



# Division of Diversity, Equity, and Inclusion

Inclusive Excellence Action Plan 2022-2027

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## Introduction

### Background

**In 2020, the Division of Diversity, Equity, and Inclusion (DEI) was created\*. The units in the division are the Office of the Vice Provost for DEI, and the university's four identity centers: The Interfaith Center, Mosaic Center for Students of Color, Prism Center for trans and queer students, and Women and Gender Equity Center.**

**\* Prior to 2020, these units were housed within the Division of Human Resources, Diversity and Multicultural Affairs (HRDMA) as part of the Diversity, Education, and Professional Development (DEPD) side of the division.**

### Statement of Purpose

The Division of DEI envisions a vibrant campus rich in cultures, spiritualities, identities, and lived experiences. We advance programs and initiatives that promote a sense of belonging, build more equitable campus systems, and celebrate diversity.



## Inclusive Excellence Committee/Implementation Team Members

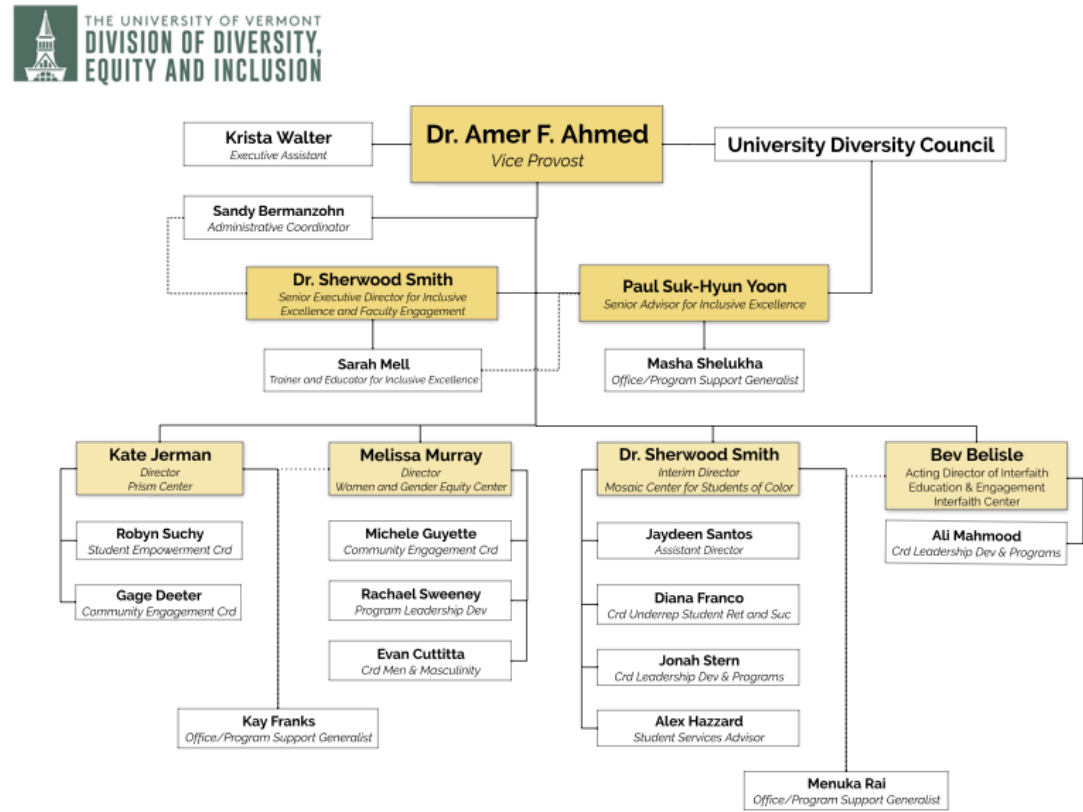
| <b>Name</b>                | <b>Pronouns</b>          | <b>Title</b>   | <b>College/Division/Department/Unit</b>    |
|----------------------------|--------------------------|--|--|
| <b>Amer Ahmed</b>          | <b>He/Him</b>            | <b>Vice Provost</b>  | <b>Office of the Vice Provost</b>          |
| <b>Bev Belisle</b>         | <b>She/Her</b>           | <b>Director</b>  | <b>Mosaic Center for Students of Color</b> |
| <b>Jaydeen Santos</b>      | <b>She/Her</b>           | <b>Assistant Director</b>  | <b>Mosaic Center for Students of Color</b> |
| <b>Kate Jerman</b>         | <b>She/Her</b>           | <b>Director</b>  | <b>Prism Center</b>                        |
| <b>Krista Walter</b>       | <b>She/Her</b>           | <b>Executive Assistant</b>   | <b>Office of the Vice Provost</b>          |
| <b>Melissa Murray</b>      | <b>She/Her</b>           | <b>Director</b>  | <b>WAGE Center</b>                         |
| <b>Paul Suk-Hyun Yoon</b>  | <b>He/Him</b>            | <b>Senior Advisor for Inclusive Excellence</b>                                   | <b>Office of the Vice Provost</b>          |
| <b>Rev. Laura Engelken</b> | <b>She/Her</b>           | <b>Former Interfaith Education and Engagement Director</b>                       | <b>Interfaith Center</b>                   |
| <b>Robyn Suchy</b>         | <b>He/Him</b>            | <b>Student Empowerment Coordinator</b>   | <b>Prism Center</b>                        |
| <b>Sandy Bermanzohn</b>    | <b>She/Her</b>           | <b>Administrative Coordinator</b>  | <b>Office of the Vice Provost</b>          |
| <b>Sarah Mell</b>          | <b>She/Her/They/Them</b> | <b>Educator and Trainer for Inclusive Excellence</b>                             | <b>Office of the Vice Provost</b>          |
| <b>Sherwood Smith</b>      | <b>He/Him</b>            | <b>Senior Executive Director for Inclusive Excellence and Faculty Engagement</b> | <b>Office of the Vice Provost</b>          |

### Units

- [Office of the Vice Provost for Diversity, Equity, and Inclusion](#)
- [Interfaith Center](#)
- [Mosaic Center for Students of Color](#)
- [Prism Center](#)

- [Women and Gender Equity \(WAGE\) Center](#)

Org Chart



Updated: 09-2023



(Image description: Organizational chart of Division of Diversity, Equity, and Inclusion. Yellow box at top: Dr. Amer F. Ahmed, Vice Provost. Direct lines to University Diversity Council, Krista Walter Executive Assistant, Sandy Bermanzohn Administrative Coordinator, Dr. Sherwood Smith Senior Executive Director for Inclusive Excellence and Faculty Engagement, Paul Suk-Hyun Yoon Senior Advisor for Inclusive Excellence, Kate Jerman Director Prism Center, Melissa Murray Director Women and Gender Equity Center, Dr. Sherwood Smith Interim Director Mosaic Center for Students of Color, Bev Belisle Acting Director Interfaith Education & Engagement. Direct line from Dr. Sherwood Smith to Sarah Mell Trainer and Educator for Inclusive Excellence, with dotted line connecting Sarah and Paul Suk-Hyun Yoon. Direct line from Paul Suk-Hyun Yoon to Masha Shelukha Office/Program Support Generalist. Direct line from Kate Jerman to Robyn Suchy Student Empowerment Coordinator, Gage Deeter Community Engagement Coordinator, Kay Franks Office/Program Support Generalist, with dotted line from Kay to Melissa. Direct line from Melissa Murray to Michele Guyette Community Engagement Coordinator, Rachael Sweeney Program and Leadership Development, Evan Cuttitta Men & Masculinity Coordinator. Direct line from Dr. Sherwood Smith to Jaydeen Santos Assistant Director, Diana Franco Coordinator Underrepresented Student Retention and Success Coordinator, Jonah Stern Coordinator of Leadership Development and Programs, Alex Hazzard Student Service Advisor, Menuka Rai Office/Program Support Generalist, with dotted line from Menuka to Bev. Direct line from Bev Belisle to Ali Mahmood Coordinator of Leadership Development and Programs.)

## Part 1 – [Integrative Learning](#): Academic Success Goals and/or Co-Curricular Learning

### [Academic Success Goals](#) (ASG) - Areas of Interest for our Division

#### Priority 1: TEACHING & LEARNING

##### ASG 1.1: Develop a unified and impactful educational framework

- Ensure that all students participate in multiple high-impact practices that enhance curricular priorities and support career exploration and skill building
- Ensure that all students have access to quality support services and an inclusive learning environment developed and implemented by faculty and staff



ASG 1.2: Improve retention, progression, and graduation rates

- Implement strategies to support early learning success and community building

ASG 1.4: Increase faculty professional development and mentoring

- Collaborate with the Office of Diversity and Inclusion to identify key content areas for faculty development in diversity and inclusive excellence
- Increase faculty participation and engagement in professional development activities

ASG 1.5: Increase the diversity of perspectives, experiences, and thought

- Implement strategies outlined in units' Inclusive Excellence Action Plans
- Establish a strategy for recruiting and retaining diverse faculty including faculty exchanges with Historically Black Colleges and Universities (HBCU) and/or international partners
- Create a pathway for graduate student enrollment from an HBCU
- Develop a cohort pathway program to diversify the undergraduate student population
- Establish an enrollment strategy, enriched experiences, and inclusive programs for increasing international undergraduate and graduate students

Priority 3: ENGAGEMENT

ASG 3.2: Educate citizens to contribute to positive community impact

- Increase number of graduates who stay in Vermont for employment opportunities

ASG 3.3: Prepare students to be engaged citizens

- Develop learning opportunities that promote civil discourse and civic engagement

[Catamount Core](#)

Diversity (D1; D2) General Education Requirement

- D1/D2 Competencies



Sustainability (SU) General Education Requirement

- Environmental Racism

Global Citizenship (GC) General Education Requirement

- Intercultural Communication

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, Student Leadership opportunities within our Identity Centers, and other Student Life engagements.

| Goal  | Responsible Group   | Time Frame   | Measurements/Data Used   |
|---|---|--|--|
| Develop working definitions (100 words or less) for diversity, equity, inclusion, and belonging in service of building a shared overarching purpose/vision for the Division | <ul style="list-style-type: none"> <li>• Full Division</li> <li>• DEI Leadership Team in consultation with Strategic Communications to finalize language</li> <li>• Educator/Trainer to facilitate Division process via Division Meetings</li> <li>• OVP – University-wide working group eventually engaged for Institutional buy-in</li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2023 – Division consensus building around purpose/vision</li> <li>• Fall 2023 – Implementation of purpose/vision statement</li> <li>• Fall 2023 – Exploration of “Diversity” within Division Meetings etc.</li> <li>• Spring 2024 – Exploration of “Equity” within Division Meetings etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Tangible outputs to demonstrate completion</li> <li>• Potential for focus group feedback from various campus constituents if process moves to Institutional definition process</li> <li>• Definitions from other Divisions/Units</li> </ul> |

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>• Summer 2025 – Exploration of “Inclusion” at Division Retreat etc.</li> <li>• Fall 2025 – Connections between definitions and Purpose/Vision built</li> <li>• Spring 2025 – Recommendations for University use – begin exploration</li> <li>• Summer 2025 – University working group re: formalizing definitions for Institutional use?</li> </ul>                              |   |
| <p>Articulate shared co-curricular goals and outcomes for programs across the Division tied to belonging and retention of systemically marginalized population</p> | <ul style="list-style-type: none"> <li>• Full Division</li> <li>• DEI Leadership Team</li> <li>• Identity Center staff/leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Fall 2023-Spring 2024 – ID Centers articulate co-curricular goals &amp; assessment options</li> <li>• Fall 2023-Spring 2024 – OVP articulate goals &amp; assessment options</li> <li>• Summer 2024 – Review of co-curricular goals across Division for overlap/autonomy</li> <li>• Fall 2024-Spring 2025 – Division work to articulate shared goals across Division</li> </ul> | <ul style="list-style-type: none"> <li>• CCS</li> <li>• ID Center specific assessments</li> <li>• OVP specific assessments</li> <li>• Division annual survey results</li> </ul> |



THE UNIVERSITY OF VERMONT  
**DIVISION OF DIVERSITY,  
EQUITY AND INCLUSION**

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Summer 2025 – Use of new CCS data and Division assessments to articulate shared goals and assessments moving forward</li><li>• Fall 2025-Spring 2026 – Implementation of shared goals and assessments</li><li>• Summer 2026 – Review and adjustments</li><li>• Fall 2026-Spring 2027 – Implementation of adjusted goals/assessments and analysis</li></ul> |  |
|--|--|--|--|



## Part 2 – Recruitment and Retention

### Demographic Headcount

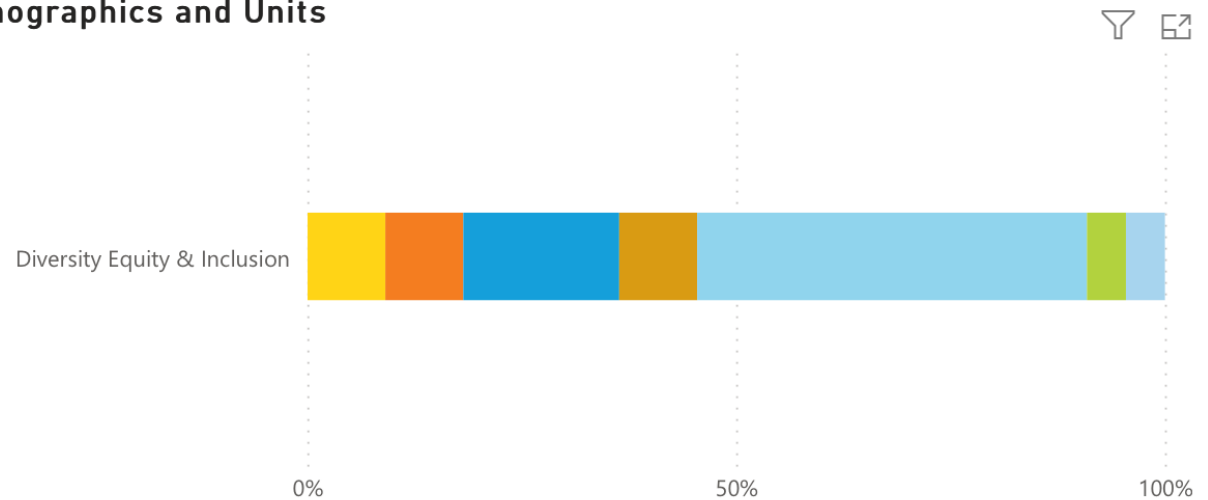
Fall 2022 Division Demographics\*

Race/Ethnicity 2022

#### Employee Percentages 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



(Image Description: Employee Percentages by Demographics and Units. Diversity Equity and Inclusion. Bar graph showing majority White identified, with some folks identifying as Asian, Black or African American, Two or more races, International, and Unknown.)



| 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         | %             |
| Diversity Equity & Inclusion | 0                                | 0.0%        | 2        | 9.1%        | 2                         | 9.1%        | 4        | 18.2%        | 0   | 0.0%        | 2                 | 9.1%        | 10        | 45.5%        | 1             | 4.5%        | 1        | 4.5%        | 22        | 100.0%        |
| <b>Total</b>                 | <b>0</b>                         | <b>0.0%</b> | <b>2</b> | <b>9.1%</b> | <b>2</b>                  | <b>9.1%</b> | <b>4</b> | <b>18.2%</b> | <b>0</b>                                  | <b>0.0%</b> | <b>2</b>          | <b>9.1%</b> | <b>10</b> | <b>45.5%</b> | <b>1</b>      | <b>4.5%</b> | <b>1</b> | <b>4.5%</b> | <b>22</b> | <b>100.0%</b> |

(Image Description: Demographic percentages in Diversity, Equity, and Inclusion. 0% American Indian or Alaska Native. 9.1% Asian. 9.1% Black or African American. 18.2% Hispanic. 0% Native Hawaiian or Other Pacific Islander. 9.1% Two or more races. 45.5% White. 4.5% International. 4.5% Unknown. Total population is 22 people.)

### Demographics by Gender

Currently, the University only regularly collects male/female data for easy consumption. We know that our community identifies with a wide variety of gender identities and, as such, are working to develop more accurate and human ways of collecting data regarding this demographic.

[2022 Campus Climate Survey Data](#)

| Question   | 0 | 1     | 2     | 3    | 4     | 5    | Total Responses | Average Response | Standard Deviation |
|--|---|-------|-------|------|-------|------|-----------------|------------------|--------------------|
| <b>A01-How would you characterize the general climate with regards to inclusiveness at the University of Vermont? Inclusiveness is defined as providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those with disabilities or belonging to minority groups.</b> |   | 13.3% | 46.7% | 0.0% | 40.0% | 0.0% | 15              | 2.67             | 1.14               |

(Image Description: Question A01. How would you characterize the general climate with regards to inclusiveness at the University of Vermont? Inclusiveness is defined as providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those with disabilities or belonging to minority groups. Scale of 1-5, 1 being Very Uninclusive, 5 being Very Inclusive. Division responses: 13.3% at 1, 46.7% at 2, 0% at 3, 40% at 4, 0% at 5.)

|   |  |       |       |      |       |      |    |      |      |
|---|--|-------|-------|------|-------|------|----|------|------|
| I have received equitable pay compared to my peers. |  | 33.3% | 26.7% | 6.7% | 26.7% | 6.7% | 15 | 2.47 | 1.36 |
|---|--|-------|-------|------|-------|------|----|------|------|

(Image Description: I have received equitable pay compared to my peers. Scale of 1-5, 1 being Strongly Disagree and 5 being Strongly Agree. Division responses: 33.3% Strongly Disagree, 26.7% Disagree, 6.7% Neutral, 26.7% Agree, 6.7% Strongly Agree.)

|  |  |      |       |       |       |      |    |      |      |
|--|--|------|-------|-------|-------|------|----|------|------|
| Senior administrators treat me with respect. |  | 6.7% | 33.3% | 26.7% | 33.3% | 0.0% | 15 | 2.87 | 0.96 |
|--|--|------|-------|-------|-------|------|----|------|------|

(Image Description: Senior administrators treat me with respect. Scale of 1-5, 1 being Strongly Disagree and 5 being Strongly Agree. Division responses: 6.7% Strongly Disagree, 33.3% Disagree, 26.7% Neutral, 33.3% Agree, 0% Strongly Agree.)

|   |  |      |       |       |       |      |    |      |      |
|---|--|------|-------|-------|-------|------|----|------|------|
| <b>B04-How much do you agree or disagree that the University of Vermont provides the resources (e.g., training, professional development) you need in order to thrive in a diverse environment?</b> |  | 6.7% | 46.7% | 13.3% | 33.3% | 0.0% | 15 | 2.73 | 1.00 |
|---|--|------|-------|-------|-------|------|----|------|------|

(Image Description: B04 How much do you agree or disagree that the University of Vermont provides the resources (e.g., training, professional development) you need in order to thrive in a diverse environment? Scale of 1-5, 1 being Strongly Disagree and 5 being Strongly Agree. Division responses: 6.7% Strongly Disagree, 46.7% Disagree, 13.3% Neutral, 33.3% Agree, 0% Strongly Agree.)



| <b>F03-Based on your personal experiences and observations, do you believe people are discriminated against at the University of Vermont based on:</b> |       |       |       |       |       |    |      |      |  |
|--|-------|-------|-------|-------|-------|----|------|------|--|
| Age  | 13.3% | 13.3% | 13.3% | 46.7% | 13.3% | 15 | 3.33 | 1.25 |  |
| Disability   | 0.0%  | 0.0%  | 7.1%  | 64.3% | 28.6% | 14 | 4.21 | 0.56 |  |
| Ethnicity  | 0.0%  | 0.0%  | 13.3% | 73.3% | 13.3% | 15 | 4.00 | 0.52 |  |
| Gender   | 0.0%  | 0.0%  | 14.3% | 64.3% | 21.4% | 14 | 4.07 | 0.59 |  |
| Gender identity and expression   | 7.1%  | 0.0%  | 14.3% | 57.1% | 21.4% | 14 | 3.86 | 0.99 |  |
| National origin  | 0.0%  | 20.0% | 20.0% | 53.3% | 6.7%  | 15 | 3.47 | 0.88 |  |
| Political affiliation  | 0.0%  | 6.7%  | 33.3% | 33.3% | 26.7% | 15 | 3.80 | 0.91 |  |
| Race   | 0.0%  | 0.0%  | 6.7%  | 33.3% | 60.0% | 15 | 4.53 | 0.62 |  |
| Religion, spirituality, or philosophy  | 6.7%  | 0.0%  | 20.0% | 60.0% | 13.3% | 15 | 3.73 | 0.93 |  |
| Sexual orientation   | 7.1%  | 21.4% | 14.3% | 50.0% | 7.1%  | 14 | 3.29 | 1.10 |  |
| Socioeconomic status   | 0.0%  | 0.0%  | 7.1%  | 64.3% | 28.6% | 14 | 4.21 | 0.56 |  |
| Veteran status   | 7.1%  | 28.6% | 50.0% | 14.3% | 0.0%  | 14 | 2.71 | 0.80 |  |

(Image Description: F03 Based on your personal experiences and observations, do you believe people are discriminated against at the University of Vermont based on: Age, Disability, Ethnicity, Gender, Gender identity and expression, National origin, Political affiliation, Race, Religion, spirituality, or philosophy, Sexual orientation, Socioeconomic status, Veteran status. Chart demonstrates a strong belief across the Division that folks believe there are experiences of discrimination across all categories, with Veteran status receiving the lowest percentage of agreement and Race receiving the highest. All other numbers fall mainly in the Agree/Strongly Agree categories.)

| <b>G01-In the past year, how satisfied are you with the University of Vermont's efforts towards equity on the basis of:</b> |       |       |       |       |      |    |      |      |  |
|---|-------|-------|-------|-------|------|----|------|------|--|
| Age   | 6.7%  | 13.3% | 53.3% | 20.0% | 6.7% | 15 | 3.07 | 0.93 |  |
| Disability  | 35.7% | 14.3% | 21.4% | 28.6% | 0.0% | 14 | 2.43 | 1.24 |  |
| Ethnicity   | 6.7%  | 60.0% | 6.7%  | 26.7% | 0.0% | 15 | 2.53 | 0.96 |  |
| Gender  | 6.7%  | 53.3% | 13.3% | 26.7% | 0.0% | 15 | 2.60 | 0.95 |  |
| Gender identity and expression  | 6.7%  | 40.0% | 20.0% | 33.3% | 0.0% | 15 | 2.80 | 0.98 |  |
| National origin   | 6.7%  | 6.7%  | 66.7% | 20.0% | 0.0% | 15 | 3.00 | 0.73 |  |
| Political affiliation   | 6.7%  | 26.7% | 60.0% | 6.7%  | 0.0% | 15 | 2.67 | 0.70 |  |
| Race  | 40.0% | 20.0% | 13.3% | 26.7% | 0.0% | 15 | 2.27 | 1.24 |  |
| Religion, spirituality, or philosophy   | 20.0% | 33.3% | 13.3% | 33.3% | 0.0% | 15 | 2.60 | 1.14 |  |
| Sexual orientation  | 0.0%  | 13.3% | 40.0% | 46.7% | 0.0% | 15 | 3.33 | 0.70 |  |
| Socioeconomic status  | 20.0% | 26.7% | 40.0% | 13.3% | 0.0% | 15 | 2.47 | 0.96 |  |
| Veteran status  | 0.0%  | 6.7%  | 60.0% | 33.3% | 0.0% | 15 | 3.27 | 0.57 |  |
| <b>G02-Are you satisfied with how the University of Vermont has promoted multicultural understanding?</b>                   | 13.3% | 46.7% | 6.7%  | 33.3% | 0.0% | 15 | 2.60 | 1.08 |  |

(Image Description: G01 In the past year, how satisfied are you with the University of Vermont's efforts towards equity on the basis of: Age, Disability, Ethnicity, Gender, Gender identity and expression, National origin, Political affiliation, Race, Religion, spirituality, or



philosophy, Sexual orientation, Socioeconomic status, Veteran status. Chart demonstrates some fluctuation between strong dissatisfaction [particularly around Disability and Race] and somewhat satisfied across most other identities.)

| Goal  | Responsible Group(s)   | Time Frame  | Measurement/Data Used   |
|---|--|---|---|
| <p>Increase sense of belonging amongst DEI Division staff as demonstrated by retention/career path moves*</p> <p>Initial step:</p> <ul style="list-style-type: none"> <li>• Create, implement, and assess a differentiated onboarding process for employees across the division that supplements the standardized onboarding process</li> </ul> | <ul style="list-style-type: none"> <li>• Full Division</li> <li>• DEI Leadership Team / Supervisors</li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2023 – Evaluation of past year’s onboarding processes with new employees/supervisors to identify needs</li> <li>• Fall 2023 – Differentiate processes based on location within Division (ID Centers/Roles/OVP/Etc.) &amp; who is involved</li> <li>• By end of spring 2024 we will have created and implemented a differentiated onboarding process</li> <li>• Summer of 2024 we will assess said process and amend</li> <li>• Fall of 2024 amended process implemented</li> <li>• By end of spring 2025, based on assessment,</li> </ul> | <ul style="list-style-type: none"> <li>• Internal systems and outputs</li> <li>• Measurement might actually be about impact on retention and sense of belonging via CCS?</li> <li>• DEI Division annual survey</li> </ul> |

|  |  |                                   |  |
|--|--|-----------------------------------|--|
|  |  | adjust goals to address retention |  |
|--|--|-----------------------------------|--|

\*Recognizing that positions within our Division may not offer opportunities for growth within the Division without someone retiring/leaving, how might we articulate “retention” for ourselves as it relates to helping folks to meet their career and personal goals through the work we do together.

|   |  |   |   |
|---|--|---|---|
| <p>Building on Goal #2 in Section 1:</p> <p>Clear articulation of the ways the work of our ID Centers, in particular, retains students of color and students of systemically marginalized genders/sexualities/religions</p> | <ul style="list-style-type: none"> <li>• ID Center Directors &amp; Staff</li> <li>• Support from Strat Coms DEI position &amp; OIRA for assessment</li> <li>• OVP staff support</li> </ul> | <ul style="list-style-type: none"> <li>• Not to begin until Fall 2024 at the earliest (more likely Fall 2025) following the full articulation of ID Center shared goals in Section 1</li> <li>• Fall 2024-Spring 2025 – Exploration of student focus groups to gather narrative data on retention and our work</li> <li>• Summer 2025 – Analysis of student narratives alongside new CCS data &amp; retention data from DEMS</li> <li>• Fall 2025-Spring 2026 – Based on data analysis, next steps for connecting our goals with retention outcomes articulated</li> <li>• Summer 2026-Fall 2026 – Communications plan &amp;</li> </ul> | <ul style="list-style-type: none"> <li>• Campus Climate Survey</li> <li>• DEMS Enrollment Reports</li> <li>• Potentially 6-Week DOSA data</li> <li>• Identity-specific data from DEMS re: students who leave the institution</li> <li>• Student input through focus groups/surveys</li> </ul> |
|---|--|---|---|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>materials about the impact of our work created (e.g., Videos, Infographics, shared materials, “Where your genius meets the world’s needs” kind of stuff)</p> <ul style="list-style-type: none"> <li>• Spring 2027 – Launch of coms about Division</li> </ul> |  |
|--|--|---|--|

### Part 3 – Professional and Faculty Development

#### Staff Professional Development

| <b>Goal</b>  | <b>Responsible Group</b>  | <b>Time Frame</b>   | <b>Measurement/Data Used</b>   |
|--|---|---|--|
| All members of the Division Team will build toward shared skills and proficiencies in <b>intercultural competency, intergroup dialogue, and intersectional approaches to social justice</b> through embedded and ongoing | <ul style="list-style-type: none"> <li>• Division Leadership Team; particularly OVP educators/trainers and supervisors</li> <li>• Staff responsible for naming areas for PD growth within the frameworks offered</li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2023 – Survey tool will happen in June to inform Division meeting offerings for the year; articulate Division-specific goals for the year</li> <li>• Summer 2023 – Supervisors articulate PD requests from</li> </ul> | <ul style="list-style-type: none"> <li>• DEI Division Survey</li> <li>• Performance Evaluation data</li> <li>• Participation data</li> </ul> |

|  |  |   |  |
|--|--|---|--|
| <p>Professional Development offerings, both internal and external to UVM</p> | <p>upon annual performance evaluations</p> | <p>supervisees and share out at LT to assess potential internal/external offerings and approaches</p> <ul style="list-style-type: none"> <li>• Fall 2023 – year-long curricular approach to Division Meetings implemented w/ assessments throughout the year</li> <li>• Fall 2023 – External PD offerings list compiled featuring conferences/retreats/learning ops that meet the requests and needs of individual and Divisional goals</li> <li>• Spring 2024 – IES goals tied to PD for division</li> <li>• Summer 2024 – Assess impact of Division meetings on learning goals for the Division via Survey #2; create next level learning goals for coming academic year</li> <li>• ONGOING – Staff access internal and external PD in alignment with performance evaluations and Divisional Goals</li> </ul> |  |
|--|--|---|--|



|   |  |   |   |
|---|--|---|---|
|   |  | <ul style="list-style-type: none"> <li>This will include a suite of offerings developed for the UVM community through the OVP Educators/Trainers</li> </ul>   |   |
| <p>The division will foster a transparent and equitable process across positions for accessing high-impact (to be defined by supervisees in collaboration with supervisors) Professional Development opportunities such that each division member will have access to at least one substantial offering per academic year.*</p> | <ul style="list-style-type: none"> <li>Division Leadership Team – supervisors</li> <li>Business Manager</li> </ul> | <ul style="list-style-type: none"> <li>Academic Year 2023-2024 – processes for PD funding in each space within the Division and across the Division made transparent – budget presentation at a Division Meeting about funding streams in our Division</li> </ul> | <ul style="list-style-type: none"> <li>Budgets</li> <li>Foundation data?</li> </ul> |

\* This is about more transparency around resources/budgets across the Division and hard for those of us who aren't supervisors to articulate; but we *think* it's about examining sources of revenue/fundraising to better support PD for all staff in the Division – could be, in time, a stronger collab with the Foundation to specifically target revenue sources to support our growth and development



## 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).

| Goal  | Responsible Group   | Time Frame   | Measurements/Data Used  |
|---|---|--|---|
| <p>All programs/events/offerings within our Division will have greater accessibility across a breadth of needs.</p> | <ul style="list-style-type: none"> <li>• Full Division               <ul style="list-style-type: none"> <li>• Beginning stages: OVP for assessment of knowledge needs</li> <li>• Event planners (across Division) for implementation of Best Practices</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2023 – DEI Division Survey to include questions about areas for shared learning about accessibility best practices across needs (e.g., physical, digital, cognitive, social-emotional, etc.)</li> <li>• Fall 2023 – Division-wide connection with CDCI to better understand their Best Practices guide in the context of our shared work (likely at a Division Meeting)</li> </ul> | <ul style="list-style-type: none"> <li>• DEI Division Survey</li> <li>• CDCI Best Practices</li> <li>• CCS data</li> <li>• Self-assessment for events (using CDCI checklist augmented by our own?)</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Fall 2023 – Implementation of CDCI checklist for folks planning Division/ID Center events</li> <li>• Spring 2024 – Review of what’s working/what’s not based on implementation of CDCI Best Practices and adjustments made</li> <li>• Summer 2024 – Potential Retreat focus on Disability Justice as a means of expanding our shared learning</li> <li>• Fall 2024 – Ongoing assessment of CDCI best practices implementation &amp; physical assessment of our spaces</li> <li>• Spring 2025 – Physical assessments shared out across Division and prioritized by Division Leadership</li> <li>• Summer 2025 – Learning around accessibility beyond the law</li> </ul> |  |
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|   |  | <ul style="list-style-type: none"> <li>• ONGOING – Agitation for deferred maintenance in our spaces to address physical accessibility needs</li> <li>• ONGOING – Exploration of hybrid options for events as a means of providing accessibility broadly</li> </ul> |  |
| <p>Support the engagement of the full Division in advocating for accessibility across the institution and exploring frameworks of disability justice.</p> | <ul style="list-style-type: none"> <li>• Division Leadership Team</li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2024 – Potential Retreat focus on Disability Justice as a means of expanding our shared learning</li> <li>• Summer 2025 – Learning around accessibility beyond the law</li> </ul>                                  |  |



## 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

### Analysis of Support

How does your unit support inclusion of internationally identifying individuals who are in your unit or are served by your unit?

- Linguistic Access and Inclusion (ex: using Plain English)
- Cultural Access and Inclusion (ex: using narrow US-specific cultural references in courses, programs, etc.)
- Intentional solicitation and incorporation of international perspectives (ex: in data collection, in leadership roles, etc.)

| Goal  | Responsible Group  | Time Frame   | Measurements/Data Used   |
|---|--|--|--|
| Increase understanding and praxis of international inclusion in all Division spaces | <ul style="list-style-type: none"> <li>• Full Division – potential of a Task Force within the Division to take lead for years 1-3</li> </ul> | <ul style="list-style-type: none"> <li>• Fall 2023-Spring 2024:               <ul style="list-style-type: none"> <li>• Emma Swift (OIE) attend and speak at a Division Meeting to talk about their goals and needs as an office</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Compile what resources we have on the inclusion of international students/faculty/staff at UVM – digital resources page for our website?</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Shared read/viewing across the Division – Division Meeting learning together</li> <li>• Official goals work to begin no sooner than Summer 2024 due to other commitments             <ul style="list-style-type: none"> <li>○ Summer 2024- Summer 2026: Appoint a Task Force of Division team members to gather resources, best practices, data to guide our goals</li> <li>○ A lot of learning about best practices; what’s working and not on UVM’s campus; what resources are needed</li> <li>○ Who’s doing what, where, and whether it’s working</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Examining CCS data and other sources of information about the gaps in service for international populations on our campus</li> <li>• Focus groups with students/fac/staff to determine their needs/desires as they relate to our Division</li> <li>•</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• Fall 2026 – Implementation of articulated International Inclusion goals/work</li><li>• Spring 2026 – Assessment of said work</li><li>• Summer 2026 – Adjustments and new learning</li></ul> |  |
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## **Part 6 – Review Schedule**

**Spring 2023**

**Spring 2024**

**Spring 2025**

**Spring 2026**

**Spring 2027**





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## **Part 7 (Optional) – Process**