COLLEGE OF ARTS AND SCIENCES

Inclusive Excellence Action Plan

June 2019

General Information

1. **Dean:** William Falls

2. **Person submitting plan on behalf of College:**
   
   Name: Rory Waterman
   
   Title: Associate Dean
   
   E-mail address: [rory.waterman@uvm.edu](mailto:rory.waterman@uvm.edu)
   
   Phone number: 802-656-0278

3. **Departments within the College:**
   
   a. Anthropology Department
   
   b. Art and Art History Department
   
   c. Asian Languages & Literatures Department
   
   d. Biology Department
   
   e. Chemistry Department
   
   f. Classics Department
   
   g. Computer Science
   
   h. Critical Race and Ethnic Studies Program
   
   i. Economics Department
   
   j. English Department
   
   k. Film and Television Studies Program
   
   l. Geography Department
   
   m. Gender, Sexuality and Women's Studies
   
   n. Geology Department
   
   o. Global and Regional Studies Program
   
   p. German and Russian Department
   
   q. Health and Society Program
   
   r. History Department
   
   s. Holocaust Studies Program
   
   t. Linguistics Program
   
   u. Mathematics and Statistics Department
   
   v. Music Department
   
   w. Philosophy Department
   
   x. Physics Department
   
   y. Plant Biology Department
z. Political Science Department
aa. Psychological Science Department
bb. Religion Department
cc. Romance Languages Department
dd. Sociology Department
ee. Theatre and Dance Department
ff. Vermont Studies Program

4. **Implementation team members:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department/Office/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Falls</td>
<td>Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Linda Burnham</td>
<td>Assistant Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Kelley Di Dio</td>
<td>Associate Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Kathy Fox</td>
<td>Associate Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Sarah Helmer</td>
<td>Assistant Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Lise Larose</td>
<td>Assistant Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Abigail McGowan</td>
<td>Associate Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Rory Waterman</td>
<td>Associate Dean</td>
<td>CAS</td>
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</tbody>
</table>
Components of Inclusive Excellence Summary

Pillar 1: Academics

Component 1: Faculty Support and Engagement

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Taskforce</td>
<td>CAS Dean’s office/ Committee of College chairs and faculty charged with addressing diversity and inclusion in faculty searches and in the execution of college and departmental functions.</td>
</tr>
<tr>
<td>CAS Faculty Fellow for Diversity</td>
<td>CAS Dean’s Office / The Fellow is responsible for addressing issues of climate for faculty, staff, and students. The Fellow is also charged with coordinating College-wide professional development.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>CAS Dean’s office / Ensuring faculty and staff participation in University-wide professional development opportunities. Identifying, scheduling and ensuring participation in College-specific professional development opportunities.</td>
</tr>
<tr>
<td>College programming (speakers, etc.)</td>
<td>Departments, programs, &amp; CAS Dean’s office / CAS Dean’s office will encourage Departments and programs to offer programing that addresses our inclusive excellence goals.</td>
</tr>
</tbody>
</table>

Component 2: Student Support and Engagement

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1, D2, and other cultural offerings</td>
<td>Departments and programs / Ensuring that the University’s goals for satisfying D1 and D2 requirements are met.</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>CAS Dean’s office and departments / Ensuring that advisors are properly trained.</td>
</tr>
<tr>
<td>Undergraduate Diversity Fellows</td>
<td>CAS Dean’s Office and the CAS Faculty Fellow for Diversity / Diversity Fellows are supervised by the CAS Faculty Fellow for Diversity and are involved</td>
</tr>
</tbody>
</table>
with helping to establish and assess our inclusive excellence efforts.

**Component 3: Curriculum, Pedagogy, and Research**

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
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<tbody>
<tr>
<td>Professional Development Funds</td>
<td>CAS Dean’s office</td>
</tr>
<tr>
<td>Grants for research or professional development</td>
<td>CAS Dean’s office</td>
</tr>
</tbody>
</table>

**Pillar 2: Community**

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

<table>
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<tr>
<th>Action/Initiative/Activity</th>
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<tbody>
<tr>
<td>Tracking of students, faculty, staff</td>
<td>CAS Dean’s office, CAS Faculty Fellow for Diversity</td>
</tr>
<tr>
<td>Affirmative hiring practices</td>
<td>CAS Dean’s office, Diversity Task Force, &amp; departments</td>
</tr>
<tr>
<td>Retention efforts</td>
<td>CAS Dean’s office, CAS Faculty Fellow for Diversity</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework and majors in areas of diversity and cultural competency</td>
<td>Departments, programs, CAS Dean’s office</td>
</tr>
<tr>
<td>Programming and Professional Development in the College</td>
<td>CAS Dean’s office, CAS Faculty Fellow for Diversity</td>
</tr>
<tr>
<td>Support for faculty &amp; staff training</td>
<td>CAS Dean’s office, CAS Faculty Fellow for Diversity</td>
</tr>
</tbody>
</table>

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

Component is not applicable to the mission or work of college/division (please explain:

Efforts to address campus climate should be centrally led and the College would happily participate in those efforts. That said, addressing issues of climate in the College is being addressed through professional development and the work of the CAS Faculty Fellow for Diversity.
Component 4: Programs, Services, & Events

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<td>College programming (speakers, etc.)</td>
<td>Departments, programs, &amp; CAS Dean’s office / CAS Dean’s office will encourage Departments and programs to offer programming that addresses our inclusive excellence goals.</td>
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</table>

Pillar 3: Environment

Component 1: Physical Accessibility

Component is not applicable to the mission or work of college/division (please explain):

Physical accessibility is overseen by Facilities. We have asked Audit Services to conduct audits of space utilized by CAS for accessibility and signage. We will be reporting these results widely and asking for necessary updates to occupied spaces to be made. The timeline will depend on completion of the requested audit.

Component 2: Technology Use and Accessibility

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>IT support is provided</td>
<td>CAS Dean’s office</td>
</tr>
<tr>
<td>Faculty have access to and are encouraged to use CTL</td>
<td>CAS Dean’s office</td>
</tr>
</tbody>
</table>

Component 3: Cognitive Accessibility
Faculty are encouraged to use professional
development resources for optimal accessibility  
CAS Dean’s office

**Component 4:** Inclusive Spaces

[ Component is not applicable to the mission or work of college/division (please explain):]

Campus space allocation and signage are not the responsibility of colleges, but we will partner with central to identify necessary upgraded by engaging Audit Services to audit CAS_occupied spaces for compliance.

**Pillar 4: Operations**

**Component 1:** Policies, Procedures, and Practices

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[ Component is not applicable to the mission or work of college/division (please explain):]

Policy is set by the President and Provost, not at the college level. We will continue to work with our students, faculty, and staff and share any policy concerns.

**Component 2:** Evaluation and Assessment

[ Component is applicable to the mission or work of college/division (see examples provided examples in the space below) ]

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>College has set diversity and inclusion as a strategic priority</td>
<td>CAS Dean’s office</td>
</tr>
<tr>
<td>Learning goals for diversity and competency courses and degrees are developed and assessed</td>
<td>Departments and programs</td>
</tr>
</tbody>
</table>

[ Component is not applicable to the mission or work of college/division (please explain):]

Some of the noted aspects of evaluation are not appropriate for the Colleges (e.g., benchmarking) that should be set and monitored centrally.
**Component 3: Financial**

<table>
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<tr>
<th>Action/Initiative/Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Support for research, professional development, and other diversity related activities</td>
<td>CAS Dean’s office / A budget has been established for the CAS Faculty Fellow for Diversity. The budget includes funds for faculty/staff professional development and for support of the CAS Undergraduate Diversity Fellows</td>
</tr>
</tbody>
</table>

Component is not applicable to the mission or work of college/division (please explain):

Some examples are beyond College control (e.g., purchasing contracts)

**Component 4: Internal/External Communications**

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<tr>
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<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS communications director.</td>
<td>CAS Dean’s office, Departments / Communications director oversees updates of webpages and the development of faculty/student/alumni content. The director has diversity as part of his charge in developing CAS content.</td>
</tr>
<tr>
<td>College Faculty Meetings &amp; Chairs’ and Directors’ Meetings</td>
<td>CAS Dean’s office / updates on actions are provided, faculty are alerted to professional development opportunities.</td>
</tr>
</tbody>
</table>
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?

The College has set diversity as a strategic goal. However, we continue to find that excellence in inclusion has not fully permeated operations and decisions in the College. We are striving to improve that situation and convened a diversity taskforce. The work of the Task Force continues in developing actionable ways in which the College is better realizing its commitment to diversity in all forms. The Task Force produced a set of actionable recommendation for improving inclusion in the College faculty hires, which the Dean has implemented.

The Dean has initiated a review of the College’s 2014 Strategic Plan by the College’s Academic Planning and Budget Committee. The assessment was submitted to the Dean in May 2019 and will form the basis of an action plan for AY 19.

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?

CAS leads the university in scholarship on diversity and cultural issues. We engage these issues in the classroom, in scholarship, and on campus in events.

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

Next year we will:
- work with departments to identify and celebrate Departmental and individual faculty efforts to promote diversity and inclusion in the classroom.
- support the work of the Undergraduate Diversity Fellows in their efforts to understand the student experience in D1 courses.

In the next three years we will:
- have in place annual reports of Departmental and College-wide diversity-related efforts
- have in place a structure through which faculty report annually on their diversity-related efforts.
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?

The College has copious intellectual and professional expertise to achieve our goals. Students were very interested in participating, and have now been engaged as Diversity Fellows.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

The Undergraduate Diversity Fellows are working to create an annual student assessment. Departments will begin to catalog their diversity and inclusion efforts; a needs assessment from each department is due in mid-September 2019.

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?

By leading in education and research on issues of diversity and culture from all perspectives (arts, humanities, and natural/social sciences), the College promotes a more inclusive environment. We also provide or support key events and trainings on campus through departmental/program offerings. Our College-wide goals of acting on students, staff, and faculty recruitment and retention as well as the development of benchmarks associated with the diversity objective in the College strategic plan will serve to provide a more inclusive environment in the College and on campus as well as strengthen student experience from both educational and climate perspectives.

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?

Leadership in inclusion and diversity issues in scholarship across disciplines. The College has faculty with national and global recognition in all areas of inclusion, and that academic culture has been the catalyst for improvement in inclusion at UVM. As we are more thoughtful in our practices that improve the climate for students, staff, and faculty before and while at UVM, we are developing a holistic model that will likely be a best practice on campus.
3. What goals does your college/division want to achieve within the next year? Within the next three years?

Next year we will:
- implement the recommendations for recruitment developed by the diversity Task Force.
- create a CAS series of professional development opportunities for faculty and staff. The opportunities will be planned one-year in advance by a committee of faculty.
- work with departments to identify and celebrate Departmental and individual faculty efforts to promote diversity and inclusion.
- organize and support the third annual faculty of color retreat.

In the next three years we will:
- finalize a plan for faculty retention that includes strong faculty mentoring and building community.
- have in place an ongoing series of professional development opportunities for faculty and staff.
- have in place annual reports of Departmental and College-wide diversity-related efforts.
- have in place a structure through which faculty report annually on their diversity-related efforts.
- Reintroduce the Harris Fellowship or pursue cluster hires.

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?

Development of retention plans will aid in these efforts. Retention begins with listening as well as fostering community. The retention plans will start with faculty by department and move out to staff and students. The resource needs are currently unclear, but faculty and staff retention, as personnel issues, often require resources and actions that are beyond the College. Some of the actions to foster community require minimal resources (e.g., new faculty of color retreat in 2017), but the allocation of resources can be challenging for activities that are not connected to revenue generation. The College’s ongoing budget challenges limits our ability to pursue Harris Fellows and cluster hiring.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

Development and execution of retention plans. Annual reports from Departments. Establishing the ongoing professional development series.
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?

These issues appear to be beyond the College’s activities. We do not control the design and mapping of physical spaces.

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?

Please see above. We encourage faculty and departments to update their materials and methods via existing development opportunities on campus and leveraging funds provided by the College.

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

With respect to pillars, we would like a better catalog of current teaching practices and adoption of UD principals.

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?

These requires resources. We do not have the capacity to monitor departments and programs or measure/assess their materials. The goal may be unmet without a broader initiative.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

First, continued adoption of best practices in recruitment and retention for all groups is a critical measure of success. Second, we would develop metrics for targeted change over time after a baseline is obtained from the strategic plan evaluation.
**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?

These appear to be university-level administrative practices.

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?

CAS provides significant grants and other opportunities for students and faculty engaged in research activities. These are evaluated in a merit review process. As part of CAS’s strategic plan, the assessment criteria of these awards will be evaluated in AY19-20 to ensure that research and creative activity in the broadest sense are included.

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

Likewise, the goals that are described in the Pillar 4 information appear to be those that would be set at the highest levels of the university. We would be happy to engage campus-wide development of such goals and how the can be executed

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?

Depends on 3.

5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?

Depends on 3.