



The University of Vermont

College of Education and Social Services

Inclusive Excellence Action Plan 2022-2027



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Introduction

Background

The College of Education and Social Services (CESS) is engaged in cultivating scholarship and practice that is student centered, family-focused, community-engaged, culturally competent, and collaboratively developed. Central to these components is our commitment and responsibility to bring our work to life in the context of the diverse, globalized society in which we operate. We aspire to continue building a CESS community reflective of a diverse and global society, both physically and culturally, embodied through intentionally elevating the presence, contributions, voices, and perspectives of historically marginalized populations in the College and across the University.

This commitment -- foregrounding diversity, equity, and inclusion -- intentionally complements the College of Education and Social Services (CESS) mission statement:

“...to educate and prepare outstanding professionals in education, social work, and human services; engage in policy relevant scholarship of the highest quality; and provide exemplary professional service within the state of Vermont, nationally, and globally. Our actions are designed to promote a more humane and just society, free from oppression, which maximizes human potential and the quality of life for all individuals, families and communities.”

The 2020-2023 CESS Diversity, Equity and Inclusion Action Plan identified six priorities which guide the strategic vision of the College:

1. **Diverse and Synergistic** – CESS embraces the full diversity of our society to realize the promise of liberal education in a research university setting, grounding our work in interdependent approaches, a culture of inclusion, and leadership for social change that serves CESS, CESS members, and communities. We will systematically identify and work to remove structural inequities and will prioritize resources to synergistically build a more diverse, equitable, and inclusive society through our work.
2. **Academically Vibrant** – CESS identifies and critically assesses learning pathways for academic and scholarly impact and distinction, which connect academic rigor, freedom of intellectual inquiry, equity, and cultural relevance. We will identify, curate, and expand our existing academic resources through data-informed analysis. We will facilitate and innovate for inclusive pedagogical practices. We will foster curiosity and inquiry (free to explore, express, test, and contest ideas) and centering ideals of diversity, equity, and inclusion. We will seek relevant external partnerships or



resources and opportunity to enhance diversity, equity, and inclusion throughout our undergraduate and graduate academic programs. We will prepare students to thrive in their educational experience, and for complexity and change in a globalized academy and world.

3. Distinctively Vermont – CESS provides research and academic programs that fully embrace the cultural, demographic, political, economic, and geographic diversity of Vermont. We will systematically focus on areas in the State where our work (knowledge, service, partnerships, policy research, and pathways or cohorts) can have the most significant impacts within our scope of purpose, financial responsibility, and accountability. We will continue to cultivate a deeper contributing presence within Vermont communities and organizations for shared purposes and futures.

4. People-centric and Equitable – CESS develops, implements and assesses strategies that serve to identify, recruit, and cultivate faculty, students, and staff who have been historically marginalized in higher education, and within our College. CESS works diligently towards increased development of knowledge, understanding, and skills on issues of ethnicity, race, gender, disability, inequality, justice, collaboration, and respect, with the intent to encompass the broadest definition of diversity. We will establish and realize annual (and three-year) recruitment and retention goals for our faculty, students, and staff, demonstrating forward-leaning and accountable progress. We will identify innovative and area-specific approaches to recruitment, hiring, and retention with a focus on developing cohorts of historically marginalized identities and backgrounds, and which foreground candidates dedicated to advancing principles centered on diversity, equity, and inclusion. We will expand and deepen our professional development strategies and opportunities.

5. Inclusive and Interdependent – CESS academic programs clearly articulate the College's commitment to the welfare and wellbeing of individuals, families, and their communities. Our work is grounded in an interdependent approach, linking students and families to the schools and human service agencies that serve and support them and others in communities. For our work to be genuinely synergistic, it must begin with establishing values and a foundation or practice towards building respectful relationships with an ethos of inclusion. We will intentionally cultivate relationships, and a CESS community deeply reflective of UVM's Our Common Ground values.



6. **Accountable** – CESS will strategically resource its work in advancing diversity, equity, and inclusion from a shared purpose and an accountability model. We will annually report on realized impacts and areas for improvement and assign lead responsibility for goals and actions.

Building off the six priorities identified in 2020, the UVM Provost’s Academic Success Goals, and the CESS Strategic Plan, this Inclusive Excellence plan is a step towards creating a roadmap towards a more inclusive and affirming College, which supports the success of students, faculty, and staff. Given that parts of this work are inextricably linked, some goals and action items are repeated throughout different sections. When applicable, these repetitions will be noted.

A Note about Language:

The language used to describe faculty throughout this document is written in alignment with the UVM Faculty Collective Bargaining Agreement and the Academic Success Goals set by the Office of the Provost. Additionally, the phrase “individuals often excluded from higher education” is used to include people who are systemically marginalized on axes including but not limited to race, ethnicity, religion, gender, romantic and/or sexual orientation, social class, socioeconomic status, first-generation student status, ability status, and citizenship. These individuals have been historically and currently excluded from higher education and thus CESS has intentionally foregrounded their experiences and needs throughout this document. We recognize that minoritized and marginalized communities are not monoliths and there may be different nomenclatures desired across and within specific communities. Our intention is to find a succinct phrase to describe these communities.

Inclusive Excellence Committee/Implementation Team Members

Name	Title	College/Division/Department/Unit
Katie Shepherd	Dean	College of Education and Social Services
Tiffanie Spencer	Assistant Dean for Strategic Initiatives, Diversity, and Engagement	College of Education and Social Services
Gabi Cuna	Graduate Assistant for Diversity and Community Engagement '22-'23	College of Education and Social Services
Steve Zatarain	Graduate Assistant for Diversity and Community Engagement '23-'25	College of Education and Social Services



Name	Title	College/Division/Department/Unit
Lynn C. White Cloud	Assistant Dean for Academic and Student Affairs	College of Education and Social Services
Jesse Suter	Executive Director	Center on Disability and Community Inclusion

Unit(s) within College, Division, Department or Unit

- Department of Counseling, Human Development, and Family Science
- Department of Education
- Department of Social Work
- Center for Disability and Community Inclusion
- Tarrant Institute for Innovative Education

Key for *Responsible Group Terms & Acronyms*

- CDCl - Center for Disability and Community Inclusion
- CTL – Center for Teaching and Learning
- OADA – Office of Assessment, Data, and Accreditation
- ODCE – Office of Diversity and Community Engagement
- OIRA – Office of Institutional Research and Assessment
- OSS – Office of Student Services



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

Teaching and Learning

The 2022 CESS Strategic Plan pathways 1 and 3 and the 2023 CESS DEI Plan directly address teaching and learning. Teaching and learning are co-generative, integrated, equity-centered, and inclusive processes that happen both inside and outside the classroom. This section of the proposed integrated strategic plan addresses goals such as developing a unified and impactful educational framework; improving retention, progression, and graduation rates; supporting post-graduation success; increasing participation in professional development and mentoring; and increasing the diversity of perspectives, experiences, and thought.

Develop a unified and impactful educational framework which reflects CESS commitment to DEIJ.

A crucial component of developing an educational framework is ensuring that professional development, course content, and events hosted by CESS are accessible to diverse participants. As part of this mission, goals related to physical, digital, and cognitive accessibility are included in [Section 4: Sustainable and Inclusive Communities](#).

^{P5} Goals in Part 1: Integrative Learning are applicable to the Analysis of Systems for International Inclusion and Global Education

Goal	Responsible Group	Time Frame
Assess the degree to which all CESS course syllabi incorporate DEIJ concepts, including global citizenship, Universal Design for Learning (UDL) concepts.	OADA - collect and organize the data/reports at the academic department and program level Academic Department Chairs	Each department will annually assess and report on the degree to which their course syllabi incorporate DEIJ concepts.



Goal	Responsible Group	Time Frame
Assess the degree to which each program has identified student learning outcomes which align with the DEIJ and global citizenship mission of the college.	<p>OADA - collect and organize the data/reports</p> <p>Academic Department Chairs – learning objectives established at the department and/or program level</p>	<p>Each department will annually assess and report on the degree to which their programs have identified student learning outcomes which incorporate DEIJ concepts.</p> <p>Achieve by June 2025.</p>
Increase and maintain the number of Common Ground Values courses e.g., D1, D2, Sustainability, and Global Citizenship courses offered by CESS. ^{PS}	<p>OADA - collect and organize the data</p> <p>Associate Dean for Academic & Faculty Affairs</p>	<p>Find updated D1, D2, etc. numbers.</p>
Annually review curriculum to ensure that it's relevant, timely, impactful, and aligned with the DEIJ mission of the college.	<p>ODCE</p> <p>Associate Dean for Academic & Faculty Affairs</p> <p>Associate Dean for Graduate, Non-Degree & Research Programming</p>	<p>Annually CESS will compile an executive summary on the degree to which each program's curriculum is relevant, timely, and impactful, beginning in June 2024.</p>



Improve retention, progression, and graduation rates.

Goal	Responsible Group	Time Frame
<p>Improve and/or maintain for retention, progression, and graduation rates for undergraduate students that meet or exceed UVM rates, based upon an average for the most recent two academic years.</p>	<p>OADA - collect and organize the data (or pull reports from Catamount Data)</p> <p>OSS</p>	
<p>Develop a system to expand student data collection to include additional social identities.</p>	<p>OADA</p> <p>ODCE (in consultation with OIRA as needed)</p>	<p>Convene working group Fall 2023, report by June 2024 with strategy of next steps for '24-'25 academic year.</p>
<p>Improve retention, progression, and graduation rates for undergraduate and graduate individuals often excluded from higher education.</p> <p>Look at Catamount Data and committee data to include concrete numbers for benchmarks and goals. And disaggregate by identity if possible.</p>	<p>OADA - collect and organize the data (or pull reports from Catamount Data)</p> <p>OSS – Collect data on effectiveness of CommuniTea and BIPOC spaces</p>	<p>Evaluate annually.</p>



Support post-graduation success.

Though these goals do not explicitly name career outcomes for historically marginalized students, these students (especially first-generation students) are positioned to benefit the most from a faculty and staff body with increased career advising preparation.

Goal	Responsible Group	Time Frame
Ensure that faculty and Office of Student Services Staff are adequately prepared to provide career advising.	OADA – Track faculty participation Associate Dean for Academic & Faculty Affairs OSS	Annually, faculty and staff shall be invited to at least one professional development opportunities regarding career advising.
Gather data on existing career development strategies in programs and departments; identify gaps.	OADA – work with OIRA to collect and analyze NSSE data	Each NSSE cycle, assess the % CESS seniors who very often or often talked about career plans with faculty.
Maintain or exceed most current Undergraduate Career Outcomes Survey success rate as well as other categories reflected in the survey. Gather and analyze career outcomes data.	OSS	Annually assess the % of CESS graduates are employed or enrolled in graduate school within 6 months of graduation as measured by the annual post-graduation survey.

Increase participation in faculty and staff professional development and mentoring, as measured by participation in CESS and CTLR professional development.

Goals focused on faculty and staff professional development, which are a crucial component of Teaching and Learning, are expanded upon in [Section 3: Professional and Faculty Development](#).



Engagement, Research, and Co-Curricular Learning

The 2022 CESS Strategic Plan addresses engagement across the four pathways, and our DEI Action Plan prioritizes engagement through its statement of Priorities. Engagement includes global research and exchange of ideas as well as focus on areas of local need and community partnership aligned to UVM’s land grant mission. This section of the proposed integrated strategic plan addresses goals such as using an evidence-based engagement approach, educating citizens to contribute to positive community impact, and preparing students to be engaged citizens. The 2022 CESS Strategic Plan pathway 2 and our current DEI plan directly address research and scholarship. Knowledge creation is interdisciplinary, collaborative, policy-relevant, socially just, and is both the foundation and product of our teaching and learning activities. This section of the proposed integrated strategic plan addresses goals such as enhancing the college’s research, scholarship, and creative arts profile; increasing interdisciplinary and external collaboration; and enhancing success in external funding.

Use an evidence-based engagement approach

Goal	Responsible Group	Time Frame
Increase percentage of CESS students participating in high-impact ¹ practices, as measured by the NSSE survey.	OADA – track by working with OIRA to pull and analyze NSSE data OSS	Each NSSE cycle, assess the % CESS students who participated in high impact practices. Annually summarize CESS data on high impact practices of undergraduate students.

¹ The American Association of Colleges and Universities (AAC&U) definition of high-Impact practices: Teaching and learning practices based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education. These practices include: Capstone Courses, Collaborative Assignments and Projects, Common Intellectual Experiences, Diversity/Global Learning, ePortfolios, First-Year Seminars, Internships, Learning Communities, Service and Community-Based Learning, Undergraduate Research, and Writing Intensive Courses (<https://www.aacu.org/trending-topics/high-impact>).



Prepare students to be engaged citizens.

Goal	Responsible Group	Time Frame
Increase % of CESS undergraduate students participating in experiential learning opportunities, service-learning courses, and civic learning courses.	OADA – track using TK20 data and CELO to compile data OSS ODCE	Annually assess the % of CESS students participating in service learning and civic learning courses.
Increase the number of CESS students participating in UVM Global Experiences initiatives (e.g. study abroad, UVM GO, etc.).	Collaborate with new Global Experiences office/position to collect, monitor, and analyze the data Global Experiences CESS committee representative	By June 2024 do an inventory of all UVM global opportunities for all students. By 2027 have at least 50% of CESS undergraduate students participate in a UVM Global Experience.
Increase the number and geographic diversity of field placement sites which serve individuals often excluded from higher education (student teaching, social work, HDFs, counseling).	OADA – track using TK20 data Staff/faculty associated with student placements and partnerships	By June 2024 identify number of sites within and outside of Chittenden County, and number and type of sites serving diverse populations.
Explore opportunities to increase the number of internships and partnerships related to community impact that are not required by academic programs.	ODCE Staff/faculty associated with student placements and partnerships	By end of June 2024, complete research and summary of potential partnerships and opportunities.



Enhance the college’s research, scholarship, and creative arts profile.

Though these goals do not explicitly name a focus on individuals often excluded from higher education, involving students in research and publication opportunities actively contributes to building and supporting a more diverse academic pipeline.

Goal	Responsible Group	Time Frame
Increase the number of undergraduate students engaged in research by 50%.	Associate Dean for Academic & Faculty Affairs OSS	Annually assess the number of Scholars of Distinction, CESS Honor’s College students, and Individually Designed Major students and other student who complete a research course or focused capstone.
Increase the number of publications co-authored by students and faculty.	OADA – work with department chairs to develop and maintain system to track CESS data Associate Dean for Academic & Faculty Affairs Academic Department Chairs	By December 2023, develop a system by which faculty/student publication data can be collected during the annual review process. By June 2024 develop a report of faculty/student publication data.



Goal	Responsible Group	Time Frame
<p>Leverage CESS Innovation Funds, professional development opportunities, and other sources to support faculty members in incorporating non-Eurocentric and Western ways of knowing and knowledge creation.</p>	<p>Associate Dean for Graduate, Non-Degree & Research Programming</p> <p>Associate Dean for Academic & Faculty Affairs</p> <p>Academic Department Chairs</p> <p>CESS Communications Director</p>	<p>Highlight non-Eurocentric and Western ways of research and knowledge creation through the annual Scholarship Symposium.</p> <p>Annually review.</p>
<p>Leverage CESS Innovation Funds, professional development opportunities, and other sources to support faculty to conduct research with and for people traditionally excluded from HE and research.</p>	<p>Associate Dean for Graduate, Non-Degree & Research Programming</p> <p>Associate Dean for Academic & Faculty Affairs</p> <p>Academic Department Chairs</p> <p>Communications Director</p>	<p>Highlight such work through the annual Scholarship Symposium.</p>



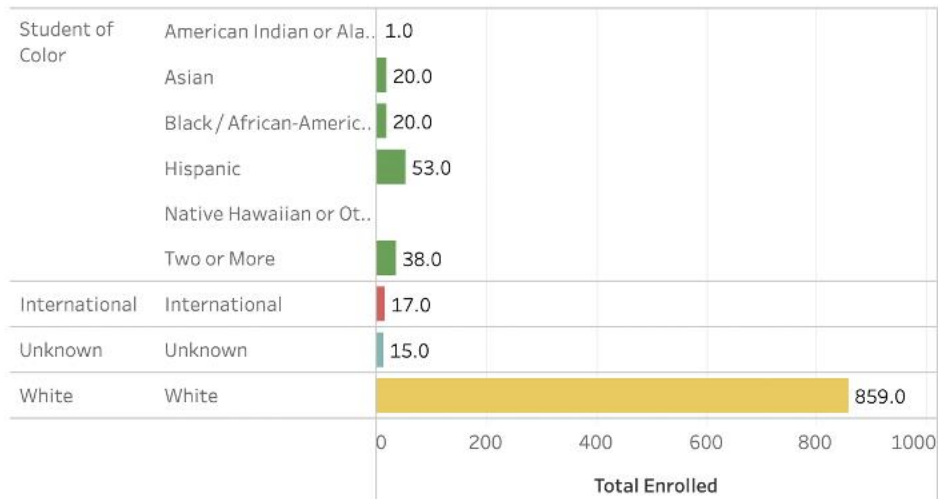
Part 2 – Recruitment and Retention

Demographic Headcount

Student Demographic Data as of Fall 2021

Enrollment by Race/Ethnicity:

Degree Level = All/College = CESS/Student Type = All/Sex = All/Time = All

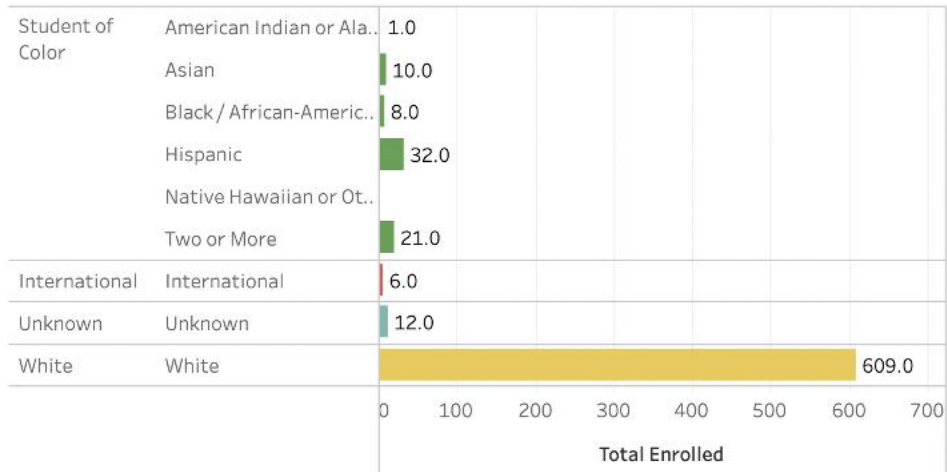




Undergraduate Student Demographic Data Fall 2021

Enrollment by Race/Ethnicity:

Degree Level = Undergraduate/College = CESS/Student Type = All/Sex = All/Time = All

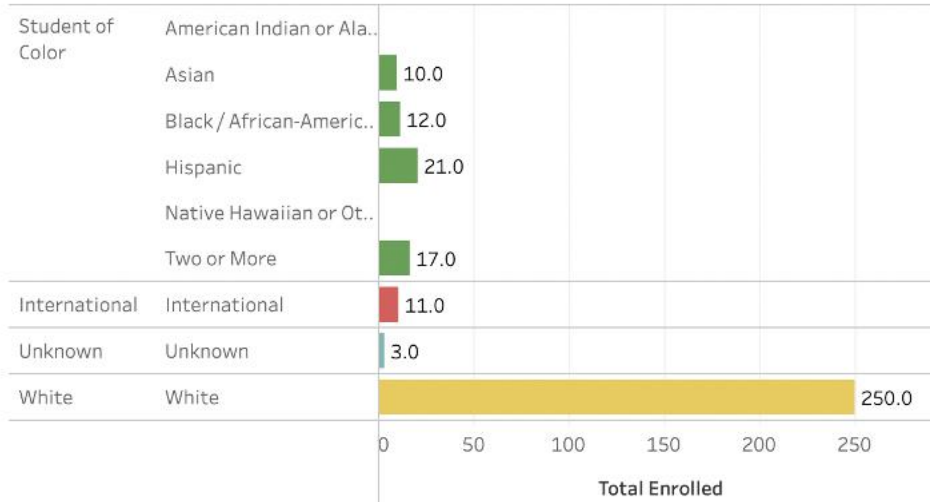




Graduate Student Demographic Data Fall 2021

Enrollment by Race/Ethnicity:

Degree Level = Graduate/College = CESS/Student Type = All/Sex = All/Time = All



Faculty Demographic Data as of Fall 2022

Employee Headcounts by Demographics and Units

Demographic	American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		White		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CESS	0	0.0%	3	3.0%	3	3.0%	8	7.9%	0	0.0%	0	0.0%	79	78.2%	4	4.0%	4	4.0%	101	100.0%
Total	0	0.0%	3	3.0%	3	3.0%	8	7.9%	0	0.0%	0	0.0%	79	78.2%	4	4.0%	4	4.0%	101	100.0%



Staff Demographic Data as of Fall 2022

Employee Headcounts by Demographics and Units

Demographic	American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		White		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CESS	0	0.0%	3	4.6%	3	4.6%	2	3.1%	0	0.0%	6	9.2%	46	70.8%	1	1.5%	4	6.2%	65	100.0%
Total	0	0.0%	3	4.6%	3	4.6%	2	3.1%	0	0.0%	6	9.2%	46	70.8%	1	1.5%	4	6.2%	65	100.0%

Increase the diversity of perspectives, experiences, and thought.

Goal	Responsible Group	Time Frame
Annually revisit policies and procedures which operationalize recruiting faculty and staff from backgrounds often excluded from higher education.	Dean's Office	By June 2024 finalize working document for recruitment policies and procedures.
Prioritize the hiring of faculty and staff who embrace the College's commitment DEIJ in their research, teaching, and practice.	Dean's Office	Annually review data of CESS faculty and staff data to assess progress in alignment with mission and goals.
Remain engaged in programing, initiatives, and external partnerships focused on building an academic pipeline for students from backgrounds often excluded from higher education.	ODCE OSS Dean's Office	By June 2024 review accomplishments in this area to set future strategic goals in June '25 and further.



Goal	Responsible Group	Time Frame
Recognize the accomplishments of faculty, staff, and students for exceptional teaching, practice, research, leadership, community development and/or service related to DEIJ.	Dean's Office Communications Director	Each semester develop and publish a Dean's Letter to recognize the internal and external awards received by students, faculty, and staff.
Continue to identify and pursue scholarships and other external resources available to support undergraduate and graduate students from backgrounds often excluded from higher education.	Dean UVM Foundation ODCE OSS	Increase CESS scholarships for students from backgrounds often excluded from higher education by 2% annually, June '24-'27.
Build skills for faculty and staff that focus on respectful dialogue and diverse perspectives, experiences, and thought.	Office for Finance and Administration ODCE (in collaboration with VP for DEI) Associate Dean for Academic & Faculty Affairs OSS Academic Department Chairs	Annually, faculty and staff shall be invited to at least two professional development opportunities focusing on respectful dialogue and diverse perspectives, experiences, and thought. ODCE [in collaboration with VP for DEI Office for Intercultural Dialogue (ICG) skill development].



Goal	Responsible Group	Time Frame
Build skills for students that focus on respectful dialogue and diverse perspectives, experiences, and thought.	ODCE in collaboration with VP for DEI Office Student Advisory Board and OSS	By June 2024 assess data to establish baseline and targets.

2022 Campus Climate Survey Data

Goal	Responsible Group	Time Frame
Ensure that students and staff in CESS know how to report bias incidents.	Office for Finance and Administration Dean's Office	By December 2023 invite staff from AAEO to provide training to CESS Leadership team on bias incident training. Annually increase the percentage of individuals who indicate that they know how to report a bias incident by 10%.
Create a working group, including college leadership, faculty, staff, and students, that regularly analyzes available data.	ODCE	Identify and convene a working group by October 2023, with an annual report published starting in June 2024.
Increase student and faculty/staff response rate for the Campus Climate Survey.		Increase participation in the 2025 Campus Climate Survey to at least 40% for both students and faculty/staff.



Goal	Responsible Group	Time Frame
Focus on creating a college climate that embodies Our Common Ground, as indicated by the Campus Climate Survey.		In Spring 2025, increase the percentage of CESS student respondents who answer either Good or Excellent by 10% for each principle of Our Common Ground. Continue to assess with each Campus Climate Survey cycle.



Part 3 – Professional and Faculty Development

Professional Development

Though these goals do not explicitly name professional development opportunities focused on DEIJ, both CESS and CTL offer a wealth of workshops and resources for incorporating DEIJ concepts, including UDL, into teaching and scholarship. By increasing professional development opportunities across a range of topics, DEIJ focused opportunities will see similar increases in participation. Additionally, we recognize that faculty, staff, and student mentoring are instrumental in developing a sense of belonging for individuals often excluded from higher education.

Increase participation in faculty and staff professional development and mentoring, as measured by participation in CESS and CTL professional development.

Faculty and staff professional development are instrumental components of Teaching and Learning goals, which are expanded upon in [Section 1: Integrative Learning and Academic Success Goals](#).

Goal	Responsible Group	Time Frame
Maintain a system by which CESS can document faculty and staff participation in professional development opportunities offered through CTL and CESS.	Office for Finance and Administration Associate Dean for Academic & Faculty Affairs	Update documentation semesterly to assess participation based on attendance records by 2025.
Increase rates of participation in professional development opportunities offered through CTL and CESS.	Office for Finance and Administration Associate Dean for Academic & Faculty Affairs	Annually 85% of faculty attend one professional development opportunity, 50% of faculty attend two professional development opportunities, 30% of faculty attend three or more professional development opportunities by 2025.



Goal	Responsible Group	Time Frame
Assess the degree to which CESS is currently providing faculty and staff mentoring opportunities.	Office for Finance and Administration Associate Dean for Academic & Faculty Affairs	Annually, during June, provide assessment report of these activities.
Increase and maintain CESS tenure-track faculty retention for individuals often excluded from higher education.	Associate Dean for Academic & Faculty Affairs Academic Department Chairs	Annually, during June, provide assessment report of these activities Invite CESS tenure-track faculty individuals often excluded from higher education to participate in exit interviews.
Increase and maintain CESS non-tenure-track faculty retention for individuals often excluded from higher education.	Associate Dean for Academic & Faculty Affairs Academic Department Chairs	Annually during June provide assessment report of these activities Invite CESS non-tenure-track faculty individuals often excluded from higher education to participate in exit interviews.



Goal	Responsible Group	Time Frame
Increase and maintain CESS staff retention for individuals often excluded from higher education.	Office for Finance and Administration	Annually during June provide assessment report of these activities Invite CESS staff individuals often excluded from higher education to participate in exit interviews.



Part 4 – Sustainable and Inclusive Communities

The CESS Strategic Plan pathway 4 addresses a commitment to responsible resourcing of sustainable environments. Sustainability includes intentional renewal of systems and processes and a focus on building wellness and community care to promote individual, program, and college well-being.

Data-Driven Decision Making

Use available data to intentionally renew systems and processes.

Goal	Responsible Group	Time Frame
Create a working group, including college leadership, faculty, staff, and students, that regularly analyzes available data.	ODCE (in collaboration with OADA and Office for Finance and Administration)	Identify and convene a working group by December 2023, with an annual report published starting in June 2024.
Identify gaps in available faculty, staff, and student demographic data collection on a college and institutional level for individuals often excluded from higher education	ODCE (in collaboration with OADA and Office for Finance and Administration)	
Annually publish a Dean’s Report which includes a progress report on IE goals, faculty, staff, and student data, and actionable next steps for CESS leadership, faculty, and staff.	Dean’s Office	Annually, beginning in June 2024



Create communities reflective of Our Common Ground

Ensure that students, faculty, and staff are knowledgeable of discrimination and inequities faced by individuals often excluded from higher education (e.g., racism, heterosexism, ableism, classism) as we continue growth in creating academic and social environments reflective of the feedback in our campus climate data, course evaluations, and other relevant data points.

Goal	Responsible Group	Time Frame
Ensure that students, faculty, and staff in CESS know how to report bias incidents.	Dean's Office	Bias training will be scheduled for Dean's Office in Fall 2023, with expectation for each person/team to create training opportunities for their respective areas to be completed by June 2024.
Focus on creating a college climate that embodies Our Common Ground, as indicated by the Campus Climate Survey.	ODCE (in collaboration with CESS Leadership Team)	In Spring 2025, increase the percentage of CESS student respondents who answer either Good or Excellent by 10% for each principle of Our Common Ground. Continue to assess with each Campus Climate Survey cycle.



Physical Accessibility

Advocating for physically accessible spaces for all.

Goal	Responsible Group	Time Frame
Ensure faculty and staff understand principles of physical accessibility, how to access resources, and how to report concerns.	Office for Finance and Administration	Report annually. Review concerns biannually using a web-based reporting system.
Provide guidance on hosting accessible in-person meetings and events.	CDCI: Making course content accessible (websites, captioning, ASL interpretation, CART, microphones, etc.) Employee Accommodations: CESS Business Operations team	By June 2024 collaborate with CDCI to create a timeline to meet this goal.
Design and implement a culture, language and accessibility assessment of our physical spaces that leads to the creation and execution of an annual accessibility plan for the College.	CDCI (working group with diverse membership)	Convene working group by May/June 2024 to create an action plan that will be implemented in 2024-2025.



Digital Accessibility

Goal	Responsible Group	Time Frame
Ensure faculty and staff understand principles of digital accessibility, how to access resources, and how to report concerns.	Office for Finance and Administration	Report annually. Review concerns biannually using a web-based reporting system.
Provide guidance on hosting accessible online meetings and events.	CDCI: Making course content accessible (websites, captioning, ASL interpretation, CART, microphones, etc.) Employee Accommodations: CESS Business Operations team	By June 2024 collaborate with CDCl to create a timeline to meet this goal.
Design and implement a culture, language, and accessibility assessment of our digital spaces (e.g., websites, online learning) that leads to the creation and execution of an annual accessibility plan for the College.	CDCl (working group with diverse membership)	Convene working group by May/June 2024 to create an action plan that will be implemented in 2024-2025.



Cognitive Accessibility

Goal	Responsible Group	Time Frame
Ensure faculty and staff understand principles of cognitive accessibility, how to access resources, and how to report problems (e.g., UDL, neurodiversity).	Office for Finance and Administration Associate Dean for Academic & Faculty Affairs	Report annually. Review concerns biannually using a web-based reporting system.
Provide annual professional development opportunities designed to support use of Universal Design for Learning (UDL) principles in teaching	CDCI: Making course content accessible (websites, captioning, ASL interpretation, CART, microphones, etc.) Employee Accommodations: CESS Business Operations team Associate Dean for Academic & Faculty Affairs	By June 2024 collaborate with CDCI to create a timeline to meet this goal.
Ensure syllabi as well as teaching materials and practices, are accessible to diverse learners.	CDCI (working group with diverse membership) Associate Dean for Academic & Faculty Affairs	Convene working group by May/June 2024 to create an action plan that will be implemented in 2024-2025.



Part 5 – International Inclusion and Global Education

Analysis of Systems ^{P1}

^{P1} Additional goals in Part 1: Integrative Learning are applicable to the Analysis of Systems for International Inclusion and Global Education

Goal	Responsible Group	Time Frame
Annually review the retention, progression, and graduation data for international undergraduate and graduate students.	ODCE (in collaboration with OADA and Office for Finance and Administration)	Annually review, beginning in June 2024.
Increase international graduate student enrollment in CESS.	Associate Dean for Graduate, Non-Degree & Research Programming	Annually review, beginning in June 2024.
Increase international faculty and staff representation.	Office for Finance and Administration Academic Department Chairs	Annually review, beginning in June 2024.
Conduct inventory current international student international and global programming and experiences.	ODCE (in collaboration with OADA and Office for Finance and Administration) Associate Dean for Academic & Faculty Affairs	Develop strategic plan for international and global education by June 2024, including staffing and funding plans.



Analysis of Supports

Goal	Responsible Group	Time Frame
Audit current international student, faculty, and staff supports to identify gaps.	ODCE Associate Dean for Academic & Faculty Affairs Office for Finance and Administration	Annually review, beginning in June 2024.



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Part 6 – Review Schedule

Spring 2023

Spring 2024

Spring 2025

Spring 2026

Spring 2027



Part 7 Process

Process Summary

In anticipation of the conclusion of the original CESS DEI Action Plan as well as a new UVM institutional movement to create unit-wide Inclusive Excellence plans, we begin revisioning aspects of the CESS DEI Action Plan in the fall of 2021. In particular, we thought it was important to begin integrating aspects of our DEI Action Plan with tenants of our CESS 2022 Strategic Plan, which was planned to be finalized at the end of 2022. Immediately, we wanted to address, in particular, an area of growth with respect to both documents, lack of clarity in goals to hold ourselves accountable for content in our plans. In response, Interim Dean, Katie Shepherd, charged a CESS Strategic Plan Working Group, co-chaired by Associate Dean for Graduate, Non-Degree and Research Programming, Kieran Killeen and Director of Assessment, Data, and Accreditation, Amanda Davis Simpfenderfer. This group throughout the fall semester of 2021 to collaborate on ways in which to measure the action items outlined in our CESS 2022 Strategic Plan. Associate Dean Killeen and Director Simpfenderfer were instrumental in being creative to find ways to collect retroactive data. This process was fundamental in shaping our thinking of how we would move forward in crafting action items and goals for revised Inclusive Excellence strategic developments and evolution in CESS.

Throughout the Fall 2022 semester, Interim Dean Katie Shepherd, CESS Director of Diversity and Community Engagement Tiffanie Spencer, and CESS Graduate Assistant Gabi Cuna met regularly to develop a strategic plan, with input and feedback from the CESS leadership team and CESS faculty and staff. We began with a comprehensive review of existing strategic planning documents, including the CESS DEI Action Plan, the Provost's Academic Success Goals, and the CESS Strategic Plan. This review, combined with the work of the CESS Strategic Plan Working Group and the University Diversity Council, provided a foundation for developing a unified inclusive excellence plan. Building on this foundation, we identified measurable goals within the realms of teaching and learning, knowledge creation, engagement, and inclusive community building. With critical support from the CESS University Diversity Council members, CESS leadership, and CESS faculty and staff, a working draft of the inclusive excellence plan was submitted to the Division of Diversity, Equity, and Inclusion in December 2022.

*Reference Appendix 1 for CESS 2017-2023 DEI Action Plan Process Summary and Timeline



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Timeline

Spring 2021

CESS Strategic Plan Working Group (meeting dates: 11/1/21, 11/12/21, 11/29/21, 12/10/21)

Co-Chairs: Associate Dean for Graduate, Non-Degree and Research Programming, Kieran Killeen and Director of Assessment, Data, and Accreditation, Amanda Davis Simpfenderfer

Members:

Pam Blum, Assistant Dean for Finance and Administration

Nicole Conroy, Assistant Professor, Department of Leadership and Developmental Sciences

Justin Garwood, Associate Professor, Department of Education

Jason C. Garvey, Professor of Education

Siddhesh Mukerji, Assistant Professor, Department of Social Work

Jane Okech, Associate Dean for Academic and Faculty Affairs

Tiffanie Spencer, Director for Diversity and Community Engagement

Jesse Suter, Center on Disability and Community Inclusion

Meghan Young, Associate Director of Student Services and Retention, Academic Advisor



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8/17/22

Inclusive Excellence Plan Alignment UDC Meeting

Reviewed DICE Inventory Progress and continued work on combining CESS DEI and Strategic Plan

Members:

Katie Shepherd, CESS Interim Dean

Tiffanie Spencer, Director for Diversity and Community Engagement

Jesse Suter, Center on Disability and Community Inclusion

Lynn White Cloud, Assistant Dean for Academic and Student Affairs

Fall 2022 (meeting dates: 9/9/22, 9/12/22, 9/26/22, 10/14/22, 11/2/22, 11/11/22, 11/17/22, 12/20/22)

CESS Office of Diversity and Community Engagement and Dean DEI/IE/Strategic Plan Alignment

Members:

Gabi Cuna, CESS Graduate Assistant for Diversity and Community Engagement

Katie Shepherd, CESS Interim Dean

Tiffanie Spencer, Director for Diversity and Community Engagement



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Fall 2022 (meeting dates: 10/14/22, 11/3/22)

CESS Leadership Strategic Planning Team

Members:

Gabi Cuna, CESS Graduate Assistant for Diversity and Community Engagement

Kieran Killeen, Associate Dean for Graduate, Non-Degree and Research Programming

Stephanie Ratmeyer, Director of Assessment, Data, and Accreditation

Cynthia Reyes, Associate Dean for Academic and Faculty Affairs

Katie Shepherd, CESS Interim Dean

Tiffanie Spencer, Director for Diversity and Community Engagement

10/21/22

CESS Faculty and Staff Integrated DEI/IE/Strategic Plans Feedback Meeting



Appendix 1: CESS 2017-2023 DEI Action Plan Process Summary and Timeline

Our work began in January 2018 with engagement of an inaugural faculty, staff, and student committee. This work initially paced alongside unfolding campus climate dialogues, student rallies that produced new written objectives for the University, and the development of evolving and new CESS strategic priorities. CESS held a day-long diversity, equity, and inclusion retreat, with the attendance of 35 faculty and staff on May 31, 2018, to reflect on where we had been and where we aspired to go regarding CESS diversity, equity, and inclusion priorities and actions. A hiatus was planned for the summer of 2018 as CESS leadership collectively focused on its launch of the College's CESS Strategic Plan (2022).

CESS organized its next process-phase for the development of an updated and re-titled CESS Diversity, Equity, and Inclusion Action Plan (2023), and began this work in November 2018, charged by Dean Scott Thomas. Lynn C. White Cloud, Assistant Dean for Academic and Student Affairs, and Tiffanie Spencer, the College's first Director of Diversity and Community Engagement, served as leaders and resource developers for this work in their role as co-chairs for the CESS Diversity, Equity, and Inclusion Action Plan planning committee, charged to produce an updated plan that included final oversight by Dean Scott Thomas. A critical component of this planning committee included the composition of work groups with CESS faculty and staff representation conceptualized in alignment with each of the PCIE Pillars, and then led by the following conveners:

- Katie Shepherd, Professor, DOE/Associate Dean for Academic Affairs and Research/Convener, CESS Diversity Action Plan Work Group (Academics, PCIE Pillar 1)
- Lynn C. White Cloud, Assistant Dean for Academic and Student Affairs, Co-Chair CESS Diversity, Equity, and Inclusion Action Plan Committee/Co-convener, CESS Diversity Action Plan Work Group (Community, PCIE Pillar 2)
- Tiffanie Spencer, Director for Diversity and Community Engagement, Co-Chair CESS Diversity, Equity, and Inclusion Action Plan Committee/Co-convener, CESS Diversity Action Plan Work Group (Community, PCIE Pillar 2)
- Jeanne Nauheimer, Dissemination Coordinator for the Center on Disability and Community Inclusion/Coconvener, CESS Diversity Action Plan Work Group (Environment, PCIE Pillar 3)
- Jesse Suter, Research Associate Professor/Executive Director, Center on Disability and Community Inclusion/Coconvener, CESS Diversity Action Plan Work Group (Environment, PCIE Pillar 3)



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- Pam Blum, Assistant Dean for Finance and Administration/Convener, CESS Diversity Action Plan Work Group (Operations, PCIE Pillar 4)

By design, this has been a collective effort involving broad CESS representation and input. Please find below a list of contributors who have been involved in helping to create a new action plan for CESS. The draft action plan document was first vetted during a half-day retreat with attendance including 30 faculty, staff and students held on March 8, 2019. Revisions were then made to the action plan during March and April 2019. A lime survey inviting feedback on the draft action plan remained open for three weeks in late April and early May 2019. The survey was completed by a total of 43 CESS faculty and staff, in addition to written survey feedback from members of the CESS Student Advisory Board who were given the option to remain anonymous in their positions as students.

Concurrently during the end of the survey feedback period, a brown bag focus group discussion was held on May 3, 2019 with 25 CESS faculty and staff in attendance. Two follow-up meetings were held in May and June with the CESS Dean, planning committee co-chairs, and work group conveners to discuss feedback collected during spring 2019. A memorandum was sent to Paul Yoon (Human Resources, Diversity and Multicultural Affairs Senior Advisor for Strategic Diversity, Assessment and Research) and Wanda Heading-Grant (Vice President for Human Resources, Diversity and Multicultural Affairs) providing an update on select CESS diversity-related achievements, and a summary of the progress and process for creating a new CESS Diversity, Equity, and Inclusion Plan. Revisions to draft of the new plan were made during the summer of 2019. A final draft was prepared on October 19, 2019, and a final plan launched in January 2020.

The CESS Diversity, Equity, and Inclusion Action Plan committee moving forward will shift its focus from action plan development to tracking progress, helping to identify resources towards CESS' collective desired impact goals, and in writing an annual diversity, equity, and inclusion impact report. Beginning in the fall of 2019, the committee is chaired by the CESS Director for Diversity and Community Engagement, working in tandem with the CESS Assistant Dean for Academic and Student Affairs, and the faculty governed committee CESS Committee for Equity Action and Diversity (CEAD).



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Timeline

5/31/18

CESS Diversity and Inclusion Faculty and Staff Retreat. Examination and feedback on current CESS Diversity and Action Plan

11/13/18

Full Planning Committee Meeting (first, 2018-2019)

11/26/18

Work Group Conveners and Members Confirmed

12/1/18

Work Groups Receive Select Resource Documents

12/1/18 to 2/15/19

Work Groups Meet at a Minimum of Three Times; Engage in Work Group Tasks

2/20/19

Work Group Conveners/Technical Writers Submit Draft of Priority Action Items (Use Template)

3/8/19

Full Planning Committee, Work Group Members, and Guests Attend Retreat; Present/Review/Analyze/Edit Drafts; Work Groups Done

3/12/19

Full Planning Committee

March and April 2019

Revised Draft Plan

April and May 2019



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Launched Lime Survey and Brown Bag Forum for Broad CESS Feedback

4/9/19

Full Planning Committee Meeting

May and June 2019

Compiled Feedback; Additional Vetting and Review Feedback

6/11/19

Message to Full Planning Committee Meeting

6/13/19

Memorandum sent providing an update on select CESS diversity-related achievements and summary of the progress and process for creating a new CESS Diversity, Equity, and Inclusion Plan; sent from Dean Thomas to Paul Yoon (Senior Advisor for Strategic Diversity, Assessment and Research) and Wanda Heading-Grant (Vice President for Human Resources, Diversity and Multicultural Affairs)

June to November 2019

Final Vetting and Revisions; Dean's Decision

December 2019

Launched new CESS Diversity, Equity, and Inclusion Plan

Contributors

Scott L. Thomas, Professor/Dean of the College of Education and Social Services

Lynn C. White Cloud, Assistant Dean for Academic and Student Affairs, Co-Chair CESS Diversity and Inclusion Strategic Action Plan Committee/Co-convener, CESS Diversity Action Plan Work Group (Community, PCIE Pillar 2)

Tiffanie Spencer, Director for Diversity and Community Engagement, Co-Chair CESS Diversity and Inclusion Strategic Action Plan Committee/Co-convener, CESS Diversity Action Plan Work Group (Community, PCIE Pillar 2)

with the following colleagues (in addition to numerous CESS stakeholders who provided general feedback):



Ellen Baker, Director of Teacher Education, DOE Kate Ball, Business Manager, SWSS

Emma Bielicki, UG Student (Class of 2020), Secondary Education (History) with Education for Cultural and Linguistic Diversity

Penny Bishop, Professor, DOE/Associate Dean for Innovation and Technology

Pam Blum, Assistant Dean for Finance and Administration/Convener, CESS Diversity Action Plan Work Group (Operations, PCIE Pillar 4)

Tricia Brown, Lecturer, DOE

Lisa Cota, Director of Assessment, Data, and Accreditation

Jessica DeMink-Carthew, Assistant Professor, DOE

Hedy Eagan, Graduate Student, Higher Education and Student Affairs (M.Ed. 2018)/Program Coordinator for Residential Life

Jean Evans, Business Manager

Marisol Garcia-Bender, Undergraduate Student (Class of 2020), SWSS

Bernice Garnett, Associate Professor, DOE/Co-Chair, CESS Faculty Committee on Equity, Action, and Diversity (CEAD)

Jay Garvey, Assistant Professor, DLDS

Doug Gilman, Communications Director

Quin Gonell, Graduate Student, Educational Leadership and Policy Studies

Haley Grigel, Student Services Coordinator

Shana Haines, Assistant Professor, DOE

Kieran Killeen, Associate Professor, DLDS/Associate Dean for Graduate and Non-Degree Programming

Winnie Looby, Lecturer, DD Certificate Program Director

Marshall Murphy, Undergraduate Student (Class of 2020), Elementary Education with Nutrition and Food Sciences, and Education for Cultural and Linguistic Diversity

Jeanne Nauheimer, Dissemination Coordinator for the Center on Disability and Community Inclusion/Co-convener, CESS Diversity Action Plan Work Group (Environment, PCIE Pillar 3)

Jen Prue, Senior Lecturer, DOE Kunie Renaud, Business Manager

Cynthia Reyes, Associate Professor, DOE

Emily Schwartz, Undergraduate Student (2021), Secondary Education (History) with Special Education

Katie Shepherd, Professor, DOE/Associate Dean for Academic Affairs and Research/Convener, CESS Diversity Action Plan Work Group (Academics, PCIE Pillar 1)



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Lance Smith, Associate Professor and Program Coordinator, the Graduate Counseling Program/ Co-Chair, CESS Faculty Committee on Equity, Action, and Diversity (CEAD)

Jesse Suter, Research Associate Professor/Executive Director, Center on Disability and Community Inclusion/Co-convenor, CESS Diversity Action Plan Work Group (Environment, PCIE Pillar 3)

Alan Tinkler, Associate Professor, DOE

Leon Walls, Associate Professor, DOE/Former member of the UVM President's Commission for Inclusive Excellence (PCIE)