



**Framework for Inclusive Excellence**  
**Action Plan Template**  
3/6/17

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**GENERAL INFORMATION**

*This action plan is to be completed and submitted by the person designated by the dean or vice president/provost in your college/division. If you have any questions about completing or submitting this template, please contact [Lacretia.Flash@uvm.edu](mailto:Lacretia.Flash@uvm.edu) or 802-656-7854.*

**a. Name of College/Division/Office**

***Divisions and Administrative Units***

- Enrollment Management
- Finance
- Human Resources, Diversity and Multicultural Affairs
- Legal Affairs
- Libraries & Learning Resources
- Office of the President
- Office of the Provost
- Research
- Student Affairs
- University Relations and Administration

***Colleges and Schools***

- Agriculture & Life Sciences (and Extension)
- Arts and Sciences
- Continuing and Distance Education
- Education & Social Services
- Engineering & Mathematical Sciences
- Graduate College
- Grossman School of Business**
- Honors College
- Larner College of Medicine
- Nursing & Health Sciences
- Rubenstein School of Environmental & Natural Resources

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

*SubmittedGrossmanFramework Implementation Action Plan*

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

Name (write in) \_Joanne Pencak\_\_\_\_\_

Title (write in) \_Lecturer\_\_\_\_\_

Department/Office/Unit (write in) \_\_\_\_\_

e-mail address (write in) \_jpencak@bsad.uvm.edu\_\_\_\_\_

phone number (write in) \_\_\_802-353-0615\_\_\_\_\_

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

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

Name	Title	Department/Office/Unit
Joanne Pencak	Lecturer	Kalkin 309

### *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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Faculty Brown Bag Lunches on classroom diversity	Student Services
Weekly Email on Serving Diverse Student Body	
University-wide training	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

##### ***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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Kalkin Tutoring	Student Services oversee/consult with faculty
SEMBA special events and lectures	
Student Services Advising for Freshmen and Sophomores – eye on retention and support	
Faculty Support – Juniors & Seniors	
Student Clubs – Enactus, Women in Business Scholarships Naming of Student of Color Awards	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

##### ***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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
SEMBA (response to student requests)	SEMBA Director (esp David Jones)
Investigate creation of a course on Race, Gender, Class and Entrepreneurship	Pencak
Catalogue Individual Faculty Research Interests and work	
Minority Case Competition	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

## **Pillar 2: Community**

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

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

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

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

### ***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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Catalogue Attendance at College-wide trainings	Faculty, staff
Course content	Faculty
Dedicated International Student Staff	Student services


- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Dedicated International Student Service Staff	
Student Services Advisors for freshmen and sophomores – goal retention and on time graduation	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Women in Business Speaker Series	
Catalogue SEMBA Events	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Assessment of Physical Access/ADA	Administration in concert with construction of addition
Renovation of first floor restroom to create assessable, gender free restroom	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Accessibility training for staff	Grossman IT
New, more flexible space and classrooms – Kalkin addition	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**Component 3: Cognitive Accessibility**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Work with Access	Faculty, student services
Use of publishing company resources	
Catalogue faculty efforts in courses	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**Component 4: Inclusive Spaces**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Kalkin rooms provided to student groups	
Expansion – Ifshin addition to Kalkin	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

#### **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)

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Diversity Recruiting Plan	Dean and search committee
Search Committee and hiring procedures	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Feedback from students	
University-wide surveys	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**Component 3: Financial**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Membership in the PHD project – financial commitment	
Dedicated Student Services Professional for International Students	
Kalkin Tutoring support	
TA for BSAD 15	
Scholarships for Underrepresented student groups and first generation students – graduate programs	

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

**Component 4: Internal/External Communications**

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

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

- Component is not applicable to the mission or work of college/division (please explain: \_\_\_\_\_)

*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 and 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 Entrepreneurship 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.

SEMBA 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 SEMBA course.

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. Quite frankly, responding to these student requests not only makes good business sense.

Our Student Services Office holds monthly “brown bag” discussions on working with our diverse student body and sends out weekly emails with tips and suggestions.

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

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 the next year, we would like to catalogue faculty and staff attendance at university-wide events and trainings.

We are beginning an initiative to increase support for Women in Business initiatives. In the next year, we will be hosting a speaker series as well as alumnae panels.

We will begin working with and supporting a team of students to attend the Minority Business Case Competition at Indiana University’s Kelly School of Business.

We will investigate sending a team of women to compete in the University of Texas at Austin’s McComb School of Business women’s case competition.

In the next year, we will explore becoming a Signatory Institution of the AACSB, which involves committing to and following best practices for diversity and inclusion with the goal of achieving this within three years.

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.

We have active student organizations such as Enactus and the Women in Business Club that address diversity related issues. Enactus does a lot of community outreach, working with recent immigrants to help them establish businesses and community organizations. They also work with the Women’s’ Small Business Project of Mercy Connections.

We offer and encourage students to participate in a study abroad experience that exposes students to different cultures, traditions, work environments, ethics and norms that expand the student’s mind to maximize their business process, focus on team-building with diversity, and communication style.

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 propose an International Student Academic Excellence Award.

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. It would be helpful if we could partner with other organizations on campus such as the Women’s Center to avoid duplication of effort.

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?

When our construction is complete, we will have better facilities to serve our students, staff, faculty and community. We will have improved access to gender neutral restrooms in Kalkin and in our facilities.

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.