



COLLEGE OF NURSING AND HEALTH SCIENCES

INCLUSIVE EXCELLENCE ACTION PLAN

General Information

1. **Vice President, Dean, or Director Name:** Dean Noma Anderson
2. **Person submitting plan on behalf of the College of Nursing and Health Sciences (CNHS) Committee on Inclusive Excellence (CIE):**

Mary Alice Favro & Emily Coderre, Co-Chairs

3. **Departments within College, Department, or Division:**
 - a. Communication Sciences and Disorders
 - b. Biomedical and Health Sciences
 - c. Nursing
 - d. Rehabilitation and Movement Science
 - e. Interdisciplinary Ph.D. in Interprofessional Health Sciences
 - f. Integrative Health

4. Implementation Team Members (including Team Lead/Chair):

Name	Title	Department/Office/Unit
Emily Coderre	Co-Chair, Faculty	Communication Sciences and Disorders (CSD)
Mary Alice Favro	Co-Chair, Faculty	CSD
Claudia Abbiati	Ph.D. Student	Interdisciplinary Ph.D. in Interprofessional Health Sciences
Noah Barclay	Faculty	Biomedical and Health Sciences (BHS)
Justine Dee	Faculty	Rehabilitation and Movement Sciences (RMS)
Cara Feldman-Hunt	Faculty	Integrated Health
Emma Freitas	DPT Student	RMS
Emily Glassman	Faculty	Nursing
Alan Maynard	Faculty	RMS
Elizabeth Sargent	Faculty	RMS



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Elaina Sepede	Undergraduate Student	CSD
Shelley Velleman	Faculty	CSD

Components of Inclusive Excellence Summary

Pillar 1 – Academics

Academics Subcommittee Members: Emily Coderre, Emily Glassman, Elizabeth Sargent

Component 1: Faculty Support and Engagement

Action/Initiative/Activity	Responsible Person or Group
<p>1. Expand curricular offerings with regard to diversity and inclusion: Expand opportunities for all levels of students to take classes in the college that: engage students with learning about their own culture, bias, and other cultures through classroom experiences, local community interactions, and/or travel experiences; include interprofessional education; and include community service learning.</p>	<p>CNHS CIE, Chairs, faculty & staff, in consultation with CNHS Curriculum Planning Committee (CPC)</p>
<p>2. Increase diversity and inclusion content in undergraduate and graduate classes: Review syllabi for diversity, inclusion & social justice components; work with faculty to integrate more concepts into courses for graduate and undergraduates.</p>	<p>CIE, Chairs, faculty</p>
<p>3. Implement Universal Design for Learning (UDL) principles into courses: Survey faculty on UDL skills; review syllabi</p>	<p>CIE, faculty, in consultation with CTL</p>

Component 2: Student Support and Engagement

Action/Initiative/Activity	Responsible Person or Group
<p>1. Gather data on student experience of diversity, IE, & social justice in their curriculum: Include question(s) on exit interviews for seniors and grad students;</p>	<p>OSS, CIE</p>



implement student self-assessment & feedback	
2. Increase peer mentoring for students of color: Expand LinkUp program for undergraduates, extend to (or create something similar for) graduate students; increase number of CNHS peer mentors through Tutoring Center	OSS, MOSAIC Center, Tutoring Center

Component 3: Curriculum, Pedagogy, and Research

Action/Initiative/Activity	Responsible Person or Group
1. Complete organizational self-assessments: Each unit in the College will complete a cultural competence organizational self-assessment and develop a plan based on outcomes.	CIE, Dean’s Office
2. Increase faculty knowledge/skill on culturally responsive research practices/strategies: Offer workshops and trainings on how to incorporate diversity and inclusion practices into research	CIE, CIE Professional Development Subcommittee
3. Identify college-wide area of excellence in IE: Review research interests of CNHS faculty to identify areas of strength(s)	CIE, CNHS Research Committee

Pillar 2 – Community

Community Subcommittee Members: Noah Derman, Cara Feldman-Hunt, Justine Dee, Claudia Abbiati

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

Action/Initiative/Activity	Responsible Person or Group
1. Increase recruitment of BIPOC students in all units	OSS, Dean’s Office, UVM Student Financial Services (SFS), Mosaic Center



<ul style="list-style-type: none">• Increase funding for recruitment/yield of diverse UG and Grad students: Develop financial mechanism to facilitate recruitment/yield of high quality diverse UG and Grad Students• Increase recruitment from CNHS Pathway & Pipeline activities: Matriculate students from former refugee, immigrant, indigenous and other historically underserved communities and groups into CNHS programs; Pipeline programs including AHEC, Upward Bound, Abenaki Summer Happening (annual); CCV articulation agreements; Health Coaching program• Identify ideas for more inclusive admission procedures: Review undergraduate and graduate admission processes to identify areas for improvement	
<p>2. Increase retention of BIPOC students in all units</p> <ul style="list-style-type: none">• Offer student affinity groups/student-led conversations: CNHS Inclusivity and Diversity Efforts in Academia (IDEA) Club; POC in Health Care club• Increase peer mentoring for students of color: See Pillar 1, Component 2, Action 2• Implement policy changes for AP credits: Explore options for university-level policy changes for poor grades on AP courses that may disadvantage students• Gather data on poor retention rates: Identify existing UVM data, or obtain new data, regarding why students of color are not retained• Support/extend efforts of TLC (Tender Loving Care) program	<p>OSS, Dean’s Office, Mosaic Center</p>



(OSS): Provide extra support to students	
3. Increase recruitment of BIPOC faculty/staff in all units <ul style="list-style-type: none"> Institute mandatory training for search committees to ensure equity best practices in hiring new staff and faculty (e.g., Human Resources: Affirmative Recruitment workshop) Reintroduce Harris Fellows program Propose cluster hiring of diverse faculty/staff 	Dean's office; UVM
4. Increase retention of BIPOC faculty/staff in all units <ul style="list-style-type: none"> Offer faculty affinity groups: Faculty of Color group Gather data on poor retention rates: Identify existing UVM data, or obtain new data, regarding why faculty/staff of color are not retained 	CIE; Dean's Office; UVM

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

Action/Initiative/Activity	Responsible Person or Group
1. Offer professional/skill development opportunities: Collaborate/coordinate with other colleges and campus entities to lead, arrange, fund and publicize CIE trainings; Provide trainings specifically for CNHS faculty/student/staff	CIE, CIE Professional Development Subcommittee, Dean's office

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

Action/Initiative/Activity	Responsible Person or Group
1. Implement Anti-Bullying Policy: Implement in CNHS (currently under review by HR); Expand anti-bullying training/mentoring for clinical supervisors to ensure clinical settings are inclusive	CIE, Dean's office, other UVM administration units



2. Increase knowledge of bias reporting process: Ensure all student/faculty/staff know how and when to report bias incidents	CIE, CIE Professional Development Subcommittee, OSS
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Component 4: Programs, Services, & Events

Action/Initiative/Activity	Responsible Person or Group
1. Offer professional/skill development opportunities: See Pillar 2, Component 2	

Pillar 3 – Environment

Environment Subcommittee Members: Shelley Velleman, Elaina Sepede

Component 1: Physical Accessibility

Action/Initiative/Activity	Responsible Person or Group
1. Meet ADA standards for physical space: Continue to advocate for modifications of Rowell and Pomeroy	CIE, Dean’s office

Component 2: Technology Use and Accessibility

Action/Initiative/Activity	Responsible Person or Group
1. Ensure all course materials (e.g. on Blackboard, websites) meet accessibility requirements: Review syllabi and course materials to improve accessibility; standardize how Blackboard is organized/presented across college	CIE, in collaboration with CTL

Component 3: Cognitive Accessibility

Action/Initiative/Activity	Responsible Person or Group
1. Ensure all CNHS websites are cognitively accessible: Review websites to improve cognitive accessibility	CIE, OSS



Component 4: Inclusive Spaces

Action/Initiative/Activity	Responsible Person or Group
1. Implement Anti-Bullying Policy: See Pillar 2, Component 3, Action 1	CIE, Dean’s office, other UVM administration units
2. Offer student affinity groups: see Pillar 2, Component 1, Action 2	OSS, Dean’s Office, Mosaic Center
3. Offer faculty affinity groups: See Pillar 2, Component 1, Action 4	CIE; Dean’s Office; UVM

Pillar 4 – Operations

Operations Subcommittee Members: Mary Alice Favro, Alan Maynard

Component 1: Policies, Procedures, and Practices

Action/Initiative/Activity	Responsible Person or Group
1. Ensure IE and UDL are present in CNHS employee assessment instruments: Review, evaluate, recommend changes via document reviews of: advising survey, staff performance appraisals, course evaluations, onboarding new employees. (Note: RPT and faculty annual review have been completed)	CIE, Chairs, Dean’s Office
2. Implement Anti-Bullying Policy: See Pillar 2, Component 3, Action 1	CIE, Dean’s office, other UVM administration units

Component 2: Evaluation and Assessment

Action/Initiative/Activity	Responsible Person or Group
1. Evaluate annual diversity & IE activities for faculty: Synthesize and review de-identified data from annual review from faculty regarding diversity & IE activities, to provide a starting point for improvement	CIE, Chairs



<p>2. Evaluate annual diversity & IE activities for staff: Synthesize and review de-identified data from staff evaluations for diversity & IE components, to provide a starting point for improvement</p>	<p>CIE</p>
<p>3. Evaluate turnout for professional development opportunities: Track percentages of individuals reached by CIE professional/skill development offered each semester, to provide a starting point for improvement</p>	<p>CIE, CIE Professional Development Subcommittee</p>

Component 3: Financial

Action/Initiative/Activity	Responsible Person or Group
<p>1. Obtain annual budget support for CIE activities: Negotiate annual budget to support CIE activities; Explore options for getting a line item in budget each year</p>	<p>Dean's office</p>

Component 4: Internal/External Communications

Action/Initiative/Activity	Responsible Person or Group
<p>1. Increase visibility and community on social media platforms: Create social media accounts to increase visibility of our group, get word out about events, and increase community-building</p>	<p>CIE, CIE student members</p>

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 actions, initiatives, and activities? How do these initiatives and practices promote inclusive excellence in your College, Department, or Division?
2. What actions, initiatives, and/or activities does your College, Department, or Division consider exemplary in this pillar and could serve as a model or best practice at UVM?
3. What S.M.A.R.T. goal(s) does your College, Department, or Division want to achieve within the next year in this pillar? Within the next two years?
4. What strategies and resources (e.g. skills, expertise, financial) will your College, Department, or Division use to meet your goal(s)?
5. What metrics will your College, Department, or Division use to gauge its progress to meet your goal(s)?

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 actions, initiatives, and activities? How do these initiatives and practices promote inclusive excellence in your College, Department, or Division?
2. What actions, initiatives, and/or activities does your College, Department, or Division consider exemplary in this pillar and could serve as a model or best practice at UVM?
3. What S.M.A.R.T. goal(s) does your College, Department, or Division want to achieve within the next year in this pillar? Within the next two years?



4. What strategies and resources (e.g. skills, expertise, financial) will your College, Department, or Division use to meet your goal(s)?
5. What metrics will your College, Department, or Division use to gauge its progress to meet your goal(s)?

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 actions, initiatives, and activities? How do these initiatives and practices promote inclusive excellence in your College, Department, or Division?
2. What actions, initiatives, and/or activities does your College, Department, or Division consider exemplary in this pillar and could serve as a model or best practice at UVM?
3. What S.M.A.R.T. goal(s) does your College, Department, or Division want to achieve within the next year in this pillar? Within the next two years?
4. What strategies and resources (e.g. skills, expertise, financial) will your College, Department, or Division use to meet your goal(s)?
5. What metrics will your College, Department, or Division use to gauge its progress to meet your goal(s)?

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 actions, initiatives, and activities? How do these initiatives and practices promote inclusive excellence in your College, Department, or Division?
2. What actions, initiatives, and/or activities does your College, Department, or Division consider exemplary in this pillar and could serve as a model or best practice at UVM?
3. What S.M.A.R.T. goal(s) does your College, Department, or Division want to achieve within the next year in this pillar? Within the next two years?



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4. What strategies and resources (e.g. skills, expertise, financial) will your College, Department, or Division use to meet your goal(s)?
5. What metrics will your College, Department, or Division use to gauge its progress to meet your goal(s)?