community agencies, schools and other entities to support diversity and inclusive excellence goals.

PILLAR 2 – COMMUNITY

Component 1: Representational/Compositional Diversity and Equity of Staff, Students, and Faculty

Strategic Priorities

1. Compositional diversity (including recruitment, retention, and attrition) is tracked.

2. Actions are taken to support equity in representation (e.g., gender, race) across all units, disciplines, and ranks at UVM.

3. Affirmative recruitment practices of students, faculty, staff, and administrators from diverse and underrepresented backgrounds are strengthened and institutionalized.

4. Robust retention strategies (e.g., advising, mentoring, career development, succession planning, work/life enhancement programs) for students, faculty, staff, and administrators from diverse and underrepresented backgrounds are developed, implemented, and assessed.

5. Exit interviews are offered to students, faculty, staff, and administrators from diverse and underrepresented backgrounds who choose to leave UVM.

Component 2: Multicultural Competency Development of Staff, Students, and Faculty

Strategic Priorities

1. Opportunities to develop multicultural awareness, knowledge, and skills are provided to all students, faculty, staff, and administrators.

2. Current diversity and multicultural competency development opportunities are catalogued and participation is tracked.

3. Clear expectations for developing multicultural competence are made and methods for accountability are developed.

4. Outcomes assessments are conducted for multicultural competency programs and initiatives.

Component 3: Inclusive Campus Climate for Staff, Students, and Faculty

Strategic Priorities

1. Assessments of the campus climate and the degree to which diversity and inclusive excellence goals are accomplished are regularly conducted. Data are analyzed at the institutional, divisional, and unit levels.

2. Strategies to improve the campus climate across the institution and within the colleges and campus units are developed.

3. The visibility and accessibility of diversity-focused departments, programs, and initiatives are increased.

4. Students, faculty, staff, administrators, organizations, departments, and units that have made outstanding contributions to the advancement of diversity and inclusive excellence goals are recognized.

Component 4: Programs, Services, & Events

Strategic Priorities

1. Programs, services, and events that advance diversity and inclusive excellence goals are created, enhanced, supported, and promoted.

2. Planning guidelines to ensure that all campus programs, presentations, activities, services, and events are inclusive and accessible are developed and institutionalized.

3. External partnerships and collaborations (e.g., alumni, businesses/organizations/institutions) locally, within the state, regionally, nationally, internationally that support diversity and inclusive excellence goals are cultivated.

PILLAR 3 – ENVIRONMENT

Component 1: Physical Accessibility

Strategic Priorities

1. Facilities are assessed for ADA compliance and Universal Design. Plans are developed for addressing inaccessible campus facilities.

2. Universal Design principles are incorporated in the design of new facilities and in the renovations of existing facilities.

3. The campus is inventoried and mapped for accessibility.

Component 2: Technology Use and Accessibility

Strategic Priorities

1. Support is given to faculty, staff, and administrators in using technologies to generate podcasts, webcasts, captioning services, and other innovations to facilitate greater access to materials and experiences.

2. Course materials in UVM's learning management system (e.g., Blackboard) are ADA compliant, etc..

3. Emerging technologies and innovative programs (e.g., SCALE-UP Student-Centered Active Learning Environment for Undergraduate Programs) are used to increase inclusive excellence, accessibility, and learning in large enrollment classes.

4. Social media tools are used to facilitate more effective communication in alignment with institutional diversity and inclusive excellence goals.

Component 3: Cognitive Accessibility

Strategic Priorities

1. Universal Design for Learning principles are used when developing and sharing information and course materials.

2. Faculty and staff are given professional development support (e.g., Better Learning by Design) to incorporate Universal Design for Learning principles and practices to improve the effectiveness of teaching and engaging with diverse learners.

3. Information is made available in different forms and different languages to ensure accessibility.

Component 4: Inclusive Spaces

Strategic Priorities

1. Spaces are provided for cross-cultural activities/engagement and identity-shared activities.

2. The aesthetics on campus (e.g., artwork, signage) are assessed and updated to be more inclusive of those from diverse identities and cultural backgrounds.

3. The campus is inventoried and mapped for inclusive spaces (e.g., gender neutral restrooms, lactation rooms, cultural spaces).

PILLAR 4 – OPERATIONS

Component 1: Policies, Procedures, and Practices

Strategic Priorities

1. Policies, operating procedures, planning documents, and practices (e.g., human resource functions, procurement, budgeting) are reviewed and revised to be in alignment with institutional diversity, inclusive excellence, and accessibility goals.

2. Mechanisms for reporting concerns and incidents related to inaccessibility, discrimination, and bias exist, are easily accessible, and widely publicized.

3. Polices, procedures, and practices are enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds.

Component 2: Evaluation and Assessment

Strategic Priorities

1. Tools to assess and evaluate accessibility, inclusiveness, multicultural competency, diversity goals, and inclusive excellence at the individual, programmatic, unit, and systems levels are developed and used.

2. Benchmarks for diversity and inclusion [similarly to how UVM benchmarks other strategic priorities (e.g., dashboard indicators, scorecards)] are developed.

3. Goals for diversity, inclusive excellence, multicultural competency, and Universal Design for Learning principles are incorporated as a performance dimension within the annual faculty/staff performance review process, as well as the faculty reappointment, program and tenure review system

4. Academic courses, and campus services and programs are evaluated for accessibility and inclusive excellence.

5. Programs, services, and events are evaluated for accessibility and inclusive excellence.

Component 3: Financial

Strategic Priorities

1. The connection between the budget development process and institutional diversity and inclusive excellence goals is strengthened.

2. Funding for diversity-related initiatives (e.g., research, programs, services, resources, professional development opportunities) is diversified and expanded.

3. Analyses of salaries and benefits are done to ensure equity and competitiveness.

4. Universal Design and accessibility concerns are incorporated into capital budget allocations to modify or renovate buildings that are not ADA compliant or fail to use Universal Design principles

5. Procurement from organizations that are leaders in diversity and multicultural competency efforts are explored and expanded.

6. Adequate funding and financial support for underrepresented (domestic and international) students is provided.

Component 4: Internal/External Communications

Strategic Priorities

1. Accomplishments and impact related to diversity and inclusive excellence are recognized and celebrated.

2. Diversity content on websites and other communications mechanisms are developed and enhanced.

3. Successes related to diversity and inclusive excellence are cataloged.

RESOURCES

Please note that weblinks are subject to change without notice.

Association of American Colleges and Universities. (2011). *The drama of diversity and democracy: Higher education and American commitments* (2nd ed.). Washington, DC. Retrieved from https://www.aacu.org/publications/pdfs/DramaofDiversity.pdf

Astin, A. (1997). *What matters in college: Four critical years revisited.* San Francisco, CA: Jossey-Bass.

Auburn University. (2005). *Strategic diversity plan.* Retrieved from https://cws.auburn.edu/diversity/files/diversityplanfinal.pdf

Banks, J.A. (2005). *Cultural diversity and education: Foundations, curriculum, and teaching* (5th ed.). London: Pearson Publishing.

Cleveland State University. (2016). *Cleveland State University Diversity action plan: Pursuing inclusive excellence.* Retrieved from https://issuu.com/csudivisionofuniversityengagement/docs/diversity_plan

Eastern Connecticut State University. (2008). *Comprehensive diversity plan proposal.* http://www1.easternct.edu/equityanddiversity/files/2014/05/Diversityplan2010.pdf

Morey, A.I. (2000). *Changing higher education curricula for a global and multicultural world. Higher Education in Europe,* 25(1), 25-39.

New England Resource Center. (n.d.). *Self-assessment rubric for institutionalization of diversity, equity, and inclusion in higher education.* Retrieved from http://nerche.org/index.php?option=com_content&view=article&id=971&Itemid=157

Ohio State University. (2007). *Diversity action plan: Renewing the covenant: Diversity objectives and strategies for 2007 to 2012.* Retrieved from http://www.osu.edu/diversityplan/index.php

Rosowsky, D. (2014). *Academic excellence goals for the University of Vermont.* Retrieved from http://www.uvm.edu/provost/

Sodexo. (2012). *Celebrating A Decade of Diversity: 2012 Diversity and Inclusion Annual Report.* University of Vermont.

Stanley, C.A. (2006). *Faculty of color: Teaching in predominantly white colleges and universities.* Bolton, MA: Anchor Publishing.

University of Akron. (2009). *A framework for inclusive excellence: Roadmap.* Retrieved from http://www.uakron.edu/dotAsset/475abf3d-9662-446b-aa10-6e7af941f177.pdf

University of Kentucky. (2005). *Comprehensive diversity plan task force report to the president.* Retrieved from http://www.uky.edu/PCD/pdf/DTF_Report_complete.pdf

University of Vermont. (n.d.). *History and traditions at the University of Vermont.* Retrieved from https://www.uvm.edu/history_and_traditions

University of Vermont. (n.d.). *Our history of diversity at the University of Vermont.* Retrieved from http://www.uvm.edu/~hrdma/?Page=history.html

University of Vermont. (2002). *Our common ground.* Retrieved from http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html

University of Vermont. (2008). U*VM's strategic plan for racial and ethnic diversity.* University of Vermont.

University of Vermont. (2011). *Campus climate survey.* Retrieved from http://www.uvm.edu/~hrdma/climatesurvey/2011_Campus_Climate_Survey_Results_Report.pdf

University of Vermont. (April 2012). *Campus climate survey focus group follow up.* Retrieved from http://www.uvm.edu/~hrdma/climatesurvey/Overview_Focus%20Groups.pdf

University of Vermont. (2012). *Workforce diversity recruitment and retention best practices.* Retrieved from https://www.uvm.edu/sites/default/files/Final%20Best%20Practice%20Document%20April%202012.pdf

University of Vermont. (2012). *UVM workforce recruitment and retention plans.* Retrieved from http://www.uvm.edu/aaeo/recruitment_uvm

University of Vermont. (2012). *Proposal for an institutional diversity and multicultural competency professional development program at the University of Vermont.* University of Vermont.

University of Vermont. (2013). *Enhancing quality and affordability: Strategic action plan.* Retrieved from https://www.uvm.edu/president/?page=strategicplan.html

UVM College of Medicine. (2012). *Diversity and inclusion at the University of Vermont Larner College of Medicine: Strategic action plan 2012-2017.* Retrieved from http://www.med.uvm.edu/diversityinclusion

Our Common Ground

T he University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

RESPECT. We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

INTEGRITY. We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

INNOVATION. We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

OPENNESS. We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

JUSTICE. As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

RESPONSIBILITY. We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.