



RESEARCH

Inclusive Excellence Action Plan

updated 9/24/2019

General Information

1. **Vice President:** Richard Galbraith

2. **Person submitting plan:**

Name: Victoria Jones

Title: Research Compliance Officer

Department/Office/Unit: Research Integrity Administration

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3. **Departments and/or core functions within the unit:**

- a. Office of the Vice-President for Research (OVPR)
- b. Sponsored Projects Administration (SPA)
- c. Research Protections Office
- d. Office of Animal Care Management
- e. Office of Technology Commercialization
- f. Instrumentation and Technical Services
- g. Research Integrity Administration

4. **Implementation team members** (including team lead/chair):

Name	Title	Department/Office/Unit
Richard Galbraith	Vice President for Research	OVPR
Dan Harvey	Director of Operations	OVPR
Victoria Jones	Research Compliance Officer	Research Integrity & Administration
Brian Prindle	Executive Director for Research	Research Integrity & Administration
Donna Silver	Director	Research Protections Office
Sonya Stern	Director	Sponsored Projects Administration
Lynn Tracy	Director	Information Technology Services

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.

We are proud to report that our staff is:

- mostly comprised of women, including at the director-level positions
- multicultural and multiethnic (Korean, Russian, French, British),
- multireligious (atheists, agnostics, different Christian denominations) and
- multi-generational

Components of Inclusive Excellence Summary

Pillar 1: Academics

Component 1: Faculty Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Applications for internal funding that are inclusive of or address differences in race, gender, age, ethnicity, cultural heritage or nationality; religious, philosophical or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status are encouraged.	OVPR

Component 2: Student Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

Component is not applicable to the mission or work of college/division as the OVPR does not typically interact with students

Component 3: Curriculum, Pedagogy, and Research

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

Component is not applicable to the mission or work of college/division as, from the description included in the Framework for Excellence Inventory, OVPR does not handle these aspects

Pillar 2: Community

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
All OVPR units consistently report working closely with HR to ensure that job searches are conducted with due consideration to diversity and AAEO.	VP for Research and OVPR directors
The team leads of some of the units have completed this year's extensive on-line training which focused on diversity and non-discrimination.	SPA director

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Publicize and Encourage attendance at diversity related events amongst OVPR staff	VP for Research and OVPR directors
The OVPR asks its managers to share information related to diversity events such as Black history month. We also provide funds for events like diwali night and encourage staff to attend.	VP for Research
SPA staff is encouraged to attend all UVM-sponsored educational and social events, most notably edu@uvm.	SPA director

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
We will conduct a survey among our staff to identify areas for improvement	VP for Research and OVPR directors
In 2018, we hosted the first annual SPA all hands working retreats, focused on promoting collaboration and team work.	SPA director
Throughout this fiscal, SPA staff have been exploring various aspects of SPA culture and will bring forth recommendations for improvements at our next retreat. This type of work is seen by SPA leadership as instrumental in creating positive climate both within SPA and in the campus research community.	SPA director

Component 4: Programs, Services, & Events

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

Pillar 3: Environment

Component 1: Physical Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
We follow the following process: -managers identify deficiencies, -managers report such deficiencies to OVPR, and -OVPR contacts Physical Plants to work on a remediation plan.	VP for Research and OVPR directors
We had a consultant in 2017 for ergonomics audit of everyone's set up at SPA. We have addressed all specific recommendation for staff, such as	SPA director

keyboards, stand up station and monitors. We are in process of replacing office chairs that have become non-ergonomically sound over the years.	
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Component 2: Technology Use and Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
We employ a part time webmaster to ensure that the OVPR central website and each OVPR units' individual website is maintained and up to date with information about programs and services. She works closely with the UVM web overseers to make sure we are in compliance.	OVPR directors and OVPR webmistress
SPA performed an extensive redesign of SPA website in 2018-19, which was approved by publication by the group that looks at accessibility.	SPA director

Component 3: Cognitive Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

Component 4: Inclusive Spaces

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

Pillar 4: Operations

Component 1: Policies, Procedures, and Practices

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
OVPR consistently works to improve the extent to which our policies and procedures are reviewed and revised to align with inclusive excellence goals.	VP for Research and OVPR directors
SPA has done very extensive work on our procedures, both obtaining stakeholder input, announcing to campus, training on the procedures and maintaining them on our website.	SPA Director

Component 2: Evaluation and Assessment

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
OVPR strives to work with unit managers to devise a relevant system to evaluate diversity and	VP for Research and OVPR directors

multicultural competencies across our departmental structure. However, we need to address this more consistently within OVPR senior leadership and make sure it then goes to all staff.	
UVM's annual assessment system has been critical for this purpose. We conduct annual assessments for all SPA staff.	SPA Director

Component 3: Financial

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Currently there is no funding in OVPR budget for any ongoing training in any subject including diversity. As and when funding becomes available to support professional development, diversity will certainly be included in consideration regarding the content.	VP for Research and OVPR directors

Component 4: Internal/External Communications

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
The OVPR continues to use its website and internal communications (e.g. tweets and email) to promote and publicize notable achievements of the faculty and staff which will highlight not only their professional achievements but also notable aspects related to diversity, inclusive excellence, and multicultural proficiency.	VP for Research and OVPR directors
We recognize SPA staff regularly in many forms, including monthly wall of praise in which we acknowledge each other for both professional and personal achievements. If we receive external comments, we share them as well.	SPA Director
We also recognize and celebrate PIs we work with and departments we collaborate with closely; one of the venues for this is having them share their work with SPA at SPA's monthly all-hands meetings by invitation from SPA Director.	SPA Director

Action Plan for the Four Pillars of Inclusive Excellence

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. [L] [SEP]

Not applicable

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?
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?
3. What goals does your college/division want to achieve within the next year? Within the next 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?
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

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?
 - a. Our initiatives and practices pertain to our hiring process for staff, our encouragement for staff to attend diversity-related conferences, events or lectures, and promote a culture of inclusivity through regular social activity for all staff.
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?
 - a. We would welcome better training as to the available options that exist and which could serve as a model for us.
3. What goals does your college/division want to achieve within the next year? Within the next three years?

- a. Within the next three years, we would like to provide some recognition to staff members who have taken outstanding initiatives towards improving working conditions, which would include diversity related initiatives.
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?
 - a. Some of our managers have received training about diversity related issues and sexual harassment in the workplace. We may need the assistance of an expert in diversity related issues to be able to offer further training.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Not applicable.

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?
 - a. We feel like we have attained a high standard in physical accessibility which have improved the working conditions of our staff, and the inclusive environment of our offices.
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?
 - a. We would welcome better training as to the available options that exist and which could serve as a model for us.
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. We feel like we have attained a high standard in physical accessibility.
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?
 - a. We may need a special trainer to help identify what physical accessibility needs we have.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Not applicable.

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. [SEP]

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?
 - a. Our initiatives and practices pertain to adopting strategies to promote and publicize diversity and inclusive excellence initiatives and accomplishments through external communications shared outside of your college/division, websites, promotional materials.
 - b. These strategies have allowed us to encourage and inspire proactive efforts to excel in their field, regardless of their background origin, sexual orientation, religion.
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?
 - a. We would welcome better training as to the available options that exist, and which could serve as a model for us.
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Generally speaking, we would like our staff to have access to training and improve their skills.
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?
 - a. OVPR would need more funding to achieve the goal of providing training opportunities for staff, including training related to diversity questions.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Not applicable.