

## **College of Arts and Sciences Inclusive Excellence Plan**

The College of Arts and Sciences (CAS) was asked to complete an inventory and goal setting-exercise in 2017 around inclusive excellence practices and objectives as described here <https://www.uvm.edu/advancingdiversity/diversity-action-plans> and under the UVM Framework for Inclusive Excellence. Critical to the Framework was the identification of four pillars and categorizing these goals within each of those pillars (P1, Academics; P2, Community; P3, Environment; and P4, Operations).

CAS had been operating under a strategic plan set forth in 2012. One of the three objectives and underlying actions in this plan was diversity and the summary of that objective is presented here:

### Climate and Diversity

**PRIORITY A:** Ensure faculty, students, and staff members from underrepresented and marginalized populations are an integral part of the life and governance of the institution.

Goal: Make climate and diversity issues a living, acted-upon priority.

Priority B: Improve recruitment and retention of historically underrepresented and marginalized populations.

Goal: Change the demographics of the college by increasing the numbers of individuals from historically underrepresented and marginalized populations.

**PRIORITY C:** Engage all students, faculty, staff, and community members in rich curricular and co-curricular experiences that enhance understanding and appreciation of people of diverse personal and group histories, identities, and perspectives.

Goal 1: Ensure that faculty and staff have high levels of cultural competency.

Goal 2: Ensure that the college is recognized nationally as an institution that values the intellectual pursuit and understanding of diversity.

**CLIMATE AND DIVERSITY CONCLUSIONS:** Training in cultural competency for faculty and staff is essential to progress, as is, in particular, training in cultural competency for all instructors who teach D1 and D2 courses. It is also important to conduct a thorough evaluation of the ways in which bias incidents are reported in CAS and to identify and implement best practices for reporting such incidences in ways that provide safe, unthreatening, confidential methods.

### **College of Arts and Sciences goals for promoting diversity and maximizing inclusion**

All College goals fall under the overarching objective to institutionalize inclusive excellence per the strategic plan. Goals below are references to specific pillars (P1, P2, etc.) of the UVM Framework for Inclusive Excellence.

1. Develop an Undergraduate Diversity Fellows program that links student needs and voice to actions in the College. For example, this group can help develop perspective on D1 courses in the College. (P1)
2. Collect information on department and individual faculty members efforts to support and advance inclusive excellence on an annual basis. (P1, P2)
3. Implement recommendations on hiring from the College Diversity Task Force. (P2)
4. Develop a network of professional development opportunities. (P2)
5. Work with Departments to develop mechanisms to celebrate departmental and individual efforts in advancing diversity and supporting inclusion. (P2)
6. Continue the annual retreat program for faculty of color. (P2)
7. Develop a retention plan for faculty. (P2)
8. Reintroduce Harris Fellows or propose cluster hiring. (P2)
9. Develop a better understanding of current teaching practices and adoption of universal design principals. (P3)

**College of Arts and Sciences Inclusive Excellent Survey**  
developed March 9, 2017 with most recent update September 28, 2019



**Framework for Inclusive Excellence**  
**Action Plan Template**  
3/6/17

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**GENERAL INFORMATION**

*This action plan is to be completed and submitted by the person designated by the dean or vice president/provost in your college/division. If you have any questions about completing or submitting this template, please contact [Lacretia.Flash@uvm.edu](mailto:Lacretia.Flash@uvm.edu) or 802-656-7854.*

**a. Name of College/Division/Office**

***Divisions and Administrative Units***

- Enrollment Management
- Finance
- Human Resources, Diversity and Multicultural Affairs
- Legal Affairs
- Libraries & Learning Resources
- Office of the President
- Office of the Provost
- Research
- Student Affairs
- University Relations and Administration

***Colleges and Schools***

- Agriculture & Life Sciences (and Extension)
- Arts and Sciences
- Continuing and Distance Education
- Education & Social Services
- Engineering & Mathematical Sciences
- Graduate College

- Grossman School of Business
- Honors College
- Larner College of Medicine
- Nursing & Health Sciences
- Rubenstein School of Environmental & Natural Resources

b. **Name of Dean or Vice President/Provost** (write in William Falls)

c. **Name of person submitting inventory on behalf of College or Division**

Name (write in) Rory Waterman

Title (write in) Associate Dean

Department/Office/Unit (write in) CAS

e-mail address (write in) [rory.waterman@uvm.edu](mailto:rory.waterman@uvm.edu)

phone number (write in) x60278

d. **Departments and/or core functions within the unit** (*please list*)

Department of Anthropology  
Department of Art and Art History  
Department of Asian Languages & Literatures  
Biochemistry Program (joint responsibility)  
Department of Biology  
Department of Chemistry  
Department of Classics  
Computer Science (BA degree only)  
Critical Race and Ethnic Studies Program  
Department of Economics  
Engineering (BA degree only)  
Department of English  
Film and Television Studies Program  
Department of Geography  
Gender, Sexuality and Women's Studies  
Department of Geology  
Global and Regional Studies Program  
Department of German and Russian  
Department of History  
Holocaust Studies Program  
Mathematics and Statistics (BA degree only)  
Materials Science Program (joint responsibility)  
Department of Music and Dance  
Neuroscience Program (joint responsibility)  
Department of Philosophy  
Department of Physics  
Plant Biology (BA degree only)  
Department of Political Science  
Department of Psychological Science



Department of Religion  
Department of Romance Languages and Linguistics  
Department of Sociology  
Department of Theatre  
Vermont Studies Program

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

Name	Title	Department/Office/Unit
Linda Burnham	Assistant Dean	CAS
Patty Corcoran	Associate Dean	CAS
Kelley Di Dio	Associate Dean	CAS
William Falls	Dean	CAS
Kathy Fox	Associate Dean	CAS
Abigail McGowan	Associate Dean	CAS
Rory Waterman	Associate Dean	CAS

***Components of Inclusive Excellence (Summary)***

*For each component, please list significant actions/initiatives/activities done by your college/division [including the unit(s)/role(s) charged with this responsibility in your college/division]. If a component is not applicable to the mission or work of your college/division, please explain why in the space provided.*

**Pillar 1: Academics**

***Component 1: Faculty Support and Engagement***

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Diversity Taskforce	CAS Dean's office with faculty
Professional development (e.g., BB Jungle— <i>beyond funds to cost centers</i> )	CAS Dean's office, faculty execution
College programming (speakers, etc.)	Departments, programs, & CAS Dean's office

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

***Component 2: Student Support and Engagement***

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
D1, D2, and other cultural offerings	Departments and programs
Advising	CAS Dean's office and departments

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

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
PDF funds	CAS Dean's office
Grants for research or professional development	CAS Dean's office
D1, D2, and CRES, among others	Departments and programs

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

## **Pillar 2: Community**

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Tracking of students, faculty, staff	CAS Dean's office
Affirmative hiring practices	CAS Dean's office & departments
Retention efforts – these are sometimes difficult with issues of salary and other details that are controlled at the university level	CAS Dean's office

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

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Coursework and majors in areas of diversity and cultural competency	Departments, programs, CAS Dean's office

Support for programming in the College	Departments and CAS Dean's office
Support for faculty & staff training	CAS Dean's office

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

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

- 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. \_**)

**Component 4: Programs, Services, & Events**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Plan or support programming	Departments, programs, and CAS Dean's office

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

**Pillar 3: Environment**



**Component 1: Physical Accessibility**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

- Component is not applicable to the mission or work of college/division (please explain: Physical accessibility is overseen by Facilities \_\_\_\_\_)

**Component 2: Technology Use and Accessibility**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
IT support is provided	CAS Dean's office
Faculty have access to and are encouraged to use CTL to promote universal design	CAS Dean's office

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

**Component 3: Cognitive Accessibility**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Faculty are encouraged to use professional development resources for optimal accessibility	CAS Dean's office

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

**Component 4: Inclusive Spaces**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

- 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.\_**)

**Pillar 4: Operations**

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

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)

- Component is not applicable to the mission or work of college/division (please explain: **\_Policy is set by the President and Provost.\_**\_\_\_\_\_)

**Component 2: Evaluation and Assessment**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
College has set diversity as a strategic priority	CAS Dean's office
Learning goals for diversity and competency courses and degrees are developed and assesses	Departments and programs

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**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Support for research, professional development, and other diversity related activities	CAS Dean's office

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**

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

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Webpages are being updated and new communications officer has diversity as part of charge in developing CAS content.	CAS Dean's office


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

## *Action Plan for the Four Pillars of Inclusive Excellence*

*Please insert your narrative response into the appropriate section below.*

### **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 in parallel with academic planning last academic year. The work of the taskforce continues in developing actionable ways in which the College is better realizing its commitment to diversity in all forms. Last academic year, the taskforce produced a set of actionable recommendation for improving inclusion in the College faculty hires that the Dean has implemented for searches in the current academic year. This year, the taskforce has been re-convened and will look at faculty retention.

The Dean has convened an ad hoc committee to identify ways to evaluate the College strategic plan. This process will include the development of metrics for all aspects of the strategic plan, which includes diversity. Additionally, an ad hoc committee to review the bylaws will develop language to create a standing committee on diversity based on the current diversity taskforce.

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?

We need more plans/guidance for recruitment and retention. At time of request, we were developing plans for faculty recruitment and retention that have a College component and departmental pieces. The diversity taskforce has produced recommendations for recruitment that the Dean has implemented. The taskforce will now look at retention practices that the College can impact. From there, we will move to staff and student plans (three-year timeframe).

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. Recent events highlight that we are limited in employment-related resources, namely competitive offers to recruit diverse individuals, support for spouse/companion placement, resources to retain individuals who have competitive offers, and we have limited resources to develop new long-term programming around diversity that is not itself revenue generating. The latter point puts units in an awkward position of needing to place a value on activities that are fundamental to the institutional values (e.g., Our Common Ground).

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

This is not clear yet. While we can provide some measures such as ‘did we recruit more individuals of color?’ it is not clear what are valid long-term benchmarks. Some benchmarks will emerge from the current effort to develop metrics for our strategic plan, but issues of total student population and faculty should come with guidance from central administration.

## **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?

One-year goals:

1. Develop best practices for the College regarding faculty recruitment.
2. Develop benchmarks for assessing College progress on strategic objectives, specifically including diversity.

Three-year goals:

1. Develop and act upon best practices for all College consistencies (students, staff, and faculty).
2. Promote practices that improve climate in the College.

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.

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

Development and execution of retention plans. Execution of the steps in a best-practice based plan will be the initial metrics. We would like to develop a broader set of metrics, but these should be a campus-wide process.

### **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 in the College and adoption of Universal Design 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?

Meeting these goals 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.

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 they 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.