



**Framework for Inclusive Excellence  
Action Plan Template  
College of Education and Social Services (CESS)  
3/31/17 & Revised 9/28/17**

---

**DECEMBER 2017 UPDATE ON THE COLLEGE OF EDUCATION AND SOCIAL SERVICES  
FRAMEWORK FOR INCLUSIVE EXCELLENCE ACTION PLAN:**

Building on the work driving the [CESS Strategic Plan and Vision 2022](#), the College is engaged in a year long process to define a specific action plan for diversity and inclusive excellence. This work is being driven by a college-wide planning group that will translate into a concrete plan for action. The new CESS Inclusive Excellence Action Plan will align with key components of the College's Strategic Plan. Below is an outline of the current activity informing this work. These activities are arranged around UVM's [Four Pillars of Inclusive Excellence](#).

*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?
  - The mission of the College of Education and Social Services includes a focus on social justice, a concept that is rooted in the principles of inclusive excellence. This mission extends to all of the work we do, and is reflected throughout our curriculum and student learning outcomes.
  - Philosophically and in practice, diversity is imperative and diversity and inclusion is being intentionally woven into each of our strategic pathways and all of our enterprises.
  - Student body, faculty, and staff diversity promotes learning and work outcomes, and better prepares students, faculty and staff for an increasingly diverse workforce and society. We have recently utilized the guidance of Dr. Daryl Smith, an internationally recognized scholar on diversity and high performing organizations, to help deepen the intentionality and desired impact of our 5-year strategic goals, emerging Diversity and Inclusion Plan, and our curricular and co-curricular enterprises.

- A number of our professional preparation programs (i.e., teacher education, social work, and counseling) are aligned with national professional and accreditation standards that emphasize diversity and inclusion, and provide a context within which inclusive excellence is modeled and emphasized throughout the curriculum. The related accrediting bodies; Council for Educator Preparation (CAEP), Council of Social Work Education (CSWE), and Council for Accreditation of Counseling and Related Educational Programs (CACREP) require evidence of positive student and programmatic outcomes in relation to national standards, including standards related to diversity. Related data is reported to the relevant accrediting bodies and is considered by them in the accreditation process.
  - CESS offers six D1 and fifteen D2 courses that are accessed by students within and outside of our college. The high percentage of courses offered (as compared to other units on campus) underscores our commitment to inclusive excellence. We are involved in a process to review curricular standards and faculty preparation, approaches to teaching and learning, and intended impacts on learning associated with these courses.
  - Students participating in our professional programs are overwhelmingly successful in their proficiency on assessment measures and have high rates of employment (e.g., graduates of our teacher education programs have employment rates of 100% within six months of graduation). These programs are aligned with professional standards, many of which address standards related to inclusive excellence and diversity.
  - Our undergraduate university-wide minors in special education and cultural and linguistic diversity offer students opportunities to engage in course work and applied experiences related to students from diverse backgrounds and their families. Teacher education candidates who follow required course sequences and related student teaching experiences may also be eligible for licensure in the areas of Special Education and English Language Learners.
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?
- Our minors in Special Education (SPED) and Education for Cultural and Linguistic Diversity (ECLD), and related opportunities for students to gain licensure in special education and teaching English Language Learners are unique among our peer universities and offer enhanced opportunities for our teacher education majors, CESS students, and students pursuing related majors outside of CESS.
  - CESS Innovation Funding is competitive and available in five categories: Research Grants, Academic Program Innovation Grants, Global Seed Grants, Boost Grants, and Imagine Grants. Funds are designed to move CESS toward our 5-Year Vision as a college. One of the primary criteria of the funds is, *to promote curriculum and program innovation that reflects current research and practice and contributes to the advancement of diversity and cultural competence in the College. Diversity is an embedded imperative.*
  - Our Faculty Committee on Diversity Initiatives (CDI) is an active committee that draws its membership from across our College and addresses issues related to inclusive excellence as they pertain to teaching, research, and service. The CDI conducts an annual survey of undergraduates that asks them to reflect on their

academic and co-curricular experiences related to diversity. Survey results are considered by the CDI as it creates annual plans for enhancing inclusive excellence in the college.

- Faculty in our college are actively involved in research that focuses on complex social issues and involves cross-disciplinary efforts including faculty from various disciplines within CESS as well as across the university. These research efforts (e.g., a study of Restorative practices in the Burlington School District, research on interventions designed to enhance physical activity and health and well-being among young children with ADHD, studies of the experiences of refugee families and families of children with disabilities, etc.) engage diverse communities throughout Vermont. These research efforts frequently involve undergraduate and graduate students, as well as Honors College students, resulting in enhanced academic and applied research opportunities that involve diverse communities.
- Our college-wide process to develop our new 5-Year Strategic Plan provided us with many opportunities to collectively explore issues and aspirations related to diversity and inclusive excellence in our academic unit. We would like to take a deeper dive in developing our strategic approaches to diversity and inclusion; therefore, we will also develop a new CESS work plan for Diversity and Inclusion by spring 2018. It will complement our 5-Year Strategic Plan. Our 5-Year Strategic Plan was completed in May 2017 and is intended to span from 2017-2018 to 2021-2022. The process to develop our strategic plan involved use of four Working Groups. Focal areas included School, Family and Community Connections; Global and International Education; Cross-disciplinary Work; and the Vermont Distinction. Two standing committees (the Feasibility Committee and Infrastructure Committee) as well as the Strategic Planning Steering Committee have been established, and will guide implementation throughout its five-year roll-out. The 5-Year Strategic Plan outlines a clear and integrated set of goals and activities that will guide CESS in continuous improvement. Diversity is imperative and is embedded in the four pathways of the strategic plan: Undergraduate Education, Research and Scholarship, Graduate Education, and Responsibly Resourcing a Sustainable Environment.

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

- Our 5-Year Strategic Plan (academic years 2017-2018 through 2021-2022) outlines a clear set of measurable goals that will guide our future efforts to promote continuous improvement in the area of inclusive excellence as it pertains to students' academic experiences. We view students' academic experiences in relation to inclusive excellence as an area of strength within CESS; still, we look forward to implementing goals and objectives identified in relation to the CESS 5-Year Strategic Plan and in a new Diversity and Inclusion Plan, to be completed by spring 2018.
- Engage Dr. Daryl Smith, an internationally recognized scholar on diversity and high performing organizations, in two consulting and capacity building visits to UVM, beginning with a fall 2017 two-day visit on September 14 & 15, 2017, and followed by a spring 2018 visit. Engagements will include CESS stakeholders and UVM partners. The spring 2018 visit will involve a public address, and broad collaboration with university partners. The visit will serve to prompt the beginning of a

collaborative planning process for CESS to develop a new work plan for Diversity and Inclusion that is more data driven and reflects the diversity imperative. The plan will serve to help CESS establish clearer priorities and metrics, based and aligned with the new 5-Year Strategic Plan. This commitment is reported by CESS in the Academic Pillar and is relevant to each Inclusive Excellence Pillar in this report.

- Launch CESS Innovation Funding in fall 2017. Innovation Grants are competitive and available in five categories: Research Grants, Academic Program Innovation Grants, Global Seed Grants, Boost Grants, and Imagine Grants. Funds are designed to move CESS toward our 5-Year Vision as a College. One of the primary criteria of the funds is, *to promote curriculum and program innovation that reflects current research and practice and contributes to the advancement of diversity and cultural competence in the College. Diversity is an embedded imperative.*
  - CESS is leading six faculty searches in 2017-2018, and anticipates two academic department chair changes at the end of the 2017-2018 year. CESS is committed to increasing the number of faculty of color hired and retained by CESS. New or strengthened approaches to recruiting, hiring, onboarding, mentoring, and promoting a diverse faculty are underway.
  - Deeper commitments or resource support for faculty mentorship and professional development have been structured, beginning fall 2017.
  - During the 2017-2018 academic year, CESS, under the leadership of our newly hired Director of Accreditation, Data and Assessment, will develop a plan for gathering and analyzing student outcomes related to diversity standards articulated in all programs, included nationally accredited programs and D1 and D2 courses.
  - During the 2017-2018 academic year, we plan to participate in the university's goal to assess student outcomes in relation to D1 and D2 courses. Two of our faculty members serve as co-chairs of the university-wide General Education Diversity Assessment Committee. As part of the committee's plans for AY18, the committee intends to engage a representative sample of faculty members teaching D1 courses to develop and conduct a direct assessment of students participating in these D1 courses.
  - By the end of three years (AY20), CESS will have a fully implemented data management system for tracking students' academic progress in relation to diversity standards.
  - The Department of Education plans to create a department level diversity committee that focuses on goals and strategies for all of our education programs that would relate to diversity, inclusive excellence and climate.
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?
- Dean's leadership and consulting visits by Dr. Daryl Smith.
  - Institutional and CESS committee work.
  - Course evaluations and other feedback mechanisms.
  - CESS has made several new strategic hires within the Dean's Office, including an Assistant Dean for Academic and Student Affairs, a Director of Accreditation, Data, and Assessment (DADA), and an Assistant Director for Diversity, Retention, and

Student Services. The expertise provided by these individuals will support us in collecting and analyzing student outcomes in relation to inclusive excellence.

- The CESS Director for Accreditation, Data, and Assessment (DADA) will collaborate with the Dean's Office and faculty to develop and implement a plan for collecting and analyzing students' progress on assessment measures designed to evaluate academic performance in relation to, 1) diversity-related standards identified in programs with national accreditation; and 2) D1 and D2 competencies articulated in D1 and D2 courses offered through CESS.
  - Enhancements to our assessment and data collection/analysis systems for current students and alumni may require new resources. Currently, the DOE uses TK-20 as a data management system. The CESS Director for Assessment, Data, and Accreditation will work with the Dean's Office, faculty and staff to identify and implement data management systems across all units. This activity will likely require new resources for selected data management systems that may or may not include TK-20 across the whole college.
  - Funds for Innovation Grants.
  - External Grants.
  - Structured plans and initiatives for Academic Innovation and Faculty Support designed and led by CESS Associate Deans.
  - Resources to help identify and support First-Year and Capstone curricular and co-curricular initiatives for students.
  - Institutional strategies and collective support for diversifying the student body.
  - As we begin to implement our 5-Year Strategic Plan we will identify the need for new resources and investments, as well as in enacting a thoughtful approach to reallocating existing resources in order to support goals related to diversity and inclusive excellence.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- The CESS 5-Year Strategic Plan and the new Diversity and Inclusion Plan (spring 2018) will identify measurable goals and metrics that will guide our efforts in implementing activities, initiatives and infrastructure related to diversity and inclusive excellence in the area of academics. We anticipate that these metrics will include evaluations of student performance, as well as program and college level data related to academic performance in the area of inclusive excellence. The metrics will be analyzed by the CESS Dean's Office leadership teams on an annual basis to determine whether goals and objectives are being achieved in a timely fashion, and in accordance with quality standards. Areas in need of improvement will be identified and addressed on an annual basis.
  - Goals identified in the 5-year Strategic Plan provide a targeted approach to resource development and allocation. The Strategic Plan has already begun to assist us in identifying the need for new resources and investments (e.g. Innovation Funds, Targeted Approaches to Recruiting Diverse Faculty, Faculty Mentoring), as well as in enacting a thoughtful approach to reallocating existing resources in order to support goals related to diversity and inclusive excellence in the area of academics.

- CESS is in the process of implementing the data management system “Tk20” for use in its assessment and external accreditation processes. Currently, the software is used by the Department of Education students to compile their e-portfolios, which are necessary for CAEP accreditation. Future plans for use of Tk20 include utilizing it for course mapping; evaluating student achievement of course, department, and college student learning outcomes; and tracking progress towards goals realized during the college’s strategic planning process. Tk20 may also be utilized to track progress on a forthcoming Enrollment Management plan, specifically with regards to recruiting and retaining students, faculty, and staff from under-represented populations. (Note: some of these uses span other pillars included in this Action plan).
- CESS will coordinate its approach to creating new committees and charges focused on inclusive excellence, and will streamline communications between committees and their reporting functions. The effectiveness of these efforts will be monitored and evaluated on an annual basis.

## **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?
  - CESS’ messaging of its principles and commitments, such as the example listed below, serve to inspire and remind us of our aspirations to be a community that affirms and demonstrate the value of the diverse identities and backgrounds of its members. What we attend to, and tend to, is often what we are and what we become. *The activity defining our scholarly community is student-centered and grounded in our core values. Through all of our work in the College of Education and Social Services we strive to create a more humane and just society, free from oppression— one that maximizes human potential and the quality of life for all individuals, families and communities* (Dean Scott Thomas).
  - CESS is internally and externally recognized for its promise, its services, and its abilities to build and strengthen reciprocal relationships, partnerships, and communities. To have the greatest and deepest impacts CESS promotes multicultural competence, seeks to embody and pursue social justice, and builds positive and production connections throughout the community. Recently, members of an accreditation team for one of CESS’ academic programs shared with us that one word was used most often to describe CESS beyond academic distinctions—*Relationships*.
  - Applied research and scholarship is undertaken by CESS in academic disciplines or in exploration of questions that *inform and resource to improve* the most pressing human services needs and conditions of our times.
  - Providing students with opportunities to apply new learning in diverse contexts— including through nuanced deliberation about the complexity of the real-world issues of our time, is a signature CESS commitment. This type of learning occurs frequently in small, seminar-style classes; in *Theory to Practice* academic commitments, e.g.,

internships, research, field experience; and in intentional advising and cohort activities.

- The comprehensive advising and coaching/mentoring tiered-models designed for students, faculty and staff serve not only to support and challenge individuals, but also to sow seeds of wisdom and growth within our academic community. Advising involves active implementation of multicultural competencies, and CESS is actively committed to ongoing training and development of its faculty, staff, and peer advisors.
- There are opportunities for deep listening and expression of perspective that are encouraged by the Dean and others in CESS.

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?

- The Diversity Inclusion is embedded in all areas, commitments and actions.
- Ways CESS brings to life a culture of *Social Justice*.
- CESS *Theory to Practice* and *High Impact Practices* in diverse communities.
- CESS student and faculty advising/mentoring models.
- CESS academic connections to Themed or Living/Learning Residential Life
- The CESS Committee on Diversity Initiatives sponsors several initiatives each year, including an annual diversity conference, a survey of faculty and staff, and identification of areas of strength as well as those in need of improvement. The committee engages both faculty and staff in exploring and addressing initiatives related to inclusive excellence, thus providing a broad view of related issues and ways to address them from multiple vantage points. The committee's charge may also be of interest.
- The CESS Center on Disability and Community Inclusion (CDCI) addresses similar issues both within and outside of the Center. Faculty and staff set individual goals related to inclusive excellence, and professional development opportunities are provided in response to identified needs.
- CESS approaches to creating more seamless connections between its academic and student affairs that support student success.
- Classroom accommodation strategies.

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

- The CESS 5-Year Strategic Plan (2017-2018 to 2021-2022) and the CESS Diversity and Inclusion Plan (developed by spring 2018) will help guide CESS and establish metrics to: 1) increase diversity among CESS students, faculty and staff, as measured by the percentage of people in each category from underrepresented backgrounds; 2) articulate objectives for enhancing recruitment and retention of diverse students, faculty and staff; 3) increase recognition of the accomplishments of diverse students, faculty and staff; 4) enhance opportunities for skill development related to multicultural competences for students, faculty and staff; and 5) designation of role(s) with primary responsibility for professional development or training efforts specific

to multicultural competency. Related goals and objectives will be identified by year as well as across the five-year period (2017-2018 through 2021-2022).

- Currently we identify a critical need to undertake multiple strategies to address the lack of diversity in our student population. CESS is committed to more closely reflecting in its student body the diversity of the populations served by the academic fields or professions of Education and Social Services. Summary data for undergraduate students in 2015 and 2016 indicate that in 2016, approximately 13% of undergraduate students identify as Asian, African-American, Hispanic, or two or more races/ethnic categories, and 2.5 as International (without racial or ethnic indicators). With respect to gender, in 2016, 17% of students identified as male. Over the next three years, we plan to implement recruitment strategies that will increase the percentage of diverse students and will increase the percentage of male students. The percentage target goals will be set by the CESS Dean's office in consultation with a newly forming CESS Enrollment Management Committee and University Admissions.
  - The CESS Dean's Office, Academic Chairs, Business Office, and CDI will work on identifying new recruitment and retention strategies for faculty and staff to further build an inclusive and thriving community.
  - The Strategic Plan will also include continued development of a comprehensive approach to data collection and analysis through Tk20 that will allow the college to assess the impact of diversity initiatives on current students, recent graduates, and alumni who have been in the field for longer periods of time. The newly hired Director of Assessment, Data, and Accreditation is charged with collaborating with the CESS Dean's Office and faculty and staff to design and implement these systems over the next three years. Attention to continuous improvement cycles will aid CESS in strengthening community, and its curricular and co-curricular programs and services.
  - The Office of Student Services will begin to create and join new retention initiatives that will help students thrive (not solely survive, as some do) individually and in the community.
  - Deep partnerships between the Office of Student Services and the Mosaic Center for Students of Color and other partnerships will be forged with explicit attention to overlapping goals.
  - Re-imagine and re-configure the Technology for Teaching Lab to promote a more dynamic and interactive learning and gathering space for students, faculty and staff.
  - The Office of Student Services will initiate proposal developments for student diversity forums, first-year orientation initiatives, peer to peer mentoring, a summer session on social justice themes, pipeline programs, and multicultural/cross-cultural competencies development, among others.
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?
- Expertise and contributions from two new hires: Assistant Dean for Academic and Student Affairs and a new position, Assistant Director for Diversity, Retention and Student Services.

- The CESS Dean’s office has identified specific funds for faculty and staff to pilot academic and co-curricular programs and services (Innovation Grants).
  - New strategic planning, data collecting and analysis, and reporting will be needed to help advance inclusive excellence and reporting goals.
  - New committees or updating charges of existing committees will serve to resource CESS goals, e.g., Enrollment Management Committee, Committee on Diversity Initiatives, Climate Committee, and others.
  - Designated support to enrich the graduate student experience.
  - Consulting with other colleges on our, and their, best practices.
  - Review of cross-cultural competencies curricula existing within CESS or in other resources.
  - Catamount Commitment Mentoring and other strategic mentoring initiatives.
  - Funding source for expanding and sustaining pipeline programs like the Holmes Scholars program, and innovative outreach initiatives.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

- A full set of metrics for evaluating success in the area of enhancing the diverse community within CESS will be outlined in the new Diversity and Inclusion Plan (spring 2018), and is additionally informed by the 5-Year Strategic Plan. At this time, we can anticipate that data collection will help CESS outline intended increases or progress in the following areas:
  - Increase in percentage of diversity among undergraduate and graduate students in CESS (as measured by percentages of increases among traditionally underrepresented populations and international students)
  - Increase in percentage of male undergraduate and graduate students enrolled in CESS
  - Increase in percentage of diversity among faculty and staff in CESS (as measured by percentages of increases among traditionally underrepresented populations)
- CESS is currently developing a set of metrics to be used in evaluating the effectiveness of a number of new initiatives, including the following:
  - An initial assessment of the impact made by a new position: Assistant Director/Coordinator for Diversity, Retention, and Student Services.
  - A report on an expanded Holmes Scholar/Honors/Cadet program – and other diversity recruitment and mentoring pipeline programs.
  - A report on expanded retention initiatives for under-represented student populations and for the whole CESS student academic body.
  - A report on new pilot initiatives for multicultural/cross-cultural competencies development for each of the following: faculty, students and staff.

### **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?
  - Faculty, staff and administrators within CESS are dedicated to providing an accessible and inclusive environment for all members of our community. This commitment is reflected in the CESS Mission Statement and is closely examined through the structured conversations and recommendations offered by Working Groups established through the Strategic Planning process.
  - With respect to students, areas of strength include our commitment to advising, academic focus on issues of diversity, and full range of services provided through our Student Services Office (e.g., individual supports that link students to campus-wide offices and initiatives promoting inclusive excellence, and links to the Department of Education Student Support Team). Our first to second year retention rates for undergraduates are one of the highest at the University, as are our retention rates over the four-year period.
  - Student evaluations of teaching are among the highest in the University, suggesting that faculty are effective in promoting strategies associated with Universal Design for Learning and creating welcoming and inclusive classroom environments.
  - Annual assessments of our physical spaces/environment suggest that our classrooms are ADA compliant.
  
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?
  - Comprehensive tiered-advising model.
  - Several years ago, faculty in CESS were awarded a Department of Education grant focused on Universal Design for Learning (UDL) in higher education settings. This grant sparked numerous professional development opportunities within, as well as outside of CESS, many of which have been relocated in UVM's Center for Teaching and Learning. The opportunities have been provided to individuals as well as to the college as a whole, creating a culture for continuous improvement in this area.
  - Many of our faculty members have participated in the Hybrid Initiative sponsored by the Center for Teaching and Learning. As a result, faculty members have enhanced skills in virtual learning, including approaches embracing the principles of Universal Design for Learning. Additionally, we have increased our online and hybrid opportunities.
  - The Tarrant Center for Innovative Education provides resources for K-12 schools as well as UVM faculty and students interested in developing their skills in innovative and personalized uses of technology. Tarrant's focus on innovation and technology supports our college's focus on student accessibility, active learning, and applied approaches to teaching and research.
  
3. What goals does your college/division want to achieve within the next year? Within the next three years?

- A full set of metrics for evaluating success in the area of enhancing the diverse community within CESS will be outlined in the new Diversity and Inclusion Plan (spring 2018), and is additionally informed by the 5-Year Strategic Plan. Objectives may include:
    - Establishment of a climate committee to assess and identify specific strategies for enhancing inclusive excellence within the CESS environment (including the physical environment, learning environment, etc.).
    - Attention to the creation of a “digital ecosystem” that will promote accessibility and enhanced technology use throughout the college.
    - Increased opportunities for online learning. These opportunities will allow us to reach broader audiences, including diverse learners within and outside of Vermont who might not otherwise have access to our degree programs and professional development opportunities.
    - Exploration of opportunities to obtain additional physical classroom and office space for CESS that will be fully accessible and will result in increased proximity for our programs and departments. At present, our college is housed in four separate locations (i.e., Waterman Building, Mann Hall, Living/Learning, and Patrick Gymnasium). Our lack of proximity presents barriers to collaboration and physical access for students, faculty and staff.
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?
- As indicated above, the 5-year Strategic Plan and new Diversity and Inclusion Plan (spring 2018) will guide enhancements related to inclusive excellence in the environment and identify related strategies and resource needs.
  - The goal to increase our online presence will involve resources dedicated to exploring opportunities, marketing, professional development for faculty, curriculum development, and student recruitment.
  - Faculty will continue to access resources and opportunities available through the Tarrant Center and UVM Center for Teaching and Learning. Additional professional development opportunities may be identified and provided at the department and college levels.
  - Progress in the area of improved physical space will require financial resources. At this time, this area for improvement is in the exploratory stage and involves time and expertise, primarily through the Dean’s Office.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- A full set of metrics will be identified by aligning the 5-Year Strategic Plan with the new Diversity and Inclusion Plan (spring 2018). Potential areas to be evaluated will include:
    - Intended outcomes as a direct result of the comprehensive advising model.
    - The number of courses developed/enhanced through online learning platforms and hybrid approaches.

- Numbers of faculty participating in professional development related to online learning, UDL and use of technology.
- Increases in the number of students participating in these learning opportunities (including students from diverse backgrounds), and course evaluations that measure the relative effectiveness of these approaches
- Review of the annual assessment of accessibility of physical spaces, to include evaluation of status, progress made on previous goals, and goal-setting for the upcoming year.

#### **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?

- CESS is dedicated to enhancing inclusive excellence throughout its approach to business operations and organizational processes. Areas of focus include human resources (including faculty and staff searches), student resources, and financial resources.
- With respect to *Human Resources*, the following activities, benefits and impacts have been implemented and have served to promote diversity through the process of recruiting and hiring faculty and staff:
  - Appoint as a diverse a search committee as possible
  - Search committees are tasked with utilizing practices and procedures as stated in our CESS Diversity Recruitment Plan
    - [https://www.uvm.edu/cess/diversity\\_recruitment\\_and\\_retention\\_plan](https://www.uvm.edu/cess/diversity_recruitment_and_retention_plan)
  - Provide equitable start-up packages for incoming faculty
- Recent outcomes associated with the above-mentioned search policies and practices have resulted in:
  - Diverse perspectives on qualifications and experiences of candidates
  - Recruitment of six new faculty & staff within the last two years including faculty/staff of color, LGBTQA and from the deaf community
- A number of activities also occur within the area of *Student Resources* that bring benefit and positive impacts to students in CESS:
  - Graduate Student funding.
    - Matching the Graduate College's Diversity Scholarship funds
    - Matching outside scholarship funding with stipend (Gates)
    - Support Holmes Scholar Travel to National AACTE Meeting
    - Provide reasonable accommodations to disabled graduate students of color
    - Provide undergraduate student funding for emergency retention based on financial hardship; vetted with Student Financial Services
    - Host The Shepherd Higher Education Consortium on Poverty (SHECP) that supports undergraduate student internships in low socio-economic and

diverse communities across the United States. Over the past two years, three CESS students (out of eight total) have been supported in SHECP summer internships, and one student of color (from CAS) was supported in a full-time summer internship.

- CESS has also provided *financial resources* to support faculty, staff and students in engaging in professional development and related opportunities designed to enhance inclusive excellence. Examples include:
    - Professional development funds awarded to faculty on an annual basis that often target opportunities for development in the area of inclusive excellence
    - Through development, fund raising opportunities have been targeted that provide funding for diverse students and initiatives, including low socio-economic communities
    - Provide financial support for faculty and staff to attend University and non-University workshops addressing cultural competency such as Blackboard Jungle, Greater Burlington Multi-Cultural Conference, and others.
    - Provide financial support for the annual Cultural Diversity Initiatives conferences hosted by CESS each year.
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?
- As noted earlier, the Committee on Diversity Initiatives (CDI) is a faculty and staff committee that empowers members to identify and implement a variety of diversity-related initiatives, including the annual CDI conference.
  - CESS builds community by including both faculty and staff in college-wide meetings and the annual CESS Research Symposium. Faculty meetings regularly incorporate professional development on diversity-related topics (e.g., use of gender-based pronouns, support systems for students experiencing academic and mental health issues, etc.).
3. What goals does your college/division want to achieve within the next year? Within the next three years?
- As noted throughout this document, the CESS 5-Year Strategic plan and new Diversity and Inclusion Plan (spring 2018) goals and metrics will include a focus on the following areas:
    - Enhanced recruitment and retention efforts related to diverse faculty and staff.
    - Targeted professional development opportunities for faculty and staff in the area of inclusive excellence.
    - Formalized focus on training in cultural competency for all onboarding faculty and staff.
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?
- Data-driven metrics and intended yields.

- The college will clarify roles and committee charges critical to implementation of improved policies and practices in the area of recruitment and retention of diverse faculty, staff and students; identification of targeted supports (e.g., mentoring and research support) for diverse faculty who are new to UVM; and enhanced professional development opportunities focus on multicultural competence.
  - The new Assistant Dean for Academic and Student Affairs and Assistant Director for Diversity, Retention and Student Services positions will be critical to helping advance goals for improvement in recruitment and retention (climate to thrive) for students of color and under-represented populations.
  - The recently hired Director of Assessment, Data and Accreditation will play a key role in defining and implementing measures designed to gather and analyze data in the above-mentioned areas.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
- In development are data-driven metrics and best practices for:
    - Recruitment and retention rates for faculty and staff.
    - Percentage of professional development funds expended on diversity-related initiatives.
    - Development and enhancement of Mentoring/Coaching models related to Inclusive Excellence