Action Plan for Anti-Racism, Diversity, Equity, and Inclusion

September 2020

INTRODUCTION

Middlebury is deeply committed to creating a diverse, welcoming community with full and equitable participation for all individuals and groups. The following is a multi-year action plan that aims to identify and implement strategies that will engage the entire campus community in the work of fostering greater access, equity, inclusion, and full participation for Middlebury students, staff, and faculty. The strategies outlined in the plan are intended to address existing barriers, including barriers related to racism, ableism, heterosexism, cissexism, classism, sexism, and other systems of oppression (see Appendix B for a list of the institutional barriers identified). To foster a truly inclusive, open, and supportive learning, teaching, and working environment will require radical self-evaluation in order to yield transformative change on campus.

Diversity plans often present lofty goals but lack specificity and strategy and therefore lead to "diversity clutter" with a host of disconnected initiatives. Up until now, Middlebury's efforts have mimicked this cluster effect; numerous activities without continuity or collective buy in. Below we offer a detailed multi-year action plan broken into five focus: Faculty and Staff; Students; Fostering and Restoring Community; Accessibility; and Transparency and Response. Each of these areas of focus has a series of strategies organized by subtopics. In order to succeed, we must ensure accountability for the implementation of the Action Plan at all levels of the institution: institutional responsibility (macro-level, transformational goals), shared responsibility (departmental/unit-level capacity-building goals), individual responsibility (personal performance goals). We have based each strategy on a structural barrier identified in one or more of the many recent reports we consulted in preparation for this action plan. See Appendix A for the Middlebury reports and data consulted and Appendix B for the structural barriers identified. Each strategy identifies the responsible unit(s), a proposed timeline, and a measure of accountability.

The work of promoting racial justice, eliminating oppression, and creating a more equitable and inclusive community falls on all of us. The Office of Institutional Diversity, Equity, and Inclusion can offer resources, training, and support, but the work must be taken up by everyone, and there is much to do. We want to recognize that there are many other initiatives in the works that are not captured in this action plan. We acknowledge that student leadership is also preparing multiple proposals and initiatives to address antiracism and racial justice and that the faculty is self-governed and will react to our proposals and take their own actions to combat systemic racism in the curriculum and academic program. We have shared drafts of this Action Plan with numerous key stakeholders (students, staff, faculty, administrators, committees, alumni, and trustees) throughout the 2019-2020 academic year and summer of 2020 and received thoughtful feedback that has led to multiple revisions and restructuring. This Action Plan should not be viewed as a mandate, rather as a roadmap for continued work towards institutional transformational change. We share this plan with the community as a working document and request your feedback so we can continue to map out the best road forward.

Action plans, strategies, and initiatives can all be productive, but inclusive antiracist work to dismantle interlocking systems of oppression requires deep personal work—work that none of us has completed, is ongoing, and requires significant disruption of the miseducation and/or bias that has formed most of us. We in the Office of Institutional Diversity, Equity, and Inclusion look forward to working with all constituencies, supporting endeavors, and advocating for a more just future at Middlebury.

Please note: this is an extensive plan. If you would like to see a summary of the proposed strategies, you can go to Appendix C where you will find a list organized by timeframe and a reference to the location within the plan where you can find more detailed information.

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FACULTY AND STAFF

This section has two goals. First, it proposes strategies to recruit, hire, mentor and retain faculty and staff from Black, Indigenous, people of color, and historically underrepresented groups. Second, it utilizes ongoing development opportunities for faculty and staff to explore strategies related to fostering equitable and inclusive environments and for addressing racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism.

RECRUITMENT AND HIRING

- **Strategy #1:** Work with departments to prioritize the hiring of faculty to contribute to the Black Studies Program

    - **Responsible unit(s):** EAC, Provost, Dean of Faculty, Chief Diversity Officer (CDO)

    - **Timeline:** 2020-2023

    - **Accountability:** Dean of Faculty works, with the support of the Provost and Chief Diversity Officer, with the EAC, academic departments, and the Black Studies program to hire faculty members across disciplines to contribute to BLST.

- **Strategy #2:** Explore funding options to support partner hires and post-doctoral residencies

    - **Responsible unit(s):** Dean of Faculty

    - **Timeline:** 2021-2023

    - **Accountability:** Dean of Faculty will share potential strategies with faculty

- **Strategy #3:** Develop and regularly offer workshops on equitable and inclusive recruitment and hiring for faculty members serving on search committees

    - **Responsible unit(s):** Director of Education for Equity and Inclusion, Dean of Faculty Development and Research (DFDR), Dean of Faculty

    - **Timeline:** 2020-2021

    - **Accountability:** Director of Education for Equity and Inclusion will develop workshops and will either facilitate or co-facilitate workshops with the Dean of Faculty Development and Research (DFDR), Dean of Faculty will communicate information about workshops and expectation related to participation of search committee members to academic departments who have been approved to hire new faculty

● **Strategy #4:** Develop and regularly offer workshops on equitable and inclusive recruitment and hiring for staff members serving on search committees

> ● **Responsible unit(s):** Director of Education for Equity and Inclusion, Human Resources
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** Director of Education for Equity and Inclusion will collaborate with Human Resources to identify upcoming staff searches and will develop and facilitate workshops

● **Strategy #5:** Require applicants for new faculty positions to submit statements on inclusive practices in teaching, scholarship, mentoring, and/or service and use these materials to assess multicultural competence as part of the hiring process

> ○ **Initiative #1:** Revise faculty job posting template with updated language that requires applicants for new faculty positions to submit statements on inclusive practices in teaching, scholarship, mentoring, and/or service with their application materials
>
> > ● **Responsible unit(s):** Dean of Faculty (approved spring 2019)
> >
> > ● **Timeline:** Summer 2019 (job template updated), Fall 2019 (revised template piloted for most tenure-track searches)
> >
> > ● **Accountability:** Search committee chairs will use revised template for all faculty job postings
>
> ○ **Initiative #2:** Develop and facilitate workshops for faculty search committees on hiring for and assessing multicultural competence
>
> > ● **Responsible unit(s):** Dean of Faculty (approved spring 2019), Director of Education for Equity and Inclusion
> >
> > ● **Timeline:** Fall 2019 (workshop piloted)
> >
> > ● **Accountability:** Dean of Curriculum will include workshop requirement in notification emails to academic departments about EAC position approval, Dean of Faculty will communicate with chairs to ensure all search committee members are aware of requirement, Director of Education for Equity and Inclusion will coordinate with search committee members about available dates, facilitate workshops

ONBOARDING

● **Strategy #6:** Develop and facilitate new employee orientation sessions that introduce equity and inclusion as core values, establish the expectation that equitable and inclusive practices are the

shared responsibility of all Middlebury employees, and provide information about related, ongoing development opportunities

   ○ **Initiative #1:** Update orientation for new faculty to include diversity equity, and inclusion (DEI) at Middlebury session

   ● **Responsible unit(s):** Dean of Faculty Development and Research (DFDR), Director of Education for Equity and Inclusion

   ● **Timeline:** Fall 2019 (piloted session)

   ● **Accountability:** DFDR will revise the orientation schedule for new faculty, Director of Education for Equity and Inclusion will facilitate DEI at Middlebury sessions

   ○ **Initiative #2:** Update orientation for new staff to include DEI at Middlebury session

   ● **Responsible unit(s):** Human Resources, Director of Education for Equity and Inclusion

   ● **Timeline:** 2020-2021

   ● **Accountability:** Human Resources will revise the orientation schedule for new staff, Director of Education for Equity and Inclusion will facilitate DEI at Middlebury sessions

DEVELOPMENT

● **Strategy #7:** Develop and offer ongoing opportunities for faculty and staff to engage in critical conversations and skill building related to diversity, equity and inclusion, including workshops that address racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism (Inclusive Practitioners Program)

   ○ **Initiative #1:** Offer workshops for faculty and staff related to racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism, including 1) workshops about addressing the barriers faced by students from historically underrepresented communities (BIPOC students, low-income students, first-generation students, students with disabilities , LGBTQ+ students, international students, undocumented students, students of faith), while making sure faculty and staff are not ascribing deficit notions to any of these communities, 2) workshops about establishing expectations for inclusive environments, facilitating difficult dialogues, and managing dynamics between students, 3) workshops about assessing classroom climate and strategies for responding to climate concerns that arise in the classroom, and 4) workshops about inclusive design for learning and how to proactively construct courses that are anti-ableist and that reduce barriers for students (e.g., accessibility of course materials, teaching and learning styles, methods of engagement, modes of assessment)

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- **Responsible unit(s):** Director of Education for Equity and Inclusion, Center for Teaching, Learning, and Research (CTLR), Dean of Faculty Development and Research (DFDR), Dean of Faculty (DOF), Committee on Diversity, Equity, and inclusion (CDEI), Dean of Students (DOS)

- **Timeline:** 2020-2025

- **Accountability:** Director of Education for Equity and Inclusion will develop and facilitate the workshops, CTLR and DFDR will promote participation via online calendar, Dean of Faculty will promote faculty participation via weekly email about upcoming workshops and talks, CDEI will promote through communications with faculty, Dean of Students will promote staff participation

  o **Initiative #2:** Offer workshop for faculty and staff about the relationship between learning goals, course workload, executive functioning, student success and student mental health

- **Responsible unit(s):** Center for Teaching, Learning, and Research (CTLR), Dean of Faculty, Dean of Students, Director of Education for Equity and Inclusion

- **Timeline:** 2020-2025

- **Accountability:** CTLR staff will develop workshop content and promote participation via online calendar, Dean of Faculty will promote faculty participation via weekly email about upcoming workshops and talks, Dean of Students will promote staff participation

MENTORING AND RETENTION

- **Strategy #8:** Develop an infrastructure for the support of new faculty cohorts that provides community building, support, and development related to promotion and tenure

- **Responsible unit(s):** Dean of Faculty, Dean of Faculty Development and Research, Director of Education for Equity and Inclusion, Academic Department Chairs

- **Timeline:** 2020-2022

- **Accountability:** Dean of Faculty Development and Research will collaborate with the Director of Education for Equity and Inclusion and Dean of Faculty to develop program, Academic Department Chairs will coordinate participation of new faculty

● **Strategy #9:** Offer access to development, training, and mentoring for incoming faculty through the National Center for Faculty Development & Diversity.

> ● **Responsible unit(s):** Dean of Faculty, Chief Diversity Officer
>
> ● **Timeline:** 2021-2025
>
> ● **Accountability:** Dean of Faculty will collaborate with the Chief Diversity Officer to establish membership with the National Center for Faculty Development & Diversity, Dean of faculty will offer participation to all incoming tenure-track faculty members.

● **Strategy #10:** Plan, host and provide resources to support regular social networking and community building for faculty and staff from historically underrepresented communities

> ● **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI), Dean of Faculty
>
> ● **Timeline:** 2020-2021
>
> ● **Accountability:** OIDEI staff will coordinate with Dean of Faculty to host networking and community building opportunities for faculty and staff and will collaborate with academic departments across campus to invite faculty participants, Chief Diversity Officer will maintain a list of upcoming networking events via the Middlebury DEI website to ensure transparency and accountability

● **Strategy #11:** Develop exit interview questions related to campus climate, distribute to all employees who choose to separate from Middlebury, and use data to identify and address barriers to retention

> ● **Responsible unit(s):** Chief Diversity Officer, Dean of Faculty, Human Resources
>
> ● **Timeline:** 2020-2021
>
> ● **Metric:** All faculty and staff who choose to separate will be given exit interview questions related to campus climate beginning in the 2020-2021 academic year, institutional barriers related to retention will be identified and addressed through initiatives associated with the DEI action plan
>
> ● **Accountability:** Chief Diversity Officer will develop exit interview questions and will coordinate with Dean of Faculty and Human Resources to gather responses from all faculty and staff who choose to separate, Chief Diversity Officer will compile and review data to identify institutional barriers to retention and appropriate strategies that can be used to address barriers

STUDENTS

This section has several goals. It proposes strategies to help increase the recruitment, admission, and retention of students who are historically underrepresented at Middlebury. It identifies strategies to reduce financial barriers and thereby provide more equity of access. It proposes development opportunities for students to explore their role in fostering equitable and inclusive environments and addressing racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism. It focuses on fostering student academic success and wellbeing. Finally, it commits to increasing institutional support for students from Black, Indigenous, people of color, and historically underrepresented groups.

RECRUITMENT

● **Strategy #1:** Increase annually the percentage of admitted students who are historically underrepresented at Middlebury

> ● **Responsible unit(s):** Admissions
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** Admissions will work to increase recruitment and Institutional Research will compile recruitment data for each incoming class. Chief Diversity Officer will share student recruitment data via the Middlebury DEI website to ensure transparency and accountability

● **Strategy #2:** Establish a Student Ambassador Program to increase outreach and recruitment to prospective high school students located in rural, low-income serving, and racially and ethnically diverse areas by training current students to engage in outreach in their hometowns and surrounding areas.

> ● **Responsible unit(s):** Admissions; Student Ambassador Coordinators
>
> ● **Timeline:** 2019-2020
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> ● **Accountability:** Admissions staff will train Student Ambassadors to provide information sessions to prospective students to help increase recruitment in areas with demographics that are historically underrepresented in higher education, Admissions will compile recruitment data for each incoming class, Chief Diversity Officer will share student recruitment data via the Middlebury DEI website to ensure transparency and accountability.

● **Strategy #3:** Introduce equity and inclusion as core values in all new student recruitment contact (tours, information sessions, open houses, high school visits, etc), establish the expectation that equitable and inclusive practices are the shared responsibility of all members of the Middlebury community, and highlight campus resources related to diversity, equity, and inclusion

> ● **Responsible unit(s):** Admissions and Communications
>
> ● **Timeline:** 2021-2023
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> ● **Accountability:** Admissions staff will coordinate with the Office of Institutional Diversity, Equity and Inclusion (OIDEI) on content and will provide updated content and training for all full-time and student staff

● **Strategy #4:** Increase the accessibility of campus visits for all participants (tours, open house, information sessions)

> ● **Responsible unit(s):** Admissions
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** Admissions staff will coordinate with the Office of Institutional Diversity, Equity and Inclusion (OIDEI) on accessibility and content and will provide updated content and training for tour guides

FINANCIAL AID

● **Strategy #5:** Develop and offer opportunities for critical conversations and skill building related to diversity, equity and inclusion for Admissions and Student Financial Services staff

> ● **Responsible unit(s):** Dean of Admissions, AVP of Student Financial Services, Director of Education for Equity and Inclusion
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> ● **Timeline:** 2020-2021 (annually)
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> ● **Accountability:** Dean of Admissions and AVP for Student Financial Services will coordinate times for staff to participate in workshops, Director of Education for Equity and Inclusion will develop and facilitate workshops

● **Strategy #6:** Develop a strategic financial aid policy beyond "need blind and covering full demonstrated need" and increase resources to ensure the recruitment and retention of students from Black, indigenous, and historically underrepresented groups as well as diverse socio-economic backgrounds.

● **Responsible unit(s):** President, Student Financial Services, Advancement

● **Timeline:** 2022-2024

● **Accountability:** Advancement with the help of the President will coordinate fundraising campaign, Student Financial Services will distribute resources through award packages

● **Strategy #7:** Identify and implement strategies to reduce the financial barriers associated with purchasing course materials for students from lower socioeconomic backgrounds

● **Responsible unit(s):** Chief Diversity Officer (CDO), Student Financial Services, Executive Vice President for Finance and Administration & Treasurer

● **Timeline:** 2021-2022

● **Accountability:** CDO will work with Student Financial Services to complete analysis of textbook costs, Executive Vice President for Finance and Administration & Treasurer will present for approval proposed strategies to be implemented

● **Strategy #8:** Grow endowed fund to enable students from lower socioeconomic backgrounds to participate in the full Middlebury experience

● **Responsible unit(s):** Chief Diversity Officer, Advancement

● **Timeline:** 2023-2024

● **Accountability:** CDO will work Advancement to fundraise and build an endowed fund. CDO will continue to manage the Seizing Opportunity Fund and work with College partners (VPSA, CCI, CCE, Deans, ISSS, SGA, etc.) to identify areas of need and programs to be supported. CDO will provide data to Advancement to share with donors.

DEVELOPMENT

● **Strategy #9:** Develop and facilitate workshops related to equity and inclusion, including recognizing and responding to microaggressions, for students serving in campus leadership positions (Orientation, Residential Life, Admissions, International Student and Scholar Services, MiddSafe, Student Government, Student Organizations)

● Responsible unit(s): Director of Education for Equity and Inclusion, Orientation, Residential Life, Admissions, International Student and Scholar Services, Health and Wellness Education, Student Government, Student Activities

● Timeline: 2020-2021

● Accountability: Director of Education for Equity and Inclusion will collaborate with campus partners (Orientation, Residential Life, Admissions, International Student and Scholar Services, Health and Wellness Education, Student Government, Student Activities) on content development, will facilitate workshops, campus partners will schedule workshops for their respective student leaders

● **Strategy #10:** Develop and facilitate new student orientation sessions that introduce equity and inclusion as core values, establish the expectation that equitable and inclusive practices are the shared responsibility of all Middlebury students, and provide information about related, ongoing development opportunities

● **Responsible unit(s):** Director of Education for Equity and Inclusion, Associate Dean for Community Standards, Orientation, Residential Life

● **Timeline:** 2020-2022

● **Accountability:** Director of Education for Equity and Inclusion and Associate Dean for Community Standards will collaborate with Orientation and Residential Life staff on content development and will facilitate sessions, Orientation staff will revise schedule to include sessions

● **Strategy #11:** Develop and offer ongoing opportunities for students to engage in critical conversations and skill building related to diversity, equity and inclusion, including dialogues that address racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism

○ **Initiative #1:** Offer peer education workshops that engage students in critical conversations about power, privilege and difference and build skills that foster a culture of community accountability

● **Responsible unit(s):** JusTalks, Director of Education for Equity and Inclusion

● **Timeline:** 2020-2021

● **Accountability:** JusTalks student facilitators will collaborate with the Director of Education for Equity and Inclusion on content development and facilitation strategies and will facilitate peer education workshops

○ **Initiative #2:** Provide opportunities for students to engage in critical conversations about equity, inclusion, and social justice as part of the residential education curriculum

● **Responsible unit(s):** Residential Life, Director of Education for Equity and Inclusion

● **Timeline:** 2020-2022

● **Accountability:** Director of Education for Equity and Inclusion will collaborate with Residential Life on content development and facilitation strategies

● **Strategy #12:** Provide ongoing resources to enhance student mental health protective factors and wellness with a focus on increasing resources and support for historically underrepresented students

○ **Initiative #1:** Create contexts in the residential curriculum for all students to engage in critical conversation about and skill development in the following areas: social connectedness, coping skill development, and stress management strategies and provide proactive and preventative programming that decentralizes alcohol and other drugs as a requisite for connectivity within the context of the College experience

● **Responsible unit(s):** Residential Life, Health and Wellness Education

● **Timeline:** 2021-2023

● **Accountability:** Residential Life will collaborate with Health and Wellness Education on content development and facilitation

○ **Initiative #2:** Create contexts in the residential curriculum for all students to engage in critical conversations about time management, utilization of campus resources, executive functioning skills, external and internalized expectations for success and strategies for maintaining mental health and wellness

● **Responsible unit(s):** Residential Life, Health and Wellness Education, Center for Teaching, Learning and Research (CTLR)

● **Timeline:** 2021-2023

● **Accountability:** Residential Life will collaborate with Health and Wellness Education, CTLR staff, and campus partners (Anderson Freeman

Resource Center, Scott Center, and Disability Resource Center,) on content development and facilitation

SUPPORT

● **Strategy #13:** Dedicate resources to strategic campus partnerships to increase student achievement. Join the Consortium on High Achievement and Success (CHAS) to focus on advancing the academic success of BIPOC students at selective liberal arts institutions

   ● **Responsible unit(s):** Chief Diversity Officer (CDO), President

   ● **Timeline:** 2021-2023

   ● **Accountability:** President will allocate funds for membership to CHAS, CDO will promote annual student conferences and report participation on DEI website

● **Strategy #14:** Provide increased resources to support historically underrepresented students

   ○ **Initiative #1:** Revise position description for new staff counselors to require a specialization in multicultural counseling and experience supporting historically underrepresented communities

   ● **Responsible unit(s):** Parton Center for Health and Wellness

   ● **Timeline:** Fall 2020

   ● **Accountability:** Executive Director of Parton Center for Health and Wellness will update the position description and will use the revised description for all future staff searches

   ○ **Initiative #2:** Increase the capacity of counseling staff to support historically underrepresented students and to serve a broad range of social, cultural, and religious identities and experiences through ongoing internal and external development opportunities

   ● **Responsible unit(s):** Parton Center for Health and Wellness

   ● **Timeline:** 2020-2021

   ● **Accountability:** Executive Director of Parton Center for Health and Wellness will identify relevant development opportunities, promote staff participation, and facilitate debrief sessions for sharing of information and resources

○ **Initiative #3:** Assess the need for additional staffing within counseling and the Anderson Freeman Resource Center to better support historically underrepresented students

● **Responsible unit(s):** Chief Diversity Officer, Vice President for Student Affairs, Anderson Freeman Resource Center, Parton Center for Health and Wellness

● **Timeline:** 2020-2021

● **Accountability:** Chief Diversity Officer will work with Anderson Freeman Resource Center staff on needs assessment, Vice President for Student Affairs will work with Parton Center for Health and Wellness staff on needs assessment

● **Strategy #15:** Establish a task force to explore the creation of a center to support LGBTQ+ students.

● **Responsible unit(s):** President

● **Timeline:** 2020-2022

● **Metric:** Develop a comprehensive plan for a proposed LGBTQ+ center and timeline for implementation

● **Accountability:** President will create an ad hoc task force of students, staff, and faculty, and task force members will develop the plan for a center

FOSTERING AND RESTORING COMMUNITY

This section focuses on how to create a stronger community. It offers strategies on how to prevent and address harm to individuals and how to recognize and report behaviors that cause harm. It commits to providing greater institutional clarity about policies and to exploring and [re]considering current practices. It also creates avenues for ongoing feedback and greater individual support.

PREVENTING, ACKNOWLEDGING, AND RESPONDING TO HARM

- **Strategy #1:** Develop an infrastructure for utilizing restorative practices both proactively for community building and in response to incidents that cause harm on campus

    - **Responsible unit(s):** Restorative Practices Steering Committee

    - **Timeline:** 2020-2022

    - **Accountability:** Restorative Practices Steering Committee will develop circle protocols, will develop and offer trainings for staff

- **Strategy #2:** Develop and offer ongoing opportunities for students to engage in critical conversations about healthy relationships (including sexual encounters and consent)

    - **Responsible unit(s):** Health and Wellness Education

    - **Timeline:** 2020-2022

    - **Accountability:** Health and Wellness Education staff will develop and facilitate workshops, promote student participation

- **Strategy #3:** Provide clear communication about behaviors prohibited under the Discrimination Policy, including behaviors addressed by the Community Bias Response Team (CBRT) as well as how members of the campus community can report policy violations and/or bias incidents. The behaviors prohibited include sexual assault and misconduct, domestic and dating violence and misconduct, and stalking.

    - **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI), General Counsel, Community Bias Response Team (CBRT), Communications

    - **Timeline:** 2020-2021

    - **Accountability:** Chief Diversity Officer (CDO) will collaborate with Office of Institutional Diversity, Equity and Inclusion (OIDEI) staff (Civil Rights &

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Title IX Coordinator, Human Relations Officers), General Counsel, CBRT, and Communications on the development of a webpage and will share the webpage via the Middlebury DEI website to ensure transparency and accountability

● **Strategy #4:** Develop and offer ongoing opportunities for students to engage in critical conversations about consent, sexual violence, and the reporting and investigation process for incidents of Sexual Misconduct, Domestic and Dating Violence and Misconduct, and Stalking in order to foster a culture of safety, respect, and community accountability and to increase student awareness of, access to, and utilization of campus resources related to violence prevention and response

● **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI), General Counsel, Health and Wellness Education

● **Timeline:** 2020-2021

● **Accountability:** OIDEI staff (Civil Rights and Title IX Coordinator; Human Relations Officers; Coordinator for Educational Outreach and Restorative Practices) will partner with Health and Wellness Education staff and consult with student orgs (SGA RSR Committee, MiddSafe, GreenDot, and SPECS) to develop and facilitate workshop and promote student participation

● **Strategy #5:** Develop and offer regular workshops to help faculty and staff understand their reporting requirements related to discrimination, harassment, and sexual and dating violence; to help faculty and staff understand how the reporting and investigation process works; and to help faculty and staff provide informed referrals to appropriate resources for members of the campus community

● **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI), General Counsel, Provost, Vice President for Student Affairs, Human Resources

● **Timeline:** 2020-2021

● **Accountability:** OIDEI staff (Civil Rights and Title IX Coordinator; Human Relations Officers; Coordinator for Educational Outreach and Restorative Practices; Director of Education for Equity and Inclusion) will collaborate with General Counsel on content development for the workshop, Provost will promote faculty participation, Vice President for Student Affairs and Human Resources will promote staff participation, OIDEI staff will facilitate the workshop

● **Strategy #6:** Host weekly office hours where students, staff, and faculty can share concerns related to difficult issues, seek support related to climate barriers, explore potential strategies to address concerns, and access individual consultation to develop strategies for navigating and responding to difficult issues

● **Responsible unit(s):** Director of Education for Equity and Inclusion (DEEI), Student Government, Community Council, Faculty Committee on Diversity, Equity and Inclusion (CDEI)

● **Timeline:** 2020-2021

● **Accountability:** Director of Education for Equity and Inclusion will collaborate with Student Government, Community Council, and CDEI to promote weekly office hours, DEEI will identify systemic climate concerns that can be addressed through DEI strategic plans

● **Strategy #7:** The Senior Leadership Group will meet three times per semester with Black student organizations and other key stakeholders in the issues of BIPOC student affairs.

● **Responsible unit(s):** Senior Leadership Group

● **Timeline:** 2020-2021

● **Accountability:** SLG will schedule meetings and produce minutes, Representatives of BIPOC cultural orgs will report events of meetings to their respective organizations and gather feedback from their respective organization members, At the end of the semester Participants will collaborate to form an outline for a joint statement to be emailed to the Middlebury community on the collaborative work that has occurred in the past months.

● **Strategy #8:** Establish a Student Advisory Council for the Office of Institutional Diversity, Equity and Inclusion (OIDEI) to provide ongoing feedback and recommendations related to campus concerns, barriers faced by historically underrepresented students (BIPOC students, low-income students, first-generation students, students with disabilities , LGBTQ+ students, international students, undocumented students, students of faith), and efforts to address racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism

● **Responsible unit(s):** Chief Diversity Officer (CDO)

● **Timeline:** 2020-2021

● **Accountability:** CDO will recruit members for the Student Advisory Council, work with members to establish a regular meeting schedule during the academic year, and collaborate with members to advance existing DEI initiatives and to identify initiatives for future implementation

● **Strategy #9:** Explore options for including a question about accessibility, equity, inclusion, and classroom climate on the Course Response Form (CRF)

● **Responsible unit(s):** Faculty Council, Educational Affairs Committee

- **Timeline:** 2021-2022

- **Accountability:** Faculty Council and the Educational Affairs Committee will collaborate to explore possible options for adding a classroom climate question to the Course Response Form

- **Strategy #10:** Develop and promote an online form that can be used to report bias-related incidents

- **Responsible unit(s):** Community Bias Response Team (CBRT), Chief Diversity Officer (CDO)

- **Timeline:** Fall 2019

- **Accountability:** CBRT will develop the form and monitor and respond to reports, Chief Diversity Officer will share reporting form via the Middlebury DEI website

- **Strategy #11:** Develop and promote an online form that can be used to report incidents of discrimination, harassment, and violence

- **Responsible unit(s):** Civil Rights & Title IX Coordinator, Human Relations Officers

- **Timeline:** 2020-2021

- **Accountability:** Civil Rights & Title IX Coordinator and Human Relations Officers will develop the form and monitor and respond to reports, Chief Diversity Officer will share reporting form via the Middlebury DEI website

- **Strategy #12:** Explore and establish alternative options for responding to incidents of sexual misconduct, domestic and dating violence and misconduct, and stalking outside of the traditional adjudication process

- **Responsible unit(s):** Restorative Practices (RP) Steering Committee, Office of Institutional Diversity, Equity and Inclusion (OIDEI), General Counsel

- **Timeline:** 2020-2021

- **Accountability:** RP Steering Committee will develop alternative and adaptable processes for responding to incidents of sexual misconduct and will collaborate with OIDEI staff (Civil Rights and Title IX Coordinator; Human Relations Officers) and General Counsel to incorporate and offer alternative options in the revised discrimination policy and protocols

- **Strategy #13:** Community Council will explore the role of the Department of Public Safety and collaboration with local police and private security, and will consider proposals and the viability of community-oriented systems of public safety and emergency crisis services

- **Responsible unit(s):** Community Council

- **Timeline:** 2020-2021
- **Accountability:** Community Council will present a proposal to the Senior Leadership Group. The SLG will outline to the community the role of DPS and our relationship to MPD and private security firms in the future.

● **Strategy #14:** Develop and offer regular educational opportunities related to diversity, equity and inclusion in the local community for interested business leaders and members of the community, including workshops that address how to respond to racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism

- **Responsible unit(s):** Director of Education for Equity and Inclusion, Center for Community Engagement (CCE)

- **Timeline:** 2021-2022

- **Accountability:** Director of Education for Equity and Inclusion will collaborate with CCE staff to identify best strategies to use for outreach to the local community and will work with business and community leaders to assess their needs with respect to DEI education, Director of Education for Equity and Inclusion will develop and facilitate workshops

ACCESSIBILITY

This section offers strategies to increase accessibility in the built environment, in learning spaces, and within electronic systems. It also focuses on improving transparency with respect to accessibility via campus maps and providing an avenue for reporting accessibility barriers.

● **Strategy #1:** Develop and offer resources and workshops for students, staff, and faculty that address how to plan and host accessible events

> ● **Responsible unit(s):** Director of Education for Equity and Inclusion, Student Activities, Middlebury College Activities Board (MCAB), Event Management, Orientation, Residential Life
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** Director of Education for Equity and Inclusion will develop and facilitate workshops, campus partners (Student Activities, Middlebury College Activities Board (MCAB), Event Management, Orientation, Residential Life) will promote and/or participate in workshops and adapt ongoing practices when planning events, Event Management will coordinate with and assist members of the campus community who are planning to host events

● **Strategy #2:** Develop an online registration system to coordinate exams for students who need additional time (related to extended time accommodations or make-up exams due to student illness, athletic travel, religious observation, family emergency, etc.) and identify funding to hire hourly employees to administer exams.

> ● **Responsible unit(s):** Disability Resource Center (DRC), Executive Vice President for Finance and Administration & Treasurer
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** DRC staff members will create content for registration form and develop projection of staffing/funding needs to administer exams, Executive Vice President for Finance and Administration & Treasurer will identify funding source(s)

● **Strategy #3:** Develop a prioritized timeline to increase the availability of inclusive technology in formal learning spaces (classrooms, labs, etc.)

> ● **Responsible unit(s):** Director of Academic Technology, Executive EIT Committee, Advisory Group on Disability, Access, and Inclusion (AGDAI), Disability Resource Center (DRC), Executive Vice President for Finance and Administration & Treasurer

- **Timeline:** 2020-2023

- **Accountability:** Director of Academic Technology, in consultation with Exec EIT Committee, DRC, and AGDAI, will conduct an inventory, report on needs, and develop a cost estimate and timeline for implementation, Executive Vice President for Finance and Administration & Treasurer will identify funding source(s), Director of Academic Technology will track metric and provide annual reports on progress beginning in 2022-2023

- **Strategy #4:** Assess the accessibility of Middlebury's web-based electronic systems (website, Canvas, Oracle, Help Desk, etc.) and implement changes needed to ensure accessibility for all users with the aim of surpassing WCAG 2.0 AA standards. Develop an EIT accessibility policy

  - **Responsible unit(s):** Executive EIT Committee, Communications

  - **Timeline:** 2020-2022

  - **Accountability:** EIT will recommend external advisors to assess website, identify barriers, and recommend an EIT Accessibility Roadmap. Communications will apply accessibility tools and techniques. EIT will assess and report on accessibility levels on an annual basis.

- **Strategy #5:** Provide a comprehensive and up-to-date online campus map that integrates accessibility information along with a document that breaks down accessibility details by building/room

  - **Responsible unit(s):** Communications, Facilities

  - **Timeline:** 2021-2022

  - **Accountability:** Facilities staff will create a document that breaks down accessibility details by building/room, Communications will update the online campus map

- **Strategy #6:** Develop a prioritized timeline to address accessibility barriers in the built environment

  - **Responsible unit(s):** Facilities, Advisory Group on Disability, Access, and Inclusion (AGDAI), Disability Resource Center (DRC), Executive Vice President for Finance and Administration & Treasurer

  - **Timeline:** 2020-2023

- **Accountability:** Facilities staff will survey and assess the built environment and develop a cost estimate and timeline in consultation with AGDAI and DRC, Executive Vice President for Finance and Administration & Treasurer will identify resources to cover costs, Facilities will track metric and provide annual reports on progress

- **Strategy #7:** Adopt, implement, and follow a protocol for building renovation and new construction that includes inclusive design practices related to both accessibility (built environment and technology) and gender inclusivity

  - **Responsible unit(s):** Advisory Group on Disability, Access, and Inclusion (AGDAI), Executive Vice President for Finance and Administration & Treasurer

  - **Timeline:** 2020-2024

  - **Accountability:** AGDAI has developed a protocol (MOU) for the use of inclusive design in campus building and renovation projects which is awaiting review by the Executive Vice President for Finance and Administration & Treasurer

- **Strategy #8:** Develop a mechanism to report accessibility barriers online related to campus buildings and grounds

  - **Responsible unit(s):** Facilities, Communications

  - **Timeline:** 2022-2023

  - **Accountability:** Facilities will collaborate with Communications to develop the form or modify current form so it can tag issues of accessibility, Facilities will monitor and respond to reports, Facilities will submit a summary of accessibility barriers that have been addressed at the end of each fiscal year, Chief Diversity Officer will share annual reports via the Middlebury DEI website to increase transparency

TRANSPARENCY AND ACCOUNTABILITY

This section offers strategies on how to improve communications and share data with respect to diversity, equity, and inclusion. It establishes mechanisms to regularly report out on progress related to Middlebury's strategic goals. It commits to ongoing assessment and planning to ensure new strategies are identified and implemented that will allow the work to continue to advance. It also introduces key initiatives designed to transform Middlebury into a more antiracist institution.

COMMUNICATIONS

- **Strategy #1:** Develop a communications strategy to ensure the centrality of diversity, equity and inclusion to Middlebury's mission is clear and messaged both consistently and effectively

  - **Responsible unit(s):** Communications

  - **Timeline:** 2021-2022

  - Accountability: Communications staff will write and publish articles and produce media, Chief Diversity Officer will link to published articles via the Middlebury DEI website to ensure transparency and accountability

REPORT ON DIVERSITY

- **Strategy #2:** Annually collect and report out aggregate data on the diversity of students, staff and faculty

  - **Responsible unit(s):** Admissions, Human Resources, Office of Institutional Assessment and Institutional Research (IR), Chief Diversity Officer (CDO)

  - **Timeline:** 2020-2021

  - **Accountability:** Admissions via Institutional Research will submit data on student diversity, Human Resources will submit data on faculty and staff diversity, Office of Institutional Assessment and Institutional Research will compile data for reporting, Chief Diversity Officer will share data via the Middlebury DEI website to ensure transparency and accountability

RELIGIOUS DATA

● **Strategy #3:** Annually collect aggregate demographic data on the religious/non-religious affiliation of students to allow for more comprehensive support related to spiritual and religious life

> ● **Responsible unit(s):** Scott Center for Spiritual and Religious Life, Office of Institutional Assessment and Institutional Research (IR)
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** Scott Center staff will work with Office of Institutional Assessment and Institutional Research (IR) to develop the new demographic question and to identify which survey(s) to include it on

DASHBOARD

● **Strategy #4:** Create and maintain a dashboard that tracks progress towards institutional DEI goals and anti-oppression and anti-racist initiatives

> ● **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI), Communications
>
> ● **Timeline:** 2020-2021
>
> ● **Accountability:** OIDEI will work with Communications to develop the dashboard template, Chief Diversity Officer will provide regular status updates and share annual progress reports via the dashboard on the Middlebury DEI website to ensure transparency and accountability

● **Strategy #5:** Provide an annual State of Diversity, Equity and Inclusion address/report to provide information on Middlebury's progress towards strategic DEI goals and anti-racism efforts

> ● **Responsible unit(s):** President, Chief Diversity Officer
>
> ● **Timeline:** 2021-2022
>
> ● **Accountability:** President and Chief Diversity Officer will collaborate on key points for annual address, Chief Diversity Officer will share content via the Middlebury DEI website to ensure transparency and accountability

ASSESSMENT, PLANNING, ACCOUNTABILITY, AND TRANSFORMATION

● **Strategy #6:** The Twilight Project. Middlebury College will undertake a multi-year project that seeks to engage the College community—students, faculty, staff, and alumni—in uncovering and reckoning with the histories of exclusion and marginalization at the College and in its surrounding areas, circa 1800 to the present. By doing so, the College will participate actively in a broader mission of institutional introspection and healing. We will assess and rethink what we know about our institution and inequality in order to guide the construction of a community grounded in justice, equity, and diversity.

> ● **Responsible unit(s):** Prof. Daniel Silva (Director, Assoc Prof of Luso-Hispanic Studies and Director of Black Studies), Prof. Bill Hart (emeritus, History), Rebekah Irwin (Director and Curator, Special Collections & Archives)
>
> ● **Timeframe:** 2020-2023
>
> ● **Accountability:** Progress will be captured on The Twilight Project website. The project will culminate in a symposium hosted by Middlebury in 2023, the year representing the bicentennial of Alexander Twilight's graduation.

● **Strategy #7:** Establish an Anti-Racist Taskforce comprised of students, staff, and faculty to undertake a multifaceted process of transforming our community into one that is always attentive to racism, addresses its destructive force, and creates the conditions to have courageous conversations. The taskforce will serve as a resource hub for activities conducted across campus to address systemic racism; fund student projects that develop pathways to a more equitable campus; work with student groups to raise consciousness, evaluate systems of power, and respond to institutional racism; develop strategies to realize change in the classroom and culture at large; map processes for accountability .

> ● **Responsible unit(s):** Director of Anti-Racist Taskforce, Dean of Faculty, President
>
> ● **Timeline:** Fall 2020
>
> ● **Accountability:** The director will meet regularly with the Dean of Students, the Dean of Faculty, and the Chief Diversity Officer, updating them on taskforce activities. The director will coordinate efforts with the Office of Institutional Diversity, Equity and Inclusion, the Anderson Freeman Resource Center, the Center for Comparative Study of Race and Ethnicity, Black Studies and relevant student organizations. Initiatives and progress will be posted and tracked online.

● **Strategy #8:** Establish a diversity, equity, and inclusion committee within the Board of Trustees with a focus on identifying and addressing barriers to access, equity, inclusion and retention of historically underrepresented students, staff, and faculty

- **Responsible unit(s):** Board of Trustees

- **Timeline:** 2020-2021

- **Accountability:** Board of Trustees will collaborate with the Senior Leadership Group (SLG) to identify ways that efforts at the Board level can align with and support efforts outlined in the DEI action plan

- **Strategy #9:** Hire an external consulting firm to conduct campus climate studies (including surveys and focus groups) every five years

  - **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI)

  - **Timeline:** 2023-2024

  - **Accountability:** OIDEI will coordinate with external consulting firm to conduct the campus climate studies, Chief Diversity Officer will share the climate reports via the Middlebury DEI website to ensure transparency and accountability

- **Strategy #10:** Develop a revised institutional DEI strategic plan every five years using (along with other data) the barriers identified in the most recent campus climate study to determine goals and strategies

  - **Responsible unit(s):** Office of Institutional Diversity, Equity and Inclusion (OIDEI)

  - **Timeline:** 2024-2025

  - **Accountability:** OIDEI will use data to draft revised DEI strategic plan, Chief Diversity Officer will share the DEI strategic plans via the Middlebury DEI website to ensure transparency and accountability

- **Strategy #11:** Develop and offer ongoing opportunities for administrators and supervisors (managers, directors, deans, department chairs, senior leaders) to engage in critical conversations and skill building related to equity and inclusion (staff development, mentoring, evaluation, team building, conflict management, restorative practices) with a focus on addressing barriers to access, equity, inclusion, and retention of historically underrepresented students, staff, and faculty

  - **Responsible unit(s):** Administrators, Supervisors, Human Resources, Organizational Development, Director of Education for Equity and Inclusion

  - **Timeline:** 2021-2023

- **Accountability:** Director of Education for Equity and Inclusion will collaborate with Human Resources and Organizational Development staff to develop, promote and facilitate DEI learning opportunities on an ongoing basis for administrators and supervisors

- **Strategy #12:** Support unit-level efforts to identify and implement DEI goals and strategies relevant to individual departments, units, programs or offices

  - **Responsible unit(s):** Chief Diversity Officer (CDO), Director of Education for Equity and Inclusion

  - **Timeline:** 2021-2024

  - **Accountability:** Chief Diversity Officer and Director of Education for Equity and Inclusion will provide consultation as needed for the development and implementation of goals as planning processes are initiated by individual units

- **Strategy #13:** Integrate inclusive excellence goals and benchmarks into the evaluation of senior academic and administrative leaders, with a focus on addressing barriers to access, equity, inclusion, and retention of historically underrepresented students, staff, and faculty

  - **Responsible unit(s):** Senior Leadership Group, Provost, Chief Diversity Officer

  - **Timeline:** 2022

  - **Accountability:** Senior academic leaders will submit the inclusive excellence goals for their areas to the Provost, Senior Leadership Group members will submit their inclusive excellence goals to the President, Chief Diversity Officer will share progress towards goals via the Middlebury DEI website to ensure transparency and accountability

APPENDIX A: MIDDLEBURY REPORTS AND DATA CONSULTED TO IDENTIFY INSTITUTIONAL BARRIERS

•Climate Assessment 2018-2019

•Community Conversation – May 2019

•*The Campus* article "Zeitgeist 2019"

•How We Will Live Together

•Committee on Speech and Inclusion

•Middlebury Race, Equity, and Leadership Project

•PEN America

•2012 Human Relations Committee Review

•Sense of the Faculty Motion

•Black Student Concerns

•Trust and Social Capital Study – SOAN 342

•Terhune Social Life Report

•Stress Study

•Employee Engagement Survey

•Dining Retreat Assessment

•Employee Engagement

•#BlackLivesMatter: A Call to Action from Your Students of Color

•A Demand for Racial Justice (Code of Conduct for BIPOC Safety, Security, and Prosperity in Higher education)

•The Black Experience In a Snapshot (Presentation and report to SGA)

•A Safer Middlebury: Cops Off Campus

•Support for Faculty, Staff, and Students of Color (Letter from faculty and staff of color in Vermont)

•AAUP Anti-Racism Group Proposal

APPENDIX B: INSTITUTIONAL BARRIERS IDENTIFIED IN CAMPUS CLIMATE DATA

	Institutional Barriers Identified
1	Need for increased preparation to promote an inclusive environment
2	Need for increased inclusivity in curriculum and teaching.
3	Need to reduce barriers to inclusion for BIPOC students, (staff, and faculty)
4	Need to reduce barriers to inclusion for students with disabilities
5	Need to reduce barriers to inclusion for students with disabilities
6	Need to reduce barriers for students of faith.

7	Need for increased institutional efforts to prevent and respond to incidents of harassment, discrimination and sexual assault.
8	Need for increased institutional transparency
9	Need for increased institutional accountability
10	Need for an affinity space for LGBTQ+ students
11	Need to increase financial support for low-income students
12	Need to decrease the impact of socioeconomic disparities on campus
13	Need to reduce barriers to inclusion in the local community
14	Need for increased efforts to promote inclusivity
15	Need for increased diversity
16	Need for improved institutional communication
17	Need for clear reporting mechanisms
18	Need for increased support for members of the campus community
19	Need for increased voice among members of the campus community
20	Need for affinity spaces for members of the campus community
21	Need for increased resources to support student mental health
22	Need to reduce social exclusion
23	Need to reduce barriers to recruitment and retention
24	Need for increased support for members of underrepresented communities

APPENDIX C: TIMELINE

In this appendix you will find a summary of the different strategies organized by timeframe. In the right column is the strategy number. These are color-coded to match the focus area (and match the headers in this document):

Blue	Faculty and Staff
Orange	Students
Purple	Fostering and Restoring Community
Green	Accessibility
Red	Transparency and Accountability

FALL 2020

Require applicants for new faculty positions to submit statements on inclusive practices in teaching, scholarship, mentoring, and/or service with their application materials	5.1
Develop and facilitate workshops for faculty search committees on hiring for and assessing multicultural competence	5.2
Update orientation for new faculty to include session on diversity equity, and inclusion (DEI) at Middlebury	6
Provide increased resources to support historically underrepresented students	14
Establish a task force to explore the creation of a center to support LGBTQ+ students.	15

2020-2021

Work with departments to prioritize the hiring of faculty to contribute to the Black Studies Program	1
Develop and regularly offer workshops on equitable and inclusive recruitment and hiring for faculty members serving on search committees	3
Update orientation for new staff to include DEI at Middlebury session	6.2
Develop and offer ongoing opportunities for faculty and staff to engage in critical conversations and skill building through workshops that address racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism	7
Develop an infrastructure for the support of new faculty cohorts that provides community building, support, and development related to promotion and tenure	8
Plan, host and provide resources to support regular social networking and community building for faculty and staff from historically underrepresented communities	9
Develop exit interview questions related to campus climate, distribute to all employees who choose to separate from Middlebury, and use data to identify and address barriers to retention	10
Establish a Student Ambassador Program to increase outreach and recruitment to prospective high school students located in rural, low-income serving, and racially and ethnically diverse areas	2

Develop and offer opportunities for critical conversations and skill building related to diversity, equity and inclusion for Admissions and Student Financial Services staff	5
Workshops on recognizing and responding to microaggressions for students serving in campus leadership positions	9
New student orientation sessions that introduce equity and inclusion as core values	10
Develop and offer ongoing opportunities for students to engage in critical conversations and skill building, including dialogues that address racism, ableism, sexism, heterosexism, cissexism, religious and spiritual oppression, classism, and sizeism	11
Develop an infrastructure for utilizing restorative practices both proactively for community building and in response to incidents that cause harm on campus	1
Critical conversations about healthy relationships	2
Clear communication about behaviors prohibited	3
Critical conversations about consent, sexual violence, reporting	4
Reporting requirements for faculty and staff	5
Weekly office hours where students, staff, and faculty can share concerns related to difficult issues, seek support	6
Senior Leadership Group will meet three times per semester with Black student organizations	7
Establish a Student Advisory Council for the Office of Institutional Diversity, Equity and Inclusion (OIDEI)	8
Online form that can be used to report bias-related incidents	10
Online form that can be used to report incidents of discrimination, harassment, and violence	11
Explore alternative options for responding to incidents of sexual misconduct	12
Community Council will explore the role of the Department of Public Safety	13
Develop a prioritized timeline to increase the availability of inclusive technology in formal learning spaces	3
Assess the accessibility of Middlebury's web-based electronic systems	4
Develop a prioritized timeline to address accessibility barriers in the built environment	6
Protocol for building renovation and new construction that includes inclusive design	7
Annually collect and report out aggregate data on the diversity of students, staff and faculty	2

Create and maintain a dashboard that tracks progress towards institutional DEI goals	4
Twilight Project.	6
Anti-Racist Taskforce	7
DEI committee within the Board of Trustees	8

2021-2022

Explore funding options to support partner hires and post-doctoral residencies	2
Develop and regularly offer workshops on equitable and inclusive recruitment and hiring for staff members serving on search committees	4
Offer access to development, training, and mentoring for incoming faculty through the National Center for Faculty Development & Diversity	9
Increase annually the percentage of admitted students who are historically underrepresented at Middlebury	1
Introduce equity and inclusion as core values in all new student recruitment contact (tours, information sessions, open houses, high school visits, etc), establish the expectation that equitable and inclusive practices are the shared responsibility of all members of the Middlebury community, and highlight campus resources related to diversity, equity, and inclusion	3
Increase the accessibility of campus visits for all participants (tours, open house, information sessions)	4
Identify and implement strategies to reduce the financial barriers associated with purchasing course materials for students from lower socioeconomic backgrounds	7
Resources to enhance student mental health	12
Partnerships to increase student achievement	13
Course Response Forms	9
Workshops in local community for interested business leaders and members of the community	14
How to plan and host accessible events	1
Online registration system to coordinate exams for students who need additional time	2
Online campus map	5
Communications strategy	1
Demographic data on the religious/non-religious affiliation	3
Annual State of Diversity, Equity and Inclusion report	5
Ongoing opportunities for administrators and supervisors to engage in critical conversations and skill building related to equity and inclusion	11
Support unit-level efforts to identify and implement DEI goals and strategies	12

2022-2023

Develop a strategic financial aid policy beyond "need blind and covering full demonstrated need" and increase resources to ensure the recruitment and retention of students from Black, indigenous, and historically underrepresented groups as well as diverse socio-economic backgrounds.	6
Develop a mechanism to report accessibility barriers online	8
Integrate inclusive excellence goals and benchmarks into the evaluation of senior academic and administrative leaders	13

2023-2024

Grow endowed fund to enable students from lower socioeconomic backgrounds to participate in the full Middlebury experience	8
Conduct campus climate studies every five years	9

2024-2025

Develop a revised institutional DEI strategic plan every five years	10

APPENDIX D: GLOSSARY OF TERMS

Ableism - discrimination in favor of abled people; using *abled* rather than *able-bodied* because people may be able-bodied, but have cognitive or psychological disabilities

Accessibility - the extent to which a facility, information, and resources are readily approachable, usable, and available

Accommodation - making changes to standards and policies to ensure spaces are accessible for people with varying identities, especially people with disabilities, transgender and gender non-conforming people, and religion

Anti-Oppression - strategies, theories, and actions that challenge social and historical inequities and injustices that are systemic to systems and institutions by policies and practices that allow certain groups to dominate over other groups

Anti-Racism - active and consistent process of change to eliminate individual, institutional, and systemic racism

Bias - subjective opinion, preference, prejudice or inclination, often formed without

reasonable justification; a preference for or against

Cissexism - systemic discrimination against transgender people

Classism - cultural, institutional and individual set of practices and beliefs that assign value to people according to their socio-economic status

Discrimination - the unjust or prejudicial treatment of different categories of people (e.g., race, age, gender)

Diversity - a multiplicity of shared and different individual and group experiences, values, beliefs, identities, and characteristics among people

Erasure - practice in which a dominant culture, attempts to negate, suppress, remove and, in effect, erase the culture of a subordinate culture

Ethnicity - multiplicity of beliefs, behaviors and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity

Equality - the state of being equal, especially in status, rights, and opportunities

Equity - fair treatment of everyone that addresses specific needs, barriers and accommodations to ensure all have equal opportunity to participate in all aspects of society and its benefits

Gender - the socially and culturally constructed roles, behaviors, activities, and characteristics presumed to a person

Heterosexism - systemic discrimination against queer people; assumption that heterosexuality is the "normal" or default sexual orientation

Inclusion - authentically and intentionally bringing historically excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power

Indigenous - referring to the first people of a place; in the United States, Indigenous folx have previously been called First Nations people, Indians, Native Americans; Indigenous is inclusive of all tribes and nations

Oppression - systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while other have ready access

Power - unequally distributed globally and in the United States societies; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources

Prejudice - preconceived opinion that is not based on reason or actual experience

Privilege - Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, men privilege, straight privilege, cisgender privilege)

Race - political construction created to concentrate power with white people and legitimize dominance over non-white people

Racism - individual, cultural, institutional, and systemic ways groups are treated differently due to race or ethnicity

Sexism - ideology that supports patriarchal values; systemic oppression against women

Sexual Orientation - a person's sexual identity in relation to the gender they are attracted to

Sizeism - systemic oppression based on a person's size

Social Justice - equitable economic, social, political rights, opportunities, and treatment of all people