UVM Comprehensive Inclusive Excellence Action Plan | YEAR 1

University of Vermont
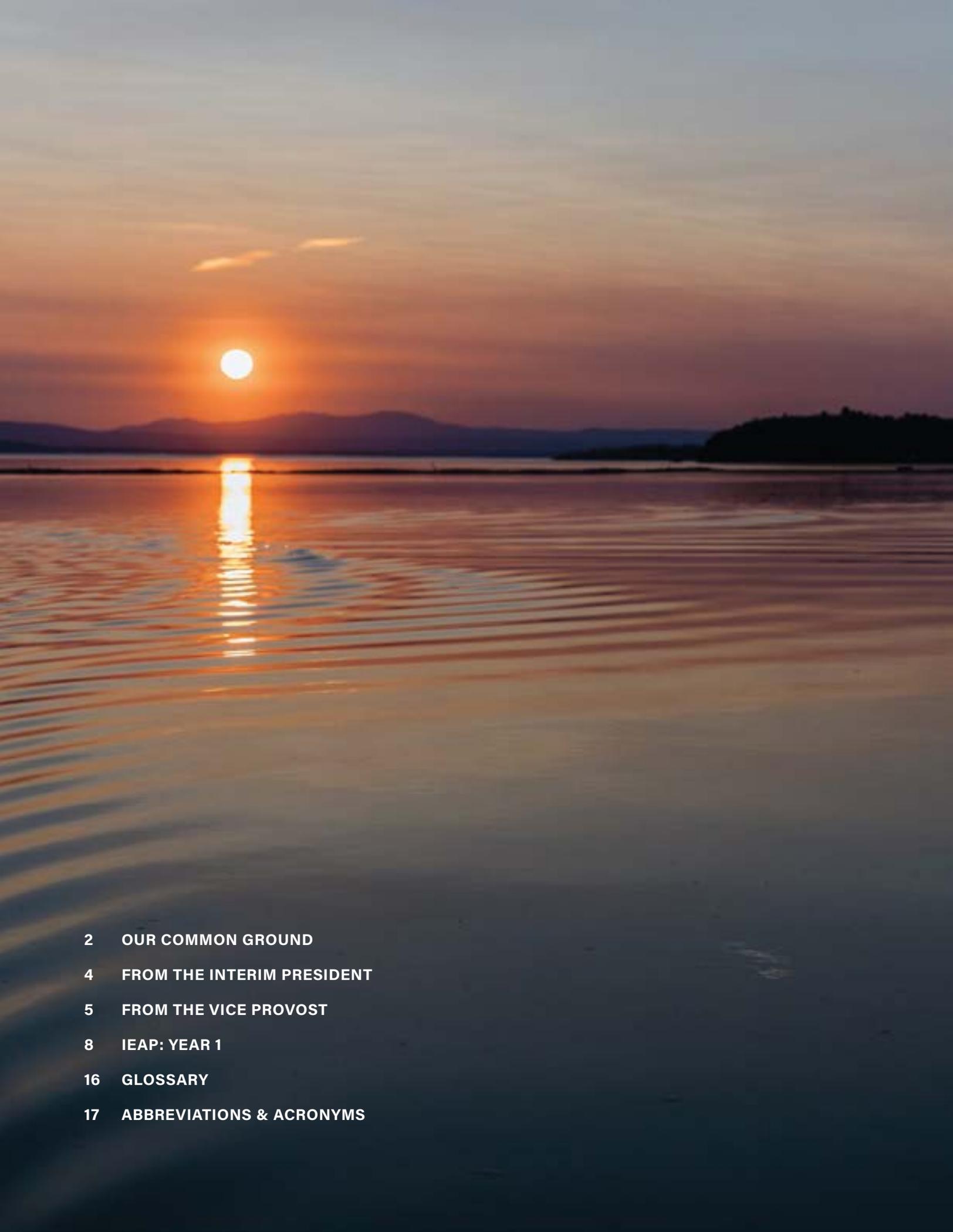
The campus of the University of Vermont
sits within a place of gathering and exchange,
shaped by water and stewarded by ongoing
generations of Indigenous peoples,
in particular the Western Abenaki.

Acknowledging the relations between water,
land, and people is in harmony with the mission
of the university. Acknowledging the serious and
significant impacts of our histories on
Indigenous peoples and their homelands
is a part of the university's ongoing work of
teaching, research, and engagement and
an essential reminder of our past and
our interconnected futures for the
many of us gathered on this land.

UVM respects the Indigenous knowledge
interwoven in this place and commits to uplifting
the Indigenous peoples and cultures
present on this land and within our community.

Our Common Ground

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

Respect We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

Integrity We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

Innovation We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

Openness We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

Justice As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

Responsibility We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

FROM THE INTERIM PRESIDENT

Last year, the University of Vermont (UVM) presented and began executing its first comprehensive Inclusive Excellence Action Plan (IEAP). The plan was the result of a broad, participatory process in which every unit of the university developed a data-driven Inclusive Excellence Action Plan. The plan is aligned with our *Amplifying Our Impact* strategic vision and our Academic Success Goals, and it serves as a comprehensive strategy to advance Inclusive Excellence at UVM.

Following our first year of implementation, I am grateful that so many members of our community worked with energy, commitment, and collaboration to translate our words into action. Each academic and administrative unit moved their action plans forward resulting in concrete results that position us strongly for progress in the remaining years of the plan. The actions taken thus far are already helping UVM navigate ongoing local and global demographic realities resulting in our ability to attract and retain world-class, diverse talent to our region that is driving innovation and economic impact across the state. Our IEAP is strengthening our ability to invest in Vermont's future and help our region thrive.

The university's *Our Common Ground* values underpin every element of our work. As such, I want to encourage our entire UVM community to fully embrace and model Our Common Ground values of justice, openness, respect, integrity, responsibility, and innovation in the words we use, the behaviors we exhibit, and the actions we implement. At UVM we are committed to build and sustain a culture of belonging, equity, and inclusion for all students, faculty, and staff. UVM is thriving because of the rich diversity of backgrounds, perspectives, and ideas in our community that continues to grow. I am excited to share our progress thus far to position us for further success going forward.

Patricia A. Prelock
Interim President, University of Vermont
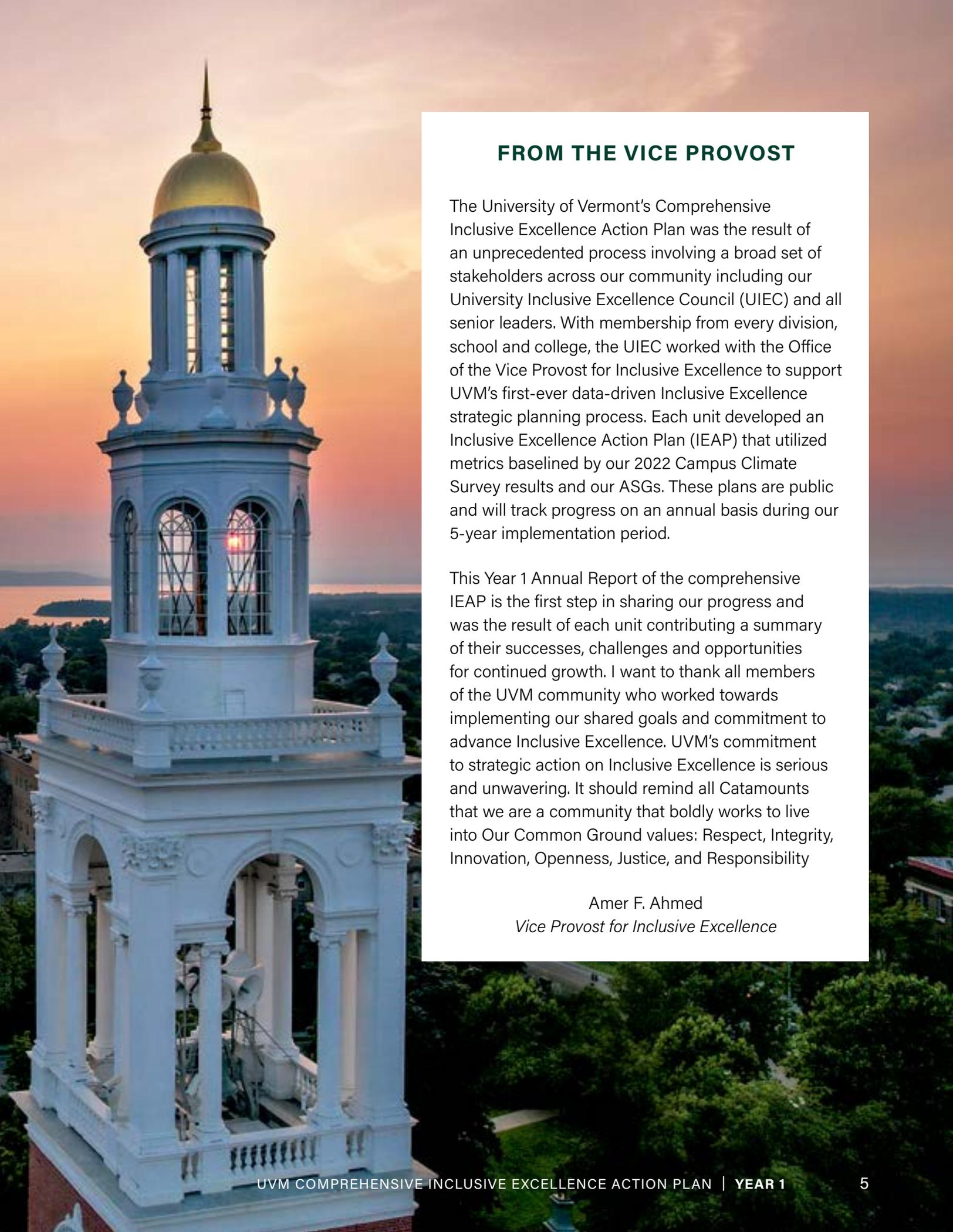
FROM THE VICE PROVOST

The University of Vermont's Comprehensive Inclusive Excellence Action Plan was the result of an unprecedented process involving a broad set of stakeholders across our community including our University Inclusive Excellence Council (UIEC) and all senior leaders. With membership from every division, school and college, the UIEC worked with the Office of the Vice Provost for Inclusive Excellence to support UVM's first-ever data-driven Inclusive Excellence strategic planning process. Each unit developed an Inclusive Excellence Action Plan (IEAP) that utilized metrics baselined by our 2022 Campus Climate Survey results and our ASGs. These plans are public and will track progress on an annual basis during our 5-year implementation period.

This Year 1 Annual Report of the comprehensive IEAP is the first step in sharing our progress and was the result of each unit contributing a summary of their successes, challenges and opportunities for continued growth. I want to thank all members of the UVM community who worked towards implementing our shared goals and commitment to advance Inclusive Excellence. UVM's commitment to strategic action on Inclusive Excellence is serious and unwavering. It should remind all Catamounts that we are a community that boldly works to live into Our Common Ground values: Respect, Integrity, Innovation, Openness, Justice, and Responsibility

Amer F. Ahmed
Vice Provost for Inclusive Excellence

In Fall 2023, University of Vermont (UVM) released its Comprehensive Inclusive Excellence Action Plan (IEAP). Grounded in UVM's *Our Common Ground* values, the University's IEAP integrates key elements of the administrative and academic units' plans ensuring engagement across campus, accountable to achieving a culture of inclusive excellence at UVM over a 5-year period. This report highlights progress, challenges, opportunities, and the status of implementation following Year 1 of the plan.

Thematic Bright Spots

- Units highlighted engagement and initial progress on IEAP-related goals and activities
- Many units directly connect their IEAP to broader Academic Success Goals (ASGs) and overall unit strategic plans (CAS, CALS, CESS, CEMS, RSENR, DEM, DOFA, DOSA, PACE, Libraries, Graduate College, PLHC etc.) reflecting senior leadership commitment as UVM transitions towards Shared Equity Leadership (SEL)
- Broad stakeholder effort in HHMI Driving Change grant to advance Inclusive Excellence (IE) in STEM fields
- Increase in IE Officers and expansion of IE committees in units
- Many units recognize the value and importance of collaboration to effectively enact goals
- Progress on inclusive teaching with emergent opportunities on staff IE-related professional development as related to VPIE, CTL, and HR's IE Professional Development Plan
- UVM institution-wide commitment and focus on strengthening and implementing Civil Discourse Initiative including Intergroup Dialogue as well as the Planetary Health Initiative enhancing and strengthening resources and commitment to Health and Environmental Equity with interdisciplinary focus including emerging connections to University-wide Centers and Institutes (e.g. Osher, Agroecology, Gund, Water Institutes, etc.)
- Strategic Communications incorporating inclusive excellence into daily work including storytelling, rebranding, digital communications, messaging, and recruiting.

Thematic Challenges

- Staff turnover amongst stakeholders.
- Non-academic units (e.g. ETS, PACE) are seeking more training support from DOIE. Recent developments with HR/DOEI partnership create more opportunities for FY25.
- FAFSA challenges and the end of race-conscious admissions by SCOTUS created headwinds in recruitment of a more racially/ethnically diverse student body. DEM's proactive work and commitment mitigated this tremendous challenge.

Emerging Opportunities

- Spring 2025 Campus Climate Survey provides an opportunity to assess progress in strengthening an inclusive campus climate. OIRA's commitment to synergize efforts on data collection and analysis across numerous surveys including NSSE, 6-week Survey, and others creates opportunities for UVM and individual units that will engage their disaggregated data in dashboards in 2025.
- HHMI Driving Change grant brings resources and collaboration to strengthen STEM-related IE work as AY23-24 work and preparation will translate into upcoming implementation.
- Many efforts completed in Year 1 lay the groundwork for successful implementation in later years of unit IEAPs.
- HR's reorganization and emergent Talent Development and Management efforts unlocks greater opportunities to recruit and retain staff diversity.
- Mosaic Center's evolving focus on student success is creating emergent collaborative partnerships with VPAASS, professional advisors, and academic units.
- UVM's focus on Inclusive Excellence is attracting students, staff, and faculty nationwide, bringing diverse points of view and experiences.

The thematic areas across action unit plans focused on implementation of our Academic Success Goals including curricular and co-curricular activities; recruitment and retention of faculty, staff and students who bring diverse ideas, perspectives, and thoughts to campus; faculty professional development; and research with an equity lens. The specific areas of alignment with the ASGs from the academic units are described below with highlights of actions taken in Year 1:

Curricular & Co-Curricular Academic Success Goals (ASGs)

ASG 1.6: Increase the diversity of perspectives, experiences, and thought

Ensure an inclusive learning environment developed and implemented by faculty and staff
Status: in progress

Provost's Office with Academic Units:

CEMS:

- Study CATS success potential expansion to broader academic units

- eSTEM program continues to effectively support student success, regardless of the student's background and prior exposure or experience

CNHS and LCOM: Increased peer mentoring

GSB: micro-credentialling badging of civic/social/cultural awareness competency

Men and Masculinity Programmer hired in the **Women and Gender Equity Center** engage in efforts designed to help facilitate student success

PACE: Redesigned noncredit course evaluations to include assessment of belongingness in online courses

OIRA: Leading effort to ethically collect and analyze LGBTQIA and Religious/Spiritual identity demographics to foster belonging and inclusion

Implement a strategy for recruiting and retaining diverse faculty, staff, and students
Status: ongoing

DOFA:

- In collaboration with HR and OIRA, published the first Faculty Recruitment, Retention, and Rank Progression Report with faculty demographic data

- Publication of inaugural Faculty Recruitment and Retention Handbook, including equity-centered recruitment processes

- Pursuing faculty exchanges with HBCUs and international partnerships

- Created a database of potential applicants from recruitment conferences (e.g. SREB, McKnight, North Star Collective NEBHE Spring 2024 Convening)

- Recruitment of applicants from HBCUs

- Cluster hiring strategy development

- Systemic faculty search process review

- Collaboration with OEO to prepare search committees for affirmative recruiting training

CALS: Pursued intentional outreach to ensure broad knowledge across a diverse spectrum of potential applicants about the positions

CEMS: On track to achieve goal of 35% women-identified students by 2028

DOSA: Conducted affirmative and accessible staff searches and onboarding

Strengthen D1 and D2 course offerings in the Catamount Core General Education Curriculum in collaboration with the Division for Academic Affairs and Student Success
Status: D1 & D2 rollout complete; strengthened implementation in progress

ASG 2.1: Raise the University's research, scholarship, and creative arts profile by identifying and growing areas of research, scholarship, and creative arts strength through strategic hiring
Status: in progress

Academic units and OVPR strengthened IE Scope of Work support for grants. Further strengthening will be possible when Catamount IE Hub is fully populated.

ASG 2.2: Increase interdisciplinary research in areas of distinctive strengths
Status: in progress

Planetary Health Initiative has a strong interdisciplinary commitment with health and environmental equity being key components of the work. Institutional resources incentivizing units across UVM to develop and implement initiatives

Investment in strengthened institutes including Osher, Agroecology, Water, Gund, and other Institutes all with Inclusive Excellence components to their respective work

ASG 3.1: Use an evidenced-based engagement approach to addressing contemporary challenges on service to and partnership with rural and other underserved communities including culturally responsive participatory action research
Status: in progress

Newly developed **Institute for Rural Partnerships** is working in collaboration with CELO/DOFA on this effort

ASG 3.3: Prepare students to be engaged citizens by:

Providing and supporting community-engaged experiential learning activities for students at all levels that address community priorities and challenges
Status: in progress

CELO (DOFA): Service-learning and civic learning courses at all-time high

Establishing pathways for global learning; developing learning opportunities and assess outcomes in intergroup dialogue (IGD) at all educational levels, including faculty and staff, to improve civil discourse and civic engagement (CDCE)
Status: in progress

UVM GO implementation includes newly added trips to Iceland and Costa Rica

IGD trainings conducted by Mt. Holyoke College consultants resulting in more trained facilitators

Newly created IGD position in VPIE with clear internal PD plan to strengthen internal capacity to enact IGD in FY25

Civil Discourse committee convened by President: Stakeholder initiatives working with UVM Foundation on fundraising to support implementation

University Actions

VPAASS, Division of Student Affairs (DOSA), and Division of Inclusive Excellence (DOIE) will collaborate with Academic units to implement UVM Integrative Learning Rubric for IE-related out-of-classroom student learning experiences and opportunities. DOSA will integrate IE principles across all residential and student life programming
Status: in progress

YEAR 1 Update: Office of Institutional Research and Assessment (OIRA) formed an Assessment Council and created Assessment Fellows. VPAASS, DOSA, and DOIE all have participated in this capacity building to work towards a synergistic approach

DOFA in collaboration with HR, DOIE, the Graduate College, and other academic units recruit & retain diverse faculty and staff by:

ASG 1.6: Revising job descriptions that highlight our commitment to inclusive excellence with objective rubrics in search processes, and a commitment to diversification of pools and in-person recruitment
Status: in progress

ASG 2.1: Providing coordinated mentorship and support for junior and mid-career faculty research, scholarship, and creative activity to support retention
Status: in progress

> **DOFA:**
> - Implementation of the Comprehensive Faculty Mentoring Program in collaboration with VPIE and OVPR focused on 'Faculty Belonging'
> - Intentional outreach to faculty of color to ensure awareness of two-day DOFA writing retreat
>
> **CESS** also implemented a faculty mentoring initiative within their unit

Developing and implementing a talent management strategy with strengthened recruitment tools, onboarding, and classification and compensation architecture for staff
Status: in progress

> **HR:** Reorganized HR structure and framework including a newly developed Center for Talent Development (hired new leader for implementation) as part of a broader, newly developed Talent Management strategy. HR also overhauled onboarding and is implementing a new classification and compensation architecture (Career Path Development).

Convening IE officers in academic and non-academic units to develop community- building and support opportunities for faculty and staff across the university, including faculty and staff from underrepresented populations
Status: in progress

> **VPIE** convened monthly meetings amongst inclusive excellence officers across UVM during 2023-24 academic year

> Adding additional collaboration and community-building and support opportunities for inclusive excellence officers

> - Important to note that new IE officer roles with FTE associated with the position were added in **CALS, Graduate College**, and **PLHC.** This is in addition to existing roles in **CESS**, **CNHS**, **LCOM**, **RSENR**, and **CAS**. A new role is being created in **Residence Life** during AY2024-25 and a new Graduate Assistant working on IE has been added in **CAS**.

> **VPIE** is developing more community-building opportunities for faculty and staff. Hired a faculty fellow to support this work and develop more opportunities to utilize VPIE's Allen House building as a space of support.

In collaboration with Academic Units, the Division of Enrollment Management (DEM), DOSA, VPAASS, & VPIE will:

ASG 1.3: Improve retention, progression, and graduation rates at all educational levels by:

Implementing strategies to support success in foundational academic experiences, community building, and opportunities for integrative learning
Status: in progress

> **DEM** weaving IE throughout Orientation

> **DEM** identification of reasons for underrepresented student attrition

Ensuring all students have access to quality academic and student life support services including academic success, wellness, and mental health support
Status: in progress

> **DOSA** hired new Director of the Center for Health and Wellbeing and reorganizing support resources

Building a high-quality, effective, and accessible system of academic advising that empowers and enables both advisors and advisees at all educational levels
Status: in progress

> **VPAASS** building capacity on holistic advising by professional advisors

ASG 1.6: Increase the diversity of perspectives, experiences, and thought by:

Implementing strategies to diversify the student body at all educational levels (Status: In progress by DEM and Graduate College)

> **DEM** in progress components from Strategic Enrollment Plan:
> - Reduction of student indebtedness
> - Assessment of test-optional policy through 2026-27
> - Engagement with Refugee and New American communities
> - First Gen programming

Establishing an enrollment and educational strategy for increasing international student enrollment and retention at all educational levels
Status: in progress by DEM and Graduate College; see Internationalization section below

Developing a pre-college outreach strategy focused on strengthening Vermont college access pipeline for underrepresented populations with VPIE, University Outreach Council, and Office of Engagement
Status: not started; stakeholder collaboration commenced with strategy to be developed

Professional & Faculty Learning

VPIE, HR, and DOFA will implement shared IE Faculty & Staff Professional Development Strategy building intercultural skills, identity-based knowledge, and practical application through communities of practice. In alignment with ASG 1.5 and 1.6, Academic Units working with Center for Teaching and Learning (CTL) & VPIE will provide ongoing learning opportunities including inclusive pedagogy workshops in alignment with faculty Reappointment, Promotion, and Tenure (RPT) guidelines
Status: in progress

> **CTL/DOFA** development of the Framework for Inclusive and Equitable Pedagogy with WID. Met with Deans to support their IEAP Faculty Development goals

> **CALS** led and collaborated with CTL/DOFA and VPIE to host campus-wide workshops on inclusive teaching. 125 faculty and staff attended in program held in September 2023

> **CAS** trainings in partnership with CTL/DOFA and VPIE to strengthen faculty capacity for class management when navigating challenging situations

> **RSENR** relaunched a Community of Practice with focus on IE-related issues

ASG 1.5: Increase faculty and staff participation in impactful professional development; coordinate faculty and academic administrator participation in comprehensive faculty development and mentoring programming; and assess the effectiveness of these initiatives.

Utilize the recently awarded Howard Hughes Medical Institute (HHMI) grant to incentivize STEM faculty to strengthen inclusive teaching in the classroom through Communities of Practice, advancing dialogic facilitation principles, and other methods.
Status: In progress

> **Faculty Diversity Fellows** trained in Summer 2024 by facilitation from CTL/DOFA, VPIE, CAS to lead Communities of Practice for STEM faculty to strengthen inclusive teaching practices during AY2024-25

> **Support for training** of IGD facilitator training for implementation of STEM Scholars cohort of incoming STEM students during Summer 2025

> **Residence Life** is weaving IE work throughout Learning Community programming

Through coordination between units and the Office of the VPIE, develop and offer key faculty and staff development to promote inclusive excellence.

> Support inclusive excellence officers in academic and non-academic units to develop unit-specific IE-related professional and faculty development opportunities, and ensure an inclusive learning environment developed and implemented by faculty and staff (**ASG 1.6**)

> Integrate skills into job descriptions and performance evaluations supported by ongoing professional development opportunities offered through the Office of the VPIE
> **Status: Not Started; HR and VPIE awaiting completion of CPD before proceeding**

> Collaborate with HR and academic and student success leaders to ensure strategic staff professional development opportunities that support institutional goals (**ASG 1.5**)
> *Status: not started*

Several other alignments across administrative and academic units emerged in critical areas of inclusive excellence including campus accessibility; international experiences to support intercultural competency; commitment to sustainability and research with a health equity lens; ways to communicate *Our Common Ground Values*; and ways to ensure resources are available and used strategically to implement our IEAPs across campus. These are described briefly in the following sections:

Accessibility

Strengthen utilization of Universal Design, Universal Design for Learning, and digital accessibility and inclusion across all units. Coordinate and streamline resources in CTL/DOFA, VPAASS, DOSA, Center on Disability and Inclusion, Safety and Compliance, Enterprise Technology Services (ETS), Strategic Communications, etc.
Status: in progress

> **CTL/DOFA, SAS, and CDCI:** Emerging collaborations on teaching neurodiverse students
> *Status: in progress*

> **CTL/DOFA**: Integrated equity-minded UDL concepts into Brightspace workshops
> *Status: completed*

> **CTL/DOFA and SAS:** Working with academic units on digital accessibility including CALS, CEMS, CAS, University Libraries, RSENR, PACE
> *Status: in progress*

> **CESS:** Worked with CDCI to provide guidance on hosting accessible in-person and online meetings and events
> *Status: completed*

> **ETS:** Implemented 'Lived Identity' goals throughout UVM system; strengthening digital accessibility across technology platforms

> **Strategic Communications:** Digital Accessibility prioritized as part of UVM rebrand rollout

> **SAS:** Working with the Disabled Students Union and has a student advisory group

Internationalization

Work with the Executive Director of International Partnerships and Programs, VPIE, DOFA & Provost to implement the Campus Internationalization Plan utilizing intercultural skills to strengthen international students, staff, and faculty inclusion.
Status: not started

Embed a global equity lens into international education opportunities utilizing the Intercultural Praxis Model. Strengthen synergies for international inclusion and an IE strategy including international dimensions of inclusive pedagogy.
Status: in progress

> Infusing intercultural skills throughout UVM community
> *Status: in progress*
>
> Strengthening International student support in UVM Identity Centers
> *Status: in progress*

Mosaic Center for Students of Color, Interfaith Center, Women and Gender Equity Center, and Prism Center ACCESS, and all other related support resources

> **DEM**
> - Establish/expand international student recruitment networks, admissions committee, and programming
>   *Status: in progress*
> - Promote international opportunities for enrolled students
>   *Status: in progress*
> - Enhance UVM orientation for international students
>   *Status: complete/ongoing*
> - Assess scholarships to identify shortcomings RE: supporting international students
>   *Status: partially complete*

UVM GO expansion including newly added trips to Iceland and Costa Rica

RSENR: 5 out of 6 new faculty hires from international backgrounds

CNHS: Courses in Belize, Greece and Italy

CALS: Two new travel study courses to UK and Mesoamerica

CAS: Collaborating with OIE and Graduate College on International Student Support

CEMS: Dedicated advisor for international students in CEMS Student Services office

CESS: Conducted inventory of current international student and global programming; annually reviewing international student retention, progression, and graduation data.

CNHS: Developed a Global Health minor

PLHC: Built a portfolio of fellowship opportunities for non-U.S. citizens

DOSA: Strengthened relationships with international student organizations

Sustainability

Embed IE initiatives into the UVM Comprehensive Sustainability Plan with regular convening of representatives RSENR, CEMS, CALS, and GSB; the Gund Institute and Agroecology Institutes, Office of Sustainability, and VPIE to identify synergistic opportunities
Status: in progress

> RSENR hired a newly created position focused on Traditional Ecological Knowledge
>
> Planetary Health initiative bringing new resources and incentives for above units to collaborate along with human health stakeholders

Health Equity

Strengthen newly developed collaborative efforts to advance IE and Health Equity by the Larner College of Medicine (LCOM), College of Nursing and Health Sciences (CNHS), Osher Center for Integrative Health, UVM Health Network, and VPIE including recently developed and implemented annual Health Equity Summit
Status: in progress

> **UVM's newly developed Planetary Health initiative** deepens institutional commitment to advance equity to advance human and environmental health. Engages and incentivizes broad stakeholders to weave and embed this effort into our entire institutional fabric. Learn more at: **www.uvm.edu/planetaryhealthinitiative**

> **CNHS:** Strengthened its commitment to Health Equity in its College values and strategic goals and added 5 new D1 & D2 courses

> **LCOM:** Appointed a Director of Social Medicine Above stakeholders collaborated to implement 2023 Health Equity Summit

Communications

Strengthen ongoing UVM Our Common Ground campaign with a unified reporting system for hate/bias educational response and tracking. Implement UVM IE Communication strategy
Status: in progress

> Strategic Communications incorporating inclusive excellence into daily work including storytelling, rebranding, digital communications, messaging, and recruiting.

> Strategic Communications working with the Bias Education and Resource Team (BERT) as part of free speech and civil discourse initiatives.

Assessment

Office of Institutional Research and Assessment (OIRA) with VPIE to provide units with ongoing access and support of disaggregated data dashboards on IE-related data points (e.g., Campus Climate Survey, Demographics, National Survey of Student Engagement survey, 6-week student survey, retention data, etc.). OIRA and Provost Office tracking progress on ASG implementation VPIE working consultatively with all units on IEAP annual progress reports.
Status: in progress

Research

Office of Vice President for Research working with Academic Units to support IE-related research including grants, grant-writing, and other mechanisms that can garner external resources
Status: in progress

Build research and internship partnerships with organizations that seek to benefit from UVM demographic diversity and IE-related research.
Status: not started

VPIE working with UIEC will populate the new Catamount IE Hub with all IE-related research being conducted across UVM
Status: in progress

Finance, Administration, and Fundraising

Prioritize financial resources for IEAP implementation
Status: not started

> **DFA** is establishing Action Committees to implement goals which are in the initial stages of development

Diversify suppliers contracted by UVM. Use IEAPs as a fundraising roadmap to garner energy, interest, and resources from donors and alums with passion, energy, and commitment to IE at UVM.
Status: not started

Ultimately, the University's Inclusive Excellence Action Plan is designed to support, empower, and ensure accountability in the implementation of the administrative and academic units' IEAPs. **You can read each unit's full IEAP and their Year 1 Annual Report at: www.uvm.edu/ie**
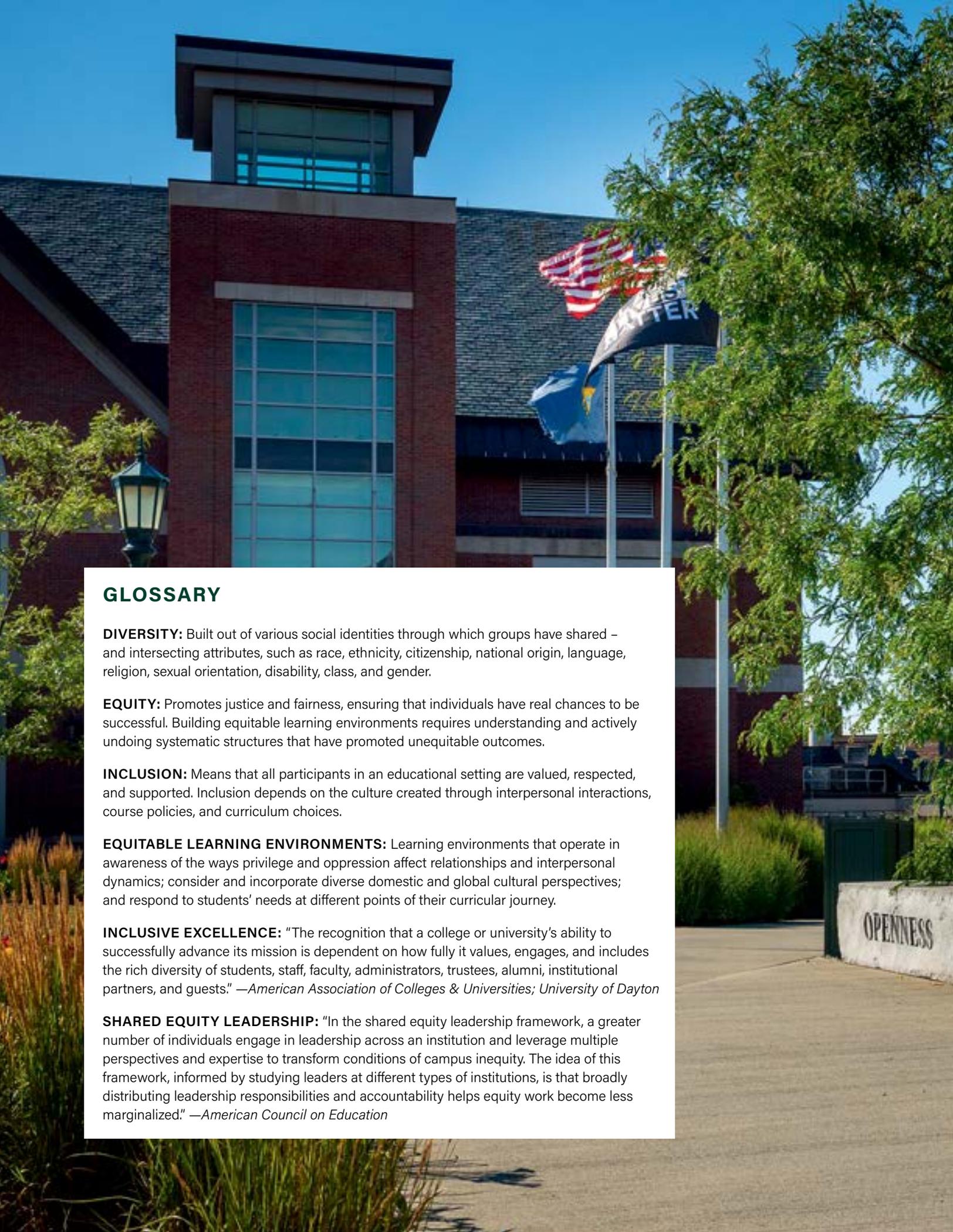
GLOSSARY

DIVERSITY: Built out of various social identities through which groups have shared – and intersecting attributes, such as race, ethnicity, citizenship, national origin, language, religion, sexual orientation, disability, class, and gender.

EQUITY: Promotes justice and fairness, ensuring that individuals have real chances to be successful. Building equitable learning environments requires understanding and actively undoing systematic structures that have promoted unequitable outcomes.

INCLUSION: Means that all participants in an educational setting are valued, respected, and supported. Inclusion depends on the culture created through interpersonal interactions, course policies, and curriculum choices.

EQUITABLE LEARNING ENVIRONMENTS: Learning environments that operate in awareness of the ways privilege and oppression affect relationships and interpersonal dynamics; consider and incorporate diverse domestic and global cultural perspectives; and respond to students' needs at different points of their curricular journey.

INCLUSIVE EXCELLENCE: "The recognition that a college or university's ability to successfully advance its mission is dependent on how fully it values, engages, and includes the rich diversity of students, staff, faculty, administrators, trustees, alumni, institutional partners, and guests." —*American Association of Colleges & Universities; University of Dayton*

SHARED EQUITY LEADERSHIP: "In the shared equity leadership framework, a greater number of individuals engage in leadership across an institution and leverage multiple perspectives and expertise to transform conditions of campus inequity. The idea of this framework, informed by studying leaders at different types of institutions, is that broadly distributing leadership responsibilities and accountability helps equity work become less marginalized." —*American Council on Education*

ABBREVIATIONS & ACRONYMS

ASG   Academic Success Goal
BERT   Bias Education and Resource Team
CALS   College of Agriculture and Life Sciences
CAS   College of Arts and Sciences
CELO   Office of Community Engaged Learning
CEMS   College of Engineering and Mathematical Sciences
CESS   College of Education and Social Services
CDCI   Center on Disability and Inclusion
CNHS   College of Nursing and Health Sciences
CPD   Career Path Development
CTL   Center for Teaching and Learning
DEM   Division of Enrollment Management
DFA   Division of Finance & Administration
DOFA   Division of Faculty Affairs
DOIE   Division of Inclusive Excellence
DOSA   Division of Student Affairs
ETS   Enterprise Technology Services
GSB   Grossman School of Business
HHMI   Howard Hughes Medical Institute
HR   Human Resources
IE   Inclusive Excellence
IEAP   Inclusive Excellence Action Plan
IGD   Intergroup Dialogue
LCOM   Larner College of Medicine
OEO   Office of Equal Opportunity
OCG   Our Common Ground
OIRA   Office of Institutional Research and Assessment
OVPR   Office of the Vice President for Research
PACE   Professional and Continuing Education
PLHC   Patrick Leahy Honors College (or PL Honors College)
RSENR   Rubenstein School of Environment and Natural Resources
SAS   Student Accessibility Services
STEM   Science Technology Engineering Math
UIEC   University Inclusive Excellence Council
UOC   University Outreach Council
UVM   University of Vermont
VPIE   Vice Provost for Inclusive Excellence
VPAASS   Vice Provost for Academic Affairs & Student Success
WID   Writing in the Disciplines

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