

## Enterprise Technology Services Inclusive Excellence Action Plan, FY 2018-2020

Pillar	Components & Strategic Priorities	Currently Underway (Over the last 3 years)	Future
Pillar 1: ACADEMICS	<b>Component 2: Student Support and Engagement</b>		
	1B3:D47. Students have opportunities to develop multicultural awareness, knowledge, and skills within their coursework.		Establish internship program to offer experiential learning opportunities to UVM students (Leadership Team)
	2. Students from underrepresented and diverse backgrounds receive support and resources to support their academic engagement and success.		Partner with Council of Deans to establish a student laptop program to ensure that all students regardless of social economic background have the technology they need to succeed (CIO)
	<b>Component 3: Curriculum, Pedagogy, and Research</b>		
4. Collaborations are developed and strengthened across academic units and in partnerships with organizations, community agencies, schools and other entities to support diversity and inclusive excellence goals.		ETS will make use of accessibility tools to evaluate some of the systems and documentations and remedy them accordingly	
Pillar 2: COMMUNITY	<b>Component 1: Representational/Compositional Diversity and Equity of Staff, Students, and Faculty</b>		
	1. Compositional diversity (including recruitment, retention, and attrition) is tracked.		Become proactive in attracting underrepresented population into ETS (Leadership Team)
	2. Actions are taken to support equity in representation (e.g., gender, race) across all units, disciplines, and ranks at UVM.		Partner with the Council of Deans to orchestrate an event to encourage young women to consider IT as profession (CIO)
	3. Affirmative recruitment practices of students, faculty, staff, and administrators from diverse and underrepresented backgrounds are strengthened and institutionalized.	Partner with ABSC to advertise ETS positions and vacancies in underrepresented communities such as Educause IT- Women Discussion Group, Workplace Diversity Network, Women in Technology	
	<b>Component 2: Multicultural Competency Development of Staff, Students, and Faculty</b>		
	1. Opportunities to develop multicultural awareness, knowledge, and skills are provided to all students, faculty, staff, and administrators.		ETS will make use of accessibility tools to evaluate some of the systems and documentations and remedy them accordingly
	<b>Component 4: Programs, Services, &amp; Events</b>		
	1. Programs, services, and events that advance diversity and inclusive excellence goals are created, enhanced, supported, and promoted.	Participating in the Men's initiative to promote women leadership (Leadership Team)	Making sure opportunities to volunteer for social events and admin tasks within ETS are equally distributed (Leadership Team)
2. Planning guidelines to ensure that all campus programs, presentations, activities, services, and events are inclusive and accessible are developed and institutionalized.		Promote greater awareness of accessibility issues in higher ed within ETS among ETS staff through workshop and professional development (CIO)	

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Pillar 3: ENVIRONMENT	<b>Component 1: Physical Accessibility</b>		
	1. Facilities are assessed for ADA compliance and Universal Design. Plans are developed for addressing Inaccessible campus facilities.	Partner with Center on Disability and Community Inclusion to review vendor contracts to ensure ADA compliance (Leadership Team)	
	2. Universal Design principles are incorporated in the design of new facilities and in the renovations of existing facilities.	Making the Walk-in Clinic accessible to those with physical disabilities	
	<b>Component 2: Technology Use and Accessibility</b>		
	1. Support is given to faculty, staff, and administrators in using technologies to generate podcasts, webcasts, captioning services, and other innovations to facilitate greater access to materials and experiences.	1. Support and promote the use of Read & Write Gold for language barriers. 2. Provide technology knowledge and consulting to OCR resolution group with ADA compliance issues	Develop greater awareness of the generational differences in the use of technology (Leadership Team)
	2. Course materials in UVM's learning management system (e.g., Blackboard) are ADA compliant, etc.	Partner with CTL to introduce New Blackboard Accessibility tool known as Ally (SAA)	ETS will make use of accessibility tools to evaluate some of the systems and documentations and remedy them accordingly
	3. Emerging technologies and innovative programs (e.g., SCALE-UP Student-Centered Active Learning Environment for Undergraduate Programs) are used to increase inclusive excellence, accessibility, and learning in large enrollment classes.	Continuing tech support based on the generational differences (retirees, genX, Y, Z, Mill) in the use of technology (Leadership Team)	Develop greater awareness of the generational differences in the use of technology (Leadership Team)
	4. Social media tools are used to facilitate more effective communication in alignment with institutional diversity and inclusive excellence goals.		Develop greater awareness of the varying degrees of access to technology (Leadership Team)
	<b>Component 3: Cognitive Accessibility</b>		
	1. Universal Design for Learning principles are used when developing and sharing information and course materials.	1. Support and promote the use of Read & Write Gold for language barriers. 2. Provide technology knowledge and consulting to OCR resolution group with ADA compliance issues	
	2. Faculty and staff are given professional development support (e.g., Better Learning by Design) to incorporate Universal Design for Learning principles and practices to improve the effectiveness of teaching and engaging with diverse learners.		Promote greater awareness of accessibility issues in higher ed within ETS among ETS staff through workshop and professional development (CIO)
	3. Information is made available in different forms and different languages to ensure accessibility.	Efforts to make user account support accessible to non-English speakers	

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Pillar 4: OPERATIONS	<b>Component 1: Policies, Procedures, and Practices</b>		
	1. Policies, operating procedures, planning documents, and practices (e.g., human resource functions, procurement, budgeting) are reviewed and revised to be in alignment with institutional diversity, inclusive excellence, and accessibility goals.	Continuing tech support based on the generational differences (retirees, genX, Y, Z, Mill) in the use of technology (Leadership Team)	Leadership and capacity building in order for everyone to feel included in the decision-making process (CIO)
	3. Policies, procedures, and practices are enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds.	Partner with ABSC to advertise ETS positions and vacancies in underrepresented communities such as Educause IT- Women Discussion Group, Workplace Diversity Network, Women in Technology	
	<b>Component 2: Evaluation and Assessment</b>		
	4. Academic courses, and campus services and programs are evaluated for accessibility and inclusive excellence.	In collaboration with UVM's campus culture initiative, make improvements to the UVM template for LimeSurvey, UVM's survey tool. This template change made all UVM surveys more accessible.	
	<b>Component 3: Financial</b>		
2. Funding for diversity-related initiatives (e.g., research, programs, services, resources, professional development opportunities) is diversified and expanded.	Underwrote the cost of employees to attend Blackboard Jungle (CIO)	Promote opportunity for women leadership within ETS (workshop, professional development) (Leadership Team)	