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, unintimidating, 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)
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 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 (Check)
- Continuing and Distance Education
- Education & Social Services
- Engineering & Mathematical Sciences
- Graduate College
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_________________
   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)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department/Office/Unit</th>
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</thead>
<tbody>
<tr>
<td>Linda Burnham</td>
<td>Assistant Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Patty Corcoran</td>
<td>Associate Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>Kelley Di Dio</td>
<td>Associate Dean</td>
<td>CAS</td>
</tr>
<tr>
<td>William Falls</td>
<td>Dean</td>
<td>CAS</td>
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<tr>
<td>Kathy Fox</td>
<td>Associate Dean</td>
<td>CAS</td>
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<tr>
<td>Abigail McGowan</td>
<td>Associate Dean</td>
<td>CAS</td>
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<tr>
<td>Rory Waterman</td>
<td>Associate Dean</td>
<td>CAS</td>
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</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>Diversity Taskforce</td>
<td>CAS Dean’s office with faculty</td>
</tr>
<tr>
<td>Professional development (e.g., BB Jungle—beyond funds to cost centers)</td>
<td>CAS Dean’s office, faculty execution</td>
</tr>
<tr>
<td>College programming (speakers, etc.)</td>
<td>Departments, programs, &amp; CAS Dean’s office</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>D1, D2, and other cultural offerings</td>
<td>Departments and programs</td>
</tr>
<tr>
<td>Advising</td>
<td>CAS Dean’s office and departments</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>PDF 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>
<tr>
<td>D1, D2, and CRES, among others</td>
<td>Departments and programs</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking of students, faculty, staff</td>
<td>CAS Dean’s office</td>
</tr>
<tr>
<td>Affirmative hiring practices</td>
<td>CAS Dean’s office &amp; departments</td>
</tr>
<tr>
<td>Retention efforts – these are sometimes difficult with issues of salary and other details that are controlled at the university level</td>
<td>CAS Dean’s office</td>
</tr>
</tbody>
</table>

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)

<table>
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<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>Coursework and majors in areas of diversity and cultural competency</td>
<td>Departments, programs, CAS Dean’s office</td>
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</tbody>
</table>
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)

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<th>Action/Initiative/Activity</th>
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- 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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>Plan or support programming</td>
<td>Departments, programs, and CAS Dean’s office</td>
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</tbody>
</table>

- 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)

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- 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)

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

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
<th>Responsible Unit(s)/Role(s)</th>
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<tbody>
<tr>
<td>Faculty are encouraged to use professional development resources for optimal accessibility</td>
<td>CAS Dean’s office</td>
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</table>
Component 4: Inclusive Spaces

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

<table>
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<tr>
<th>Action/Initiative/Activity</th>
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</table>

☑ 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)

<table>
<thead>
<tr>
<th>Action/Initiative/Activity</th>
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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._)

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>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College has set diversity 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 assesses</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**

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>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for research, professional development, and other diversity related activities</td>
<td>CAS Dean’s office</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**

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>
<th>Responsible Unit(s)/Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webpages are being updated and new communications officer has diversity as part of charge in developing CAS content.</td>
<td>CAS Dean’s office</td>
</tr>
</tbody>
</table>
☐ 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 recommendations 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 the 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.