

COLLEGE OF AGRICULTURE & LIFE SCIENCES

Inclusive Excellence Action Plan

Updated 8/27/19

General Information

1. **Interim Dean:** Jean Harvey

2. **Person submitting plan on behalf of College:**
 Name: Catherine (Kate) Finley Woodruff
 Title: Associate Dean
 Department/Office/Unit: Dean's office
 E-mail address: cfinleyw@uvm.edu
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3. **Departments within the College:**
 - a. Animal and Veterinary Science
 - b. Community Development and Applied Economics
 - c. Microbiology and Molecular Genetics
 - d. Nutrition and Food Sciences
 - e. Plant Biology
 - f. Plant and Soil Science
 - g. Cross-College programs include Environmental Science, Environmental Studies, Biochemistry, Biological Sciences
 - h. UVM Extension

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

Name	Title	Department/Office/Unit
Jean Harvey	Interim Dean	
Catherine (Kate) Finley Woodruff	Associate Dean	CALS Dean's office
Celia Rainville	Administrative Professional	CALS Dean's office
David Townson	Chair	Animal and Veterinary Science
Jane Kolodinsky	Chair	Community Development and Applied Economics
Beth Kirkpatrick	Chair	Microbiology and Molecular Genetics
Jean Harvey	Chair, Associate Dean	Nutrition and Food Sciences
David Barrington	Chair	Plant Biology
Ernesto Mendez	Chair	Plant and Soil Science
Dan Lerner	Associate Director	Extension
Chris Koliba	Chair	CALS Equity, Diversity and Inclusion Committee

* Reflection and feedback gathered from several faculty throughout the College, including adjunct faculty.

Components of Inclusive Excellence Summary

Pillar 1: Academics

Component 1: Faculty Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
College of Agriculture and Life Sciences (CAL S) Teaching and Advising Workshop: held in late August each year, topics include strategies to teach and engage international students, as well as provide information on how to support diverse populations and access campus resources.	CALS Dean's office
Support and encourage faculty to offer Diversity designated courses (D1 and D2): In 2016-2017 academic year, CAL S offered seven diversity courses, teaching 1,078 students across campus about social equity, diversity, and inclusiveness. Many of these courses were supported with teaching assistants and open to students across campus.	Community Development and Applied Economics, Nutrition and Food Sciences
Support faculty research and collaboration in several areas of diversity and inclusiveness including social justice, climate and environmental justice. Examples include work with economically disadvantaged Vermonters living in mobile home parks vulnerable to natural disasters, migrant workers on Vermont farms, work with international low-income farmers in Peru, St. Lucia, Honduras, and Sri Lanka, and work with the Peruvian Conservation Law Foundation.	CALS Dean's office and Departments
Support of faculty-led study abroad programs that include work with underserved, diverse populations.	CALS Dean's office and Departments
Faculty member received multiple USDA grants to host international professionals from Albania, South Africa, Central America and Ukraine to learn about agricultural finance and organic farming.	Community Development and Applied Economics, Extension

Component 2: Student Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Offer Diversity designated courses (D1 and D2) addressing community development and population, social equity, farm to table food systems, and perspectives on identity, prejudice, and power.	Department of Community Development and Applied Economics (CDAE), Nutrition and Food Sciences
Faculty member serving as an unofficial designated mentor and support person for Chinese students with the CDAE department and beyond, assisting with cultural and language transition and interpretation. Chinese teaching assistant also hired to specifically support Chinese students.	Department of Community Development and Applied Economics (CDAE)
Opportunities to receive credit for internships that include opportunities such as working with the Vermont Refugee Resettlement Program.	CALs Departments
Service-learning courses that offer opportunities for students to engage with the community and support underserved populations through organizations such as food banks, the Peace and Justice Center, and the Committee on Temporary Shelter, DREAM, Fabia Nascimento, ALANA, Students with Disabilities, Hillel, Campus Kitchen, Asian American Student Union. Alianza Latina, and the Committee on Temporary Shelter (COTS), which named CDAE the 2015 Community Partner of the Year. In addition, guest speakers from diverse backgrounds are incorporated into courses, including the opportunity to skype with representatives of indigenous populations from Latin America and Africa.	CALs Departments
Distinguished Undergraduate Research Program-Open to all students, in all majors of CALS. This provides an opportunity to be recognized for research beyond Honors College membership.	CALs Dean's office
Held a CALS workshop with students to discuss diversity, equity and inclusion.	CALs Dean's office, members of the CALS DEI Committee, graduate and undergraduate students
Creating a new mentor program for first year students. Junior and Senior CALS students, several from diverse backgrounds, will provide support, social interaction, and information for all CALS first year students opting in to the program. Mentors will conduct a walking tour of student support services and identity centers across campus.	CALs Dean's office

Component 3: Curriculum, Pedagogy, and Research

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
<p>Support and encourage faculty to offer Diversity designated courses (D1 and D2): In 2016-2017 academic year, CALS offered seven diversity courses, teaching 1,078 students across campus about social equity, diversity, inclusiveness, and diversity. Many of these courses were supported with teaching assistants. In 2017-18 14 sections of D1/D2 courses were offered, including summer. In 2018-19, 11 sections were offered. We anticipate a similar number of sections for the 2019-20 year.</p>	<p>Community Development and Applied Economics, Nutrition and Food Sciences Departments</p>
<p>Extensive faculty research with underserved populations, including work with vulnerable Vermonters, migrant farmworkers, research with the Akwesasne Mohawk tribe in NY/Canada, international communities in Peru, Brazil, Sri Lanka, St. Lucia, Syrian refugees in Germany, low income populations in Tanzania, and many more non-profit organizations and government agencies to explore food insecurity, climate change, agricultural economics, etc.</p>	<p>CALS departments</p>
<p>In 2017, graduate students provided a consultancy to the Vermont Council on World Affairs, a group that sponsors talks and exchanges of ideas between nations. These students are developing a membership and marketing plan for the organization designed to diversify their membership base and reach, attempting to bring international exposure to underserved, remote rural communities.</p>	<p>Department of Community Development and Applied Economics (CDAE)</p>
<p>The MPA graduate program has two diversity related competencies that all students must demonstrate having met or exceeded the standard. These include appreciation for the value of social equity and support of workforce diversity.</p>	<p>Department of Community Development and Applied Economics (CDAE)</p>

Pillar 2: Community

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
<p>CALS Diversity Recruitment & Retention Plan to hire and retain Faculty & Staff is available on CALS Website. https://www.uvm.edu/sites/default/files/Diversity%20Recruitment%20and%20Retention%20Plan.pdf All hiring committee's go through AA/EEO training to ensure compliance with hiring practices. All searches comply with UVM guidelines to attract a broad and diverse applicant pool.</p>	<p>CALS Dean's office, Chairs, and Search Committees and/or hiring managers</p>

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
<p>CALS Teaching and Advising Workshop: held in late August each year, includes strategies to teach and engage international students, as well as provide information about support services and groups for diverse populations.</p>	<p>CALS Dean's office</p>
<p>Faculty & Staff are encouraged to attend trainings offered on campus. Admission to Blackboard Jungle is paid for all faculty & staff by CALS Deans Office including Extension locally and throughout the state.</p>	<p>CALS Dean's office, Chairs & Supervisors.</p>
<p>CALS Inclusive Excellence Plan, (https://www.uvm.edu/sites/default/files/media/CALS_Action_Plan.pdf) is posted on the website for access by faculty, staff, and students, as well as the general public.</p>	<p>CALS Dean's office</p>
<p>Created a CALS Diversity, Equity and Inclusion Committee supported with Dean's office resources including a \$5000 budget and commitment of time on the committee of the Associate Dean.</p>	<p>CALS faculty</p>
<p>CALS EDI Committee created and posted a website which includes a mission, definitions and intended actions. https://www.uvm.edu/cals/cals-equity-diversity-and-inclusion-committee. We will be launching a listserve in Fall 2019.</p>	<p>CALS EDI and Dean's Office</p>
<p>Intensive three-day training for the CALS EDI with "We All Belong" on cultural competency, equity, and inclusion. The group exercises challenged the committee to think about the culture of CALS and our own personal bias. These exercises were then shared at the Faculty</p>	<p>CALS Dean's office and EDI Committee</p>

retreat in August 2019, and encouraged the continuation of the exercises within departments. http://www.cqstrategies.org/services/	
Sent teams to participate in national land grant institution trainings and conservation in October 2018 and April 2019. https://impact.extension.org/summit/ . The team earned an Award at this conference. https://impact.extension.org/2019/05/vermont-dei-from-the-university-of-vermont-receives-top-score-for-northeastern-region-teams-at-impact-collaborative-summit/	CALS Extension
Held a well-attended and very engaged session on understanding and responding to Microaggressions at the Extension Professional Improvement Conference (EPIC) at the Woodstock Inn, May 2019.	CALS Extension
Encourage the participation of faculty and staff in trainings provided by other colleges and central administration.	CALS Dean’s Office

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Regular Faculty & Staff meetings at both the Dean’s level and Department level to ensure open communication. Employees have input into the agendas and there is opportunity for questions or discussion.	Dean’s office & Department Chairs
“CALS Reps” is a group of students who represent the college at admission and orientation, and act as mentors and ambassadors for the college. Diverse students are represented in this organization. CALS EDI Committee defines “Diverse” as <i>“all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, ability status, sexual orientation, class, veteran status, socioeconomic status, ability, education level, marital status, language, and body size. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.”</i>	CALS Dean’s office
CALS foundation courses for first year students include teaching assistants who act as mentors and provide support to their peers. Students from	CALS faculty and Dean’s office

diverse backgrounds are encouraged to apply. In 2017, approximately 15% of the TA's were students from diverse backgrounds.	
Faculty working directly with international students as mentors, as well as providing inclusive space in the classroom to work together and support each other.	CALS faculty
Presented the 2019 Diversity Award to a member of Migrant Education team at the EPIC Conference.	CALS Extension
Provide training on Universal Design Principles during the Spring 2020 CALS Advising and Teaching Workshop	CALS Dean's Office

Component 4: Programs, Services, & Events

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Extension programming including The Vermont Migrant Education Program, The Bridges to Health Program, Huertas Food Security Project, and New American Farmer Project.	Extension
CDAE 20 th Anniversary, held in 2014, celebrated community international development, engaging over 300 students in a week-long celebration. https://issuu.com/cdae/docs/newsletter	Department of Community Development and Applied Economics (CDAE)
Peace Corps Preparation Program	Department of Community Development and Applied Economics (CDAE)
Host of the Vermont Peace Corp Recruiter	Department of Community Development and Applied Economics (CDAE)
Host of presentation "Farming While Black" by Leah Penniman in Spring 2019.	CALS Department-Plant and Soil Science and Environmental Studies
Faculty member from Africa worked with Go Global Vermont, assisting them with their visit to Kenya with setting up meetings, and travel logistics.	CALS faculty
Engaging graduate students to work with five rural high schools across VT to facilitate the implementation of VT Act 77 (Proficiency Based Learning).	Department of Community Development and Applied Economics (CDAE)
Plenary that used storytelling as a way of demonstrating how Extension people are already working on equity and inclusion in meaningful ways	CALS Extension
Outcome of an Extension workshop documented 73 specific ideas of how staff and faculty are going to work together more effectively to reach people at the margins of Extension's work.	CALS Extension

Pillar 3: Environment

Component 1: Physical Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
All buildings on main campus are handicap accessible and meet code/UVM regulations.	UVM Physical Plant
Upgrade of public restrooms at the UVM Morgan Horse Farm in 2019, as well as widening entryways to the facility.	CALS Dean's office

Component 2: Technology Use and Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Designated IT Professionals to provide IT support to Faculty & Staff in CALS	CALS Dean's office
Provide equipment, space, and support of computer labs that are available to all students equitable access	CALS Dean's office
A faculty member has established a specific section on Blackboard for international students with strategies to help them succeed in large lecture courses.	CALS faculty
In some CALS courses, ESL students are given extra time on exams and are allowed to use electronic dictionaries	CALS faculty

Component 3: Cognitive Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Student Enrollment Specialist works closely with students to provide resources and support when in academic and/or personal crisis. This includes communication with ACCESS, and assistance to students in navigating Student Accessibility Services.	CALS Dean's office

Component 4: Inclusive Spaces

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Provide meeting space to host several international and diverse presenters and speakers which are open to all students.	CALS Departments

Pillar 4: Operations

Component 1: Policies, Procedures, and Practices

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CALS and Extension policies are informed by the United States Department of Agriculture (USDA) Civil Rights Review, with recommendations on continuing to increase diversity of faculty and staff. CALS has undergone two such reviews.	CALS Dean's office
Ensure compliance with UVM's policies, procedures and practices in daily operations.	CALS Dean's office, Chairs and Departments
Follow and promote the University's flexible work arrangement procedure in an effort to recognize the varied needs of employees.	CALS Dean's office and Departments
Compliant with onboarding practices recommended by Human Resource Services for both staff and faculty to ensure everyone is aware of the various resources available to them at the University.	CALS Dean's office and Departments
CALS Workforce Diversity Recruitment and Retention Plan is in practice and accessible for all to view on CALS' website. https://www.uvm.edu/sites/default/files/Diversity%20Recruitment%20and%20Retention%20Plan.pdf	CALS Dean's office

Component 2: Evaluation and Assessment

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
CALS complies with the University's guidelines regarding Faculty & Staff Performance Review. Staff evaluation includes the Civility & Cultural Competency per standard form.	CALS Dean's office, Chairs and Supervisors
The CALS Senior Exit Survey is under revision. This will be reviewed by the CALS EDI Committee.	CALS Dean's office

Component 3: Financial

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Financial support to attend Blackboard Jungle Symposium and/or professional development funding available to support various interests.	CALS Dean's office

Component 4: Internal/External Communications

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Internal communication of upcoming events and speakers that relate to diversity	CALS Departments
Promote diversity courses on our website, and keep open enrollment to all UVM students.	CALS Dean’s office and Departments

Action Plan for the Four Pillars of Inclusive Excellence

Pillar 1: Academics

Central to the mission and strategic goals of the University of Vermont is excellence in the academic experience to help prepare members of our community to be globally responsible and engaged citizens, advance knowledge, and build critical thinking and problem-solving skills.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. Our Diversity (D1 and D2) courses have consistently grown in enrollment to be some of the largest classes on campus. These courses often serve as an introduction to our majors, where students have the opportunity to focus more of their studies in the area of diversity, inclusion, social equity, food access, and community development.
 - b. As a result of stellar advising and mentoring of our CALS students, recently two CALS students of color were placed in internships to work with Vermont’s congressional delegation on public policy. One continued on after graduation in this capacity in a full-time position.

2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. One example is a faculty member from China who is the designated mentor and support person for international students. Often this role provides interpretation, explanation of assignments, directions to additional resources, in their native language.
 - b. International faculty-led programs to many cultures, diverse and underserved populations. Some of the signature programs include St. Lucia, Peru, Sri Lanka, Brazil, and more. These experiences offer students the opportunity to not only travel abroad, but develop a deeper tolerance, respect, and understanding for diverse cultures and the needs of underserved populations.
 - c. A faculty member has established a specific section on blackboard for international students with strategies to help them succeed in large lecture courses. In addition, a review session for ESL student is provided weekly,
 - d. In some CALS courses, ESL students are given extra time on exams and are allowed to use electronic dictionaries.
 - e. Participate in all calling and recruitment campaigns for students of color in collaboration with Enrollment Management.

3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Increase diversity communication among faculty, staff, and students.
 - b. Create an active, engaged student group with a focus on diversity, equity and inclusion
 - c. Engage the CALS Diversity, Equity, and Inclusion group to further assess needs and opportunities, assist in trainings and advise the Dean.
 - d. Make recommendations to standardize diversity language in syllabi, and encourage faculty to identify relevant course content and purpose that relates to diversity and inclusiveness.
 - e. Develop cross-college collaborations to provide more opportunities for students to learn about diversity and inclusiveness from various perspectives.
 - f. Consider increasing the number of international teaching assistants.
 - g. Support workshops, speakers, and new events within departments to celebrate diversity, equity and inclusion.
 - h. Expand our Teaching and Advising Workshop to include more consistent and in-depth discussions on how to support diverse populations.
 - i. Consider new opportunities to provide international faculty mentor for students.
 - j. Survey diversity students in CALS to learn more about how we can support them, and what needs they may have.
 - k. Provide more guidance and “best practices” to faculty and staff for supporting diverse students.
 - l. Continue to work with Student Enrollment on new initiatives and opportunities to increase the diversity population of CALS students.

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. Consider creating a scholarship to support students who are economically disadvantaged to afford an opportunity to travel abroad.
 - b. Consider creating a faculty award and recognition in CALS for diversity work and inclusive excellence.
 - c. Consider creating a CALS Inclusiveness Excellence Committee to include students, staff and faculty, perhaps in collaboration with other units. (DONE)
 - d. Provide funding for CALS students to create an organization to celebrate diversity. (DONE)
 - e. Develop language to address the importance and commitment of diversity and inclusive excellence to the college and request it be included in all syllabi throughout the college. The syllabi could also indicate how the class might address inclusivity and diversity.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Participation and attendance by faculty, staff, and students at events, workshops, etc.
 - b. Results from surveys of students of diversity and senior exit survey.
 - c. Analysis of retention rates

Pillar 2: Community

The University of Vermont aspires to be a community that affirms and demonstrates the value of the diverse identities and backgrounds of its members, promotes multicultural competence, and builds positive and productive connections throughout the community.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. The result of the extensive work of faculty, staff, and students to engage in service-learning courses, work with underserved populations, and gain a deeper understanding for cultural diversity, is that our students are well prepared to work in a diverse environment, and our faculty, staff, and students understand CALS' commitment to supporting underserved populations.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. Faculty research is applied and relevant to many diverse and underserved populations, providing information and tools to build stronger communities, locally, nationally, and internationally. One example is a faculty member researching childcare access for farm families and the disproportionate impact on women farmers in the US agricultural sector.
 - b. CALS faculty engage the community in the classroom, bringing diverse populations to the students and curriculum. Some examples include:
 - i. Vermont Adaptive Ski – two youth with Cerebral Palsy and their ski partner shared with students information about individuals with disabilities and about Adaptive Skiing.
 - ii. Vermont Refugee Resettlement – information about the history of refugees, the process of resettlement, issues and opportunities.
 - iii. Work with COTS homeless shelters, Chittenden Emergency Food Shelf and other non-profit organizations representing underserved populations.
 - iv. Guest speakers on migrant dairy workers in Vermont and agro-ecology in Central America.
 - v. WIC (Women, Infant, and Children) program
 - vi. Hunger Free Vermont
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Consider creating a CALS Inclusive Excellence Advisory Committee, perhaps collaboratively with other units that will include faculty, staff, and students, for the purpose of advancing the engagement and communication of the CALS community as it relates to diversity, equity, and inclusive excellence.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. With assistance from the CALS Inclusive Excellence Advisory Committee, create benchmarks and goals for diversity and inclusiveness in the college.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Participation and attendance by faculty, staff, and students at events and workshops
 - b. Results from surveys of faculty goals toward diversity and inclusiveness.
 - c. Analysis of retention rates

Pillar 3: Environment

The University of Vermont strives to create physical, virtual, and educational living, learning and work environments that are inclusive and accessible to all in our community.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. Provide a supportive space for faculty, staff, and students to work and learn.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. A faculty member has created physical and virtual space within the classroom for students of diverse backgrounds to come together for support and collaboration.
 - b. CALS sponsors the Landscape Ecology, Agriculture and Food (LEAF) living/learning community for first year students to support their transition to UVM and provide a community of students with similar areas of interest.
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Continue to work collaboratively within our unit, as well as across the university to build an inclusive environment in CALS.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. University-wide expertise, guidance, and facilitation of training and professional development that our faculty, staff, and students can engage in to increase inclusive excellence in CALS.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Consider surveying faculty, staff, and students about the CALS environment to evaluate how effectively we are providing inclusive excellence.
 - b. Enrollment, retention, and graduation rates of diverse students.
 - c. Recruitment and retention of diverse faculty and staff.

Pillar 4: Operations

Business operations and organizational processes (e.g., policy development, fiscal and capital planning, human resource functions, and organizational practices and procedures) are critical to the daily functioning and long-term health of the University of Vermont.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. Currently, we are in compliance with UVM's policies, procedures and practices in daily operations.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. Currently, we are in compliance with UVM's policies, procedures and practices in daily operations.
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Increase communication about diversity and inclusiveness with staff and faculty.
 - b. Create opportunities to communicate concerns, suggestions, and post comments as it relates to diversity, inclusiveness for students, staff, and faculty in CALS.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. Communicate and promote opportunities for professional development to all staff and faculty.
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. Program attendance, feedback through communication channels, faculty and staff meetings, senior exit survey