INCLUSIVE EXCELLENCE ACTIONtroduction

Diversity, equity, and inclusion are core values of the University of Vermont and the College of Nursing and Health Sciences (CNHS). The CNHS endeavors to prepare graduates who lead and collaborate with stakeholders across disciplines to foster exemplary interprofessional, compassionate, and family-centered services, and create and use knowledge that contributes to the health and wellness of all individuals, communities and society. Its mission is to serve society at state, national and global levels through education of health professionals, development of new knowledge, and health care advocacy that transforms lives by preventing illness and injury, promoting health and wellness, and assuring evidence-based clinical interventions in the management of disease and disability.

Central to the CNHS' mission is the goal to prepare members of our community to be globally responsible and engaged

Oumaima Sriji	Undergraduate Student, CIE Committee member	Medical Laboratory Science

· Review syllabi for diversity, inclusion components; not only in lessons but also in exams (moving from knowledge to appreciation/value) Ñ Provide example 'Diversity Statement' that could be included in all CNHS Syllabi · Work with faculty to integrate more concepts into courses for graduate and undergraduates by develop a training/fellow program to embed JEDI principles in not only what we teach but how we teach.	· Alan, Juan- train the trainer /fellow program development · CTLish Workshops on embedding jedi in syllabus/curriculum · JD/NB speak with dean re inventory of programs /accrediting bodies (CAPTE; CEPH, ASHA, Nursing, AOTA) about DEI in course work	· Diversity Statement by Fall 23 · Develop program/workshops Spring 24

*Current Inventory of D1 and D2 courses associated with CNHS:
(D1) HLTH 155 -Racism & Health Disparities
(D1) HSCI 056 -Antiracism and Health
(D2) CSD 274 -Culture of Disability
(D2) CSD 025 -Comm Diff & Dis in Media
(D2) HSCI 103 -Fnds of Global Health
(D2) NH 180 -Social Justice and Sport

Co-curricular activities are structured learning activities that complement the formal curriculum like research intensive experiences, internships and externships, global opportunities, and community involvement, including participation in many UVM Clubs.

courses and working with global populations locally · Growing health equity internship opportunities statewide		

CNHS unit will be supporting UVM's academic success goal of increasing the diversity of perspectives, experiences, and thought by increasing the diversity in our own student body.

Currently, the BIPOC profile of the CNHS student body is as follows:
138 U

- 17.8% Very inclusive
- 55.1% Somewhat Inclusive
- 8.3% responded neither inclusive nor uninclusive
- 13.5% somewhat uninclusive,
- 5.2% very uninclusive

Results from the climate survey reflect the larger University as a whole when it comes to inclusiveness.

” Increase recruitment from CNHS Pathway & Pipeline activities: Matriculate students from former refugee, immigrant, indigenous and other historically underserved communities and groups into CNHS programs; Actively participate and have CNHS representation at university events for BIPOC students. ” Develop Pipeline programs including AHEC, Upward Bound, Abenaki Summer Happening (annual); CCV articulation agreements; Health Coaching program, Winooski CNHS Mentorship program ” Identify ideas for more inclusive admission procedures: Review undergraduate and graduate admission processes to identify areas for improvement		
” CNHS Inclusivity and Diversity Efforts in Academia (IDEA) Club; POC in Health Care Club	” Juan Floren-5.5 (it l2.3 (: w 12 -0 0 12k12.8 (u)JETqcf004 Tc 0.004 Tw 11.0TT0 1 -In11.793iC B)-2 (c)4 (e,n38 no Tc 074 (ro)6369 rgmce,n38 (-1 r30.0TT0 1 ig)-7.21 Tf-87217” S-353.12 Clk12s8)()]TJ0 Tc 0 Tw4.06593iC B)ce,n38 (-1 r3	

” See above for the LINK UP program and work with LCOM/Nursing BIPOC Menor Program ” Explore options for university-level policy changes for poor grades on AP courses that may disadvantage students ” Identify existing UVM data, or obtain new data, regarding why students of color are not retained ” : Provide extra support to students ” Provide preemptive/intrusive advising outreach: Identify students in their first year who might be struggling academically through a survey of midterm exam grades with key first courses for CNHS students (PSYCH 001, CHEM 023/031, HSCI 021)		
See below in Part 3 for action items and goals		

Implement Anti-Bullying Policy – Professionalism Guidelines ” Implement in CNHS (currently under review by HR); Expand professional training/mentoring guidelines for clinical supervisors to ensure clinical settings are inclusive	· Dean’s Office, Department Chairs and Program Directors	Spring 23

increase/ ask for more specific criteria		
(Currently 14 out of 159 full/part-time faculty and staff) · Develop and implement a Distinguished Lecture Series (one broad theme and one research focus at Zeigler) ” Establish a Visiting Scholar Program or Faculty Exchange Program with HBCU ” Create Henderson Fellow in CNHS leading to recruitment of diverse faculty in associate professor positions ” Propose cluster hiring of diverse faculty/staff	” CNHS Research Committee, Dean’s Office	· Spring 2023 · Fall 2024 · 2024-2025 · 2025-
	” Dean, NB, JD, JF	” 2024
	· UDC, CIE, and Dean’s Office	· Fall 2023

Part 4 – Accessibility

Universal Design

“Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs. Simply put, universal design is good design” (What is Universal Design, 2020).

Physical Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Meet ADA standards for physical space ” Revisit most recent accessibility survey of CNHS buildings ” Conduct accessibility survey & compile report with prioritized list of needs	” DEI committee to review report ” Leadership Team of unit	” Fall 24

Digital Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
· Offer faculty/staff training on use of classroom technology that enhances access · Training on accessible Brightspace design for departmental representatives · Review syllabi and course materials to improve accessibility; standardize how Brightspace is organized/presented across college	” Collaboration between DEI and CTL ” Departmental representative	” Spring 2023

Cognitive Accessibility

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame

Part 5 – International Inclusion and Global Education

Analysis of Systems

How do your systems, policies, and procedures support or inhibit the presence of foreign nationals at UVM?

- Systems impacting Students
- Systems impacting Employees
- Systems impacting other Visitors

· Developing a Global Health Minor · Increasing International offerings and travel courses · Brown Bag and seminar on Cultural Humility/ Understanding	· Noah Derman, HSCI Program Committee, CIE	· Spring 23 · Fall 24

Part 6 – Review Schedule

Spring 2023

Spring 2024

Spring 2025

Spring 2026

Spring 2027

Part 7 (Optional) – Process