



**Framework for Inclusive Excellence
Inventory/Self-Assessment
2/15/17**

General Notes for Inventory/Self-Assessment

- This inventory/assessment should be submitted electronically via **INSERT URL** 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): Provide travel funds for faculty and staff for diversity conferences
 - 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): _____
 - 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) _____
- 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

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): _____
 - 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? [insert name(s)/title(s)] _____

We have a Faculty/Staff Professional Development Committee that includes diversity in its programming. The membership is elected each year by the faculty and staff.

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): _____

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?

Individual counseling through Dean's Office when climate issues occur. Ongoing discussion of climate issues at leadership and supervisory meetings. Diversity and inclusion is an explicit part of our most recent strategic plan.

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

Postings on the Libraries listserv. Engagement of Libraries Dean's Council in diversity discussions

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

We don't, yet, other than mentions in Libraries' internal communications.

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 : McCrorey Gallery of Multicultural Art in Bailey/Howe. Special exhibits in both Bailey/Howe and Dana Libraries Diversity and social justice lectures and guest speakers in both Libraries Brown Bag lunch sessions on diversity topics, with both guest speakers and Libraries faculty/staff speakers
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: See above _____
 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): All gender restroom task force, most recently. LGBTQA provided Library with all gender bathroom training. Participated in ALANA Student breakfast.
 Non-academic units (e.g., Residential Life, Student Life) (please describe): diversity training
 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): _____

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) _____

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 If there was a request for diversity-related programming, we would prioritize funding that proposal based on its diversity goals.)
 - 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.

In the Libraries, we focus on diversity programming and funding participation in diversity initiatives. We do not have a curriculum, nor faculty teaching traditional courses, and we do not have students in classes--other than those many thousands of students coming through our doors daily (truly, 7K/day during most of the semester). Our commitment to diversity and inclusion is deep and we provide services, programs, and collections in support of that commitment.



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

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 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: Mara Saule

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

Name: Sarah Gordon

Title: Assistant Dean_____

Department/Office/Unit (write in) Libraries Dean's Office

e-mail address (write in) smgordon@uvm.edu

phone number (write in) 656-3293_____

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

Access, Technology and Media Services

Collection Management Services

Information & Instruction Services

Special Collections

Dana Medical Library

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

Name	Title	Department/Office/Unit
Mara Saule	Dean	Dean's Office
Nancy Fawley	Director	Information & Instruction Services
Laura Gewissler	Director	Collection Management Services
Marianne Burke	Director	Dana Medical Library
Jeffrey Marshall	Director	Special Collections
Paul Philbin	Director	Access, Technology & Media Services
Selene Colburn	Associate Professor	Special Collections
Sarah Gordon	Assistant Dean	Dean's Office

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)
Provide incentives to faculty for diversity-related professional development.	Library administration
Provide incentives to faculty for diversity-related research.	Library administration

- 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)

- Component is not applicable to the mission or work of college/division (please explain: University Libraries does not have students.)

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)
Continue to collect resources on diversity, inclusion, non-discrimination, civil rights, etc. in support of curriculum, pedagogy and research.	Collection Management
Continue to have a library liaison to ALANA.	Information & Instruction Services
Work with Student Accessibility Services as needed to build awareness and support for working with students with disabilities.	Information & Instruction Services

- 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)
Internship/Fellowship for recent (or soon-to-be) library school graduate from under-represented groups.	Dean's Council or task force researches and writes job description, procedures
Review recruitment procedures to update best practices	Dean's Council

- 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)
Encourage faculty & staff to enroll in existing classes and workshops; provide release/protected time; set goal of x% attendance; attendance to be designated as an accomplishment in annual review.	Dept. heads, supervisors should identify and enroll in appropriate classes, then encourage supervisees to do so

- 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)
Consultation from Human Resources (or other) on making public services procedures inclusive; focus training on procedures as enabling access, not	Dean's Office and Library public service areas

imposing burdens (that can sometimes create misunderstandings).	
Establish “inclusive content” goals for social media posts.	Library Social Media Committee

- 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)
Create McCrorey Gallery team to plan ongoing programming around the gallery.	Dean’s office and McCrorey team
Write diversity programming into an appropriate person’s job description.	Dean’s Office, Library Directors

- 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)
Staff work space accommodations	Libraries’ Facilities Supervisor, UVM ADA Liaison
Most physical spaces and facilities are ADA accessible, including wheelchair-accessible curbs and building ramps, elevators, gender inclusive restrooms. Restroom, elevator and wayfinding signs in Bailey/Howe Library are also in Braille.	Libraries’ Facilities Supervisor, UVM ADA Liaison
Most public computer workstations, printer, and copying stations are ADA accessible	Libraries’ Facilities Supervisor, UVM ADA Liaison
Assess inclusion needs in Libraries’ facilities and develop a prioritized investment plan in collaboration with UVM’s ADA Coordinator.	Libraries’ Facilities Supervisor, UVM ADA Liaison, Libraries’ Dean’s Council

- 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)
Instructional and other materials in accessible formats; use the VPAT/WCAG2.0 template to ensure compliance when purchasing materials for the collection. VPAT (Voluntary Product Accessibility Template), WCAG (Web Content Accessibility Guidelines).	Libraries' Collection Management Services
Videos and visual displays are close captioned (if an item is not close captioned, have a policy in place to acquire a close captioned version)	Libraries' Collection Management and Multimedia Services
Library website is Section 508 compliant; use WCAG 2.0 AA standard as well as WAVE: Web Accessibility Evaluation Tool to identify and correct errors. WCAG (Web Content Accessibility Guidelines).	Library Technology Services and UVM Compliance Services
The Libraries hope to obtain results of any campus-wide website accessibility audits and incorporate them into continuous improvement of the Libraries' website.	Library Technology Services and Library Information Systems Group

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)
The Universal Design Technology Lab handles most of the principles and strategies discussed in questions 36, which is located in Bailey/Howe Library.	UVM Universal Design Technology Lab
Bailey/Howe Library provides handouts at various service desks. They are provided in one format (print) and one language (English).	All Library Departments

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)
Cultural groups for meetings and programs on weekly basis use Group Study Rooms and Libraries' Projection Room. Examples: CDAE 195: Introduction to the Caribbean and Central American; Dance 033: Brazilian Dance.	Libraries Access and Multimedia Services, various departments and cultural groups.
Artwork, McCrorey Multicultural Gallery presents a rotating collection of artworks by people of color, providing a focus within the University for the expression and exploration of the themes of racism, social justice and the celebration of our diverse community.	Libraries' Administration
Contesting Race and Citizenship in the Gilded Age: Featuring political cartoons by Thomas Nast and other artists, this Bailey/Howe Library exhibit examines the fierce debates over the meaning of the Fourteenth Amendment and the development of racial stereotypes in the twenty-five years after the U.S. Civil War. Items in the exhibit were collected and interpreted by TAP students in History 096: The Gilded Age.	Libraries' Special Collections and University Archives, UVM History Department
Marketing materials and web presence include content of diverse identities and cultural backgrounds, and will continue to increase representation in all channels.	Libraries' External Relations, Access and Multimedia Services, all library departments

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)
University Libraries mission, vision and strategic plan include some of the University's inclusive excellence goals.	Dean's Council, Strategic Planning Council
The Libraries mission statement, vision and strategic plan are posted on the Libraries website for all UVM staff, faculty, students and patrons to view. These documents are updated as needed.	Libraries Systems (responsible for uploading documents) and Dean's Council, Strategic Planning Council, etc. (responsible for document updates)

- 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)
Yearly evaluation of diversity and inclusive excellence for Library staff during performance review process	Library staff supervisors
The Libraries assess diversity and inclusive excellence in program/event evaluations as well as the assessment and evaluation of services.	Library departments, Dean's Office

- Component is not applicable to the mission or work of college/division (please explain: benchmarking for diversity and inclusion are not used by the Libraries)

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)
Provide funding for UVM community diversity programming.	Libraries Dean's Office
Financial support for professional development and other diversity related activities for staff and faculty.	Libraries Dean's Office
The Libraries budget is also used to address accessibility concerns and Universal Design implementation.	Libraries Dean's Office

- 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)
Communicate diversity and inclusive excellence initiatives and accomplishments on the Libraries	Libraries Dean's Office and Library departments

website as well as print material (both internal and external communication). This would also include promotional materials as well.	

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

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?

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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?

Insert Response

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

Insert Response

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?

Insert Response

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

Insert Response