Inclusive Excellence
Action Plan – Grossman
Grossman School of Business

**GENERAL INFORMATION**

a. Name of College/Division/Office

- □ Grossman School of Business

b. Name of Dean or Vice President/Provost Sanjay Sharma

c. Name of person submitting inventory on behalf of College or Division

- Name  _Joanne Pencak___________
- Title  _Lecturer____________
- Department/Office/Unit  ______________
- e-mail address  _jpencak@bsad.uvm.edu_____________
- phone number  __802-353-0615___________

da. **Departments and/or core functions within the unit** *(please list)*

db. **Implementation team members** *(including team lead/chair)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department/Office/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Pencak</td>
<td>Lecturer</td>
<td>Kalkin 309</td>
</tr>
</tbody>
</table>

**Components of Inclusive Excellence (Summary)**

*For each component, please list significant actions/initiatives/activities done by your college/division [including the unit(s)/role(s) charged with this responsibility in your college/division]. If a component is not applicable to the mission or work of your college/division, please explain why in the space provided.*

**Pillar 1: Academics**

**Component 1:** Faculty Support and Engagement

- □ Component is applicable to the mission or work of college/division *(see examples provided examples in the space below)*

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Brown Bag Lunches on classroom diversity</td>
<td>Student Services</td>
</tr>
<tr>
<td>Weekly Email on Serving Diverse Student Body</td>
<td></td>
</tr>
<tr>
<td>University-wide training</td>
<td></td>
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</tbody>
</table>
Progress

1. Faculty Research Sessions:
The Grossman School of Business organizes research seminars to exchange ideas and collaborate with (visiting) scholars’ new or existing projects. These casual and informal seminars are an opportunity to brainstorm and enjoy collegial time together. The seminars are usually held during lunchtime with a 1h-1h30 format. Lunch is provided.

These seminars are well attended. Below are the seminars that have related to Diversity and Inclusion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Author/presenter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/27/2018</td>
<td>Sriram Narayanan</td>
<td>“Inclusive Manufacturing, Maximizing Disability Diversity, Cultural Diversity, and Productivity.”</td>
</tr>
<tr>
<td>09/12/2018</td>
<td>Tim Bates</td>
<td>“Minority Entrepreneurship, Understanding the Constraints and Opportunities”</td>
</tr>
<tr>
<td>01/25/2019</td>
<td>Stuart Hart</td>
<td>“Aspirations &amp; Quests, Bringing Corporate Purpose to the Bottom Line”</td>
</tr>
</tbody>
</table>

2. We had 2 search committees this year and all members attended diversity awareness training.

3. Sustainable Innovation MBA Privilege/Bias Workshop – for MBA students and faculty – offered each fall by Dr. Sherwood Smith. Offered to all Grossman Faculty. Last held September 2017, September 2018

4. Faculty who teach D1 & D2 are required to attend at least one Diversity & Inclusion workshop (multiple offerings through CTL, Professional Development & Training, Center for Cultural Pluralism) by the end of the fall 2018 semester. (Currently we offer 2 university approved diversity courses).

5. We dedicate our May faculty meeting to reporting our progress on diversity and inclusion and for planning out efforts for the next year.

6. The Grossman School of Business provided financial sponsorship for the following workshops and events related to diversity and inclusion. These events serve the faculty and staff of the entire campus community, including Grossman faculty and staff.

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenters</th>
<th>Topics - Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/22-03/23/2018</td>
<td>Various – UVM’s signature faculty and staff training event</td>
<td>Blackboard Jungle Symposium - supports UVM faculty, staff, and all others seeking to develop skills, knowledge, and a deeper understanding of diversity that supports excellence in teaching, service, and research.</td>
</tr>
</tbody>
</table>
| 02/27-02/28/2019 | Kathryn Sorrells, Amer F. Ahmed | “Navigating the University Classroom, Engaging
Component 2: Student Support and Engagement

☐ Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalkin Tutoring</td>
<td>Student Services oversee/consult with faculty</td>
</tr>
<tr>
<td>S- IMBA special events and lectures</td>
<td></td>
</tr>
<tr>
<td>Student Services Advising for Freshmen and Sophomores – eye on retention and support</td>
<td></td>
</tr>
<tr>
<td>Faculty Support – Juniors &amp; Seniors</td>
<td></td>
</tr>
<tr>
<td>Student Clubs – Enactus, Women in Business Scholarships</td>
<td></td>
</tr>
<tr>
<td>Naming of Student of Color Awards</td>
<td></td>
</tr>
</tbody>
</table>

Progress

1. We continued to offer Kalkin tutoring with teaching assistants and tutors for our more challenging courses with the goal of increasing retention of underrepresented populations and international students.
2. Sustainable Innovation MBA offered a Bias training workshop as well as several special events for Women in Business
3. The Women in Business Club (along with student services) offered a salary negotiation workshop
4. The Women in Business Speakers Series – last talk was on Women in Finance in April of 2018.
5. This year and last year, we included out Academic Excellence Awards for Students of Color in our Honors Day Ceremony under the nomenclature – “Academic Excellence Awards.” We are still in the process of naming the award.
6. We are working to Integrate diversity and inclusiveness content as a module in each professional development course starting in fall 2019. The professional development courses are required for all GSB students.
7. We have an International Writing Support Specialist on our adjunct faculty who is also available to International Students for Writing Support Sessions.
Component 3: Curriculum, Pedagogy, and Research

☐ Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>S-IMBA (response to student requests)</td>
<td>SIMBA</td>
</tr>
<tr>
<td>Investigate creation of a course on Race, Gender, Class and Entrepreneurship</td>
<td>Pencak</td>
</tr>
<tr>
<td>Catalogue Individual Faculty Research Interests and work</td>
<td></td>
</tr>
<tr>
<td>Diversity and Inclusion Case Competitions</td>
<td></td>
</tr>
</tbody>
</table>

Progress
1. David Jones has made the Bias/Privilege workshop a permanent offering every fall and has invited all Grossman Faculty to attend. With Sherwood Smith
2. We are developing a Diversity in Business Course
3. We have a faculty member participating in the Diversity Faculty Fellows
4. We are cataloguing individual faculty research work.
5. Students have competed in the Diversity in Business Case Competition for the last two years, resulting in a podium finish
6. Students competed in the Women’s Case Competition in April 2019
7. See also “Faculty Engagement"

Pillar 2: Community

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

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<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPMG PHD Project</td>
<td>Dean</td>
</tr>
<tr>
<td>Training for faculty and staff searches</td>
<td>Search Committees</td>
</tr>
<tr>
<td>Initiative to attract and retain more women</td>
<td></td>
</tr>
<tr>
<td>Explore Recruiting in Exam Schools (Boston, Pelham Prep NY, Northeast) focus on business</td>
<td></td>
</tr>
<tr>
<td>Fresh Air Fund College Connections and other strategic partners</td>
<td></td>
</tr>
</tbody>
</table>

Progress
1. We continue to financially support the PHD project and we use the project as a resource for our faculty searches.
2. All faculty search committee members attend university wide diversity training.
3. We are still exploring to recruit from Exam Schools. The new Diversity in Business Club has students from such schools who are interested in assisting.
4. We participate in the students of color calling campaigns with the admissions office.
5. One faculty member works as a volunteer with the Fresh Air fund and working on the College Connections initiative. The student founder of the Diversity in Business Club is an intern with the Fresh Air Fund.

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

☐ Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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</thead>
<tbody>
<tr>
<td>Catalogue participation in diversity and inclusion training</td>
<td>Faculty, staff</td>
</tr>
<tr>
<td>Course content</td>
<td>Faculty</td>
</tr>
<tr>
<td>Dedicate International Student Staff</td>
<td>Student services</td>
</tr>
</tbody>
</table>

Progress

1. We have developed a method of cataloguing attendance at diversity and inclusion related events and training...
2. We continue to have a student services staff member that exclusively serves the needs of International Students.
3. We are including diversity/inclusiveness training in our required professional development courses.

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

☐ Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>Dedicated International Student Service Staff</td>
<td></td>
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<tr>
<td>Student Services Advisors for freshmen and sophomores – goal retention and on time graduation</td>
<td></td>
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</tbody>
</table>

Progress

1. Faculty and student services staff are serving as mentors in the Catamount Commitment Program – which is designed to increase retention among first generation college students.
2. GSAC (The Grossman School of Business Student Advisory Committee) is working on creating a more inclusive climate and met with the Implementation Team Chair in the
spring of 2018 to begin discussions about creating a more inclusive environment by cultivating relationships with women alumnae and alumni (ae) of color.

3. Appointment of a Grossman faculty member (2018) and a Grossman student (Brian Gomez) to the President’s Commission on Inclusive Excellence (2019)

4. The Grossman Student Advisory Council An organization compiled of motivated and passionate students, who want to enhance the student experience at the Grossman School of Business. GSAC works alongside students, faculty, and the Dean to identify areas that can better the student learning and professional experience at GSB. The student advisory council is working to create a more inclusive climate. The composition of council ensures that the voiced of underrepresented students will be heard. The president and vice president of the council are women, and there are several students of color on the council. The students met with our Inclusion Implementation Team chair in the spring of 2018. The Diversity in Business Club was one result of that meeting.

5. The Enactus club at the University of Vermont has been involved in several diversity and inclusion projects. They partner with several organisations, including the Women’s Small Business Project of Mercy Connections, the Mutual Aid for African Community, and Think College (UVM’s program for inclusion of people with intellectual disabilities). Most recently, the students have been working with middle and high school students at the King Street Center. A majority of the students from King Street that they work with are children of color. The students are cultivating relationships with these children and fostering in them a familiarity with business and the Grossman School.

Component 4: Programs, Services, & Events

☐ Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in Business Speaker Series</td>
<td>WIB</td>
</tr>
<tr>
<td>S-IMBA Events (Women for Change)</td>
<td></td>
</tr>
<tr>
<td>Diversity in Business Events</td>
<td></td>
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</tbody>
</table>

See above – The Diversity in Business Club is also planning a speaker series for next year. The Women in Business Club hosted its first Women’s History Month Dinner. (March) DIBs is planning events next year around LGBTQ History Month (October), Black History Month (January), Trans Awareness Day (October), Hispanic Heritage Month (Sept 15-Oct 15) S-IMBA also hosted a dinner/event S-IMBA events include Women for Change professional development workshops on: Organizational Well Being Power and Leadership
Women in Business hosted 5 well attended events this year, featuring women entrepreneurs, women in marketing, women in finance, women in accounting, as well as a workshop on Fair Trade.

**Pillar 3: Environment**

**Component 1: Physical Accessibility**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Physical Access/ADA</td>
<td>Administration in concert with construction of addition</td>
</tr>
<tr>
<td>Renovation of first floor restroom to create assessable, gender free restroom</td>
<td></td>
</tr>
</tbody>
</table>

**Progress**

Our new building is ADA compliant and has ample gender neutral rest rooms.

**Component 2: Technology Use and Accessibility**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accessibility training for staff</td>
<td>Grossman IT</td>
</tr>
<tr>
<td>New, more flexible space and classrooms – Kalkin addition</td>
<td></td>
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</tbody>
</table>

**Progress**

Being accomplished with the opening of Ifshin Hall

**Component 3: Cognitive Accessibility**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Work with Access</td>
<td>Faculty, student services</td>
</tr>
<tr>
<td>Use of publishing company resources</td>
<td></td>
</tr>
<tr>
<td>Catalogue faculty efforts in courses</td>
<td></td>
</tr>
</tbody>
</table>

**Progress**
1. Faculty continue to use available resources to create assessable courses.
2. We are in the process of cataloguing faculty efforts through the use of Digital Measures

**Component 4: Inclusive Spaces**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalkin rooms provided to student groups</td>
<td></td>
</tr>
<tr>
<td>Expansion – Ifshin addition to Kalkin</td>
<td></td>
</tr>
<tr>
<td>Ifshin used for diversity related events</td>
<td></td>
</tr>
</tbody>
</table>

**See above**

**Pillar 4: Operations**

**Component 1: Policies, Procedures, and Practices**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Recruiting Plan</td>
<td>Dean and search committee</td>
</tr>
<tr>
<td>Search Committee and hiring procedures</td>
<td></td>
</tr>
</tbody>
</table>

**These efforts are ongoing.**

**Component 2: Evaluation and Assessment**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from students</td>
<td></td>
</tr>
<tr>
<td>University-wide surveys</td>
<td></td>
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</table>

**These efforts are ongoing – see above comments relating to the Grossman School of Business Student Advisory Committee**

**Component 3: Financial**

- Component is applicable to the mission or work of college/division (see examples provided examples in the space below)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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</thead>
</table>
Membership in the PHD project – financial commitment
Dedicated Student Services Professional for International Students
Kalkin Tutoring support
TAs for BSAD 10 and BSAD 15
Scholarships for Underrepresented student groups and first generation students – graduate programs

Progress
1. Ongoing - as discussed above we have TAs and tutors for our more difficult quantitative course.
2. Specific Scholarships - $15,000 Sustainable Innovation International Scholarship
   $15,000 Sustainable Inclusive Achievement Scholarship – for members of under-represented groups
3. GSB will continue to participate in the KPMG PHD project, and donate funds to help individuals from underrepresented groups earn PHDs in business.
4. Grossman continuously supports the ongoing diversity and inclusion efforts of the university through sponsoring Blackboard Jungle and other events on campus.

Component 4: Internal/External Communications

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
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<tbody>
<tr>
<td>Evaluate inclusion of diversity in promotional material</td>
<td></td>
</tr>
<tr>
<td>Evaluate promotion of scholarships for first generation and underrepresented groups</td>
<td></td>
</tr>
<tr>
<td>Continue to include international students in promotional material</td>
<td></td>
</tr>
<tr>
<td>Catalogue inclusive excellence efforts and results</td>
<td></td>
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</tbody>
</table>

Progress
1. Grossman School of Business International Students participated in admissions promotional videos.
2. We continue our attempts to increase the presence of faculty of color, students of color, and women in our promotional material. We are fortunate to have a diverse faculty to represent GSB.
3. GSAC has solid representation of Women and People of Color

The Grossman School of Business cultivates the ability to create and manage sustainable businesses that address ethical, social, and environmental challenges and opportunities in the complex and dynamic global environment. We develop graduates who are professional,
technically competent, and entrepreneurial. Our faculty create impact through teaching, research, and scholarship.”

**Action Plan for the Four Pillars of Inclusive Excellence**

Please insert your narrative response into the appropriate section below.

**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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

   “The Grossman School of Business cultivates the ability to create and manage sustainable businesses that address ethical, social, and environmental challenges and opportunities in the complex and dynamic global environment. We develop graduates who are professional, technically competent, and entrepreneurial. Our faculty create impact through teaching, research, and scholarship. The School contributes to the mission of the University through our Strategic Plan and Learning Outcomes.”

   Our mission calls upon us to address ethical, social, and environmental challenges. In terms of faculty support and engagement, faculty are encouraged to attend university-wide trainings and events such as “Blackboard Jungle” and offerings from the Center for Cultural Pluralism. These events are communicated to us via email, they are prominently advertised just above the printer in the faculty supplies and mail room, and senior faculty members often encourage attendance.

   One of the main learning goals of the undergraduate curriculum is “Global and civic awareness, including understanding global issues in a business context and understanding the non-market environment of business.” These learning goals encompass an understanding of diversity and inclusion.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
The curriculum of our Sustainable Innovation MBA has won several awards for the best practices in social entrepreneurship curriculum. The curriculum addresses the world’s sustainability challenges including environment issues, ethics, poverty and inequality.

The Sustainable Innovation MBA also hosts events throughout the year for faculty, staff and the community to attend. In addition, our students are demanding that we address issues of diversity and inclusion in our graduate classes. They have specifically stated that they do not see these discussions as being inherently limited to courses in leadership, marketing, etc. They see relevant considerations that should be raised in every MBA course.

a. We also are blessed with a diverse faculty. We participate in the PHD project of KPMG, which provides us with the ability to reach minority applicants. Currently, about 25% of Grossman faculty are faculty of color; the highest percentage of all schools/colleges. This rate has been consistent since 2011.

b. We hold “Lunch and learn” events that focus on research in areas of diversity.

c. Our student services sends out weekly emails with tips and suggestions. The emails are sent to all Grossman faculty and select CEMS, CAS, and Rubenstein faculty. Content of emails include support of second language learners, support of students with documented learning disabilities, and support of students from underrepresented populations. These emails have been sent out every week for the last two years and have proven to be useful for the faculty.

3. What goals does your college/division want to achieve within the next year? Within the next three years?

a. We are hoping that the continued support of the PHD project will result in an increase in the number of diverse applicants for positions in order to maintain and perhaps increase the diversity of our faculty.

b. In the next year, we will catalogue faculty and staff attendance at university-wide events and other diversity and inclusion related trainings.

c. We have made diversity and inclusion the primary topic of our May faculty meeting.

d. The Enactus club at the University of Vermont has been involved in several diversity and inclusion projects. They partner with several organisations, including the Women’s Small Business Project of Mercy Connections, the Mutual Aid for African Community, and Think College (UVM’s program for inclusion of people with intellectual disabilities). Most recently, the students have been working with middle and high school students at the King Street Center. A
majority of the students from King Street that they work with are children of
color. The students are cultivating relationships with these children and
fostering in them a familiarity with business and the Grossman School.

e. We will continue working with and supporting a team of students to attend the
Minority Business Case Competition at Indiana University’s Kelly School of
Business.
f. We will continue to send a team of women to compete in the University of Texas
at Austin’s McCombs School of Business women’s case competition.
g. We will become a signatory institution of the AACSB for Diversity and Inclusion.

4. What strategies and resources (e.g., skills, expertise, financial) will your
college/division use to meet your goals within a given component? What resources
are needed?

It would be helpful to get a list of registrants and attendees at university-wide
events and trainings. It might also be helpful to have some training developed
specifically for business educators. Funding for our student recruitment efforts,
including scholarships and funding to send current students to recruit at top public
high schools in diverse environments.

5. What metrics will your college/division use to gauge its progress with diversity and
inclusive excellence goals?

We will continue to survey our students and gather their input to inform diversity
and inclusion components of our curriculum.

Once we have a clearer understanding of events and professional development
courses that our faculty and staff attend, we will be able to set targets in conjunction
with university-wide best practices.

We will use metrics developed by the AACSB (our accrediting body) for Signatory
Institutions

**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.*
1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

The Grossman School of Business embraces the values that are encapsulated in “Our Common Ground.” Many faculty members include the “Common Ground” statement on Blackboard and in syllabi.

We participate in the KPMG PHD project, which assists us in recruiting from a more diverse applicant pool.

Many of our initiatives are student led initiatives. Students created the Women in Business Club and the Diversity in Business Club. The Grossman Student Advisory Council is exploring ways to make the environment at GSB more inclusive. S-IMBA students have created a Women’s Leadership organization. GSB initiatives reflect the practicality and action-orientation of the students.

We offer and encourage students to participate in a study abroad experience that exposes students to different cultures, traditions, work environments, ethics and norms.

Our graduate programs offer scholarships, assistantships, and fellowships including: the inclusion achievement scholarship

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

We have created strong student support and advising services. We have implemented peer advising and we assign students to specific support professionals for their freshmen and sophomore years. Faculty are assigned specific students in the junior year. In addition, we have strong in-house career services and employer relations personnel.

In addition to honoring students of color at the reception at the Mosaic Center, we also hone them at the Grossman School of Business Honors Day reception. We call the award the “Faculty Award for Academic Excellence” as that is what will show on the student transcript. In addition, we are naming the awards next year.

3. What goals does your college/division want to achieve within the next year? Within the next three years?

In the next three years, we are hoping to solidify student club relationships with community partners (refugee resettlement organizations and the Women in Small Business Project) as well as establish new relationships.
We hope to continuously increase our retention of students.

We will complete the naming of our student of color awards in the next year. The naming will be a way to honor Alumni/ae of color as well as students of color.

We will explore an International Student Academic Excellence Award.

We are expanding the Grossman School of Business Inclusive Excellence Committee to include members of student success services, students, and interested faculty.

We will integrate diversity and inclusiveness content as a module in each professional development course starting in fall 2019. The professional development courses are required for all GSB students.

GSB is committed to offering scholarship support to incoming students of color in an effort to recruit and yield highly qualified students of color.

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?

There are some university grants for students working with some nonprofit organizations in the summer – a sort of “applied” research grant that might be applicable to student work.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

Student retention, student graduation rates, graduate employment data. Student evaluations and feedback sessions. Percentage of students attending a study abroad.

**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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
Because of our new addition to Kaklin Hall (the Ifshin addition), we have had to review our physical accessibility to ensure that we are in compliance with ADA rules and regulations.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

We have created some innovative work spaces in the new addition that will provide for many different learning and teaching styles.

3. What goals does your college/division want to achieve within the next year? Within the next three years?

Our addition will be complete next year.

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

ADA – physical

**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.*

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?

We participate in diversity recruitment efforts via the AACSB and the KPMG PHD project. Our goal is to cast as wide a net as possible to attract a wide variety of qualified candidates. (From the policy statement)
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?

Our leadership team has strategically cultivated relationships that are financing our new facilities that will help us reach, teach and engage all students more effectively,

3. What goals does your college/division want to achieve within the next year? Within the next three years?
With the completion of construction, we now have better facilities to serve our students, staff, faculty and community. We have improved access to gender neutral restrooms in all our facilities. We will continue to monitor the needs of our community and work to meet those needs. We are very responsive to the needs of our students and staff.

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?

University-wide funding for diverse and first generation student support. Dedicated staff to find grants to replace federal funding that may be lost and to seek private support for initiatives and programs.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

Compliance with ADA, consideration of Universal Design for Learning. Student feedback.