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PACE

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Introduction

Background

UVM Professional and Continuing Education is completing a 3-year overall strategic plan in 2022, the pillars of which are:

- Develop & grow academic programs aimed at **preparing learners for emerging and high-skill occupations**
- Position PACE as a premier venue for upskilling and reskilling through strong employer partnerships and persistent engagement
- **Expand access** to the University for increasingly diverse student audiences seeking educational opportunities and credentials
- Provide high-quality learning experiences by **investing in innovative, educational technologies and services**, scalable across the PACE portfolio
- Thrive as a **cohesive, results-driven unit** with an organizational culture of collaboration, entrepreneurship, expertise, and reliability

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Our Mission: After 100 years, we continue to provide flexible, relevant educational options at all stages of life because we believe the opportunity to learn should never stop.

Inclusive Excellence Committee/Implementation Team Members

Name	Title	College/Division/Department/Unit
Jill Irvine, Senior Leader	PACE Chief Officer	PACE
Alex Messinger, UDC Member	Manager, Information Systems and Online Learning	PACE
Maggie Lambert, UDC Member	Senior Program Developer, Program Director	PACE
Jess Akey, UDC Member	Program Developer	PACE
Claire Goodwin, Working Group	Program Planner/Manager	PACE
Maureen Hebert, Working Group	Employer Partnership Manager	PACE
Amanda Chase, Working Group	Enrollment & Reporting Manager	PACE
Nicole L'Huillier-Fenton, Working Group	Marketing Manager	PACE
Nichole Hathaway, Working Group	Program Planner/Project Manager	PACE
Colleen Fabian, Working Group	Instructional Designer	PACE

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

Co-Curricular Learning

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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
Expand participation and access to, online student learning communities • Identify the criteria for success for learning communities. (Success is defined by active participation and positive feedback on survey results.) • Pilot at least one learning community for a program that does not currently have one in 2023 and catalog those that exist under our consult for effectiveness and best practice. • Reduce the number of platforms in use to improve scalability by December 2024	(New or repurposed position focused on retention)	2023-2027

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Part 2 – Recruitment and Retention

Student Demographic Headcount

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

Goals	Responsible Group	Time Frame
Collect baseline demographic information for race, sex, and first-generation status for all PACE students. • We have most of this information already for those in credit-bearing courses. Add information where it is missing (e.g., first-generation status for PBPM students). • Begin collecting information for non-credit students through questions asked at point of registration	Amanda Chase	Jan-December 2023
Ensure that all PACE students are included and encouraged to participate in the 2024 campus climate survey. • Establish intentional plan to email students from Chief PACE Officer to ask for participation. • Review completion rates and send additional reminders as necessary. • Solicit help from instructors to boost participation.	Alex Messinger	2024

• Work with OIRA to include PACE noncredit students or find an alternative way to capture their experiences.		

Assess the credit non-degree, student experience
1. Inventory what is currently being done to create an inclusive experience for nondegree students
2. Conduct focus groups to identify how nondegree credit students would like to be part of campus. What would improve their experience?
3. Implement *evidence-based* tactics to create a more inclusive experience. Possible tactics include:
    a. Providing clearer information on parking, advocating for transportation solutions
    b. Offering a physical space like a lounge space for students
    c. Developing a student advisory board for ongoing input (2x/yr)
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	Maggie Lambert, Alison Maynard, Vika Pleshakova	2023-2024

Improve student retention by making end-of-course surveys more effective.
 	
• Credit
    o Advocate for questions about DEI to be included on end-of-course surveys for credit courses, and the programs that PACE supports with additional end of program evaluations.
• Noncredit
    o Measure baseline response rate
    o Standardize PACE noncredit student assessments/ end of course evaluations to include DEI questions.
	Alex Messinger, Instructional design	2023-2027

o Implement evidence-based tactics to improve the PACE noncredit overall response rate for end-of-course evaluations by 5% annually. oTactics may include: ▪ Baking the evaluation into the course. ▪ Enlisting instructors' help in encouraging completion ▪ Remediating survey usability		
Review demographics of our students and compare them to the regional population to notice differences. Use surveys and focus groups to understand possible "whys" behind these differences (e.g., if we have few disabled folks, what kind of barriers are they encountering?) and collect recommendations for how to support people and reduce systemic barriers. Identify strategies to increase accessibility, welcome students of all identities, and increase diversity within PACE. Recruitment tactics may include: • Changing advertising messages • Partnering with organizations on providing group discounts or other incentives. • Expanding need-based scholarships in partnership with UVM Foundation or other funders. • Scholarships (perhaps need-based) • Engaging Alumni • Outreach to HBC pre-health advisors and investigate scholarship strategy with LCOM Retention tactics may include • Formalize training of PACE noncredit instructors in building instructor presence	Marketing team, Maureen Hebert, Mgmt. Team, Instructional Design	2025, 2026, 2027

• Implementing online orientation for all programs • Improving course accessibility • Personal program navigators or coaches		

Part 2b, Student Belongingness and Inclusion in the PACE noncredit environment

Collect consistent data on the student experience across all non-credit programming (based on questions related to belongingness) in the end-of-course evaluation). Sample questions may include: • I feel connection to my peers • I feel a connection to my instructor • I feel welcome in this class by my instructor • I feel like I can voice my opinion without fear of judgment by my peers, • I feel like I can voice my opinion without fear of judgment by my instructor. Make comparisons year after year and implement tactics such as professional development to improve results.	PACE mgmt. team	2023-2024

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Part 3 – Professional and Faculty Development

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

Goal	Responsible Group	Time Frame

Expand the diversity of our PACE noncredit instructors and staff
 	
• Establish a process for capturing demographic information (i.e., race/ethnicity and sex) for PACE noncredit faculty to align with central data collection efforts from HRS and OIRA (https://oir.w3.uvm.edu/catdat/restricted/Employee-Demographics-Unit-Dept.html)
• Compare demographic data collected from staff and instructors to larger populations (e.g., Census data) to identify differences. Use surveys or focus groups to try and understand the "whys" behind these differences (e.g., if we have few disabled folks, what kind of barriers are they encountering?) and collect recommendations for how to support people and reduce systemic barriers
• Implement eveidence-based tactics which may include:
    o Training in unconscious biases in hiring, interviewing skills, how to ask applicants about commitment to DEI and serving different populations
    o Develop a process to recruit instructors who have a wide range of skills, identities, and expertise.
    o Broaden PACE noncredit instructor recruitment channels beyond personal networks that include professional associations and intentional outreach.
	HR, Beth Berchick	2023

o Examine consistency in compensation for non-credit development, instruction, and revisions. Invite community organizations, such as HireAbility (formerly VocRehab) to speak		
Expand training opportunities for staff by offering at least one department-wide training opportunity per year. Trainings may include: • Racial identity development, bystander intervention training (these have been offered by the UVM Center for Health and Wellbeing in the past). • How to best support LGBTQ+ or disabled students and colleagues (could get guest speakers from the Prism Center and Student Accessibility Services). • Increase staff knowledge of best practices in online education for inclusion • Training in inclusive language, e.g., "Would you prefer this as a recording, or a printed handout."	HR	2023-2027
Measure and improve staff ainclusion and belongingness • Conduct survey and/or small group discussion (see climate survey data and staff meeting data). • Share results anonymously with staff and management • Implement tactics such as professional development topics based on analysis of results, repeat instrument every 1-2 years.	IE Plan Work Group	2023-2027
Improve the inclusive teaching skills of the PACE Noncredit instructor pool	Instructional design	2023-2027

• Provide training for PACE noncredit instructor population by building required instructor training course for PACE noncredit instructors.
   o Topics to include:
      ▪ Introduction to PACE
      ▪ Best practices in facilitation
      ▪ Inclusive teaching in an online environment
• Monitor, guide, coach instructors in using inclusionary practices during the course
• Include inclusionary practices review in course debrief.
• Provide refresher resources for instructors on an annual basis once they have completed the training. faculty for teaching inclusively.		

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Part 4 – Environment

Physical Accessibility

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

Goal	Responsible Group	Time Frame
Ensure that PACE offices and event spaces are physically accessible to both staff and visitors • Evaluate and remediate the accessibility of the 23 Mansfield Ave space in collaboration with AAOE and UVM Facilities • Ensure that all hires have accessibility needs met. • Provide options of accessibility for in-person events for all participants. • Add language regarding accessibility needs to all meeting invites. e.g., "if you need physical or technical accommodations."	HR	May 2023

Digital Accessibility

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

Goal	Responsible Group	Time Frame

Ensure that online learning spaces and publicly available web properties are accessible to visitors • Identify digital accessibility issues through: • Including questions about technical barriers as part of the existing formative and summative course evaluations. • Implement usability testing on website, online registration and within the Learning Management system • Continue to monitor responses to questions about technical barriers as part of the existing formative and summative course evaluations. Remediate pain points as identified above. Tactics may include • Revisions to form and web properties • Modifying the LMS course template, terminology, and user experience • Providing low bandwidth options for accessing course materials • Improving the mobile experience for learners • Consulting with CDCI or ADA coordinator • Assessing best practices and model through partners like CAEL	Instructional Design team, Web team	2022-2027
Improve the PACE noncredit registration experience to minimize the time between registration and LMS Enrollment, and iimplement self-serve password reset for 95% of PACE noncredit students.	IT/Online manager	2023-2025

Cognitive Accessibility and Curriculum Review

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

Goal	Responsible Group	Time Frame
Institute a 3-year curricular review and improvement cycle for PACE noncredit courses that includes a focus on inclusive pedagogy. Components of this review include: • Universal course design principles regarding text, images, learning access across multiple formats, cultural references, assumed prior knowledge, captioning. adhering to WCAG guidelines. • Cultural Access and Inclusion (ex: using narrow US-specific cultural references in courses, programs, etc.) • Linguistic Access and Inclusion (ex: using Plain English) • Examine course materials for a representation of diverse student identities, including international perspectives.	Instructional Design team, Web team	2022-2027

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
With the Graduate College and OIE, assess the needs of international students. Identify which processes inhibit or support international students Establish processes and policies for improving the international student experience	PACE employee (Vika?) to consult with OIE	2023-2024
Professional development for PACE on best practices and legal requirements for working with international students (e.g., KE with Emma Swift)	Amanda Desmond and Morgan Kennison	2023
Review website properties annually for GDPR compliance	Web/Tech	2023-2028
Ensure website compliance with WCAG 2.0 AA accessibility guidelines for all content, prioritizing the most highly trafficked pages.	Web/Tech	2024-2027
Ensure that all web forms accommodate international students	Web/Tech, consult with PBPM & MPH	2023

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.)

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

Goal	Responsible Group	Time Frame
Send communication to instructors once a year/term with resources for supporting international students.	PACE employee with resources from OIE and CTL	2023-2027
Audit PACE website to make sure that culturally sensitive language is being considered, as well as non-western perspectives.	Web Team, Program planners	2024
Include UVM's land acknowledgement in online learning spaces	Instructional design	2023
Institute a 3-year curricular review and improvement cycle for PACE noncredit courses that includes a focus on inclusive pedagogy. (See Cognitive Accessibility and Curriculum Review)	Instructional design	2023-2027
Advocate for hiring individuals outside of the US	UVM HR	2023-2027

Part 7 – Review Schedule

Spring 2023
- **Kickoff, project management plan**
- **Add numbers to this plan for tracking purposes, set up gantt chart—this will help with subsequent milestone dates.**

Spring 2024

Spring 2025

Spring 2026

Spring 2027

Part 8 (Optional) – Process