CONTINUING AND DISTANCE EDUCATION

Inclusive Excellence Action Plan

Revised 7/1/19

General Information

1. **Dean:** Cynthia Belliveau

2. **Person(s) submitting plan on behalf of College:**

   Name: Cathi Cody-Hudson and Elizabeth Hayward Berchick
   Title: HR Manager and Contract Coordinator
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3. **Departments and/or core functions within the College: ADD MISSION STATEMENT**

CDE's mission is to support academic units in online/distance, summer and non-degree and non-credit programming. CDE's audience encompasses students and lifelong learners from high school through retirement. CDE provides a gateway and access to students, for whom the traditional undergraduate pathway is not a good option. This access often includes access to UVM for New Americans, refugees, returning veterans,

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

Name	Title	Department/Office/Unit
Elizabeth Hayward Berchick	Contract Coordinator	CDE
Cathi Cody-Hudson	HR Manager	CDE
Beth Taylor-Nolan	Associate Dean	CDE
Cathy Krupp	Finance Manager	CDE

Components of Inclusive Excellence Summary

Pillar 1: Academics

Component 1: Faculty Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Provide Online faculty with Teaching Effectively Online (TEO) training, which includes Universal Design for Learning training; encourage all faculty to complete TEO before teaching online; report out on TEO completion.	CDE Distance Education staff

Component 2: Student Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE works directly with Student Access Services (SAS) to be ADA compliant with all online courses. Students are encouraged to disclose any reasonable accommodation that will help them succeed. CDE's goal is to make sure all program websites and registration forms contain a statement asking whether reasonable accommodations are required for the student to succeed.	CDE Customer Relations staff
CDE provides a Learning Effectively Online orientation – the goal is to expand this to all CDE online programs.	CDE Distance Education staff
Over the next two years, create a virtual learning community to include access to career coaching, online tutoring and campus activities.	CDE Distance Education staff

Component 3: Curriculum, Pedagogy, and Research
As an administrative unit, CDE does not have the ability to influence curriculum in credit programs.

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
The Legal Issues in Higher Education program, which is a CDE program always contains a session regarding the ADA	CDE staff
Goal is to add a diversity and inclusion component in our program development planning process where at least 3 CDE programs will have suggested readings regarding diversity and inclusion	CDE staff
All non-credit instructors hired by CDE must agree to read and abide by Our Common Ground	CDE staff

Pillar 2: Community

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Advertise for employment at CDE outside of the Vermont area to attract a more diverse applicant pool, including online diversity lists/publications.	CDE staff
Advertise online programs outside of the Vermont area to attract a more diverse student population	CDE staff

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides annual training program that all staff participate in. CDE's goal is to ensure 1-2 sessions/year cover multicultural competency.	CDE HR staff

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE conducted a workplace climate survey in 2019 to measure whether CDE is an inclusive workplace. The response was overwhelmingly positive. CDE's goal is to conduct a staff survey of workplace climate every 2-3 years; analyze results and implement improvements.	CDE Management staff
CDE's goal is to ensure all student-facing documentation contains information pertaining to reasonable accommodations for students to help them succeed.	CDE Customer Service staff

Component 4: Programs, Services, & Events

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE facilitates the Aiken Lecture series in partnership with an academic unit and ensures access is available to all by providing live streaming, captioning and ASL interpreters.	CDE Program staff
CDE's goal is to ensure captioning is available for all online learners and each student is asked on the registration form whether there are any modifications to online materials needed to help them succeed.	CDE Distance Learning staff

Pillar 3: Environment

Component 1: Physical Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides the opportunity for all students to request an accommodation whether it is for online or in-person materials	CDE Customer Service staff

Component 2: Technology Use and Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides the opportunity for online students to request modifications to course materials to help them succeed	CDE Distance & Program staff

Component 3: Cognitive Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides the opportunity for online students to request modifications to course materials to help them succeed	CDE Distance & Program staff
Student Enrollment Coaches work closely with students to provide resources and support when in academic and/or personal crisis. This includes communication with SAS, and assistance to students in navigating the UVM services.	CDE Enrollment Coaches

Component 4: Inclusive Spaces

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides spaces for Enrollment Coaches to meet with students to discuss student concerns privately	CDE Enrollment Coaches
CDE provides lactation space for Staff	CDE HR staff
CDE provides sit/stand workstations based on employee needs and/or doctor recommendations	CDE HR staff

Pillar 4: Operations

Component 1: Policies, Procedures, and Practices

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE ensures compliance with UVM's policies, procedures and practices in all daily operations.	CDE Management/Supervisory staff
CDE offers flextime and telecommute opportunities for all staff	CDE Management/HR staff
CDE is compliant with onboarding practices recommended by central Human Resources for both Staff and non-credit instructors to ensure everyone is aware of the various resources available to them at the University.	CDE Management/HR staff

Component 2: Evaluation and Assessment

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE complies with University guidelines regarding staff performance assessments. Staff evaluations include a Diversity and Inclusion requirement on both annual staff performance assessments and biennial 360 assessments	CDE Management staff

Component 3: Financial

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE is seeking approval for variable tuition for the Online Guaranteed Admission Program. This would allow CDE to recruit out of state students at the in-state tuition rate.	CDE Management staff

Component 4: Internal/External Communications

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CDE provides internal communication to staff of upcoming events and speakers that relate to diversity.	CDE Dean's office
CDE's weekly Knowledge Exchange meetings for all CDE staff bring guests who present on diversity and inclusion 2-3 times per year.	CDE Dean's office

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.

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. CDE makes a commitment to meet organization wide each week for Knowledge Exchange. The Knowledge Exchange meeting covers a wide variety of topics and brings in guests from across campus to talk about their offices, research or faculty specialization. Examples include a presentation on the TaNehisi Coates lecture, a Japanese sword demonstration by LCOM faculty, a yoga session, or it may be a presentation by CDE staff, such as the Customer Service staff to discuss their processes and successes. CDE incorporates organizational training sessions throughout the year, including multicultural competency as topics; CDE also encourages staff to engage in professional development opportunities that include cultural competency.

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. CDE is a gateway and provides access to UVM for a diverse population that may not be served by a traditional undergraduate model. CDE programs, such as the Guaranteed Admission Program (GAP), which is moving online, has been successful in providing the opportunity for New Americans, refugees, and returning veterans to earn their way into UVM as a transfer student. This program has provided a "second chance" for students whose higher education may have been disrupted for personal, health or other reasons. Likely, the nationally recognized Post Baccalaureate Pre Medical Program at UVM has provided adult students without a science Bachelor's degree to further their education and prepare for success in medical school.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
    a. CDE would like to expand online degree programs within the next three years in order to expand UVM's reach outside of the Vermont area. The goal for the next year is to obtain approval for variable tuition for the Online Guaranteed Admission Program (GAP). Online GAP will allow us to be more competitive in regards to tuition to attract students outside of the Vermont area, which should provide the opportunity to obtain more diverse students. Once there are more online degree programs, the goal will be to seek approval for variable tuition for those programs for affordability.

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. CDE works with a Distance Education Advisory Board to strategize growth in online education at UVM. To accomplish this growth, CDE is working to increase the number of faculty who are trained to teach online, while recognizing excellence in online course design and delivery. Our instructional design team ensures that courses are built with scalability in mind, using innovative tools and design strategies to make sure that subject matter experts can focus on making connections with students. CDE currently employs three instructional designers to build courses that adhere as much as possible to national design standards of quality. As the number and size of online programs grows, additional instructional designers may be needed to support the implementation of these strategies. The current learning management system is limited in its capacity to support fully online learners across all platforms (such as mobile). Providing a quality learning experience for students (as outlined in UVM's strategic pillars for IT) may require changes to the learning management system.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
    a. CDE will measure its progress with diversity and inclusive excellence goals by measuring staff attendance at weekly Knowledge Exchange meetings
    b. CDE will measure its progress with diversity and inclusive excellence goals by mapping the locations that enrolled students live in

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. CDE provides access to students from high school through retirement and offers flexible and relevant options at all stages of life.

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. CDE is a gateway and provides access to UVM for students that may not be served by a traditional undergraduate model. This includes women returning to college after raising children, returning veterans, new Americans, refugees and other adults who want to complete their education or need a program to advance their careers.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
    a. CDE is seeking approval to offer the Online Guaranteed Admission program at in-state tuition for all. Over the next three years, CDE will investigate ways to provide additional financial assistance for CDE students in both credit and noncredit programs.

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. CDE partners with academic units and campus service providers to serve student audiences that are not served by the larger campus. This includes veterans, students who are better served by online program, working parents, etc. CDE serves seniors (55+) through the Osher Lifelong Learning Institute, high school students through summer programs and dual enrollment, and partner around non-credit career programming that serves populations without requiring a college degree.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
    a. CDE maps enrolled student locations. An increase in enrollments by non-Vermonters could indicate an increase in a more diverse student population.
    b. CDE tracks staff attendance at diversity and inclusiveness training events – an increase in staff attendance at these events will help measure progress
    c. CDE tracks faculty attendance at TEO trainings. An increase of faculty attendance at TEO would measure their exposure to Universal Learning Design.

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. The benefits of faculty attendance at TEO training is to expose them to the needs of the differently abled when it comes to learning online.
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. TEO training for online instructors is exemplary and it would benefit our online students if all faculty were required to take this training before teaching online.

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

    a. CDE will continue to offer TEO training to faculty who teach online. Within the next three years, CDE would like to have 100% of faculty teaching online complete the online training,

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. CDE will need the support of the academic departments in encouraging or requiring TEO training for their faculty who teach online. CDE would like to ensure that all faculty teaching online complete the TEO training, which includes Universal Design for Learning. CDE currently employs three instructional designers to meet DE strategies. Additional instructional designers may be needed to grow online programs. Also, a better learning management system may be required to increase capacity in online programs.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
    a. CDE tracks faculty who complete TEO training. The goal is to increase attendance at TEO training so that eventually all faculty teaching online have completed this training.

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?
    a. Our weekly Knowledge Exchange meetings provides multicultural and diversity training for 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. CDE provides organization-wide training which incorporates topics related to diversity and inclusion.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
    a. CDE plans to have at least one staff training session around cultural competency. Over the next three years, CDE will provide at least one staff training in ADA compliance in general and one staff training in ADA compliance as it relates to online learning.
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. CDE looks to UVM offices to present to the entire CDE staff. This may include the Office of General Counsel, UVM Faculty, the SAS office, the AAEO office, and many others across campus who can help educate our staff around diversity and inclusion.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
   a. CDE tracks staff attendance at Knowledge Exchange Meetings
   b. CDE tracks staff attendance at professional development events, which each year include topics around diversity and inclusiveness.