

Division of Finance (DF)

Framework for Inclusive Excellence Inventory/Self-Assessment

2/15/17

Pillar 1: Academics

Central to the mission and strategic goals of the University of Vermont is excellence in the academic experience to help prepare members of our community to be globally responsible and engaged citizens, advance knowledge, and build critical thinking and problem-solving skills.

Not applicable.

Pillar 2: Community

The University of Vermont aspires to be a community that affirms and demonstrates the value of the diverse identities and backgrounds of its members, promotes multicultural competence, and builds positive and productive connections throughout the community. [SEP]

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

1. Strategies to recruit staff from diverse and underrepresented backgrounds:
 - Advertise positions in publications/job boards/groups specifically geared to people from diverse and underrepresented backgrounds
 - Include questions related to advancement of diversity in candidate interviews
 - Ensure AAEO recruitment training of search committees for targeted positions
2. Strategies to retain staff from diverse and underrepresented backgrounds:
 - Refer staff to campus resources
 - Refer staff to off-campus resources
 - Invite speakers on diversity topics to present at DF staff meetings
 - Encourage and fund DF staff participation in Blackboard Jungle, HERS, Presidential Commissions, and UVM Women's Summit
 - VP Finance provides financial support to the following campus events: Dismantling Rape Culture Conference, Blackboard Jungle, Women of Color Leadership Retreat, Women's Summit, past cultural diversity trainings, Police Diversity Training, and the DFES Diversity Study
 - Under previous organizational structure, partnered with Vermont Adult Learning to provide English language instruction, other education programs, and counseling services to non-native English-speaking staff
3. Strategies to retain students from diverse and underrepresented backgrounds:
 - Sponsor or fund campus-wide events/conferences open to students (including Dismantling Rape Culture Conference, Blackboard Jungle, Women's Summit)
 - Annually host the Mosaic Center for Students of Color weekly student breakfast

- Participate in Catamount Connection program for international students
4. Strategies to retain faculty from diverse and underrepresented backgrounds:
- Provide funding for campus-wide events/conferences open to faculty (including Dismantling Rape Culture Conference, Blackboard Jungle, Women's Summit)

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

1. Individuals primarily responsible for multicultural competency professional development or training efforts:
 - DF Senior Leadership Team (VP Finance and direct reports)
 - Cindy Lee, Communication & Training Coordinator

2. Topics DF provides to staff to support their professional development in diversity and inclusive excellence:
 - Race/ethnicity
 - Sexual assault, rape culture, and serving/supporting survivors of sexual violence
 - Encourage and fund DF staff participation in Blackboard Jungle, HERS, Presidential Commissions, and UVM Women's Summit
 - VP Finance provides financial support to the following campus events: Dismantling Rape Culture Conference, Blackboard Jungle, Women of Color Leadership Retreat, Women's Summit, past cultural diversity trainings, Police Diversity Training, and the DFES Diversity Study
 - Under previous organizational structure, partnered with Vermont Adult Learning to provide English language instruction, other education programs, and counseling services to non-native English-speaking staff

3. Strategies to equip staff with the awareness, knowledge, and skills to effectively work with diverse and underrepresented populations:
 - Curate a library of diversity-related resources
 - Encourage attendance at diversity-related conferences, events, or lectures
 - Plan diversity-related conferences, events, or lectures
 - Provide diversity and multicultural competency professional development/training
 - Provide funding for attendance at diversity-related conferences and other professional development activities

4. Means of communicating expectations and accountability for developing multicultural competence to staff:
 - Staff meetings
 - Performance reviews
 - Supervision meetings
 - VP Finance verbal and written communications

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

1. Key strategies used to improve climate and increase the visibility and accessibility of diversity-focused programs and initiatives:
 - Direct communication and sponsorship by Vice President
 - Library of professional development and work-life balance resources, including resources related to diversity and inclusion
 - Regular updates/reminders related to professional development and work-life balance opportunities and resources
 - Required and optional professional development opportunities for staff, with supervisor and leadership support
2. Means of recognizing outstanding contributions to the advancement of diversity and inclusive excellence goals by staff: Not implemented to date.

Component 4: Programs, Services, & Events

3. Services that DF has created to advance diversity and inclusive excellence goals:
 - Onboarding and advising foreign national students, faculty, and staff re: tax information each semester - Tax & Treasury Services
 - Support and advise departments in engaging and remunerating foreign national speakers and consultants – Purchasing Services, Tax & Treasury Services, Disbursement Center
4. Accessibility accommodations incorporated in the planning process for services, programs, or events:
 - Accessible parking, entrances, elevators, and restrooms
 - Dietary considerations and options (e.g., Kosher, vegan)
 - Translation services
5. Partnerships and collaborations to support diversity and inclusive excellence in planning services, programs, and events:
 - Diversity and equity units:
 - Mosaic Center for weekly student breakfast hosting
 - Center for Cultural Pluralism for staff professional development
 - Office of VPHRDMA for sponsorship of DF staff attendance at and financial support to conferences/events
 - Non-academic units:
 - Custodial Services (translation services)
 - Office of International Education (Catamount Connection mentor program)

Pillar 3 – Environment

The University of Vermont strives to create physical, virtual, and educational living, learning and work environments that are inclusive and accessible to all in our community.

Component 1: Physical Accessibility

1. DF has participated in an ADA physical space or Universal Design assessment
2. DF unsure to what extent our physical spaces and facilities are ADA accessible
3. Features present in most or all of DF's physical spaces:
 - Wheelchair-accessible curbs and building ramps
 - Elevators (excluding certified historical ones)
 - Wheelchair accessibility (excluding certified historical ones)
 - Lactation rooms
 - All gender/gender inclusive restrooms
 - Fully accessible restrooms
 - Ergonomic equipment (mice, footstools, chairs, keyboard trays, adjustable standing desks, etc.) is purchased for any DF employee upon request
 - Ergonomic evaluations of staff workspaces
 - Police Services emergency training and space evaluation of each DF unit

Component 2: Technology Use and Accessibility

1. Technology DF used to routinely use to ensure the accessibility of information, materials, or experiences:
 - Closed captioning (of videos and visual displays)
 - Information presented at BFAN meetings is also communicated via the online DF newsletter
2. A few of DF's information, materials, and experiences (e.g., presentations) are accessible

Component 3: Cognitive Accessibility

1. Routinely used strategies for developing and representing information, based on Universal Design for Learning principles:
 - Provide alternatives for auditory information
2. DF routinely makes information available in different forms and different languages to ensure accessibility

Component 4: Inclusive Spaces

1. DF provides opportunities or space (e.g., meeting or event space) for cultural activities and engagement (e.g., meetings, programs, events, affinity groups) at least yearly
2. A few DF units provide opportunities or space (e.g., meeting or event space) for cultural activities and engagement (e.g., meetings, programs, events, affinity groups)

3. Aesthetics in DF (marketing materials, web presence, artwork) are to a small extent inclusive of diverse identities and cultural backgrounds

Pillar 4 – Operations

Business operations and organizational processes (e.g., policy development, fiscal and capital planning, human resource functions, and organizational practices and procedures) are critical to the daily functioning and long-term health of the University of Vermont.

Component 1: Policies, Procedures, and Practices

1. A few policies, operating procedures, planning documents, and practices within DF have been reviewed and revised to align with inclusive excellence goals
2. No policies, procedures, and practices in DF have been created or enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds

Component 2: Evaluation and Assessment

1. Strategies used to assess or evaluate diversity, inclusive excellence, and multicultural competency goals:
 - Employee performance review process
2. No benchmarks for diversity and inclusion used by DF

Component 3: Financial

1. Funding for diversity-related initiatives (e.g., research, programs, services, resources, professional development opportunities) included in DF budget:
 - DF staff registration fees for Blackboard Jungle
 - VP Finance financial support to campuswide events/initiatives
2. Average annual direct investment in in diversity-related initiatives and priorities: < \$5,000
3. DF budget does not include funding to address accessibility concerns and Universal Design implementation
4. DF budget does not include funding to support underrepresented students

Component 4: Internal/External Communications

1. Strategies used to promote and publicize diversity and inclusive excellence initiatives and accomplishments:
 - Internal communications shared within your college/division