The University of Vermont

COLLEGE OF NURSING AND HEALTH SCIENCES

INCLUSIVE EXCELLENCE ACTION PLAN 2022-2027

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Introduction

Background

Diversity, equity, and inclusion are core values of the University of Vermont and the College of Nursing and Health Sciences (CNHS). The CNHS endeavors to prepare graduates who lead and collaborate with stakeholders across disciplines to foster exemplary interprofessional, compassionate, and family-centered services, and create and use knowledge that contributes to the health and wellness of all individuals, communities and society. Its mission is to serve society at state, national and global levels through education of health professionals, development of new knowledge, and health care advocacy that transforms lives by preventing illness and injury, promoting health and wellness, and assuring evidence-based clinical interventions in the management of disease and disability.

Central to the CNHS' mission is the goal to prepare members of our community to be globally responsible and engaged citizens. We value the identity and background of every individual and our capacity to create positive and productive connections as a community. Both the CNHS and University of Vermont hold that diversity and academic excellence are inseparable. The College aims to be a leader in creating new health-oriented knowledge, promoting health, advocating for health equity, and ensuring accessible health care.

The College has a Committee on Inclusive Excellence (CIE). The primary functions and responsibilities of the Committee include promotion and integration of the tenets in Our Common Ground throughout the culture, operations, and functions

of the College. The Committee creates, advises and recommends priorities for strategic diversity engagement throughout CNHS.

Inclusive Excellence Committee/Implementation Team Members

Name	Title	College/Division/Department/Unit
Dean Noma Anderson	Dean	CNHS
Susan Kasser	Professor, UDC Representative	Rehabilitation and Movement Science
Noah Barclay-Derman	Lecturer, UDC Representative, CIE Co-Chair	Biomedical and Health Sciences
Juan Florencia	Lecturer, DEI Director for CNHS	
Emily Coderre	Faculty, CIE Committee member (previous Chair)	Communication Sciences and Disorders (CSD)
Claudia Abbiati	Ph.D. Student, CIE Committee member	Interdisciplinary Ph.D. in Interprofessional Health Sciences
Justine Dee	Faculty, CIE Co-Chair	Rehabilitation and Movement Sciences (RMS)
Cara Feldman-Hunt	Faculty, CIE Committee member	Integrated Health
Emily Glassman	Faculty, CIE Committee member	Nursing
Alan Maynard	Faculty, CIE Committee member	RMS
Evelyn Luneau	Undergraduate Student, CIE Committee member	Public Health Sciences
Elizabeth Sargent	Faculty, CIE Committee member	RMS
Elaina Sepede	Undergraduate Student, CIE Committee member	CSD

Name	Title	College/Division/Department/Unit
Oumaima Sriji	Undergraduate Student, CIE Committee member	Medical Laboratory Science
Shelley Velleman	Faculty, CIE Committee member	CSD

Unit(s) within College, Division, Department or Unit
- Biomedical and Health Sciences
- Integrative Health (minor and affiliated with the Osher Center)
- Communication Sciences and Disorders
- Nursing
- Rehabilitation and Movement Science

Part 1 – Integrative Learning: Academic Success Goals and/or Co-Curricular Learning

Academic Success Goals – Catamount Core

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Expand curricular offerings with regard to diversity and inclusion ● Expand opportunities for undergraduate students to take classes* in the college that engage students with learning about their own culture, bias, and other cultures through classroom experiences by increasing our number of D1 and D2 courses offered through CNHS by 50% ● Expand opportunities for graduate level students that engage the students with learning about their own culture, bias, and other cultures by developing a college wide DEI program (similar to the IPE Day). ● Develop and offer a DEI orientation training/session for incoming CNHS undergraduates to set the stage for an inclusive college experience, culture, and community.	● Shelley and IPE committee member to work combine forces for upper level students with undergraduate orientation working group (below) ● Juan, Noah, Emily, Evelyn CIE committee First years at orientation ● Working with OSS orientation	● Develop over Spring 2023, Fall 2024 orientation ● IPE fall 2024

Increase diversity and inclusion content in undergraduate and graduate classes		
Increase diversity and inclusion content in undergraduate and graduate classes ● Review syllabi for diversity, inclusion **& social justice** components; not only in lessons but also in exams (moving from knowledge to appreciation/value) ○ Provide example 'Diversity Statement' that could be included in all CNHS Syllabi ● Work with faculty to integrate more concepts into courses for graduate and undergraduates by develop a training/fellow program to embed JEDI principles in not only what we teach but how we teach.	● Alan, Juan- train the trainer /fellow program development ● CTLish Workshops on embedding jedi in syllabus/curriculum ● JD/NB speak with dean re inventory of programs /accrediting bodies (CAPTE; CEPH, ASHA, Nursing, AOTA) about DEI in course work	● Diversity Statement by Fall 23 ● Develop program/workshops Spring 24

*Current Inventory of D1 and D2 courses associated with CNHS:
(D1) HLTH 155 - Racism & Health Disparities
(D1) HSCI 056 - Antiracism and Health
(D2) CSD 274 - Culture of Disability
(D2) CSD 025 - Comm Diff & Dis in Media
(D2) HSCI 103 - Fnds of Global Health
(D2) NH 180 - Social Justice and Sport

Co-Curricular Learning

Co-curricular activities are structured learning activities that complement the formal curriculum like research intensive experiences, internships and externships, global opportunities, and community involvement, including participation in many UVM Clubs.

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Increase DEI practices and acts in faculty efforts and practices ● Offer workshops and trainings on how to incorporate diversity and inclusion practices into research ● Offer professional/skill development opportunities around DEI for faculty offering co-Curricular activities	● Dean office ● CIE Committee Members ● JEDI talks- Alan Maynard, Juan Florencia	● Ongoing
Increase representation of diversity in CNHS invited Presenter ● Invite keynotes who specifically focus on DEI research and health equity.	● Public Health Sciences Program	● May 2023- Ziegler Keynote
Expand DEI related resources and opportunities ● Develop CNHS specific DEI resources and expand the DEI website to also include calendar of events ● Increase global health-related opportunities including travel	● CIE, Communications, OSS ● HSCI Program	● Spring 23

courses and working with global populations locally ● Growing health equity internship opportunities statewide		

Part 2 – Recruitment and Retention

Demographic Headcount

CNHS unit will be supporting UVM's academic success goal of increasing the diversity of perspectives, experiences, and thought by increasing the diversity in our own student body.

Currently, the BIPOC profile of the CNHS student body is as follows:
138 Undergraduate BIPOC / 1043 Undergraduate students = 13.2% (OIR say 13.3%)

- PHSC - 36
- NURSING - 52
- CSD - 12
- EXSC - 20
- MLS - 12
- MRS - 2
- Undeclared - 4

44 Graduate BIPOC / 299 Graduate Students (65 master / 234 doctoral)

- 8 Master student (10.8%)
- 36 Doctoral student (15.4%)

2022 Campus Climate Survey Data

339 students out of 1342 students in CNHS responded to the 2022 Campus Climate Survey Data.

In relation to "How would you characterize the general climate with regards to inclusiveness at the university of Vermont?" CNHS students responded:

- 17.8% Very inclusive
- 55.1% Somewhat Inclusive
- 8.3% responded neither inclusive nor uninclusive
- 13.5% somewhat uninclusive,
- 5.2% very uninclusive

Results from the climate survey reflect the larger University as a whole when it comes to inclusiveness.

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Increase peer mentoring for students of color ● Expand LINK-Up! program for undergraduates, extend to (or create something similar for) graduate students; increase number of CNHS peer mentors through Tutoring Center	● DEI Director, CIE	● Spring 23, Fall 23
Gather data on student experience of diversity, IE, & social justice in their curriculum ● Work with OSS and program directors about including DEI question(s) on exit interviews for seniors and grad students	● Lisa McClintock, OSS	● Spring 23

● Work with program directors to have end of program focus groups and feedback		
Identify college-wide area of excellence in DIE ● Review research interests of CNHS faculty to identify areas of strength ● Support and strengthen DEI expertise of faculty	● CNHS Faculty	● Ongoing
Complete organizational self-assessments: ● Each unit/program is unique both in their DEI needs and the DEI journey. Each unit/program will complete a cultural competence organizational self (needs) - assessment and develop a plan based on outcomes.	● Program Director, Department Chairs	● Fall 2024
Increase recruitment of BIPOC students in all units ● 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; including a push for indigenous abenaki scholarships.	● OSS, Dean's Office, UVM DEI, UVM admissions ● Program Leaders	● 2025

• Increase recruitment from CNHS Pathway & Pipeline activities: Matriculate students from former refugee, immigrant, indigenous and other historically underserved communities and groups into CNHS programs; Actively participate and have CNHS representation at university events for BIPOC students. • Develop Pipeline programs including AHEC, Upward Bound, Abenaki Summer Happening (annual); CCV articulation agreements; Health Coaching program, Winooski CNHS Mentorship program • Identify ideas for more inclusive admission procedures: Review undergraduate and graduate admission processes to identify areas for improvement		
Increase retention of BIPOC students in all units • **Explore developing student affinity groups/student-led conversations:** CNHS Inclusivity and Diversity Efforts in Academia (IDEA) Club; POC in Health Care Club	• Juan Florencia (Link UP) • Dr. Celestine (LCOM/Nursing BIPOC Mentor Program) • OSS (TLC)	• Fall 23

• **Increase peer mentoring for students of color:** See above for the LINK UP program and work with LCOM/Nursing BIPOC Menor Program • **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 (OSS)**: Provide extra support to students • **Provide preemptive/intrusive advising outreach:** Identify students in their first year who might be struggling academically through a survey of midterm exam grades with key first courses for CNHS students (PSYCH 001, CHEM 023/031, HSCI 021)		
Increase recruitment and retention of diverse faculty and staff for creating a more diverse and inclusive CNHS experience (See below in Part 3 for action items and goals**)**		

Implement Anti-Bullying Policy – Professionalism Guidelines ● Implement in CNHS (currently under review by HR); Expand professional training/mentoring guidelines for clinical supervisors to ensure clinical settings are inclusive	● Dean's Office, Department Chairs and Program Directors	Spring 23
Increase knowledge of bias reporting process: ● Ensure all student/faculty/staff know how and when to report bias incidents	● Vice Provost, Dean of Students, Dean's Office, OSS	Ongoing
Assess physical environment to be more welcoming, inclusive and diverse ● Visual representation of diverse faculty, research and students ● Evaluate process for renaming building, policies, streets, chairs/positions, awards, etc. that have historically racist and other questionable connections that do not align with our common ground	● Dean's Office, Program Directors, and CIE	Ongoing

Part 3 – Professional and Faculty Development

Advising

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Increase faculty knowledge/skill on culturally responsive research practices/strategies: ● Offer workshops and trainings on how to incorporate diversity into scholarship ● Offer monthly reading circle with short articles that could be retrieved from online repository of resources	● DIE Director, CIE	● Spring 23
Ensure DIE 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. ● RPT and faculty annual review have DIE component but should	● CIE Lisa McClintock , Staff performance appraisals ● RPT Review Committee ●	● Fall 23

increase/ ask for more specific criteria		
Increase recruitment of BIPOC faculty/staff in all units (Currently 14 out of 159 full/part-time faculty and staff) - Develop and implement a Distinguished Lecture Series (one broad theme and one research focus at Zeigler) - Establish a Visiting Scholar Program or Faculty Exchange Program with HBCU - Create Henderson Fellow in CNHS leading to recruitment of diverse faculty in associate professor positions - Propose cluster hiring of diverse faculty/staff	CNHS Research Committee, Dean's Office	- Spring 2023 - Fall 2024 2024-2025 2025-
Increase % effort of Director of Diversity, Equity, and Inclusion to full time and ensure administrative support	Dean, NB, JD, JF	2024
Develop DEI CNHS Faculty and Staff Retreat to host during kickoff of the fall semester.	UDC, CIE, and Dean's Office	Fall 2023

Part 4 – Accessibility

Universal Design

"Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs. Simply put, universal design is good design" (What is Universal Design, 2020).

Physical Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Meet ADA standards for physical space ● Revisit most recent accessibility survey of CNHS buildings ● Conduct accessibility survey & compile report with prioritized list of needs	● DEI committee to review report ● Leadership Team of unit	● Fall 24

Digital Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Ensure all College and course materials (e.g. Brightspace, websites) meet accessibility requirements: ● Offer faculty/staff training on use of classroom technology that enhances access ● Training on accessible Brightspace design for departmental representatives ● Review syllabi and course materials to improve accessibility; standardize how Brightspace is organized/presented across college	● Collaboration between DEI and CTL ● Departmental representative	● Spring 2023

Cognitive Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame

Implement Universal Design for Learning (UDL) principles into courses: ● Survey faculty on UDL skills; review syllabi ● Host workshop on UDL for neurodiverse learners	● UDL and the neurodiverse learner, Autistic learner presentation (Nursing faculty?) Emily G.	● Spring 2023
Ensure all CNHS websites are cognitively accessible ● Review websites to improve cognitive accessibility	● Sara White (OSS), Jesse Sutter	● Ongoing

Sustainability

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
	●	●

Part 5 – International Inclusion and Global Education

Analysis of Systems

How do your systems, policies, and procedures support or inhibit the presence of foreign nationals at UVM?

- Systems impacting Students
- Systems impacting Employees
- Systems impacting other Visitors

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Better understand how The Office of International Education (OIE) support foreign nationals - Identify potential barriers existing within the CNHS systems and policies	- OSS and Dean's Office	- Spring 23

Analysis of Support

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Increasing linguistic access and inclusion by developing policies to support ELL students	- Justine, CIE	- Fall 24

Increasing cultural access and inclusion through more curriculum and course offerings with a global perspective ● Developing a Global Health Minor ● Increasing International offerings and travel courses ● Brown Bag and seminar on Cultural Humility/ Understanding	● Noah Derman, HSCI Program Committee, CIE	● Spring 23 ● Fall 24

The University of Vermont

Part 6 – Review Schedule

Spring 2023

Spring 2024

Spring 2025

Spring 2026

Spring 2027

Part 7 (Optional) – Process