



**Framework for Inclusive Excellence  
Inventory/Self-Assessment  
4/15/18**

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**General Notes for Inventory/Self-Assessment**

- This inventory/assessment should be submitted electronically via [Dan.Harvey@uvm.edu](mailto:Dan.Harvey@uvm.edu) for each college and division at UVM. Deans and Vice Presidents/Vice Provost may choose to convene an implementation team to assist in compiling and consolidating data across the units within your college or division.
- As colleges/divisions complete this inventory/self-assessment, please identify current and recent (within the last five years) activities and initiatives from your college/division that address the components and strategic priorities outlined in the [\*Framework for Inclusive Excellence\*](#).
- Within a given component, strategic actions may occur at both the institutional (central) and at the college/division/department/unit levels. For this inventory, please respond based on actions taken within your college/division.

**Key Terms**

Throughout this inventory, the following terms are frequently used and are defined as follows:

- ***Diversity*** – a broad term encompassing different identities and backgrounds, including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression
- ***Underrepresented populations*** – identity groups that have typically been marginalized or underrepresented in higher education or certain fields (particularly around race/ethnicity and gender)
- ***Inclusive excellence*** – the understanding that the success and excellence of an institution or community is dependent on how well it engages the diversity of its members (e.g., students, faculty, staff, and administrators)
- ***Multicultural competency*** – the process of developing the multicultural awareness, knowledge, and skills to effectively engage with those from diverse backgrounds, as well as with diversity-related issues

- **Pillars** – In *The Framework for Inclusive Excellence*, pillars refer to the four core areas (i.e., academics, community, environment, and operations) of focus for institutional diversity efforts
- **Components** – In *The Framework for Inclusive Excellence*, components refer to the major areas of systemic engagement and intervention (e.g., student support and engagement; multicultural competency development; technology use and accessibility; policies, procedures, and practices) within the four pillars
- **Strategic Actions** - In *The Framework for Inclusive Excellence*, strategic actions refer to specific activities and tasks within the components
- **Americans with Disabilities Act (ADA)** – A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public
- **Universal Design** - the broad-spectrum idea of creating buildings, products and environments that are inherently accessible to all people regardless of physical ability
- **Universal Design for Learning** - an educational framework that guides the development of flexible learning environments that can accommodate individual learning differences

## **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.*

### ***Component 1: Faculty Support and Engagement***

1. What strategies does your college/division use to engage faculty in incorporating diversity and inclusive excellence into their teaching, pedagogy, research, scholarship, and service? Select all that apply.
  - Provide a clear set of expectations and guidelines, which are posted and accessible for faculty to participate in diversity-related initiatives.
  - Provide graduate research support (e.g., research assistants, teaching assistants) to faculty focusing on diversity, inclusion, and multicultural competency
  - Provide research funds to faculty focusing on diversity, inclusion, and multicultural competency
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division
  
2. What strategies does your college/division use to recognize or reward faculty who incorporate diversity and inclusive excellence into their teaching, pedagogy, research, scholarship, and service? Select all that apply.
  - Publically recognize or award
  - Provide grants or other funding
  - Give consideration in the reappointment, promotion, and tenure process
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division
  
3. What strategies, in addition to the ones normally available to all faculty, does your college/division use to support the scholarly engagement and success of faculty from underrepresented backgrounds? Select all that apply.
  - Offer mentoring or leadership development programs
  - Coordinate identity-group or cohort focused leadership development
  - Provide graduate research support (e.g., research assistant, teaching assistant)
  - Provide start-up research funds
  - Implement family-flexible promotion and/or tenure timelines or policies
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division

### ***Component 2: Student Support and Engagement***

4. What strategies does your college/division use to provide opportunities for students to develop multicultural competency in their coursework? Select all that apply.
  - Assign readings by authors from diverse and underrepresented backgrounds
  - Assign readings about diverse and underrepresented identities or communities

- Incorporate current events or issues of diversity and inclusion into classroom discussions and assignments
  - Incorporate historical/past events or issues of diversity and inclusion into classroom discussions and assignments
  - Use diversity-related media
  - Partner with on-campus diversity initiatives, cultural centers, and other entities
  - Partner with off-campus diversity initiatives, cultural centers, and other entities
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division
5. What strategies does your college/division use to support the academic engagement and success of students from underrepresented and diverse backgrounds? Select all that apply.
- Academic support programs
  - Leadership development programs
  - Academically-themed diverse student organizations
  - Supplemental instruction
  - Free tutoring support
  - Culturally relevant advising
  - Summer bridge programs
  - Other (please describe): \_\_Offer “UVM Communicates”\_\_\_\_\_
  - Not applicable to college/division
6. What strategies does your college/division use to encourage, recognize, or reward students who incorporate diversity and inclusive excellence into their scholarly work? Select all that apply.
- Give awards for diversity and inclusive excellence work
  - Provide scholarships for diversity and inclusive excellence work
  - Use other forms of recognition (please describe): \_\_\_\_\_
  - Not applicable to college/division

### ***Component 3: Curriculum, Pedagogy, and Research***

7. To what extent is diversity and inclusive excellence incorporated in the curricula across the disciplines in your college/division? Select the best answer.
- Frequently
  - Occasionally
  - Rarely
  - Never
  - Not applicable to college/division
8. To what extent do students have structured learning opportunities to develop effective interpersonal and intercultural skills in your college/division? Select the best answer.
- Frequently
  - Occasionally
  - Rarely
  - Never

Not applicable to college/division

9. Is diversity and inclusive excellence incorporated into the review process for academic programs and courses? Select the best answer.

Yes (please describe): \_\_\_\_\_

No

Not applicable to college/division

10. What partnerships and collaborations does your college/division have to support diversity and inclusive excellence within the curricula, pedagogy, and research? Select all that apply.

Academic units within college/division

Academic units outside college/division (please describe): \_\_\_\_\_

Diversity and equity units (e.g., Mosaic Center for Students of Color/ALANA Student Center, LGBTQA Center, Women's Center) (please describe): \_\_\_\_\_

Non-academic units (e.g., Residential Life, Student Life) (please describe): \_\_\_\_\_

Off-campus partnerships and collaborations (please describe): \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

None

Not applicable to college/division

## **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.*

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

11. Beyond efforts that are implemented institutionally/centrally at UVM, what strategies does your college/division use to affirmatively recruit students from diverse and underrepresented backgrounds? Select all that apply.

Implement a student diversity recruitment plan

Have a dedicated student diversity recruitment specialist position/role (please indicate who does this) \_\_\_\_\_

Engage in regional/national partnership efforts

Dedicate funds to affirmative recruitment

Other (please describe): \_\_\_\_\_

Not applicable to college/division

12. Beyond efforts that are implemented institutionally/centrally at UVM, what strategies does your college/division use to recruit faculty from diverse and underrepresented backgrounds? Select all that apply.

- Implement a faculty diversity recruitment plan
- Have a dedicated faculty diversity recruitment specialist position/role (please indicate who does this) \_\_\_\_\_
- Engage in regional/national partnership efforts
- Advertise positions in publications/job boards/groups specifically geared to people from diverse and underrepresented backgrounds
- Utilize strategic funds to increase financial offers to job candidates from diverse and underrepresented backgrounds
- Other (please describe): \_\_\_\_\_
- Not applicable to college/division

13. Beyond efforts at UVM that are implemented institutionally/centrally, what strategies does your college/division use to recruit staff from diverse and underrepresented backgrounds? Select all that apply.

- Implement a staff diversity recruitment plan
- Have a dedicated staff diversity recruitment specialist position/role (please indicate who does this) \_\_Angie Leahey / ABSC\_\_
- Engage in regional/national partnership efforts
- Advertise positions in publications/job boards/groups specifically geared to people from diverse and underrepresented backgrounds
- Utilize strategic funds to increase financial offers to job candidates from diverse and underrepresented backgrounds
- Other (please describe): \_We follow a recruiting process which includes:
  - i. A 1 hour training by HR of the hiring committee on issues such as bias, diversity, how to advertise for a position, how to interview)
  - ii. Throughout the hiring process, we follow the guidance of AAEO
  - iii. We provide a report after the hiring process listing how many people of various diversity backgrounds we have interviewed.
- Not applicable to college/division

14. What strategies does your college/division use to retain students from diverse and underrepresented backgrounds? Select all that apply.

- Implement a student diversity retention plan
- Have a dedicated student retention specialist position/role (please indicate who does this) \_\_\_\_\_
- Provide culturally inclusive or sensitive advising
- Provide mentoring
- Provide affinity groups/spaces
- Track or assess retention/attrition
- Track or assess student success patterns while at UVM
- Track or assess student success patterns while after graduation
- Plan and organize events/conferences for students
- Sponsor or fund events/conferences for students

- Refer students to campus resources
- Refer students to off-campus resources
- Other (please describe): \_\_\_\_\_
- Not applicable to college/division

15. What strategies does your college/division use to retain faculty from diverse and underrepresented backgrounds? Select all that apply.
- Implement a faculty diversity retention plan
  - Have a dedicated faculty retention specialist position/role (please indicate who does this) \_\_\_\_\_
  - Provide mentoring programs
  - Provide affinity groups/spaces
  - Refer faculty to campus resources
  - Refer faculty to off-campus resources
  - Assess retention/attrition of faculty
  - Other (please describe): \_\_Support Core Facilities\_\_
  - Not applicable to college/division

16. What strategies does your college/division use to retain staff from diverse and underrepresented backgrounds? Select all that apply.
- Implement a staff diversity retention plan
  - Have a dedicated staff retention specialist position/role (please indicate who does this) \_\_\_\_\_
  - Provide mentoring programs
  - Provide affinity groups/spaces
  - Refer staff to campus resources
  - Refer staff to off-campus resources
  - Assess retention/attrition for staff
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division

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

17. In your college/division, who is/are primarily responsible for multicultural competency professional development or training efforts? \_VP for Research Richard Galbraith\_
18. What opportunities to develop multicultural awareness, knowledge, and skills does your college/division provide to students outside of their academic and curricular experiences? Select all that apply.
- Mentoring programs
  - Diversity/multicultural organizations
  - Diversity/multicultural events
  - Diversity/multicultural trainings/workshops
  - Other (please describe): \_\_\_\_\_
  - Not applicable to college/division

19. Indicate the topics your college/division provides to faculty to support their professional development in diversity and inclusive excellence. Select all that apply.

- Class (social and/or economic)
- Disability/ability (including Universal Design for Learning)
- First-generation college students
- Gender identity and expression (e.g., trans, genderqueer, and gender-nonconforming)
- Nationality/international populations (e.g., non-citizens, immigrant, refugees, undocumented)
- Race/ethnicity
- Religious diversity
- Sexual assault, rape culture, and serving/supporting survivors of sexual violence
- Sexual identity/orientation
- Veterans
- Other (please describe): \_\_\_\_\_
- Not applicable to college/division

20. Indicate the topics your college/division provides to staff to support their professional development in diversity and inclusive excellence. Select all that apply.

- Class (socio and/or economic)
- Disability/ability (including Universal Design for Learning)
- First-generation college students
- Gender identity and expression (e.g., trans, genderqueer, and gender-nonconforming)
- Nationality/international populations (e.g., non-citizens, immigrant, refugees, undocumented)
- Race/ethnicity
- Religious diversity
- Sexual assault, rape culture, and serving/supporting survivors of sexual violence
- Sexual identity/orientation
- Veterans
- Other (please describe): \_\_\_\_\_
- Not applicable to college/division

21. What strategies does your college/division use to equip faculty with the awareness, knowledge, and skills to effectively work with diverse and underrepresented populations? Select all that apply.

- Curate a library of diversity-related resources
- Encourage attendance at diversity-related conferences, events, or lectures
- Offer discussion groups on topics related to diversity and inclusive excellence
- 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
- Other (please describe): N/A

22. What strategies does your college/division use to equip staff with the awareness, knowledge, and skills to effectively work with diverse and underrepresented populations? Select all that apply.

- Curate a library of diversity-related resources
- Encourage attendance at diversity-related conferences, events, or lectures
- Offer discussion groups on topics related to diversity and inclusive excellence
- 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
- Other (please describe): \_\_\_\_\_

23. How are expectations and accountability for developing multicultural competence communicated to faculty and staff? Select all that apply.

- Faculty/staff meetings
- Performance reviews
- Retreats
- Supervision meeting
- Other methods (please specify): \_\_\_\_\_

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

To complete this section, please list key strategies and actions done by your college/division for each of the three items listed below. This need not be a list of everything you do, but should highlight key strategies/actions. *Note – You may want to work on this section last, since some of the actions you indicated in other sections of this inventory may also be listed for this section. Overlap is expected given that many actions cross the four pillars and impact climate.*

Format note (for items 24-28) – either one large box for write-in responses or check boxes that can be increased based on how many items the respondent has for each item in this section.

24. What key strategies does your college/division use to improve climate?

We have surveyed our staff to know their opinion regarding their working conditions in general, which includes their assessment of the climate.

Our key strategy is to provide immediate attention to any issues that may arise with regard to climate as they are reported to our managers.

25. What strategies does your college/division use to increase the visibility and accessibility of diversity-focused programs and initiatives?

We relay any information pertaining to diversity-focused programs and initiatives to our managers and staff.

26. How does your college/division recognize outstanding contributions to the advancement of diversity and inclusive excellence goals by students, faculty, and staff?

**There is not currently any recognition in place.**

***Component 4: Programs, Services, & Events***

27. List services that your college/division has created to advance diversity and inclusive excellence goals. For each service you list, provide the name of service, a brief explanation of the service, and the unit that provides the service.

Name of service, brief description, unit implementing service \_\_\_\_\_

**Not applicable to college/division**

28. List programs/events that your college/division has created to advance diversity and inclusive excellence goals. For each program/event you list, provide the name of program/event, a brief explanation of the program/event, and the unit within your college/division that coordinates the program/event.

Name of program/event, brief description, unit implementing program event \_\_\_\_\_

**Not applicable to college/division**

29. When planning services, programs, or events, which of the following accessibility accommodations do you incorporate in the planning process? Select all that apply.

Sign language interpreters, CART, and/or closed captioning

Auditory descriptions of images

Accessible parking, entrances, elevators, and restrooms

Accessibility of web-based materials

Dietary considerations and options (e.g., Kosher, vegan)

Other, (please specify): \_\_\_\_\_

None

**Not applicable to college/division**

30. What partnerships and collaborations does your college/division have to support diversity and inclusive excellence in planning services, programs, and events? Select all that apply.

Academic units within college/division

Academic units outside college/division (please describe): \_\_\_\_\_

Diversity and equity units (e.g., Mosaic Center for Students of Color/ALANA Student Center, LGBTQA Center, Women's Center) (please describe): \_\_\_\_\_

Non-academic units (e.g., Residential Life, Student Life) (please describe): \_\_\_\_\_

Off-campus partnerships and collaborations (please describe): \_\_\_\_\_

Other (Please specify): \_\_\_\_\_

**None**

Not applicable to college/division

### **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***

31. Has your college/division participated in an ADA physical space or Universal Design assessment? Select the best answer.

Yes (frequency of assessment \_\_\_\_\_)

No

Not yet, but we are planning to assess facilities for ADA compliance and/or Universal Design by (insert timeframe) \_\_\_\_\_

32. To what extent are your physical spaces and facilities ADA accessible? Select the best answer.

All or nearly all

Most

Some

Few

None

Unsure

33. Which features are present in most or all of your college's/division's physical spaces? Select all that apply.

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

Other features for accessibility (please describe) \_\_\_\_\_

#### ***Component 2: Technology Use and Accessibility***

34. What technology does your college/division routinely use to ensure the accessibility of information, materials, or experiences? Select all that apply.

Closed captioning (of videos and visual displays)

AdobePro Accessibility Checker

Section 508 website compliance/WCAG 2.0 AA Standard

Website compatibility with screen readers

Instructional and other materials in accessible formats

Online learning systems accessible to all students

Other (please describe): \_\_\_\_\_ **Not applicable** \_\_\_\_\_

35. To what extent are your college's/division's information, materials, and experiences (e.g., presentations) accessible? Select the best answer.

- All
- Most
- Some
- Few
- None

### ***Component 3: Cognitive Accessibility***

36. Based on Universal Design for Learning principles, what strategies does your college/division routinely use when developing and representing information? Select all that apply.

- a. We provide options for perception, such as:
  - Customize the display of information
  - Provide alternatives for auditory information
  - Provide alternatives for visual information
  - Other (please describe): \_\_\_\_\_
  - None
  
- b. We provide options for language and symbols that:
  - Define vocabulary and symbols
  - Clarify syntax and structure
  - Decode text or mathematical notation
  - Promote cross-linguistic understanding
  - Illustrate key concepts non-linguistically
  - Other (please describe): \_\_\_\_\_
  - None
  
- c. We provide options for comprehension that:
  - Supply or activate background knowledge
  - Highlight critical features, big ideas, and relationships
  - Guide information processing
  - Support memory and transfer
  - Other (please describe): \_\_\_\_\_
  - None

37. How often is information from your college/division made available in different forms and different languages to ensure accessibility? Select the best answer.

- Routinely
- When requested
- Only one format or language is provided
- Other (please describe) \_\_N/A\_\_

### ***Component 4: Inclusive Spaces***

38. How often does your college/division provide opportunities or space (e.g., meeting or event space) for cultural activities and engagement (e.g., meetings, programs, events, affinity groups)? Select the best answer.
- At least weekly
  - At least monthly
  - At least once a semester
  - At least yearly
  - Rarely
  - Never
39. To what extent do the units within your college/division provide opportunities or space (e.g., meeting or event space) for cultural activities and engagement (e.g., meetings, programs, events, affinity groups)? Select the best answer.
- All (or nearly all)
  - Most
  - Some
  - Few
  - None
40. To what extent are the following aesthetics in your college/division inclusive of diverse identities and cultural backgrounds? Select the best answer.
- a. Marketing materials
    - Extensively
    - A significant amount
    - Some
    - A little
    - Not at all
  - b. Web presence
    - Extensively
    - A significant amount
    - Some
    - A little
    - Not at all
  - c. Artwork
    - Extensively
    - A significant amount
    - Some
    - A little
    - Not at all

## **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***

41. To what extent have the policies, operating procedures, planning documents, and practices within your college/division been reviewed and revised to align with inclusive excellence goals. Select the best answer.
- All
  - Most
  - Some
  - A few
  - None
42. To what degree have policies, procedures, and practices in your college/division been created or enhanced to better support the recruitment and retention of students, faculty, staff, and administrators from diverse and underrepresented backgrounds. Select the best answer.
- Extensively
  - As significant amount
  - Somewhat
  - A little
  - None

### ***Component 2: Evaluation and Assessment***

43. What strategies does your college/division use to assess or evaluate diversity, inclusive excellence, and multicultural competency goals? Select all that apply.
- Course evaluations
  - Evaluations of faculty by students
  - Evaluations of staff by students
  - Employee performance review process
  - Reappointment, promotion, and tenure process
  - Program/event evaluations
  - Assessment/evaluation of services
  - Other (please describe): \_\_\_\_\_
  - None
44. What benchmarks for diversity and inclusion are used by your college/division? Select all that apply.
- National benchmarks

- Vermont/state benchmarks
- Professional benchmarks/standards
- Other (please describe): \_\_\_\_\_
- None

### ***Component 3: Financial***

45. Does your college's/division's budget include funding for diversity-related initiatives (e.g., research, programs, services, resources, professional development opportunities)? Select the best answer.

- Yes (please describe \_\_\_\_\_)
- No

46. On average, how much does your college/division directly invest annually in diversity-related initiatives and priorities? Select the best answer.

- Less than \$5,000
- \$5,000-\$10,000
- \$10,001 - \$20,000
- \$20,001- \$40,000
- \$40,001 - \$50,000
- \$50,001-\$60,000
- More than \$60,000

47. Does your college's/division's budget include funding to address accessibility concerns and Universal Design implementation? Select the best answer.

- Yes
- No

48. Does your college's/division's budget include funding to support underrepresented students? Select the best answer.

- Yes
- No

### ***Component 4: Internal/External Communications***

49. What strategies does your college/division use to promote and publicize diversity and inclusive excellence initiatives and accomplishments? Select all that apply.

- Internal communications shared within your college/division
- External communications shared outside of your college/division
- Websites
- Promotional materials
- Other (please describe) \_\_\_\_\_

### **FINAL THOUGHTS**

50. Is there anything else you wish to share about your college's/division's engagement in diversity and inclusive excellence that we did not ask. Please explain in the space below.

Please note that all employees in OVPR are dedicated to providing support to faculty in the pursuit of their research and scholarly activities. However, all faculty are appointed to the various colleges and do not report in any way to OVPR. Moreover, we have essentially no significant interactions with either undergraduate or graduate students.

Our major opportunity and responsibility to raise awareness about diversity at the university is therefore confined to the staff within OVPR. Because of this, much of the inventory which appropriately concerns colleges at UVM is not applicable to OVPR.